

**TEACHERS OF CHRISTIAN RELIGIOUS EDUCATION IN THE TEACHING
AND EVALUATION OF THE AFFECTIVE DOMAIN ACHIEVEMENTS IN
SECONDARY SCHOOLS IN EMUHAYA SUB-COUNTY, VIHIGA COUNTY**

BY

MUKHWANA JOPHIEL EKHUYA

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE**

OF MASTER OF EDUCATION IN CURRICULUM INSTRUCTION

AND EDUCATION MEDIA-RELIGIOUS EDUCATION

DEPARTMENT OF CURRICULUM INSTRUCTION AND

EDUCATION MEDIA, SCHOOL OF EDUCATION

MOI UNIVERSITY

2019

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented in any higher institution of learning. No part or the entire thesis should be reproduced or published without consent of the author and /or Moi University.

.....

.....

MUKHWANA JOPHIEL EKHUYA

DATE

EDU/PGCM/1014/2013

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as the University supervisors:

.....

.....

PROF. MARCELLA MWAKA KYALO

DATE

Department of Curriculum, Instruction and Education Media

Moi University

.....

.....

DR. MUSAMAS JOSEPHINE (PH.D)

DATE

Department of Curriculum, Instruction and Education Media

Moi University

DEDICATION

This work is dedicated to my beloved family: my wife, Nancy Ajiambo, and my dear children, Ray and Allen for being supportive, patient and understanding during the many hours I spent on this study. To my parents, my brothers and sisters, and all my friends I appreciate their moral support and encouragement during the entire period of writing this thesis.

ACKNOWLEDGEMENT

I am grateful to the Almighty God for the good health and wellbeing that were necessary to complete this study. I acknowledge with many thanks Moi University for having admitted me to undertake a Master of Education course in Religious Education. I thank my coursework lecturers for the guidance and support throughout the coursework process. I also take this opportunity to thank my supervisors, Prof. Marcella Mwaka Kyalo and Dr. Musamas Josephine, for their patience, meticulous reading of this thesis, immense knowledge, invaluable suggestions, motivation and continuous support. Their guidance and academic support helped me in all the time of writing this thesis. I thank my colleagues in the curriculum class for the support and encouragement during the entire period of my study. I acknowledge with many thanks the National Commission for Science, Technology and Innovation for permitting me to carry out the research. I'm grateful to the County Director of Education of Vihiga County for permitting me to carry out the research. My appreciation also goes to Emuhaya Sub-county Director of Education who granted me permission to carry out the research in public secondary schools. I particularly thank secondary school principals in Emuhaya Sub-county for providing me the necessary assistance during the research. I also express my sincere gratitude to teachers of Christian Religious Education in Emuhaya sub-county for helping me get information hence leading to the study results. I would like to thank the library media specialists who helped me get the materials and information relevant for the study. I also place on record my sincere gratitude to one and all who directly or indirectly lent their hand in this study.

ABSTRACT

The present society is faced with challenges such as corruption, substance abuse, ethnicity and also instances of students' unrest characterized by violence, destruction of property, and even death. All these vices in the society raise doubts to the effectiveness of schools in imparting values and attitudes. Teachers of Christian Religious Education (C.R.E) are vested with the responsibility of imparting values and attitudes during teaching. The affective domain is a significant learning sphere in teaching and learning because it encourages the promotion of these attributes. When values and attitudes are imparted there is need to carry out an assessment so as to determine the various levels of achievement by learners. The purpose of this study was to examine C.R.E teachers in the teaching and evaluation of affective domain achievements in Emuhaya Sub-county. The specific objectives of the study were to: Investigate teacher preparation for teaching of the affective domain in C.R.E; Explore the methods used by C.R.E teachers in teaching the affective domain; Establish the methods used by C.R.E teachers in evaluating learner achievements in the affective domain; To identify challenges encountered by C.R.E teachers in the teaching and evaluation of the affective domain achievements. The theoretical framework upon which this study was based is the Needs assessment theory which stipulates that in a system all needs must be addressed so that the system comes up with a well refined end product. At school level, the end product is the learner who should possess adequate knowledge, skills and attitudes from all learning domains which includes the affective domain. The study adopted a descriptive survey design, using both qualitative and quantitative methods of data collection and analysis. The target population for the study was all the C.R.E teachers in public secondary schools in Emuhaya Sub-county. The study involved all the thirty public secondary schools within Emuhaya Sub-county and based its sample size of 70 respondents from a target population of 87 C.R.E teachers. A sample size determined using Krejcie & Morgans' table. Stratified, purposive and simple random techniques were systematically employed so as to give all teachers equal chances of being involved in the study. Data collection instruments included the questionnaire, document analysis, interview and the observation schedules. The data were analyzed using descriptive statistics. Quantitative data was summarized into tables for easy interpretation, while qualitative data was presented thematically. The study found out that 57.2% of C.R.E teachers prepare for the teaching of the affective domain. The study identified methods of enhancing the affective domain as self exploratory exercise, project method, thought sheet and value clarifying response. The study established methods of evaluation of affective domain achievements as observation, cumulative records, analysis of end term tests and analysis of anecdotal records. The challenges encountered by teachers during teaching and evaluation of affective domain achievements included the subjective nature of attributes taught & evaluated in this domain and that objectives in this domain take too long to be realized among others. The study recommended that pre-service training for C.R.E teachers should have compulsory courses on methodological aspects on teaching and evaluation of affective domain achievements; Teachers of C.R.E should renew their efforts in teaching and evaluation of affective domain achievements since it's by doing so that they will be able to facilitate morals in learners hence producing educated individuals. The Ministry of education should provide adequate in-service training on aspects of teaching and evaluation of affective domain achievements, and Quality Assurance and Standards Officers should intensify visits in schools so as to offer guidance on various aspects on teaching and evaluation of affective domain achievements.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABBREVIATIONS AND ACRONYMS	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 The purpose of the Study	7
1.4 Objectives of the Study	7
1.5 Research Questions	7
1.6 Justification of the Study	8
1.7 Significance of the Study	9
1.8 The Scope and Limitation of the Study	10
1.8.1 Scope of the Study	10
1.8.2 Limitation of the Study	10
1.9 Assumptions of the Study	11
1.10 Theoretical Framework	11
1.11 Conceptual Framework	13
1.12 Operational Definition of Terms	15
CHAPTER TWO	17
LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Domains of Learning	17
2.2.1 Cognitive Domain	18

2.2:2 Psychomotor Domain	20
2.2.3 The Affective Domain	21
2.3 Teacher Preparation for Teaching of Affective Domain.....	24
2.3.1 The Syllabus	25
2.3.2 Schemes of Work.....	25
2.3.3 Lesson Plan.....	26
2.3.4 The Content	27
2.3.5 Teacher Education or Training	28
2.4 Teaching Methods on Affective Domain	30
2.4.1 Value Sheet.....	31
2.4.2 The Self Exploratory Exercise.....	31
2.4.3 Thought Sheet.....	32
2.4.5 Project Method	33
2.5 Evaluation of Affective Domain Achievements	34
2.5.1 Evaluation on Affective Domain	35
2.5.2 Methods for Assessing Affective Domain Achievements.....	36
2.6 Challenges in Teaching and Evaluation on Affective Domain	39
2.6.1 Validity of Likert scale	39
2.6.2 Achievements of affective domain	40
2.6.3 Evaluation of affective domain achievements	40
2.6.4 Affective domain	41
2.6.5 Time for Life approach procedure.....	41
2.7 Summary of the Literature review	43
CHAPTER THREE	45
RESEARCH DESIGN AND METHODOLOGY	45
3.1 Introduction	45
3.2 Research Design.....	45
3.3 Study Area.....	46
3.4 Target Population	46
3.5 Sample Size and Sampling Techniques	46
3.6 Data Collection Instruments.....	48

3.6.1: Questionnaire.....	49
3.6.2: Observation Schedule.....	49
3.6.3: Document Analysis	50
3.6.4: Interview Schedule	51
3.7 Validity and Reliability of Data Collection Instruments.....	51
3.7.1: Validity	51
3.7.2: Reliability	52
3.8 Procedure for Data Collection.....	52
3.9 Data Analysis	53
3.10 Ethical Considerations.....	53
3.11 Chapter summary	54
CHAPTER FOUR.....	55
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION.....	55
4.1 Introduction	55
4.2 Questionnaire Return Rates.....	55
4.3 Respondent's Demographic Information	56
4.3.1 Distribution of Teachers by Gender	56
4.3.2 Teachers' Highest Professional Qualification	57
4.3.3 Distribution of Respondents by Teaching Experience	58
4.3.4: Distribution of Respondents in experiencing moral behavior problems in learners.....	59
4.3.5: Quality Teaching and Evaluation of Affective Domain Achievement in C.R.E as a solution to Moral Behavior Problems.....	59
4.4 C.R.E Teachers' Preparation for the Teaching and Evaluation of the Affective Domain	61
4.4.1 Pre-service Teacher Training.....	61
4.4.2 Attendance of In-service Training.....	62
4.4.3 Enhancing of the Affective Domain during Teaching in C.R.E.....	63
4.4.4: Preparation for the Enhancement of the Affective Domain	64
4.4.5: Syllabus is referred to in Preparation for Teaching on the Affective Domain	66
4.4.6: Schemes of Work is essential in Preparation for Teaching on the Affective Domain	68

4.4.7: Lesson plan is a requirement in Preparation for Teaching on the Affective Domain	70
4.5.1: C.R.E Teachers use Project method in teaching the Affective Domain.....	75
4.5.2: C.R.E Teachers use Thought sheet method in teaching the Affective Domain	76
4.5.3: C.R.E teachers use Value clarifying response in teaching the Affective Domain	77
4.5.4: C.R.E teachers frequently use Self exploratory exercise in teaching the Affective Domain	78
4.6: Evaluation methods in Affective Domain.....	80
4.6.1: C.R.E teachers carry out Evaluation of Affective Domain Achievements	80
4.6.2: Evaluation methods on the Affective Domain	82
4.6.3: C.R.E teachers use Observation in evaluating Affective Domain Achievement	83
4.6.4: C.R.E teachers use Checklist in evaluating Affective Domain Achievements	84
4.6.5: C.R.E teachers use Cumulative records in evaluating Affective Domain Achievements	86
4.6.6: C.R.E teachers use End term tests in evaluating Affective Domain Achievements	87
4.6.7: C.R.E teachers use Anecdotal records in evaluating Affective Domain Achievements	89
4.7: Challenges in teaching and evaluation of Affective Domain Achievements.....	91
4.7.1: C.R.E teachers experience challenges in teaching and evaluation of Affective Domain Achievements	91
4.7.2: Evaluation of Affective Domain tend to be Subjective rather than Objective .	93
4.7.4: Validity of Likert scale can be compromised due to Social desirability.....	95
4.7.5: The Affective Domain deals with Personality traits which are regarded as Private matters	96
4.7.6: Inadequate time to follow Life approach Procedure	96
CHAPTER FIVE	98
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	98
5.1 Introduction	98
5.2 Summary of the Study.....	98
5.2.1 C.R.E Teacher Preparation for Teaching the Affective Domain.....	99
5.2.2 Teaching Methods on the Affective Domain	100

5.2.3 Methods of Evaluating Affective Domain Achievements.....	101
5.2.4 Challenges in the Teaching and Evaluation of the Affective Domain Achievements	102
5.3 Conclusions	103
5.4 Recommendations	104
5.5 Suggestions for further research.....	105
REFERENCES	106
APPENDICES	115
APPENDIX I: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN ... POPULATION.....	115
APPENDIX II: QUESTIONNAIRE FOR C.R.E TEACHERS	116
APPENDIX III: DOCUMENT ANALYSIS WORKSHEET	122
APPENDIX IV: C.R.E LESSON OBSERVATION SCHEDULE.....	123
APPENDIX V: INTERVIEW SCHEDULE FOR C.R.E TEACHERS.....	124
APPENDIX VI: THE MAP OF KENYA	126
APPENDIX VII: MAP OF THE STUDY AREA.....	127
APPENDIX VIII: SAMPLE LESSON PLANS	128
APPENDIX IX: MOI UNIVERSITY RESEARCH PERMIT	130
APPENDIX X: NACOSTI RESEARCH AUTHORIZATION	131
APPENDIX XII: VIHIGA COUNTY DIRECTOR OF EDUCATION RESEARCH AUTHORIZATION	132
APPENDIX XIII: EMUHAYA SUB-COUNTY DEPUTY DIRECTOR OF EDUCATION RESEARCH PERMIT	133

LIST OF TABLES

Table 1.1: Distribution of C.R.E Perfomance in KCSE	4
Table 2.1: Taxonomies of Cognitive Domain.....	19
Table 3.1: Distribution of Schools per Stream/ Cluster.....	48
Table 4.1: Distribution of Teachers by Gender	56
Table 4.2: Distribution of Respondents on level of Professional Qualification	57
Table 4.5: Distribution of respondents on agreement that quality teaching and evaluation of affective domain achievements is a solution to moral behavior problems among learners.....	60
Table 4.6: Distribution of respondents in agreement on attendance of pre-service training	61
Table 4.7: Distribution of respondents in agreement on attendance of in-service training	62
Table 4.8: Distribution of respondents on teaching of the Affective domain.....	64
Table 4.9: Distribution of respondents on preparation before the teaching of the Affective domain.....	65
Table 4.10: Distribution of respondents on referring from the syllabus.....	66
Table 4.11: Distribution of respondents in availing the syllabus.....	67
Table 4.12: Distribution of respondents on essentiality of schemes of work	68
Table 4.13: Distribution of respondents in availing schemes of work	69
Table 4.14 : Distribution of respondents on agreement regarding essentiality of lesson plan.....	70
Table 4.15: Distribution on availability of lesson plans	71
Table 4.16: Distribution of respondents regarding essentiality of morality content.....	73
Table 4.17: C.R.E teachers' responses on use of the method.....	74
Table 4.18: Distribution on evaluation of affective domain achievements	81
Table 4.19: C.R.E teachers' responses on use of the method in evaluation of affective domain achievements.....	82
Table 4.20: Distribution of respondents on experiencing challenges in the teaching and evaluation of affective domain achievements.....	91
Table 4.21: Distribution of C.R.E teachers regarding challenges encountered during teaching and evaluation of affective domain achievements	93

LIST OF FIGURES

Figure 1.1: Conceptual Framework.....14

ABBREVIATIONS AND ACRONYMS

C.R.E: Christian Religious Education.

D.E.O: District Education Officer.

F.P.E: Free Primary Education

K.I.E: Kenya Institute of Education

K.C.S.E: Kenya Certificate of Secondary Education.

KENPRO: Kenya Projects Organization

K.I.E: Kenya Institute of Education

MOE: Ministry Of Education

NACOSTI: National Commission for Science, Technology and Innovation.

N.C.A.T.E: National Council for Accreditation of Teacher Education

S.P.S.S: Statistical Package for Social Science.

T.S.C: Teachers Service Commission

U.N.E.S.C.O: United Nations Educational Scientific and Cultural Organizations

UNICEF: United Nations Children Emergency Fund

N.C.T.E: National Council of Teachers of English

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides the background information of the study, the statement of the problem of the study, the objective of the study, research questions, scope of the study and the limitation of the study. The study aimed at establishing how C.R.E teachers teach and evaluate affective domain achievements in learners.

1.1 Background to the Study

The educational reforms arising before and after Kenya's independence have accorded Christian Religious Education (C.R.E) a critical role. It is a subject vested with the responsibility of equipping learners with religious values and morals (Itolondo, 2012). Moral education and religious education are so interwoven that it's difficult to separate the two, Religious education has therefore been viewed as one of the means to restore morals and social order (ibid). The Beecher report (1949), recommended a co-operation between the government and the church as a basis of teaching C.R.E in order to meet the needs of learners. The report emphasizes on quality education and not quantity. Religious Education was therefore integrated in education as a way to promote sound morality (ibid). Graffiths report (1962), gave secondary education priority. This report stressed on new religious attitudes and habits which were held more important than theoretical knowledge. The Mackay report (1981), recommended an education system which imparts skills, knowledge and positive attitudes. This report criticized the then school curriculum, which emphasized on academics at the expense of morality. The report recommended an education system which ensures parity in cognitive, psychomotor and affective skills.

This being skills possessed by an educated individual. Based on these educational reports Religious Education became a fundamental subject in instilling values in learners hence leading to positive character formation. However C.R.E as a subject in the Kenyan curriculum hasn't fulfilled the responsibility of instilling values and positive attitudes in learners, this prompted the study to investigate C.R.E teachers' teaching and evaluation of affective domain achievements.

In Kenya all learning domains have been integrated across the curriculum however C.R.E is given a great part when it comes to the teaching and evaluation of the affective domain achievements, as it is interwoven with moral education (Itolondo, 2012). This indicates that the subject has adequate morality content hence it is given a great part in the development of the affective domain. As a matter of principles religious education has traditionally been the vehicle by which moral standards are inculcated (Amugune, 2005). C.R.E as a subject in the Kenyan curriculum is taught so as to help learners develop integrated set of beliefs, values and practices in harmony with their outlook on life (K.I.E, 2002). Religious Education is viewed as one of the means to restore moral and social order (Itolondo, 2012). C.R.E as a subject should help learners find the ultimate meaning of life by responsible use of their critical, creative and affective skills. The teaching of C.R.E aims at making the learner grow morally, spiritually, physically and self disciplined.

In spite of teaching C.R.E in Kenyan secondary schools, the subject seem not to have imparted basic principles of Christian living, a sense of self respect and respect for others or contributed positively to the transformation of self and the society. Educational

institutions are faced with an increasing number of instances of students unrest characterized by violence, destruction of property and even death (Wango, 2003). Moreover learners are also exposed to challenges such as economic crisis, secularity, permissiveness and moral decadence. Learners are vulnerable to these issues hence there is need for C.R.E teachers to cater for all domains of learning and mainly emphasize on the affective domain as a step to help learners cope up with these challenges. This led the study to investigate C.R.E teachers in the teaching and evaluation of the affective domain achievements.

The affective domain is critical for learning but is often not specifically addressed (Smith & Ragan, 2004). This is the domain that deals with attitudes, motivation, willingness to participate, valuing what is being learnt, and ultimately incorporating the values of discipline into a way of life (ibid). The affective domain contains learning skills that are predominantly related to emotional processes (Smith and Ragan, 2004). The learning processes in the affective domain include being open to experience, cultivating values and managing oneself (ibid). At school, C.R.E teachers should teach all learning domains and carry out evaluation as a step to develop all domains in learners hence leading to the development of all round learners who can fit in the society.

According to Mukwa and Too (2002), evaluation is a continuous process of collecting and interpreting information in order to assess decisions made in designing a learning system. Nasibi, (2003), supports this when she defines evaluation as a systematic and continuous process of collecting, analyzing and interpreting information to determine the extent to which learners are achieving instructional objectives. Evaluation as applied to

the school environment is therefore a process that involves the attachment of value to observed learner behavior and the teacher making judgment. Evaluation is designed to provide information that helps make a judgment about a given situation. At school evaluation is applied to all domains of learning. Evaluation provides educators with feedback concerning teaching and learning processes.

Emuhaya is one of the Sub-Counties in Vihiga County. It is a Sub-County in which literacy has improved as most of the inhabitants have accessed education up to secondary level and beyond. Presently most children have access to education courtesy of free primary education (FPE) which started in the year 2003 (ACTIONAID Kenya, 2004) and free secondary education which began in the year 2008 (Karega, 2008). In Emuhaya Sub-County C. R. E teachers have played a great role in education. C.R.E as one of the nationally examined subject has posted an average performance for the last three years. The information in the table below revealed that in Emuhaya Sub-County C.R.E as a subject posted the following respective mean-scores in KCSE

Table 1.1: Distribution of C.R.E Performance in KCSE

Year	2011	2012	2013
C.R.E mean score posted in K.C.S.E	6.78	6.21	6.33

Source: Sub-county Director of Education

This is a clear indication of evaluation being carried out on the cognitive domain in C.R.E and most of the learners are above average in performance. In Emuhaya Sub-County learners are doing fairly well on the cognitive domain however this has not provided a solution to the rising moral behavior problem. There is rise in moral degeneration in schools and also increased cases of drug abuse, alcoholism, sexual

immorality, hooliganism and strikes; all these contributing to declining educational standards (Emuhaya Constituency Strategic Development Plan, 2008-2018). All these vices being practiced by students could be an indication that the affective domain is inadequately taught and evaluated. The success or failure in the teaching of affective domain achievements is influenced by methods used by the teacher in the teaching and evaluation of the affective domain achievements. It's on this basis that, the study sought to establish the methods used by C.R.E teachers in teaching and evaluating learners' achievements in the affective domain.

According to Kok, Chong and Shubui (2013) it's not surprising that affective domain learning outcomes are the least considered when teachers conduct their lessons. Based on this, the study focused on identifying challenges encountered by C.R.E teachers in the teaching and evaluation of affective domain achievements. Failure to cater for affective domain during teaching and evaluation greatly contributes to increase of social evils in secondary schools and in the society. Unfortunately, these social evils are less likely to decrease unless teachers of C.R.E in particular step in to address the problem. With globalization, skills within the affective domain are becoming more relevant as these become the "Must haves" for 21st century worker-citizen, (Organization for Economic, Co-operation and Development, 2012). The study would therefore look at the role of C.R.E teachers in the teaching and evaluation of affective domain achievements. The critique behind this study is that if teaching and evaluation is done on affective domain achievements then positive attitudes will be developed in learners. If this aspect is well taken care of, teachers in Emuhaya Sub-County will produce all-round individuals who will fit in the society and in the nation at large.

1.2 Statement of the Problem

Education focuses on acquisition of worthwhile knowledge, skills, attitudes and values (Benaars and Njoroge, 2004). As students are taken through the secondary education, they are expected to achieve knowledge, skills, values, emotions and motivation (KIE, 2002). Teaching of C.R.E in secondary schools therefore should enable educators to achieve the goals of education (Onsongo, 2008). The general objectives of teaching C.R.E includes; instilling in students good morals, a positive attitude and mutual social responsibility (ibid). Therefore C.R.E teachers have a great responsibility in enhancing moral values in learners because they handle a subject which has adequate content on morality (KIE, 2002). This implies that C.R.E teachers have a great role when it comes to the teaching and evaluation of affective domain achievements. This in turn is expected to have a bearing in the learners' moral and social behavior. The research problem addressed in this study is that despite efforts by C.R.E teachers to teach and evaluate, learners who demonstrate inappropriate behavior are becoming more prevalent. A report from Emuhaya Sub-county Office indicates a rise in use of drugs and alcohol by school going students (Emuhaya Constituency Strategic Development Plan, 2008-2018). The Kenya government has put in place all mechanisms to support free and compulsory education yet; some learners still demonstrate inappropriate behaviors. As the Kenya government endeavors to provide free secondary education, it's vital to consider the quality of services provided by teachers. Quality education remains a key factor in addressing these inappropriate behaviors which are practiced by a number of students (Nasibi, 2003 (a)). This study therefore investigated the role of C.R.E teachers in the

teaching and evaluation of affective domain achievements in secondary schools in Emuhaya Sub-County, Vihiga County.

1.3 The purpose of the Study

The purpose of this study was to examine C.R.E. teachers in the teaching and evaluation of affective domain achievements in secondary schools in Emuhaya Sub-county, Vihiga County.

1.4 Objectives of the Study

The objectives of the study were:

- (i) To investigate C.R.E teachers' preparation for the teaching and evaluation of the affective domain.
- (ii) To explore the teaching methods used by C.R.E. teachers in enhancing the affective domain.
- (iii) To establish the methods used by C.R.E. teachers in evaluating learner achievements in the affective domain.
- (iv) To identify challenges encountered by C.R.E. teachers in the teaching and evaluation of affective domain achievements.

1.5 Research Questions

The research questions of this study were:

- (i) How prepared are C.R.E teachers for the teaching and evaluation of the affective domain?
- (ii) What methods do C.R.E teachers use in teaching the affective domain?

(iii) What methods do C.R.E teachers use in the evaluation of the affective domain achievement?

(iv) What challenges do C.R.E teachers encounter in teaching and evaluation of achievements in the affective domain?

1.6 Justification of the Study

Serem, Boit and Wanyama (2013) stated that justification of the study is where one gives the reason for conducting the study. Studies have been done on the affective domain but no research has been done on affective domain in relation to C.R.E teachers in teaching and evaluation of affective domain achievements yet, production of an all round learner, one equipped with knowledge, skills and attitudes is a major goal of education in Kenya. The findings of this study provided the relevant information on; how C.R.E teachers prepare for the teaching of the affective domain, methods used by C.R.E teachers in teaching the affective domain, methods used by C.R.E teachers in evaluating affective domain achievements and also identified various challenges encountered by C.R.E teachers in teaching and evaluation of affective domain achievement. Teaching and evaluation are important aspects in the process of educating young people; these are areas of concern to several people including teachers, parents, policy makers and students. Nevertheless, it is through teaching and evaluation that religious education teachers should show concern with the attitudes and values revealed in the behavior of their students so as to encourage that attitudes are held responsibly.

1.7 Significance of the Study

Significance of the study outlines the importance of the issue at hand (Donald and Tromp, 2006). The current study might give a better insight on C.R.E teachers in relation to teaching and evaluation of affective domain achievements. The information gathered might be of great importance to teachers, students and policy makers in terms of production of educated individuals in secondary schools in Kenya.

The findings of this study might assist C.R.E teachers in identifying areas which need improvement in relation to the teaching and evaluation of affective domain achievements.

The findings of the study also assist teacher educators in identifying the needs of learners in order to select content and methods of training in relation to teaching and evaluation of affective domain achievements. The findings of the study might assist curriculum developers in selection of content for both pre-service and in-service training. The study benefits learners as service delivery may improve.

The findings of the study might add to the existing body of knowledge to guide future studies. The current research gives a better insight on how teachers should prepare for the teaching and evaluation of the affective domain during C.R.E lessons in secondary schools. The study enriches C.R.E teachers with diverse methods of teaching on the affective domain also the study equips C.R.E teachers with diverse methods of evaluating affective domain achievements.

1.8 The Scope and Limitation of the Study

1.8.1 Scope of the Study

Marilyn and Jim (2013) define scope of the study as parameters under which the study operates. Scope of the study indicates the boundaries of the study in terms of content and geographical spread. The study was carried out in Emuhaya sub-county. The target population was 87 C.R.E teachers in secondary schools. A sample size of 70 respondents was used; this sample size was determined using Krejcie and Morgan table of 1970 cited in (Kasomo, 2007). The research instruments were: the questionnaires, the observation schedules, interview schedules and the document analysis schedules. The scope of this study was further indicated by the study objectives which are listed below:

- (i) To investigate C.R.E teacher preparation for the teaching and evaluation of the affective domain.
- (ii) To find out the methods used by C.R.E. teachers in enhancing the affective domain.
- (iii) To establish the methods used by C.R.E. teachers in evaluating achievements in the affective domain.
- (iv) To identify challenges encountered by C.R.E. teachers in the teaching and evaluation of achievements in the affective domain.

1.8.2 Limitation of the Study

Limitation of the study refers to challenges anticipated or faced by the researcher (Donald and Tromp, 2006). The study was limited to Emuhaya Sub-County; therefore the findings cannot be generalized to cover the entire country. The study was restricted to C.R.E teachers in Emuhaya Sub-county; hence a limitation in terms of collecting comprehensive

views on the role of C.R.E teachers in the teaching and evaluation of affective domain achievements. The researcher settled on C.R.E teachers in that they handle a subject which had adequate content on morality, which is essential for teaching the affective domain. The researcher was limited by relevant literature on the topic, especially the evaluation of affective domain achievements.

1.9 Assumptions of the Study

The study was based on the following assumptions:

- (a) C.R.E teachers are trained in teaching and evaluation of affective domain achievements.
- (b) The respondents understood the research topic “C.R.E teachers in teaching and evaluation of affective domain achievements.”
- (c) Respondents gave honest responses to the research instruments.

1.10 Theoretical Framework

The study was guided by Needs assessment theory by Roger Kaufman (1976) which states that in a system all needs must be addressed so that the system comes up with well refined end products. From this theory, if a given step is ignored in the production process, a gap arises in the end product. A needs assessment is a systematic process for determining and addressing needs or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured to appropriately identify the needs. The need can be a desire to improve current performance or to correct a deficiency. A needs assessment is a part of planning processes, often used for improvement in individuals, education/training,

organizations, or communities. It can refine and improve a product such as training or the service a client receives. Needs assessments are only effective when they are ends-focused and provide concrete evidence that can be used to determine which of the possible means-to-the-ends are most effective and efficient for achieving the desired results.

The "father of needs assessment, Roger Kaufman, first developed a model for determining needs defined as a gap in results. This particular emphasis in results focuses on the outcomes (or ends) that result from an organization's processes, or inputs (the means to the ends). Kaufman argues that an actual need can only be identified independent of premature selection of a solution, wherein processes are defined as means to an end.

In order to conduct a quality needs assessment according to Kaufman, one should determine the current results, articulate the desired results, and the distance between results is the actual need. Once a need is identified, then a solution can be selected that is targeted to closing the gap. According to Roger Kaufman, as an organization functions, there are various needs to be catered for and failure to enhance these needs normally leads to creation of gaps in the end products.

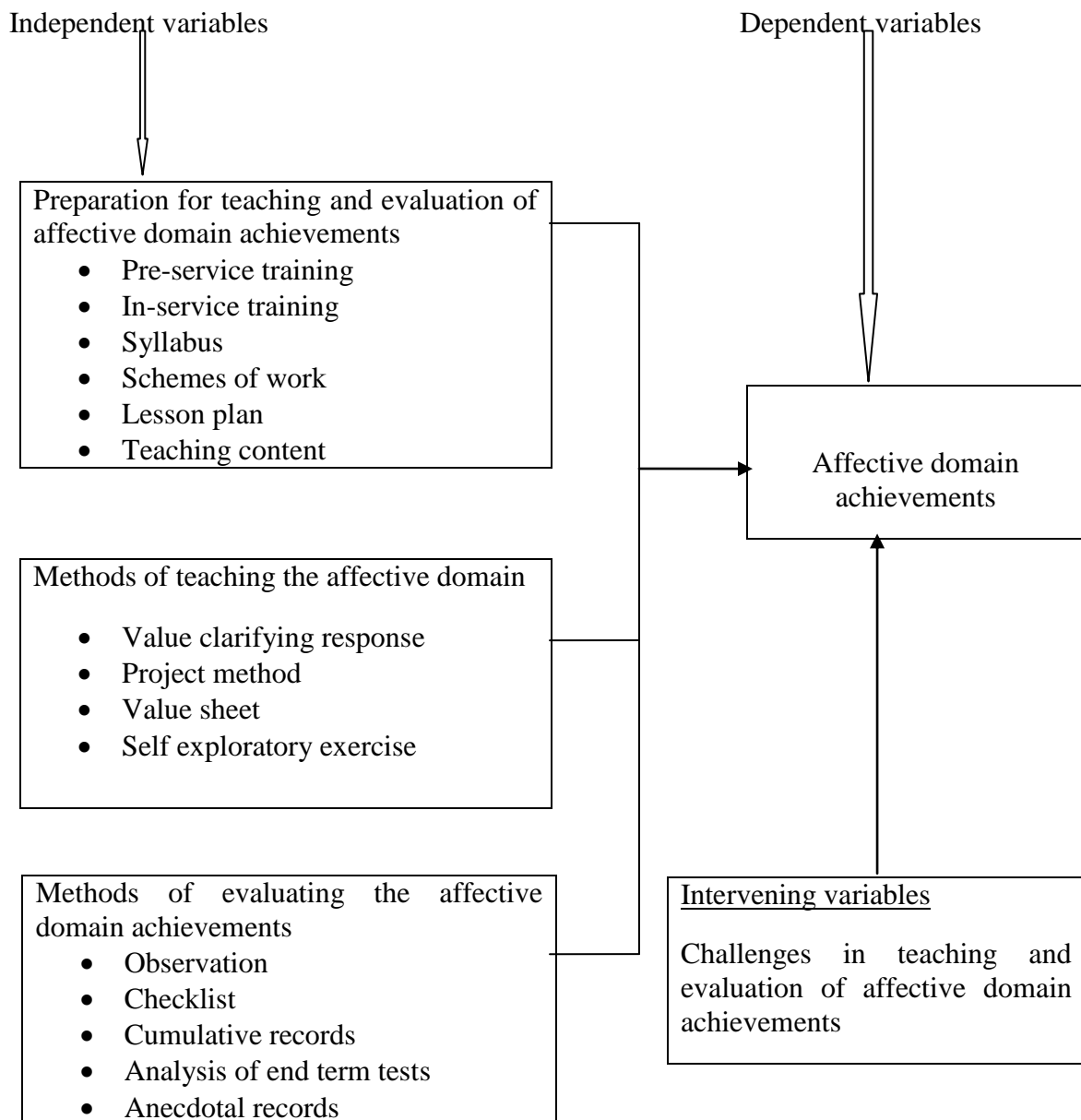
At school in the process of educating learners, C.R.E teachers should ensure that they address all the needs such as facilitating quality teaching, carrying out evaluation and giving of feedback. This means that for C.R.E teachers to produce educated individuals, all needs must be addressed. In this case during teaching teachers should adequately enhance the affective domain and thereafter conduct evaluation in order to establish the

various levels of affective domain achievements in a learner. Needs assessment theory therefore views a school to be a system with three main components; in this case we have the input (learners), the main process (educating learners) and output (end products). The end product should be individuals possessing knowledge, values, attitudes and skills. The output in this case should be educated individuals who are well adjusted and ready to satisfy the needs of the society.

1.11 Conceptual Framework

According to Reichel and Ramey in Kisilu (2011) conceptual framework is a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation. The conceptual framework summarizes features that relate between the independent and dependent variables of a study (Orodho, 2004). The conceptual framework indicates the following variables. The independent variables were: teacher preparation for the teaching and evaluation of the affective domain, teaching methods in the affective domain, evaluation methods in the affective domain, the dependent variable is the affective domain achievements, while the intervening variable is the challenges encountered in the teaching and evaluation of the affective domain achievements. The conceptual frame work in figure 1.1 summarizes the features that are specifically related to the research study.

Figure 1.1: Conceptual frame work



1.12 Operational Definition of Terms

Affective domain: In this study it means the domain that deals with attitudes, motivation, valuing what is being learned, and ultimately incorporating the values of discipline into a way of life.

Affective domain achievement: It refers to values, feelings, motivation and attitudes formed in the learner after the teacher has enhanced the affective domain during teaching and learning.

Anecdotal records: They are short stories that educators use to record significant incidences that they have observed.

Attitude: These are ways in which we think, believe or feel about someone or something.

Assessment: It's the process of gathering, analysis, interpretation, and using information about students' progress and achievement in order to improve on learning.

Check list: It's a simple technique used to determine the behavior of a learner during the lesson. It usually contains a list of attributes of behavior and the teacher is required to observe and tick whatever behavior displayed by the learner and thereafter conclusions can be made.

Christian religious education: This is instruction of what is common to all Christian churches. **Cumulative Records:** They are records containing progressive evaluation of development of learners' interests, attitudes, achievements, aptitudes and personality traits such as the learners' social adjustments.

Evaluation: Refers to a systematic determination of a subject's merit, worth and significance using criteria governed by set standards

Evaluation of affective domain achievement: It's is attaching value on affective domain achievements of the learner.

Project Method: This is experience centered strategy related to life situations.

Religious Education: Refers to that part of school curriculum which helps the learner to explore the religious dimensions of human experience.

Self Exploratory Exercise: Its taking a look at your own thoughts, feelings, behaviours and motivations and asking why.

Values: These are the important and lasting beliefs or ideals shared by members of a culture about what is good or bad or desirable. Values have an influence on a person's behavior and attitude and serve as abroad guideline in all situations.

Value clarifying response: It's a teaching skill one can practice in teaching. As a teaching skill it refers to the teacher's response to a statement by a student which contains a value indication.

Value Sheet: It's a sheet with special functions of providing opportunities to exercise the valuing skills. In this case alternatives on the basis of advantages and disadvantages regarding a moral judgment are provided. The point of this alternatives is to let the learner choose what they prefer and to justify their choices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter constitutes a literature review that looks into the findings of previous researchers and authors on the subjects of the present study. It reviews literature under the following sub-headings; learning domains, teacher preparation for teaching affective domain, teaching methodologies in affective domain, evaluation of affective domain achievements in learners and challenges in evaluation of affective domain achievements.

2.2 Domains of Learning

Domains can be thought of as categories (Anderson and Krathwohl, 2001). Instructional designers and educators often refer to the cognitive, psychomotor and affective domains as Knowledge, Skills and Attitudes. These domains (Blooms taxonomy) of learning behaviors may be thought of as “the goals of the learning process.” That is, after a learning episode, the learner should have acquired a new skill, knowledge, and desirable attitudes.

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote forms of thinking in education, such as analyzing and evaluating concepts, processes and procedures rather than just remembering facts (rote learning). It is most often used when designing instruction or learning processes. The committee identified a system of categories of learning to assist in the design and assessment of educational learning. These categories are also known as domain of learning and they are listed below.

- (i) Cognitive: mental skills
- (ii) Affective: growth in feelings and attitudes
- (iii) Psychomotor: manual or physical skills

Bloom's Taxonomy has since been expanded over many years by Bloom and other contributors notably Anderson and Krathwhol as recently as 2001, whose theories extend Bloom's work to far more complex levels and which are more relevant to the field of academic education. Most corporate trainers, coaches and teachers, will benefit significantly by simply understanding the basics of Bloom's Taxonomy. Interestingly, at the outset, Bloom believed that education should focus on 'mastery' of subjects and the promotion of higher forms of thinking, rather than a utilitarian approach to simply transferring facts. Bloom demonstrated decades ago that most teaching tended to be focused on fact-transfer and information recall - the lowest level of training - rather than true meaningful personal development, and this remains a central challenge for educators and trainers in modern times. To counter these challenges Benjamin Bloom came up with three domains of learning in order to promote higher forms of thinking.

2.2.1 Cognitive Domain

This is the domain related to intellectual capabilities such as higher forms of thinking and knowledge (Anderson and Krathwohl, 2001). The cognitive domain involves knowledge and the development of intellectual skills such as recall or recognition of specific facts, procedural patterns and concepts that serve in the development of intellectual abilities and skills, (ibid). The following table shows Bloom's taxonomy subsets; also they are listed from the simpler to the most complex forms.

Table 2.1: Taxonomies of Cognitive Domain

level	Definition	Verbs describing the activity
Knowledge	Remembering previously learned material	know, define, identify, list, name etc
Comprehension	The ability to construct meaning from material	illustrate, interpret, draw, differentiate, discuss etc
Application	The ability to use learned material in new concrete situations	apply, organize, relate, develop, employ, calculate, show etc
Analyze	The ability to breakdown the parts of a material into its components for better understanding	Analyze, compare, contrast, examine, deduce etc
Synthesis	The ability to put parts together to form a new whole	compose, design, assemble, prepare, construct etc
Evaluation	The ability to judge and even critique the value of material for a given purpose	measure, evaluate, estimate, criticize, conclude etc

Source: Anderson and Krathwohl (2001)

Based on cognitive domain Religious education comes in to instill values, morals and ethics in learners hence leading to development of higher forms of thinking and developing conscience in learners. A developed conscience in learners promotes moral thinking and the development of morality. When a moral thinking is promoted among learners it guides learners on how they should live in a society. However, (Robert, 2014) notes that pressure on teachers to improve test results has led to an oversight on the affective domain hence absence of skills like critical and creative thinking. He further explains that for a student to be engaged in critical thinking first he must also be engaged in social and emotional levels. Monica (2014) explains that the affective domain plays an undeniable role in education. She further states that emotional needs occupy the bridge

between basic needs and self realization, she elaborates that one cannot think well when he or she doesn't feel well. In this case learners can only do well in face of diversity of cognitive and affective domain, when there is a balance on the cognitive and affective domain learners can easily realize the essential goals of education and life at large.

2.2:2 Psychomotor Domain

The psychomotor domain includes physical movement, coordination and use of motor skills areas (www.nwlink.com). Psychomotor domain was ostensibly established to address skills development relating to manual tasks and physical movement; however it also covers modern day social skills such as public speaking. According to Harrow in (ibid), psychomotor domain focuses on the translation of physical and bodily activities into meaningful expressions. The table below shows various levels of development in the psychomotor domain.

Table 2.2: Psychomotor Domain Taxonomy

Level	Definition	Key verbs
Imitation	Observing and copying someone's pattern behavior	copy, follow, mimic, repeat, reproduce, replicate etc
Manipulation	Performing a skill on one's own after taking lessons	act, build, execute, perform etc
Precision	Refining and becoming more exact	demonstrate, master, calibrate, perfectionism
Articulation	Combining a series of actions to achieve harmony	adapt, construct, combine, formulate etc
Naturalization	Mastering high level performance	create, design, develop, invent, manage etc

Source: (www.nwlink.com).

In teaching when psychomotor domain is enhanced this leads to an improvement on the affective domain. Psychomotor domain involves activities which supports other areas such as the affective domain. Walaba (2007) reports that it's through psychomotor skills that after a C.R.E lesson a learners is able to serve the community for instance by planting trees and maintaining a learner friendly environment either by cleaning the school environment. In one of the objectives of a C.R.E lesson he states that by the end of the lesson the class should be able to go to a neighbors' home and help an old widow to thatch her old grass leaking hut (ibid). The key intent in such like activities is to show that the affective and psychomotor domains are intertwined.

2.2.3 The Affective Domain

The affective domain is one of the three domains in Blooms Taxonomy. This is the domain that deals with attitudes, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life (Smith and Ragan, 2004). Affective domain characterizes the emotional area of learning reflected by beliefs, values, interests and behavior of learners (Gronlund and Brookhart, 2009). Affective learning is about how learners feel while they are learning and how learning experiences are internalized so that they can guide the learners' attitudes, opinions and behavior in future (Miller, 2005). The affective domain comprise of five major stages of development. The table below shows the stages of development in affective domain, the stages are listed from the simplest to the most complex.

Table 2.3: Taxonomies of Affective Domain

Level	Definition	Key verbs
Receiving	Willing to listen	asks, names, points, selects etc
Responding	Willing to participate	answers, assists, aids, helps etc
Valuing	Willing to be involved	demonstrates, reports, initiates, shares etc
Organizing	Willing to be an advocate	Arranges, integrates, prepares, completes etc
Characterization	Willing to change behavior	Acts, performs, displays, solves, serves etc

Source: Krathwohl, Bloom and Masia as in Anderson (2001).

The five levels are arranged in hierarchy according to complexity.

The first level of affective domain is receiving. At this level the learner is aware of the stimuli or event and is willing to learn about it. If the learner fails to receive information then progress on the affective hierarchy becomes stocked. A common example of this level is class attendance and concentration during teaching (Michael, 2013). In the process of receiving the learner comes across new ideas and makes effort to understand them.

Responding comes in as the second level, at this level the learner displays voluntary response to having a sense of satisfaction in doing what is required. For example the learner will obey class rules comply with teachers' instructions and participate in class activities as required (Michael, 2013).

Valuing level involves the learner voluntarily displaying behaviors that are consistent with certain beliefs (Michael, 2013). For example the learner comes early to school and submits assignments in time. At this level learners will demonstrate valuing by managing time effectively so as to meet academic obligations. At this level students will practice

safe handling of equipments and other learning materials (Gronlund and Brookhart, 2009).

Organization requires that the learner organizes a set of values into value system. At this level affective outcomes becomes increasingly internalized and integrated with behaviors to form complex value systems and behavior patterns (Gronlund, 1991).

Characterization is the highest level in the taxonomy. This level is characterized by a value set. At this level a student's behavior is predictable. In this level the student has already internalized values to the extent they characterize him or her (Michael, 2013).

In teaching affective domain, teachers normally expect students to expend effort in their courses and sustain the effort throughout the duration of the course. However, Shepherd (2008), notes that affective domain outcomes focus upon what students learn to value.

The affective domain contains learning skills that are predominantly related to emotional processes. The learning processes in the affective domain include being open to experience, engaging in life, cultivating values, managing oneself, and developing oneself (Smith and Ragan, 2004). Within each of these general process areas are several "clusters" of specific learning skills that can be improved by means of constructive intervention and assessment. Skills in the affective domain are strongly related to student buy-in, self-management, persistence, attitudes toward assessment and level of success. Bloom's Taxonomy is a wonderful reference model for all involved in teaching, training, learning, coaching - in the design, delivery and evaluation of these development methods. At its basic level the Taxonomy provides a simple, quick and easy checklist to start to plan any type of personal development. It helps to open up possibilities for all aspects of the subject or need concerned, and suggests a variety of the methods available for delivery of teaching and learning.

In the teaching and evaluation of affective domain achievements C.R.E teachers need to become familiar with the hierarchy of processes and skills within the affective domain and work to internalize how those processes and skills can be observed and assessed in real learning contexts. In traditional curricula, the skills in the affective domain are often neglected because it is assumed that students will “discover” them on their own. However, the challenges in facilitating active learning show that this is not true. Affective skills typically become an issue when instructors build rapport and achieve buy-in. As with skills from the other domains, those from the affective domain involve performance improvement which leads to developmental growth and ultimately the empowerment in all aspects of life.

2.3 Teacher Preparation for Teaching of Affective Domain.

Effective teaching is influenced by how well a teacher has prepared for the lesson before the actual teaching starts. A research by the National Council for Accreditation of Teacher Education (N.C.A.T.E, 2014), agrees that a well prepared teacher produce students of higher achievements, well prepared teachers are most likely to remain in the teaching profession and well prepared teachers help students develop the knowledge and skills they need in life. This research supports the idea that teacher preparation is important and there is need for high quality teacher preparation. This section focuses on Christian Religious Education teachers’ preparation in relation to the teaching and evaluation of affective domain achievements. Teacher preparation for teaching on the affective originates with ones interaction with the syllabus, making good schemes of work, preparing good lesson plans, the teacher equipping himself or herself with the relevant content and the teacher training.

2.3.1 The Syllabus

According to Merriam-Webster dictionary (2014), a syllabus is a summary outline of a discourse, a course of study or of examination requirements. It is the prescribed course of study showing the scope, the appropriate information data and the frame within which the coverage of a subject in schools has to be achieved (Nasibi, 2003). It's a statement of the content of study which students should acquire. A syllabus states the general objectives of teaching the subject, resources to be used, methods to be applied by the teacher in effective teaching and evaluation techniques to be used to determine what level the objectives have been realized. In Kenya the recommended content is derived from the official syllabus books. Oketch and Asiachi (1992), stated that teachers should take the following measures before beginning to teach; teachers should read the official syllabus description of the subject, teachers should select the broad content areas the subject matter covers and teachers should consider on whether the amount of content can be achieved within the stipulated time. According to Revelle (2015), for effective delivery one should plan on consulting the detailed syllabus before each class. A research conducted in United Kingdom by Queensland Studies Authority, (2009), agrees that frequent use of syllabus contributes to quality and high equity education system. At school level C.R.E teachers should prepare by consulting a detailed syllabus before each class. Preparation is important as it improves on delivery on teaching and evaluation of affective domain achievements.

2.3.2 Schemes of Work

It's a detailed, logical and sequential plan that interprets the syllabus into units that can be used in teaching and learning. It's a breakdown of the syllabus into manageable units

which could be covered in specific period of time lasting for either weeks, months or a year (Nasibi, 1995). Groenewegen (1993), points out the main factors to be considered while writing the schemes of work. These areas mainly include objectives, teaching and learning activities, content and resources for teaching. Teachers should therefore make schemes of work on their own so as to master every step planned for effective teaching. In a study by Atherton, (2003), Show that schemes of work have been devalued by its bureaucratization and the belief of many teachers is that it exists only to satisfy.

2.3.3 Lesson Plan

It's a work plan showing clearly all activities that are going to take place during the lesson and the order in which they are going to follow. Kirisoi (2008), elaborate by saying that it challenges teachers to select and use appropriate pedagogy activities that involves learner participation. Kafu (2003), states that lesson planning gives a teacher confidence in curriculum instructional processes. A good lesson plan should include objectives in all domains of learning, meaning it should include objectives on cognitive, affective and psychomotor domains of learning. A study by Ellen (2011), agrees that an effective lesson is facilitated by an effective lesson plan, which gets students thinking, allows them to interact, ask questions and build new knowledge and skills. A study by Peter (2011), agrees that effective learning is promoted by a lesson plan which incorporates 21st century skills such as problem solving, critical thinking and creative thinking. According to Kirisoi (2008) lesson planning keeps the lesson on target and serves as a road-map on what should make up the content hence keeping sequence and irrelevancies from being brought into the lesson and keeps the teacher on the right track. The findings of a research conducted in Baringo by Kimosop (2015), shows that majority

of C.R.E teachers (69%) expressed that it was necessary to do lesson planning. However 86.7% of C.R.E teachers lacked lesson plans during actual teaching as they did not take the responsibility to make lesson plans before the actual teaching.

2.3.4 The Content

Effective teaching starts when teachers equip themselves with the relevant content and when they display good mastery of content during the actual teaching. Mastery of subject matter and pedagogical knowledge explain why some teachers are more effective than others. In a study by Darling-Harmond (2000) states that teachers' score has a positive effect in relation to students' achievement. According to Byrne (1983), a teacher who has subject matter mastery interacts positively with knowledge on how to teach the subject. Mc Neil (2000) stated that teachers ought to have understanding of the subject content for them to deliver the lesson well. Teachers' knowledge of the subject matter helps them to make their teaching easy and accessible to learners. Mc Neil, (2000), notes that teachers who lack content of the subject they deliver haphazardly and this may mislead learners. Shulman and Shulman (2004), posted that teachers must have mastery of content for them to handle critical questions of students. When it comes to teaching on the affective domain C.R.E teachers have been given adequate content compared to the teachers of other subjects. C.R.E teachers have a rich content on morality and Christian ethics, these being a vital content for the development of the affective domain in learners. The findings of a research conducted in Kisumu East Sub-County by Kowino (2011), shows that C.R.E syllabus contained relevant elements such as morality content and this content when well enhanced makes learners acquire morals in societal context. The scholars

above are in agreement that C.R.E teachers should display mastery of content of morality for effective teaching and evaluation of the affective domain achievements.

2.3.5 Teacher Education or Training

It's an education program that prepares and supplies a cadre of competent teachers to educational institutions. Quora (2018), defined teacher education as the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, values and skills they require to perform their tasks effectively in the classroom, school and wider community. According to UNESCO (2009), professional training enhances skills and performance capabilities among teachers also experience gained boosts teachers' confidence while conducting duties. UNESCO (2009) further state, that teachers' academic and professional qualifications are prerequisite to effective teaching. In an attempt to understand what makes a high quality teacher, researchers have investigated the relationship between various teacher characteristics and students achievement. Teacher characteristics like aptitude, course work taken, and degree earned and certification status positively influenced students' performance (Douglas and Tim, 2008). A study by Brownell (2007) revealed that teachers with high academic scores possessed mastery of subject matter knowledge which made them serve students better. A research by Darling-Hammond (2000) in United States stated that students' achievements are positively related to what is teacher preparation and academic work. A study by Douglas and Tim (2008) agrees that teachers who have undergone standard training and certification have a statistically significant positive impact on students' performance. Teacher education is divided into three main areas.

2.3.5.1 Pre-service Course

This is the initial teacher training which involves intensive course work, media practical, micro-teaching, and school-based practice. One undergoes pre-service course before entering the classroom as a professional teacher. A study by Mahulo (2012), in Gem district found that performance of the trained teachers was better compared to performance of untrained teachers. Also research by Wenglinsky (2002), in Columbia shows that highly trained teachers had a positive effect on students' performance. A study by Darling-Hammond (2000), reported that trained teachers contributed greatly to student's performance.

2.3.5.2 Induction

It's the process of providing training and support during the first few years of teaching. Wikipedia (2018) defines induction as the support and guidance provided to novice teachers and school administrators in the early stages of their careers. Induction encompasses orientation to the work place, socialization, mentoring, and guidance through beginning teacher practice (ibid).

2.3.5.3 In- service Course for Practicing Teachers

It involves teacher development or continuing professional development for practicing teachers. Shiundu and Omulando (1992) observed that in-service education help to acquaint the practicing teachers with the latest innovation in the curriculum of his or her subject area, in this way the teacher is able to cope up with new demands in their subject areas as well as new approaches and methodologies intended to enhance teaching and learning. A research in California by Cohen and Hill (2002), reported a strong

significance of professional development on students' performance, this study coupled with a study by Kennedy (1998), suggest that when a professional is focused on academic content and curriculum that is aligned with standard based reform, teaching practice and students achievement are likely to improve.

2.4 Teaching Methods on Affective Domain

According to Simonson and Maushak (2001), there is dearth of good instructional technology on attitudes. These scholars stated that attitude study is not an area of interest for instructors and scholars; moreover flows undertaken show that affective domain is affected by poor definition of constructs and poor measurement practices. Bolin, Khrantsova, and Saarnia (2005), introduces affective domain by lamenting its inferior status relative to the cognitive domain and its subsequent neglect in the classroom and educational research. Farley (2001) notes, that it's the responsibility of the home and community and not school to teach values and develop appropriate attitudes. Despite the observations an interest in incorporating the affective domain into classroom experience and instructions does exist. Dunn and Stinson (2012) wrote about use of drama pedagogy to create a set of learning experience designed specifically to simultaneously tap into both the cognitive and affective domain. Affective domain has to be enhanced for holistic development of the learner. In teaching, for a teacher to achieve the stated affective domain objectives a number of teaching methodologies have to be used during the actual teaching and learning process. Teaching method refers to the approach used in presenting the subject matter with the aim of achieving different specific objectives. There is no single methodology which is effective in realization of affective domain objectives the

following are some of the teaching methodologies which can be incorporated in teaching to the realization of affective domain objectives.

2.4.1 Value Sheet

A value sheet is a sheet with special functions of providing opportunities to exercise the valuing skills. In this case alternatives on the basis of advantages and disadvantages regarding a moral judgment are provided. The point of this alternatives is to let the learner choose what they prefer and to justify their choices. In a study by Harecker (2015), he stated that its time for teachers to pay more attention to values education in teaching. The aim of values is to encourage young people's awareness of having values and their corresponding relationship to the world in which they live. He noted that school is of great importance when it comes to moral-cognitive development. However it's in schools that young people find themselves confronted for the first time. This implies that schools should adequately step up in regard to moral development of the students. Much should be done on moral-cognitive development so as to create the democratic competence of a society as a whole. At school level C.R.E teachers should provide this value sheets to enable learners acquire the necessary values.

2.4.2 The Self Exploratory Exercise

Tartakovsky (2011) stated that self- exploration involves taking a look at your own thoughts, feelings, behaviors and motivations and asking why. He explains that having a deeper understanding of oneself helps one understand and accept who they are and why, what they do and which improves self esteem, communication and relationships. A research by Sage Journals (2001), in India found that students who were exposed on self

exploratory displayed confidence and positive behavior. With this method a student is able to identify their unreasoned preferences. In schools C.R.E teachers should expose learners on self exploratory exercise as the method allows students to find the roots of who they are hence contributing to achievements in the affective domain.

2.4.3 Thought Sheet

This is special kind of assignment for students to write, perhaps on a daily or weekly basis, describing the thought most precious to them Osheglows (2011). To ensure that thoughts are relevant to the theme under discussion the teacher could restrict the assignment to the content of one unit. The thought sheet are handed to the teacher who checks which of them are valuable for discussion. In this case apart from encouraging the development of valuing skills the teacher should also guide the students very well so that he can help much better. In a study by (ibid), agrees that thought sheet is one of the approaches which influence positive behavior change. Thought sheet is helpful in refraining negative thoughts to positive ones. With use of thought sheet one develops helpful thinking styles which when frequently used refines ones thoughts and behavior. A research by Twain (2013), in America found that use of thought sheet improved students' critical thinking and led to production of capable learners who not only experienced joy but also had literacy in fluency and competency.

2.4.4 Value Clarifying Response

According to Raths as cited in Lipe (2016), value clarifying response is not strictly a method but rather a teaching skill one can practice in teaching. As a teaching skill it refers to the teacher's response to a statement by a student which contains a value

indication. Value clarifying response is used as a remark to set the individual student thinking. The object of the value clarification strategy is not to teach specific values but to make students aware of their own personality held values. This awareness increases students' values, modifies poorly founded values (Raths, 1966). At school C.R.E teachers use Value clarifying response during teaching on the affective domain as this method helps students identify more clearly what they value in specific situations. A study by Lisievici (2016), found that teachers are able to master and use value clarification techniques and also to apply them in teaching moral education. Also he found that teachers who use value clarification technique motivated learners.

2.4.5 Project Method

This is experience centered strategy related to life situations (Umar, 2013). Project method is a medium of instruction which was introduced in 18TH C; with this method graduating students were expected to apply the skills and knowledge learned in solving problems as they practice their trade. Later in 20TH C William Kilpatrick expanded project method into a philosophy of education. The method now became child centered and based on progressive education. The method is now adopted worldwide by teachers. With project method students are allowed to solve problems with little teachers' direction. The teacher is therefore seen as a facilitator as students are allowed to explore and experience the environment through their senses and direct learning by their own individual interests. Project method focuses on socializing the child and achieving the cognitive, affective and psychomotor objectives. Project method enables the learner to interact and develop feelings of cooperation and teamwork hence developing values in the learner. Also project method focuses on application of specific knowledge as it

improves students' involvement on independent thinking and social responsibility. At school project method entails the learner using learnt knowledge to respond to application questions or learners actively taking part in group work. A study by Strobel and Van-Barneveld (2009) revealed that students who are not exposed to project method tended to perform lower when exposed to standardized tests.

2.5 Evaluation of Affective Domain Achievements

Evaluation is a systematic exploration and judgment of working processes, experience and outcome. It pays special attention to aims, values, perceptions, needs and resources. Evaluation entails gathering, ordering and making judgment about information in a methodical way. Originally evaluation is a Latin word which means to strengthen or to empower (Gitlin and Smyth, 1989). Evaluation is part and parcel of education yet it's experienced as a burden and an unnecessary intrusion. Evaluation can be carried out on learning domains. However in evaluation on affective domain some challenges are manifested, some of the challenges are; evaluation on affective domain tends to be subjective rather than objective, making it more challenging for one to evaluate achievements on this domain. Achievements on the affective domain take too long to be realized this mean that it's challenging for a teacher to evaluate this achievements immediately after a lesson. Krathwahl (1964), states that even if emotions were valued to the same degrees as reason, other cultural norms suggest that classroom is an inappropriate venue for teaching the affective domain, He further explains that educators are comfortable in evaluating students on achievements on intellectual matters but less comfortable in evaluating students on their attitudes, values and motivation and for teachers its inappropriate to grade with respect to interest, attitude and character.

Moreover many lesson plans with affective outcomes fail to indicate how these will be taught and evaluated (Eleanor and John, 2007).

2.5.1 Evaluation on Affective Domain

Measurement and evaluation on affective domain achievements starts through assessment of behavior. Assessment of behavior is done with the help of observation, use of checklist, analysis of anecdotal records, analysis of cumulative records and administering of written tests. To ascertain the various levels of achievements a likert-type of scale is employed for measurement. An attitude is a hypothetical construct, it cannot be measured directly. One can only measure its expression and the observable phenomena of what a person does and says (Oppenheim, 1992) therefore, in assessing attitude learning, any Likert-type scales or similar close-ended measurements should be used in tandem with more open-ended instruments.

2.5.1.1 Likert Scale

It's a scale developed to measure attitudes directly. Likert (1932) developed the principle of measuring attitudes by asking people to respond to a series of statements about a topic in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes. Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, Burns and Grove, 1997). These ordinal scales measure levels of agreement/disagreement. Likert Scale allow the individual to express how much they agree or disagree with a particular statement.

2.5.2 Methods for Assessing Affective Domain Achievements.

The various methods used in the assessment of affective domain achievements mainly observation, check list, anecdotal records, cumulative records and written tests.

2.5.2.1 Observation

Observation is the active acquisition of information from a primary source (Wikipedia, 2018). This requires the C.R.E. teacher to watch and listen carefully as they carry out affective domain activities during the lesson or as they go about their day to day activities. In this case the teacher should set out clear objectives and be aware of what he/she is looking for. When this observation is effectively carried out it can help the C.R.E. teacher to know what learners already have and what they are lacking. In a research by Omare, Otete and Iyam (2006) in Nigeria, it was found that teachers lack competence in the use of the observation schedule and therefore the observation as a method was not used when assessing the affective domain achievements. A study by Graham (2001), revealed that observation is accepted as a legitimate source of recording and reporting students demonstrations of learning outcomes in early childhood education; however, as the student progresses to later years of schooling less and less attention is given to use of observation and more attention is given to formal assessment procedures involving required tests and tasks taken under explicit constraints of context and time.

2.5.2.2 Check list

Burke (1994) describes a checklist as a strategy to monitor specific skills, behavior or dispositions of individual student in the class. It's a simple technique used to determine the behavior of a learner during the lesson. It usually contains a list of attributes of

behavior and the teacher is required to observe and tick whatever behavior displayed by the learner and thereafter conclusions can be made. Checklist most often states the cultural skills to be attained and it's most effective and efficient when it assesses specific curriculum outcomes. Checklist can be used for formative assessment to monitor student's behavior and progress towards reaching stated goals. With use of checklist teachers are able to clarify thinking about what behavior are indicated for successful learning.

Table 2.5: Overview of a Checklist

Observable behavior	Scores
Has interest in what he/she is learning.	Yes
Has a positive attitude.	Yes
Appreciates others.	No.

Conclusion

The learner above is interested in what is being taught, has appositive attitude to the subject however he/she needs to work on his attitude towards others.

2.5.2.3 Anecdotal Records

Bauman and Duffy-Hester (2002), defines anecdotal records as a short story that educators use to record significant incidences that they have observed. These records are relatively short and contain description of behaviors. It's a collection of specific instances of behavior that provides the teachers with a documentary account of changes of behavior in a learner which have occurred or are in progress. They include records of some

significant items of conduct, an episode in the life of the learner or a word picture of the learner in action. These records provide an insider's perspective of the child's educational experience. This perspective is vital to communication with the child's family about academic progress. In a research in America by Harp (2001), found that teachers frequently used anecdotal records to assess affective domain achievements of their learners.

2.5.2.4 Cumulative Records

According to Warnken and Siess (2011), cumulative records are the keeping of what is observed while student are engaged in a learning experience. It's a record that contains progressive evaluation of development of learners' interests, attitudes, achievements, aptitudes and personality traits such as the learners' social adjustments. These records could be records of teacher observations which focus on specific skills, concepts or characteristics outlined in a student. Cumulative records tell a story of the learners' growth and development in relation to the goals and objectives of the schools educational program. A study in Minnesota by Warnken and Siess, (2011) it was found that cumulative records of a child are positively related to his or her adult personality and behavior. Cumulative records are important sources of data for the prediction of an individual's personality and behavior.

2.5.2.5 End of Term Tests

Tests and creative work done by students are vital pieces of assessment data. Looking at samples of students work reveals patterns of growth and change over time. According to Kuhlthau (1994), performance of end of term tests is positively related to affective

learning. He stated that self awareness of attitudes, emotions and feelings enhances students learning. In a study by Ramona (2011), the cognitive and affective domains are inseparable. He further stated that proper assessment of the affective domain increases learning of the cognitive domain. He puts it clear that students who are aware of their emotions and feelings are more likely to make changes that can lead to success in the classroom. Onwuegbuzies (2004), points out those students who are anxious lack the ability to complete assignments and tasks successfully. End term tests include test papers, practical as well as gradable term-length projects. Both these are instruments used to measure learning, interests and attitudes of learners. Teachers use these tests to measure the learners' performance and the extent to which learning objectives are being achieved. With this method both parents and teachers get insight into learners progress hence they are able to provide the necessary guidance and counseling.

2.6 Challenges in Teaching and Evaluation on Affective Domain

Affective domain is faced with various challenges. The following are some of the challenges encountered in teaching and evaluation of affective domain achievements

2.6.1 Validity of Likert scale

In a study by Eleanor (2007), he stated that there is some silence around how to measure learning outcome in the affective domain. He noted that dozens of handy assignments, tests and rubrics for measuring cognitive outcomes but very few, if any for evaluating affective progress. According to Vicki, Collen and Kovar (2007), a number of barriers exist in efforts to conduct appropriate assessment of the affective domain. First the affective domain is difficult to assess from the standpoint of achieving valid, reliable and

objective measurement. Martin (1989) stated that measurement of affective behaviors is as difficult and complex as the development of instruments to measure them. In measuring achievements on the affective domain likert scale is used however validity of likert scale can be compromised due to social desirability. This means that individuals may lie so that they put themselves in a positive light. For example, if a likert scale was measuring discrimination, who would admit to being racist? Offering anonymity on self-administered questionnaires should further reduce social pressure, and thus may likewise reduce social desirability bias. A research by Rimland (2015), found that teachers don't often conduct evaluation of affective domain achievements because of the barriers to overcome and affective characteristics are not easily measured.

2.6.2 Achievements of affective domain

The technical part of affective domain is that it takes too long for affective domain objectives to be achieved. In a study by Rimland (2015), found out that affective domain traits are readily influenced by person's moods and feelings which fluctuate from hour to hour and day to day hence takes time for appropriate achievements to be realized. She also points out that if the evaluation process is too lengthy the student tend not to take it seriously.

2.6.3 Evaluation of affective domain achievements

Effective evaluation is objective based and should not be subjective. Evaluation on affective domain tends to be subjective in nature hence can result to bias. Subjectivity comes in when teachers conduct evaluation based on past experiences rather than being guided by objectives. A research by Rimland (2015), points out that the largest concern

linked to evaluating affective learning is research biasness. She noted that students may feel compelled to please the teacher with positive feedbacks and therefore not provide honest answers. Pierre and Oughton, (2007), found that its difficulty for one to assess and apply assessment practices like moderation to ensure objectivity and fairness.

2.6.4 Affective domain

In a study by Krathwohl (1964), affective domain deals with emotions, attitudes and interest which are regarded to be private matters. Educators are comfortable in evaluating students on achievement in intellectual matters but less comfortable evaluating students on attitudes, values and motivations. Teachers think it's inappropriate to grade with respect to interests, attitudes and character development and some parents tend to agree. Farley (2001), notes that many believe it's the responsibility of the home and community not the school to teach values and develop appropriate attitudes, even if emotions were valued to the same degree as reason, other cultural norms suggests that classroom is an inappropriate venue for teaching the affective domain. Challenges in affective domain is said to arise from difficulties in precisely stating desired affective learning outcomes because they involve opinion, belief and attitudes (Smith and Ragan, 1999). Krathwohl (1964) refers to cognitive domain as a public domain in contrast with the affective domain which deals with ones beliefs, attitudes, values and personality characteristics and therefore regarded to be private matters.

2.6.5 Time for Life approach procedure

Life approach is starting to teach with real and concrete present situation of the learners and letting them arrive at religious understanding of those experiences (Onsongo, 2002).

Life approach is an interactive process of teaching and learning which focuses on acquiring knowledge, attitudes and skills which supports behaviors that enables one to take greater responsibility for his or her own life by making healthy life choices, gaining greater resistance to negative pressure and minimizing harmful behaviors (U.N.I.C.E.F, 2001). A student is therefore seen as a naturally curious learner who will learn as long as he or she is provided a proper learning environment (ibid).

In life approach a teacher is primarily a resource to students; the teachers' main job should therefore involve providing an atmosphere of learning for learners to learn well. Life approach is a teaching approach designed to enhance efforts to positively change behavior especially related to the wellbeing and healthy functioning in society.

Life approach calls teachers to place students in a position of understanding their affects, interest and attitudes. This means that learners should be placed in a position of understanding their interests, attitudes and affects. At class level, C.R.E teachers should assist learners to adjust to appropriate interests and attitudes. According to Onsongo (2002), life approach should encourage students reflect on those issues against biblical messages presented to them. Success can be achieved in religious education if life approach is used (ibid)

Onsongo (2002), the four steps used in development of life approach are as follows:

Human experience is the first stage; it involves lessons beginning from learners' experience. The purpose of this stage is to stimulate learners' attention and imaginations. The teacher should show how God is revealed in the experiences.

Biblical experiences comes in as the second stage, where the teachers introduces the relevant text from the Bible, the teacher then guides learners to read while giving appropriate explanations.

Explanation, at this stage the teacher explains the main points by use of various teaching aids to make the lesson real, lively and interesting.

Application and Response, it's the final stage where the teacher shows the relevance of the content to the learners' lives and assesses whether attitudinal objectives have been achieved or not.

The use of life approach in teaching together with appropriate method of enhancing the affective domain (value sheet, value clarification, self exploratory exercise etc) encourages acquisition of values, attitudes and motivations.

Effective delivery in teaching requires that teachers should explore all the four stages of life approach. This is quite a challenge as the allocated time for C.R.E lesson and development of life approach procedure is too inadequate.

A research in Brong Ahafo region by Owusu (2012), found that Christian Religious Studies teachers used life-approach to a great extent during their teaching. However a research in Voi Sub-County by Mwashigadi (2014) found that C.R.E teachers did not use life approach in their teaching.

2.7 Summary of the Literature review

The teaching and evaluation of the affective domain achievements promotes education of learners and leads to the production of an all round learner, one equipped with

knowledge, skills and attitudes. In regard to this we find that C.R.E teachers have a great role to play in relation to the teaching and evaluation of affective domain achievements. According to the reviewed literature, a research by the National Council for Accreditation of Teacher Education (2014), agrees that well prepared teachers produce students of higher achievements. A research by Osheglow (2011), agrees that teachers who embrace diverse methods of teaching inculcate positive behavior change in learners. In a study by Philanthropy (2011), agrees that evaluation is vital and helps educators know the impact of programs on participants.

Miller (2005) conducted a study on teaching and learning in affective domain. Bary (2006), conducted a research on measuring learning in the affective domain. However their studies did not investigate the role of C.R.E teachers in the teaching and evaluation on the affective domain achievement, no such study has been done. The current study is about the role of C.R.E teachers in the teaching and evaluation of the affective domain achievement in secondary schools in Emuhaya Sub-County, Vihiga County. The study sought information to fill this gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter dealt with research design, study area, target population, sample size and sampling procedures, data collection instruments, validity and reliability, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

Orodho (2003) defines research design as a scheme, an outline or a plan used to generate answers to research questions or problems. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2011). The study was conducted using descriptive survey design to examine the role of C.R.E teachers in teaching and evaluation of the affective domain achievements. Survey is an attempt to collect data from members of a population with respect to one or more variables (Mugenda & Mugenda, 2003). Descriptive survey is useful because it secures evidence and describes situations the way they are thus helping to determine the necessary steps to be taken in order to solve societal problems. According to Orodho (2003), descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The researcher employed descriptive survey design because the study aimed at seeking the opinion of C.R.E teachers to teaching and evaluation of affective domain achievements.

3.3 Study Area

The study was carried out in Emuhaya Sub-County, Vihiga County, Kenya. Emuhaya Sub-county borders Khwisero Sub-county to the north, Vihiga and Sabatia Sub-counties to the east, Gem Sub-county to the west and Kisumu Sub-county to the south. The map of Kenya and the map of Emuhaya District are shown in appendix vii and appendix viii respectively.

3.4 Target Population

Target population is a complete set of individuals, cases or objects with some common observable characteristics where the sample is drawn from (Mugenda & Mugenda, 2003). According to Emuhaya Sub-County Education Office (2014) there are thirty public secondary schools and 87 C.R.E teachers. The target population was 87 teachers of C.R.E who are deemed to possess valuable information in relation to teaching and evaluation of affective domain achievements. The study targeted C.R.E teachers because they handle a subject that has adequate content on morality and which is essential for the teaching of the affective domain.

3.5 Sample Size and Sampling Techniques

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics of the entire group (Orodho & Kombo, 2002). The study involved all the thirty public secondary schools within Emuhaya sub-county. The study was based on a sample size of 70 respondents; the target population of 87 C.R.E teachers. The sample size was determined using Krejcie and Morgan table as shown in Kenya Projects Organization

(2014). According to the table a population size of 87 involves a sample size of 70. A sample of Krejcie and Morgan table is on appendix (i). To identify the 70 schools of the study researcher employed stratified sampling so as to achieve a desired representation from various schools in the sample size. This means schools were categorized as per number of streams. The streams formed clusters; teachers were then grouped per clusters, from the cluster population, the researcher established cluster sample populations which were summed up to form the study sample population of 70 teachers. According to Watson (2002) a sample population is established using the following formula:

$$n = \frac{N}{T} \times A$$

n= Cluster sample population

N= Total sample population

T= Total population

A= Total population in the cluster

$$n = \frac{N}{T} \times A$$

$$n = \frac{70}{87} \times 23$$

$$n = 18$$

A cluster population of 23 gives a cluster sample population of 18.

Table 3.1: Distribution of Schools per Stream/ Cluster

No. of streams/ Clusters	No. of schools	No. of teachers per cluster	Cluster sample population
Single	9	23	18
Double	15	37	30
Three	3	11	9
Four	2	10	8
Six	1	6	5
Total	30	87	70

Source: Researcher

From the table above cluster sample populations a sample size of 70 was determined, which was used as the study sample population. The study then employed purposive sampling. Mugenda & Mugenda (2003) define purposive sampling as a sampling that allows a researcher to use cases that have the required information with respect to the objectives of the study. This means the study selects teachers with specific range of knowledge. In this study the researcher settled on purposive sampling as he intended to involve only C.R.E teachers and those particularly teaching the form four classes contemporary Christian living content which is adequate content on morality and vital in the teaching of the affective domain. The study also employed simple random sampling so as to give all C.R.E teachers equal chances to participate in the study within each study school.

3.6 Data Collection Instruments

The researcher collected data with the help of the following research instruments; Questionnaire, Document analysis, interview schedule and Observation schedules.

3.6.1: Questionnaire

A questionnaire is a carefully designed instrument for collecting data directly from respondents (Kasomo, 2007). In this study a questionnaire was used to collect primary data from C.R.E teachers. The study employed closed ended questionnaire so as to control and focus responses to the research objectives, thus enhancing relevance of data collected. The researcher issued out questionnaires to the respondents in person. The respondents were given an explanation on the need for participating in the research. The respondents were given adequate time to respond to the questionnaire. The questionnaire was categorized into five sections as follows;

Background information of teachers

Teacher preparation for the teaching of the affective domain

Methods used by C.R.E teachers in teaching the affective domain

Methods used by C.R.E teachers in the evaluation of affective domain achievements

Challenges encountered by C.R.E teachers in the teaching and evaluation of affective domain achievements

A sample of the questionnaire is found in appendix (ii)

3.6.2: Observation Schedule

It is a form or checklist used to record what one observes during data collection (Mugenda & Mugenda, 2003). An observation schedule was developed by the researcher to collect data regarding teaching and evaluation of affective domain achievements. The researcher employed non-participant observation. Non-participant observation is

observation where the observer watches the phenomena from a distance or participates in the group but not in the group's activities (Umar, 2013). The researcher involved non-participant observation so as to enable him collect in-depth information regarding the role of the C.R.E teachers in the teaching and evaluation of affective domain achievement. The researcher observed half the number of sample size; 35 C.R.E teachers were observed during the teaching process. The researcher carried out observations in form four classroom settings during the actual teaching of C.R.E lessons. The researcher preferred form four because form four C.R.E syllabus is highly enriched with content on morality, a content necessary for the teaching of the affective domain. An observation schedule was used to collect data. The observation schedule was guided by the research objectives. A sample of observation schedule is on appendix (iv)

3.6.3: Document Analysis

It is an examination of recorded information related to issues under investigation (Oso & Onen, 2005). The researcher also collected data by analyzing teaching documents used in the teaching of C.R.E lessons. Teaching records were analyzed to provide in-depth information regarding the role of C.R.E teachers in the teaching and evaluation of affective domain achievements. The researcher analyzed the syllabus, schemes of work, lesson plans and past paper test content. Document analysis was carried out in order to ascertain whether C.R.E teachers are equipped with the relevant documents for teaching and evaluation on the affective domain achievements, also document analysis was carried out in order to find out if the objectives were in line with learning domains. Analysis of documents was guided by the research objectives of the study.

A sample of document analysis worksheet is found on appendix iii

3.6.4: Interview Schedule

This involves a set of questions that the interviewer asks when interviewing (Mugenda & Mugenda, 2003). The study involved face to face communication between the researcher and the respondents. In this study information was also gathered with the help of an interview schedule. The researcher used structured interview schedule. Half of the sample population was interviewed; 35 C.R.E teachers were interviewed. Interviews were used because they are flexible. The researcher interviewed those observed as this allowed him to adapt to situations and get much information on the role of the C.R.E teacher in the teaching and evaluation of affective domain achievements. The interview was guided by the study objectives. A sample of the of the interview schedule is on appendix (v)

3.7 Validity and Reliability of Data Collection Instruments

3.7.1: Validity

Kothari (2011) define validity as the degree to which an instrument measures what it is supposed to measure. It's the accuracy of the obtained data in the study in representing the variables under study. To determine validity the researcher ensured that the research instruments provide adequate coverage of the topic under study. The study tested content validity. Kirui (2015) states that content validity ensure that the measure covers the broad range of areas within the concept under study. The researcher ensured that items are formulated according to the research objectives. Furthermore the researcher consulted supervisors and other experts from the department of Curriculum, Instruction and Education Media from Moi University to correct ambiguity of the questions which led to

final preparation of the research instruments. Also the researcher conducted a pilot study with aim of establishing clarity in the research instruments.

3.7.2: Reliability

Serem, Boit and Wanyama (2013) describe reliability as whether a particular instrument would yield the same results if used repeatedly under the same study. It is the measure of the degree to a research instrument yielding consistent results or data after repeated trials (Kothari, 2011). Its “consistency in use” of any data collection instrument, regardless whether the results are right or wrong (ibid). A study is reliable if the results of the study can be produced under similar methodology. To achieve reliability a pilot study was conducted in Emuhaya sub-county; four C.R.E teachers were randomly selected from four schools to participate in the study (to avoid sensitization those selected were not included in the final sample size). The split half method was used to determine reliability of research instruments. Four teachers were given questionnaires in appendix ii. The completed questionnaires for the teachers were divided into sub groups of two each. The Pearson product moment was used to establish the correlation between two sets of responses. A correlation coefficient of 0.78 was realized indicating high level of reliability.

3.8 Procedure for Data Collection

Before proceeding to the field, the researcher sought permission from School of Education, Moi University. The researcher obtained a research permit from National Commission for Science, Technology and Innovation. The researcher was permitted by Vihiga county and Emuhaya Sub- county education offices; this permission allowed him

to move around schools to collect the study data. The researcher delivered the questionnaires to the respondents in person and assured them that the information they were to provide was to be treated confidentially and used only for the purpose of the study. All respondents were given enough time to fill the questionnaire. The researcher also took part in data collection through observation and analyzing the necessary professional documents, those observed were also interviewed so as to get in-depth information in relation to the role of the C.R.E teachers in teaching and evaluation of affective domain achievements.

3.9 Data Analysis

This study involved both quantitative and qualitative research. The study therefore collected both qualitative and quantitative data. Quantitative data was analyzed by use of descriptive statistics which mainly included frequencies and percentages and presented in tables. The S.P.S.S computer program was used to aid in analyzing responses from questionnaires and document analysis. Qualitative data was first examined and then assigned categories and later, analyzed thematically.

3.10 Ethical Considerations

The study used the following procedures in ensuring that aspects of ethics were upheld; the researcher obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The permit offered the researcher permission to carry out the research work. The researcher sought for permission from the principals of various schools where data was to be collected. The researcher sought for permission from the participants who participated in the study. The purpose of the study was

explained to the respondents by the researcher. The researcher respected individuals' rights to safeguard their personal integrity. During the course of data collection, the respondents were assured of anonymity and confidentiality. All sources of information used in the study were acknowledged and used in the reference section.

3.11 Chapter summary

This chapter presented the procedure used in conducting the present study. The research design, study area, target population, sample size and sampling procedures have been explained. The data collection instruments and how they were validated and made reliable has been discussed in this chapter. The analysis procedure and ethical considerations were also presented.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

In this chapter, data is analyzed, presented, interpreted and discussed with the view of answering four research objectives. The research objectives were:

- (i) To investigate C.R.E teachers' preparation for the teaching and evaluation of the affective domain.
- (ii) To explore the methods used by C.R.E. teachers in enhancing the affective domain.
- (iii) To establish the methods used by C.R.E. teachers in evaluating learner achievements in the affective domain.
- (iv) To identify challenges encountered by C.R.E. teachers in the teaching and evaluation of affective domain achievements.

Data obtained from the field were analyzed by use of descriptive statistics and use of themes and narratives. Presentation is done in tables and percentages.

4.2 Questionnaire Return Rates

The researcher received all questionnaires from the 70 C.R.E respondents. This gave a response rate of 100%. This was considered adequate since the recommended return rate for analysis and reporting is 50% and above (Mugenda and Mugenda, 2003).

4.3 Respondent's Demographic Information

In this section the researcher sought to determine the respondent's demographic information which included gender, professional qualification and teaching experience to find out whether there is any relationship with the teaching and evaluation of affective domain achievement in secondary schools in Emuhaya Sub-County, Vihiga County. The findings are presented in the subsequent sections.

4.3.1 Distribution of Teachers by Gender

C.R.E teachers were asked to state their gender to find out if gender influenced the teaching and evaluation of affective domain achievements in secondary schools in Emuhaya Sub-County, Vihiga County. The findings are presented in table 4.1

Table 4.1: Distribution of Teachers by Gender

	Frequency	Percent
Male	27	38.6
Female	43	61.4
Total	70	100

The finding in the table 4.1 show that 38.6% of respondents were male while 61.4% of respondents being females. Female teachers are the majority and have dominated in the teaching of C.R.E in secondary schools in Emuhaya Sub-County. A study by Habwenje (2012), on factor influencing students' performance in C.R.E in Emuhaya district found that female teachers were 78%, while male teachers were 22%. From the findings it's clear that female teachers have dominated in the teaching of C.R.E in Emuhaya Sub-

county. The finding therefore notes a gender imbalance in relation to teachers of C.R.E in Emuhaya Sub-county.

4.3.2 Teachers' Highest Professional Qualification

The researcher sought to determine the highest professional qualification of C.R.E teachers. The findings are presented in Table 4.2

Table 4.2: Distribution of Respondents on level of Professional Qualification

	Frequency	Percent
Certificate (P1)	14	20
Diploma	15	21.4
Degree	27	38.6
Post graduate degree (M.Ed)	3	4.3
Others (untrained teachers)	11	15.7
Total	70	100

The results in table 4.2 show that 4.3% of the teachers had post-graduate degree, 38.6% were degree holders and 21.4% were diploma holders. The results imply that most of the C.R.E teachers 64.3% had professional qualifications to teach C.R.E in secondary schools in Emuhaya Sub-County. UNESCO (2009), states that professional training enhances skills and performance capabilities among teachers.

4.3.3 Distribution of Respondents by Teaching Experience

C.R.E teachers were asked to state their teaching experience to find out whether teaching experience had any influence on the teaching and evaluation of the affective domain achievement. The findings are presented in Table 4.3

Table 4.3: Distribution of Respondents by Teaching Experience

	Frequency	Percent
0-5 years	28	40
6-10 years	16	22.9
11-20 years	13	18.6
Above 20 years	13	18.6
Total	70	100.0

The finding in table 4.3 show that 40% of C.R.E teachers had teaching experience of five years and below, 22.9% had teaching experience of six to ten years, 18.6% had teaching experience of eleven to twenty years while 18.6% had teaching experience of over twenty years. The findings mean that most C.R.E teachers (60%) had a teaching experience of over five years and this imply that most C.R.E teachers had adequate experience, which influences their roles when it comes to the teaching and evaluation of affective domain achievements. According to UNESCO (2009), experience gained by teachers boosts confidence among teachers while conducting their duties within schools.

4.3.4: Distribution of Respondents in experiencing moral behavior problems in learners

The researcher sought to determine whether C.R.E teachers experience moral behavior problems in learners. The findings are presented in Table 4.4

Table 4.4: Distribution of Respondents in Experiencing Moral Behavior Problems

	Frequency	Percent
Undecided	7	10
Agree	27	38.6
Strongly agree	36	51.4
Total	70	100

The results in table 4.4 show that 38.6% of C.R.E teachers agree that they experience moral behavior problems in learners; the findings furthermore show 51.4% strongly agree that they experience moral behavior problems among learners. This means that 90% of C.R.E teachers agree that learners display moral behavior problems. The findings agree with Emuhaya Constituency Strategic Development Plan (2008-2018), which stated that declining educational standards were attributed by involvement of students in intolerant practices such as drug abuse, alcoholism, hooliganism, sexual immorality, truancy among others.

4.3.5: Quality Teaching and Evaluation of Affective Domain Achievement in C.R.E as a solution to Moral Behavior Problems

The researcher sought to find out if quality teaching and evaluation of affective domain achievements could be a solution to moral behavior problem among learners in secondary

schools in Emuhaya Sub-County. C.R.E teachers were asked to state whether quality teaching and evaluation can be a solution to moral behavior problems among learners.

The findings are presented in table 4.5.

Table 4.5: Distribution of respondents on agreement that quality teaching and evaluation of affective domain achievements is a solution to moral behavior problems among learners

	Frequency	Percent
Strongly disagree	3	4.3
Disagree	3	4.3
Agree	18	25.7
Strongly agree	46	65.7
Total	70	100

The finding in table 4.5 show that 91.4% of C.R.E teachers agree that quality teaching and evaluation of affective domain achievement in C.R.E can be a solution to moral behavior problems among learners in secondary schools in Emuhaya Sub-County. The findings mean that quality teaching and evaluation of affective domain achievement in C.R.E is instrumental in relation to addressing moral behavior problems among learners in secondary schools in Emuhaya Sub-County. The findings agree with a study by Miller (2014), who stated that effective instructional strategies promote attitude formation and change.

4.4 C.R.E Teachers' Preparation for the Teaching and Evaluation of the Affective Domain

In this section the researcher sought to determine the C.R.E teachers' preparedness on teaching and evaluation of affective domain. The study gathered information on pre-service training, in-service training, teaching of affective domain, frequent preparations for the teaching of the affective domain and the essential teaching documents in preparation for teaching on affective domain, this information was gathered so as to find out whether C.R.E teachers' preparation has influence on the teaching and evaluation of affective domain achievements in secondary schools in Emuhaya Sub-County, Vihiga County. The findings are presented in the subsequent sections.

4.4.1 Pre-service Teacher Training

The respondents were asked to state whether they attended pre-service teacher training.

The results are presented in table 4.6

Table 4.6: Distribution of respondents in agreement on attendance of pre-service training

	Frequency	Percent
Yes	43	61.4
No	27	38.6
Total	70	100

The results in table 4.6 show that 61.4% of C.R.E teachers had attended pre-service training while 38.6% of C.R.E teachers had not attended pre-service training. The findings almost concur with findings of question two on the questionnaire about professional qualifications. The results show that 61.4% of C.R.E teachers had

professional qualifications to teach in secondary schools in Emuhaya Sub-County. According to the findings in the table above 38.6% of C.R.E teachers did not attend pre-service training; these imply that they lack the necessary teaching skills offered during training and therefore their delivery influences negatively the teaching and evaluation of affective domain achievements in secondary schools. A study by Mahulo (2012), in Gem district found that performance of the trained teachers was better compared to performance of untrained teachers as trained teachers practiced better use of teaching and learning resources, better time management as well as improved content delivery.

4.4.2 Attendance of In-service Training

The researcher sought to determine whether C.R.E teachers attend in-service training on aspects related to the teaching and evaluation in C.R.E. The findings are presented in table 4.7

Table 4.7: Distribution of respondents in agreement on attendance of in-service training

	Frequency	Percent
Yes	32	45.7
No	38	54.3
Total	70	100

The results show that 45.7% of C.R.E teachers agree that they attend in-service training while 54.3% don't attend in-service training on aspects related to the teaching and evaluation in C.R.E. The findings mean that 54.3% of C.R.E teachers don't attend in-

service training; this influences negatively teaching and evaluation of affective domain achievement in secondary schools in Emuhaya Sub-County.

C.R.E teachers were later interviewed by the researcher. They were asked why they didn't attend in-service training or workshops. C.R.E teachers who had attended the in-service training remarked that the trainings were poorly delivered and themes addressed were not relevant in benefitting teachers on aspects of teaching and evaluation.

A teacher commented that: *"In-service training is optional and not compulsory."* (Participant serial no. 25)

Another teacher decried that:

"We do not attend in-service training as the training come with expenses such as facilitation fee yet the school principals are not willing to pay for these expenses in order to encourage teachers attend in-service trainings" (Participant serial no. 07)

Other teachers who did not attend in-service training remarked that, as teachers they believed they knew everything they required. (Participant serial no. 24 and 25)

Otunga and Namunga (2012) states that in-service training is necessary and appropriate as it enables teachers to correct deficits in their skills, in this way the teacher is able to cope up with new demands in their subject areas as well as new approaches and methodologies intended to enhance teaching and learning.

4.4.3 Enhancing of the Affective Domain during Teaching in C.R.E

Respondents were asked to state whether they do enhance the affective attributes during teaching in C.R.E. The results are presented in table 4.8

Table 4.8: Distribution of respondents on teaching of the Affective domain

	Frequency	Percent
Yes	36	51.4
No	34	48.6
Total	70	100

According to the results, 51.4% agree that they enhance the affective domain during teaching in C.R.E, 48.6% of C.R.E teachers do not enhance the affective domain. Based on the findings it's prudent to note that 48.6% of C.R.E teachers do not enhance the affective domain. This is a significant percentage hence influencing negatively teaching and evaluation of affective domain achievements. These results concur with a study by Simonson and Maushak (2001), who stated that there is inadequate instructional technology on affective domain. Also flows undertaken show that affective domain is affected by poor definition of constructs and poor measurement practices (Bolin, Khrantsova and Saarnia, 2005).

4.4.4: Preparation for the Enhancement of the Affective Domain

The researcher sought to find out whether C.R.E teachers prepare for the teaching and evaluation of the affective domain achievements. The findings are presented in table 4.9

Table 4.9: Distribution of respondents on preparation before the teaching of the Affective domain

	Frequency	Percent
Disagree	10	14.3
Undecided	20	28.6
Agree	37	52.9
Strongly agree	3	4.3
Total	70	100

The study finding in table 4.9 show that 57.2% of C.R.E teachers prepare for the teaching of the affective domain, 28.6% are undecided while 14.3% do not prepare before the teaching on the affective domain.

Document analysis revealed that 60% of C.R.E teachers did not have syllabuses, a vital document in preparation for teaching. Document analysis further found that (70%) of C.R.E teachers who had lesson plans the objectives were inclined on the cognitive domain. These results reveals that C.R.E teachers had poorly drafted objectives in relation to learning domains a clear indication that C.R.E teachers do not prepare for the teaching of the affective domain. The research findings by National Council of Teachers of English (2014) stated that a well prepared teacher produce students of higher achievement and help learners develop knowledge and skills they need.

4.4.5: Syllabus is referred to in Preparation for Teaching on the Affective Domain

It is the prescribed course of study showing the scope, the appropriate information data and the frame within which the coverage of a subject in schools has to be achieved (Nasibi, 2003).

The investigator sought to determine whether C.R.E teachers refer from the syllabus in preparation for teaching on the affective domain. The findings are presented in table 4.10

Table 4.10: Distribution of respondents on referring from the syllabus

	Frequency	Percent
Disagree	2	2.9
Agree	26	37.1
Strongly agree	42	60
Total	70	100

The study results in table 4.10 show that 97.1% agrees that they refer from the syllabus in preparation for teaching of the affective domain. The study findings show that 97.1% of C.R.E teachers are in agreement that syllabus is a necessity in preparation for teaching the affective domain; if this is put in practice then it will influence positively the teaching and evaluation of affective domain achievement among learners. The finding agrees with findings of Revelle (2015), that for effective delivery one should plan on consulting a detailed syllabus before each class. A research conducted in United Kingdom by Queensland Studies Authority (2009) agrees that frequent use of syllabus contributes to high equity education system.

In line with document analysis the researcher sought to investigate whether C.R.E teachers were equipped with the syllabus. The researcher requested C.R.E teachers to avail C.R.E syllabus. The researcher sampled 35 C.R.E teachers. The results are presented in the table 4.11

Table 4.11: Distribution of respondents in availing the syllabus

	Frequency	Percent
Available	14	40
Not available	21	60
Total	35	100

The results in table 4.11 show that 40% of C.R.E teachers availed C.R.E syllabus while majority of C.R.E teachers, 60% did not have C.R.E syllabus. This means 60% of C.R.E teachers were not equipped with the C.R.E syllabus and this influences negatively the teaching and evaluation of the affective domain achievement in secondary schools in Emuhaya Sub-County.

Document analysis revealed that 60% of C.R.E teachers did not have syllabuses, a vital document in preparation for teaching. Further analysis on the schemes of work revealed that 83% of C.R.E teachers possessed commercially made schemes of work which had objective inclined on the cognitive domain. This indicates that C.R.E teachers do not refer from syllabus in preparation for teaching the affective domain hence influencing negatively the role of C.R.E teachers in teaching and evaluation of affective domain achievements.

Based on interview the researchers sought to find out why teachers failed to equip themselves with syllabus, which is a very important document in preparation for teaching. It was revealed that majority of C.R.E teachers (70%) who lacked syllabus didn't take the initiative of having the syllabus. Also a teacher remarked that:

“Schemes of work are designed based on syllabus objectives and therefore the schemes of work could serve the purposes served by the syllabus.” (Participant serial no. 01)

One of the teachers' equipped with the syllabus commended that: *“Majority of the teachers are not equipped with the syllabus because they are ignorant of the purpose of syllabus in teaching and learning.”* (Participant serial no.16)

The findings reveal that C.R.E teachers do not refer to the syllabus in preparation for teaching on the affective domain. A study by Tokatli (2009) established that syllabus provides valuable information which enables meaningful communication between the students and the instructors.

4.4.6: Schemes of Work is essential in Preparation for Teaching on the Affective Domain

C.R.E teachers were asked to indicate whether a scheme of work is a requirement in preparation for teaching the affective domain. The results are presented in table 4.12

Table 4.12: Distribution of respondents on essentiality of schemes of work

	Frequency	Percent
Yes	55	79
No	15	21
Total	70	100

The research findings show that majority of C.R.E teachers 79% agree that schemes of work are essential documents in preparation for teaching of the affective domain.

When asked on whether he refers on schemes of work in preparation for teaching, a teacher responded that: *“Frequent reference to schemes of work is time consuming, therefore I mainly refer on schemes of work after two weeks especially when commenting on remarks column.”* (Participant serial no. 17)

The researcher sought to establish whether C.R.E teachers were equipped with schemes of work. The results are presented in table4.13

Table 4.13: Distribution of respondents in availing schemes of work

	Frequency	Percent
Available	32	91
Not available	3	9
Total	35	100

The finding in table 4.13 shows that 91% of C.R.E teachers had schemes of work; this influences positively the teaching and evaluation of affective domain achievements in secondary schools in Emuhaya Sub-County.

Document analysis found that 83% of C.R.E teachers had commercially made schemes of work; those produced by publishers. These schemes of work did not address the needs of learner as most had objectives inclined on the cognitive domain an indication that syllabus is not adequately referred to when designing schemes of work.

Document analysis established that schemes of work paid attention to methods of teaching and failed to capture methods of enhancing the affective domain.

When asked on why they opted for commercially made schemes, a teachers' response was that:

“As a C.R.E teacher I have a workload burden therefore I do not have adequate time to prepare my own schemes of work hence I opt for commercially made schemes of work.” (Participant serial no. 24)

The study finding reveal that teachers are not equipped with professionally designed schemes of work. A study by Atherton (2013), Show that schemes of work have been devalued by its bureaucratization and the belief of many teachers is that it exists only to satisfy professionalism.

4.4.7: Lesson plan is a requirement in Preparation for Teaching on the Affective Domain

A lesson plan is a work plan showing clearly all activities that are going to take place during the lesson and the order in which they are going to follow. Kirisoi (2008)

C.R.E teachers were asked to state the extent to which they agree with the statement regarding essentiality of the Lesson plan in preparation for teaching of the affective domain. The findings are presented in Table 4.14

Table 4.14 : Distribution of respondents on agreement regarding essentiality of lesson plan

	Frequency	Percent
Yes	50	71
No	20	29
Total	70	100

The results show that 71% agreed that lesson plan is essential in preparation for teaching of the affective domain. According to the results 71% of C.R.E teachers understand the need for lesson planning.

Based on document analysis the study sought to determine whether C.R.E teachers were equipped with lesson plans in preparation for teaching C.R.E, the results are presented in the table 4.15

Table 4.15: Distribution on availability of lesson plans

	Frequency	Percent
Available	13	37
Not available	22	63
Total	35	100

The finding in table 4.15 show that 37% of the sampled teachers had lesson plans while 63% did not have lesson plans. The study shows that 63% of C.R.E teachers do not prepare lesson plans in preparation for teaching C.R.E lessons and this influences negatively the teaching and evaluation of affective domain achievements among learners in secondary schools in Emuhaya Sub-County.

Document analysis revealed that 91% of those lesson plans did not capture methods of enhancing the affective domain. This reveals that teachers prepared lesson plans that give much attention to the cognitive domain as the affective and psychomotor domains were least considered. Samples of the lesson plans are on appendix iv

Observation established that 14.29% of C.R.E teachers were equipped with lesson plans during the actual teaching. This findings show that majority of the teachers (85.71%) did not use lesson plans during actual teaching hence they did not have clear objective to guide C.R.E lessons.

The researcher sought to establish why majority of C.R.E teachers failed to prepare lesson plans for use in teaching. The following responses were noted from the interviewed teachers:

“Due to workload burden and inadequate time I’m not able to prepare lesson plans for use during actual teaching.” (Participant serial no. 34)

“As teachers we create lesson plans based on what is happening in classroom during teaching and learning.” (Participant serial no. 35)

“Most teachers do not have lesson plans for they do not take the initiative of preparing lesson plans before actual teaching.” (Participant serial no. 14)

The findings agree with the findings on the questionnaire that majority of the teachers (63%) are equipped with lesson plans during actual teaching. This indicates that majority of the teachers are not guided by lesson objectives during teaching hence influencing negatively C.R.E teachers’ preparation for the teaching of the affective domain. These findings concur with the findings of a study conducted in Baringo County by Kimosop (2015), which shows that majority of C.R.E teachers (69%) expressed that it was necessary to do lesson planning however 86.7% of C.R.E teachers lacked lesson plans during actual teaching as they did not take the responsibility to make lesson plans before the actual teaching.

4.4.8: Morality Content is essential in Preparation for Teaching of the Affective Domain

The respondents were asked to state the extent to which they agreed with the statement regarding essentiality of the morality content in preparation for teaching of the affective domain. The results are presented in Table 4.16.

Table 4.16: Distribution of respondents regarding essentiality of morality content

	Frequency	Percent
Disagree	2	2.9
Undecided	16	22.9
Agree	22	31.4
Strongly agree	30	42.9
Total	70	100

The finding in table 4.16 show that 42.9% strongly agree, 31.4% agree, 22.9% are undecided while 2.9% disagree that morality content is essential in teaching of the affective domain. The results show that majority of the respondents 74.3% agreed that morality content is essential in preparation for teaching the affective domain. C.R.E has a rich content on morality, when teachers embrace good mastery of content; it influences positively the teaching and evaluation of affective domain achievements among learners in secondary schools. A research by Kowino (2011) stated that C.R.E syllabus has relevant elements such as morality content and this content when well enhanced makes learners acquire morals in societal context. Mastery of the subject content is vital and part of teacher preparation for effective teaching.

Document analysis found that morality content is clearly outlined in the secondary school C.R.E syllabuses. However 86% of C.R.E teachers did not have lesson plans, an indication that morality content is not adequately presented during teaching and learning; hence influencing negatively C.R.E teachers preparation for the teaching of the affective domain.

4.5: Teaching Methods in Affective Domain

Teaching methods are the instructional techniques used by the teacher for effective teaching and learning process. To achieve affective domain objectives it is necessary that one selects appropriate affective domain teaching methods.

In this section, the study sought to find out if C.R.E teachers use the affective domain teaching methods during teaching. The study gathered information on thought sheet, value clarifying response, value sheet, project method and self exploratory exercise.

Table 4.17 shows a summary of the methods used in teaching the affective domain.

Table 4.17: C.R.E teachers' responses on use of the method

Teaching method	Responses								Total	
	Never		Occasionally		Frequently		v. Frequently		Count	%
	Count	%	Count	%	Count	%	Count	%		
Project method	33	47	23	33	14	20			70	100
Thought sheet	34	49	24	34	8	11	4	06	70	100
Value clarifying response	14	20	44	63	12	17			70	100
Self exploratory exercise	3	04	23	33	30	43	14	20	70	100

4.5.1: C.R.E Teachers use Project method in teaching the Affective Domain

Project method is experience centered strategy related to life situations (Umar, 2013). The method focuses on application of specific knowledge as it improves students' involvement on independent thinking and social responsibility.

C.R.E teachers were asked to state the extent to which they concur with the statement regarding how frequent they use project method during teaching of the affective domain. The results are presented in table 4.17 as shown above

According to the results 47% don't use project method, 33% use project method occasionally, 20% use project method frequently. The results reveal that 20% of C.R.E teachers use project method frequently. This means that majority of C.R.E teachers (80%) do not use the method and this influences negatively the role of C.R.E teachers in use of project methods in teaching the affective domain.

Observation revealed that 11% of C.R.E teachers made use of project method during teaching of affective domain. According to interview 87% of C.R.E teachers were ignorant of project method as a method of teaching on affective domain. However document analysis of past paper exams established that 22% of C.R.E teachers made use of project method during teaching on the affective domain. This was cited in questions such as; *“Outline the roles the church play to strengthen family relationships”* In this case teachers used application questions to test learners understanding on various range of issues.

The results indicate that most of the teachers do not employ project when enhancing the affective domain. A study by Strobel and Barneveld (2009), found that students who are

not exposed to project method tended to perform lower when exposed to standardized tests.

4.5.2: C.R.E Teachers use Thought sheet method in teaching the Affective Domain

This is special kind of assignment for students to write, perhaps on a daily or weekly basis, describing the thought most precious to them Osheglows (2011). The researcher sought to find out how often C.R.E teachers use thought-sheet when teaching the affective domain. The results are presented in the table 4.17

The results show that 48.6% rarely use it, 34.3% use it occasionally, 11.4% use it frequently 5.7% use it very frequently. The study findings imply that few teachers 17.1% often use thought sheet whereas 82.9% of C.R.E do not use thought sheet during teaching on the affective domain, this practice influences negatively the teaching and evaluation of affective domain achievement among learners in Emuhaya Sub-County.

Observation was conducted in classroom; it established that none of the C.R.E teachers used thought sheet during teaching on the affective domain. It also came out that all of the observed teachers mainly focused on methods of teaching.

The observed teachers were later interviewed by the researcher. When asked why they did not use thought sheet when teaching the affective domain.

A teacher reported that:

“As a teacher I’m aware of methods of teaching however I’m not conversant with the methods of enhancing the affective domain.” (Participant serial no. 35)

“Given the fact that teachers have a workload burden, time is so limited hence proves difficult for them to design and even make use of thought sheet during actual teaching.” (Participant serial no. 22)

Other teachers decried that they lacked skills on how to design and use thought sheet method when teaching on affective domain.

These findings confirm the questionnaire results that only 17% of the teachers made use of the thought sheet when enhancing the affective domain. A study by Osheglows (2011), agrees that thought sheet is one of the approaches which influence positive behavior change. He stated that thought sheet is helpful in refraining negative thoughts to positive ones. With use of thought sheet one develops helpful thinking styles and when frequently used refines ones thoughts and behavior. A research by Twain (2013), in America found that use of thought sheet improved students' critical thinking.

4.5.3: C.R.E teachers use Value clarifying response in teaching the Affective Domain

According to Raths et al as cited in Lipe (2016), value clarifying response is not strictly a method but rather a teaching skill one can practice in teaching. As a teaching skill it refers to the teacher's response to a statement by a student which contains a value indication.

The study sought to determine how frequent C.R.E teachers used value clarifying response during teaching of affective domain. The findings are presented in Table 4.17

The results show that 17.1% frequently use value clarifying response in teaching the affective domain, 63% use value clarifying response occasionally while 20% never use value clarifying response. According to the finding 63% of C.R.E teachers use value clarifying response occasionally, hence influences negatively teaching and evaluation of affective domain achievements.

Based on document analysis it was revealed that 100% of lesson plans had not captured value clarifying response as a method of teaching on the affective domain.

Classroom observation revealed that majority of the teachers (68%) used value clarifying response. The teachers used value clarifying response in remarking to students' statements with value indication.

An inquiry was made through interview on why most of the teachers were able to use value clarifying response to enhance the affective domain. The following are some of the selected responses from teachers;

“The method enables the teacher understand his students and therefore the teacher is able to motivate learners accordingly during teaching and learning process.” (Participant serial no. 07)

“Value clarifying response as a method of enhancing the affective domain enables the teacher to know learners willingness to participate in learning.” (Participant serial no. 02)

The results confirms questionnaire results that majority of the teachers (63%) use value clarifying response occasionally when enhancing the affective domain. A study by Lisievici (2016), found that teachers who use value clarification technique motivated learners.

4.5.4: C.R.E teachers frequently use Self exploratory exercise in teaching the Affective Domain

Tartakovosky (2011) stated that self- exploration involves taking a look at your own thoughts, feelings, behaviors and motivations and asking why. He explains that having a deeper understanding of oneself helps one understand and accept who they are and why, what they do and which improves self esteem, communication and relationships.

C.R.E teachers were asked to state the extent to which they agree that they frequently use self exploratory exercise during teaching of the affective domain. The results are presented in table 4.17

The study findings show that 20% of C.R.E teachers use the method very frequently, 43% use the method frequently and 33% use the method occasionally while 4% never use the method. This implies that majority of C.R.E teachers 63% of C.R.E teachers use the method in teaching of the affective domain; this influences positively the teaching and evaluation of affective domain achievements among learners in secondary schools in Emuhaya Sub-County. A study by Victoroff (2012), in India found that students who were exposed on self exploratory displayed confidence and positive behavior.

The researcher made observation on how teachers apply self exploratory exercise in order to enhance the affective domain. A total of 35 teachers were observed. The findings revealed that teachers did not use self exploratory exercise and instead teachers were focused on methods of attaining the cognitive domain objectives.

An interview was conducted; the observed teachers were asked why they didn't use self exploratory exercise during teaching. The responses were as follows:

“As a teacher I'm not aware of self exploratory exercise as a method of enhancing the affective domain neither I'm I aware of methods of enhancing the affective domain.” (Participant serial no. 19)

“With work load burden the idea of incorporating self exploratory exercise when enhancing the affective domain becomes a heavy task for teachers especially at this time when the system has become exam oriented and teachers are focused on nothing but high mean score” (Participant serial no. 22)

The findings reveal that teachers do not make use of self exploratory exercise when enhancing the affective domain. These findings contradict the results from the questionnaire which revealed that 63% of the teachers use self exploratory exercise when enhancing the affective domain. These findings agree with a study by Owuor (2017) which revealed that most teachers do not employ use of self exploratory exercise as they are geared to valuing skills yet due to time factor teachers are only focused on methods like lecture, discussion which are easy to apply.

4.6: Evaluation methods in Affective Domain

Evaluation is a systematic and continuous process of collecting, analyzing and interpreting information to determine the extent to which learners are achieving instructional objectives (Nasibi, 2003).

In this section the study sought to establish the methods used by C.R.E teachers in evaluation of affective domain achievements. The study gathered information on observation, checklist, cumulative records, analysis of end term tests and anecdotal records. The findings are presented in the subsequent sections.

4.6.1: C.R.E teachers carry out Evaluation of Affective Domain Achievements

C.R.E teachers were asked to state the extent to which they agree with the statement that they conduct evaluation of affective domain achievements. The findings are presented in table 4.18

Table 4.18: Distribution on evaluation of affective domain achievements

	Frequency	Percent
Yes	23	33
No	47	67
Total	70	100

The results show that 33% of C.R.E teachers conduct evaluation while 67% do not conduct evaluation. A study by Eleanor and John (2007), found that many lesson plans with affective domain outcomes fail to indicate how they should be taught and evaluated.

Classroom observation found that none of the C.R.E teachers conducted evaluation of affective domain achievements within a forty minutes lesson during teaching.

Document analysis of the lesson plan revealed that majority of C.R.E teachers lacked objective on affective domain. Analysis of the schemes of work revealed that they lacked objectives on the affective domain.

An interview was conducted; teachers were asked on why they didn't conduct evaluation of affective domain achievements. The following responses were gathered from teachers:

“There is no need to conduct evaluation of affective domain achievements as this is an aspect which is not examinable in national exams more so there is no recognition when students perform well in this sector ” (Participant serial no. 29)

“Owing to the fact that teachers have a heavy workload and time being inadequate, teachers normally utilize the limited time in preparing students in examinable areas in national exams” (Participant serial no. 12)

“It is not easy for teachers to conduct evaluation of affective domain achievements as it takes long for the achievements to be realized on the affective domain” (Participant serial no. 05)

“There is an increase in students’ enrollment in schools which has led to high students to teacher ratio hence teachers are overloaded and incapacitated to conduct evaluation of affective domain achievements.” (Participant serial no. 06)

The results reveal that teachers do not conduct evaluation of affective domain achievements. The research findings concur with findings of a study by Kirk (2007), that affective domain is essential for learning but it’s the most often overlooked.

4.6.2: Evaluation methods on the Affective Domain

In this section the study sought to establish if C.R.E teachers use the following methods in evaluation of affective domain achievements. The study gathered information on observation, checklist, cumulative records, end-term tests and anecdotal records. Summary of the finding is presented in table 4.19 below.

Table 4.19: C.R.E teachers' responses on use of the method in evaluation of affective domain achievements

Evaluation method	Responses								Total	
	Never		Occasionally		Frequently		V. Frequently		Count	%
	Count	%	Count	%	Count	%	Count	%		
Observation	2	03	12	17	43	61	13	19	70	100
Checklist	38	54	26	37	6	09			70	100
Cumulative records	30	43	34	48			6	09	70	100
End term tests	3	04	37	53	24	34	6	09	70	100
Anecdotal records	41	59	22	31	7	10			70	100

4.6.3: C.R.E teachers use Observation in evaluating Affective Domain Achievement

Observation is the active acquisition of information from a primary source (Wikipedia, 2018).

The researcher sought to determine how often C.R.E teachers use observation method in evaluating affective domain achievement. The findings are presented in table 4.19

The study results show that 19% use observation very frequently, 61% use observation frequently, and 17% use observation occasionally while 3% don't use observation. These results imply that 80% of C.R.E teachers use observation method in evaluating affective domain achievements, this influences positively the teaching and evaluation of affective domain achievement in learners in secondary schools in Emuhaya Sub-County.

The researchers' classroom observation established that C.R.E teachers overlooked observation during teaching. Also the researcher found it difficult to tell whether teachers were using observation in assessing achievements on the affective domain as observation tends to be a silent method of assessing learners.

The researcher conducted an interview for the observed teachers. The teachers were asked why they didn't make use of observation to assess affective domain achievements.

Teachers had diverse opinions as follows:

“I always make use of observation within classroom and outside classroom because the method provides an insight on how learners behave also the method enables me to see things taken for granted by learners during teaching and learning.” (Participant serial no. 05)

“Normally I initiate observation when teaching in classroom and thereafter extend the method outside classroom in monitoring learners when performing various activities.” (Participant serial no. 33)

“The forty minutes lesson is inadequate for me to teach and conduct assessment of affective domain achievements of learners based on observation.” (Participant serial no. 17)

“Observation as a method of assessment is time consuming and requires informed planning yet there is a shortage of time and teachers are also faced with a challenge of workload burden.” (Participant serial no. 17)

“Teachers are aware of observation as a method of assessment however they lack the requisite skills to effectively conduct objective based observation.” (Participant serial no. 21)

The findings reveal that teachers do not adequately use observation to conduct evaluation of affective domain achievements. These findings contradict the questionnaire results that 80% of C.R.E teachers use observation method in evaluating affective domain achievements. A study by Graham (2001), revealed that observation is accepted as a legitimate source of recording and reporting students demonstrations of learning outcomes in early childhood education, however as the student progresses to later years of schooling less and less attention is given to use of observation and more attention is given to formal assessment procedures involving required tests and tasks taken under explicit constraints of context and time.

4.6.4: C.R.E teachers use Checklist in evaluating Affective Domain Achievements

A checklist is an assessment tool that set out specific criteria which educators may use to gauge students’ skill development and progress (Nicole, 2014). Checklist set out skills, attitudes, strategies and behaviors for evaluation and offers ways to systematically organize information about a student (ibid).

The study sought to establish how often C.R.E teachers use checklist in evaluating affective domain achievement among learners the results are presented in table 4.19

The results of the study show that only 9% of C.R.E teachers use a checklist frequently, 37% use it occasionally and 54% never use a checklist. The findings imply that 91% of C.R.E teachers don't use checklist; and this influences negatively the role of C.R.E teachers in evaluation of the affective domain achievements.

Classroom observations revealed that teacher did not use a checklist in evaluation of affective domain achievements.

The researcher interviewed the observed teachers to find out why they didn't incorporate a checklist in evaluation of affective domain achievements during teaching. The responses were as follows:

“Teachers are focused on evaluation which is geared towards achievement of cognitive domain objectives hence evaluation of affective domain objectives and even use of a checklist to conduct this evaluation is a tall order.” (Participant serial no. 29)

“Checklists do not provide elaborate feedbacks on whether learners are achieving specific learning objectives during or after a teaching and learning process.” (Participant serial no. 32)

“Majority of teachers lack the skills and knowledge on how to design and apply checklist in evaluation of affective domain achievements.” (Participant serial no. 33)

The results indicate that teachers do not incorporate a checklist in evaluation of affective domain achievements. The results are in agreement with the questionnaire results that only 9% of the teachers made frequent use of the checklist in evaluation of affective domain achievements hence influencing negatively teaching and evaluation of affective domain achievements in Emuhaya Sub-county.

4.6.5: C.R.E teachers use Cumulative records in evaluating Affective Domain Achievements

A cumulative record is the compilation and maintenance of information regarding a student (Ministry of education, 2015). It contains factual, objective and professional information regarding a students' academic progress, mid-term and final marks, adaptations and attendance (ibid).

The researcher sought to establish how often C.R.E teachers use cumulative records in evaluation of affective domain achievements. The results are presented in table 4.19

The study findings show that 43% of C.R.E teachers don't use cumulative records in evaluation of affective domain achievement, 48% use cumulative records occasionally while 09% use cumulative records very frequently. According to the results 09% of C.R.E teachers use cumulative records during evaluation of affective domain achievements. This implies that 91% of C.R.E teachers do not use cumulative records in the evaluation of affective domain achievements; this influences negatively the role of C.R.E teachers in evaluation of affective domain achievements.

Document analysis revealed that teachers had students' cumulative records however the records were skewed to the cognitive domain; these were records such as students' mark books, files of students' performance or the merit lists.

An interview was conducted to establish why teachers did not have students' cumulative records showing achievements on affective domain. The following were responses from teachers:

“The aspect of assessing, recording and compiling information regarding students’ achievements on affective domain is demanding and time consuming.” (Participant serial no. 04)

“Teachers lack the necessary guidelines on designing and use of cumulative records in assessing affective domain achievements.” (Participant serial no. 15)

“The observations made by teachers when evaluating affective domain achievements goes unrecorded hence making it difficult for teachers to have the cumulative records for use in evaluating affective domain achievements.” (Participant serial no. 27)

The results indicate that teachers do not use cumulative records to carry out evaluation of affective domain achievements. The results are in agreement with questionnaire results that only 09% of teachers made use of cumulative records in evaluation of affective domain objectives hence this influences negatively the role of C.R.E teachers in evaluation of affective domain achievements. Robert and Thomas (2011) found that cumulative records are important sources of data for the prediction of an individual’s personality and behavior.

4.6.6: C.R.E teachers use End term tests in evaluating Affective Domain Achievements

The researcher sought to find out how often C.R.E teachers use end term tests in evaluation of affective domain achievements. The results are presented in table 4.19. The results show that 04% of C.R.E teachers never use end term tests, 53% use occasionally, 34% frequently and 09% use very frequently. The results show that 43% of C.R.E teachers use end term tests frequently in evaluation of achievements. Onwuegbuzies (2013) points out that students who are anxious lack the ability to complete assignments, tests and tasks successfully an indication that when the affective domain is well enhanced it promotes learners performance in tests and other tasks.

The researchers carried out analysis of sample past papers exams in order to find out whether teachers set questions that enhance the affective domain in learners. Document analysis reported that C.R.E past paper tests had a variety of questions on all domains of learning; cognitive domain, affective domain and psychomotor domain. Examples collected include the following listed summary of questions that enhance affective domain:

- (i) Give reasons why corruption is widespread in Kenya today. (7mks)
- (ii) Outline the role played by the youth in church today. (5mks)
- (iii) Why should Christians develop a positive attitude towards work? (7mks)
- (iv) Identify ways in which Christians can overcome temptations of drug abuse. (5mks)
- (v) Give reasons why Christians in Kenya condemn homosexuality. (7mks)
- (vi) How is the Christian community trying to solve social problem resulting from alcoholism? (7mks)

An interview was conducted to establish whether C.R.E teachers used end term tests to evaluate learners' achievements on the affective domain. Majority of CRE teachers (80%) reported that they conducted tests to evaluate learners' achievements on the affective domain. The researcher further inquired whether teachers related learners' cognitive domain achievements to achievements on affective domain. The following are comments from the selected teachers:

“Yes, I conduct evaluation of both cognitive and affective domain achievements however I have never taken the initiative to relate achievements in the two domains” (Participant serial no. 03)

“A teacher’s effectiveness is based on students’ success in exams and more so high-end mean scores; this aspect propels teachers to mainly concentrate on cognitive domain as the other domains are overlooked” (Participant serial no. 11)

The results reveal that teachers do not adequately make use of end term tests in evaluation of achievements on the cognitive domain. These results are in agreement with questionnaire results which revealed that minority of teachers (43%) made use of end term tests in evaluation of affective domain achievements. Interviews established that C.R.E teachers did not take the initiative to analyze test scores and relate the cognitive domain performance to achievements in affective domain. According to a study by Adkins (2004) the three domains; the cognitive, affective and psychomotor are tightly integrated aspects of human learning. However many institutions focus only on skills and knowledge domains. Unfortunately whenever the affective domain is ignored the cognitive domain becomes a skeleton without the skin (ibid). There is a relationship between cognitive and affective domain achievements in that when learners are well developed on affective domain it also improves their performance in cognitive domain.

4.6.7: C.R.E teachers use Anecdotal records in evaluating Affective Domain Achievements

An anecdotal record is short a story that educators use to record significant incidences that they have observed (Bauman and Duffy, 2002).

The study sought to establish how often C.R.E teachers use anecdotal records in evaluation of affective domain achievement. The results are presented in table 4.19

According to the findings 59% never use anecdotal records in evaluation of the affective domain achievements, 31% use it occasionally while 10% use it frequently. The results show that 59% of C.R.E teachers do not use anecdotal records.

The researcher interviewed teachers to establish whether teachers made use of anecdotal records in evaluation of affective domain achievements. A summary of teachers' response is as follows:

“As anecdotal records are concerned; it is the duty of the administration and the guiding and counseling department to observe and document instances of learners' behavior change.” (Participant serial no. 09)

“Most of us (teachers) lack the requisite skills and knowledge on how to design and apply anecdotal records in evaluation of affective domain achievements.” (Participant serial no. 16)

“During observation we do not take the initiative of recording specific instances of learners behavior change hence we do not have anecdotal records for future reference or use in evaluation of affective domain achievements.” (Participant serial no. 21)

“Anecdotal records are difficult to manage due to documentation and commitment of time needed to observe each student.” (Participant serial no. 33)

According to interview responses teachers do not apply anecdotal record in evaluation of affective domain achievements; these influences negatively teaching and evaluation of affective domain achievements in learners in secondary schools in Emuhaya Sub-County. In a research in America by Harp (2001), found that teachers frequently used anecdotal records to assess affective domain achievements of their learners hence influencing positively evaluation of affective domain achievements.

4.7: Challenges in teaching and evaluation of Affective Domain Achievements

In this section the study sought to identify challenges encountered by C.R.E teachers in teaching and evaluation of affective domain achievements.

4.7.1: C.R.E teachers experience challenges in teaching and evaluation of Affective Domain Achievements

The researcher sought to establish whether C.R.E teachers experience challenges in teaching and evaluation of affective domain achievements. The results are presented in table 4.20

Table 4.20: Distribution of respondents on experiencing challenges in the teaching and evaluation of affective domain achievements

	Frequency	Percent
Yes	67	96
No	3	4
Total	70	100

The results in table 4.20 show that 96% of C.R.E teachers agree that they experience challenges in teaching and evaluation of affective domain achievements while 4% of C.R.E teachers do not agree that they experience challenges in teaching and evaluation of affective domain achievements.

Through interviews the researchers sought to establish challenges encountered by teachers in teaching and evaluation of affective domain achievements. The following are

responses from the interviewed teachers regarding challenges faced during teaching and evaluation of affective domain achievements:

“The pressure to produce high score-grades and high mean score in national exams gives the cognitive domain more attention while the affective domain is overlooked; this makes teachers to focus more on the cognitive domain as the affective domain is neglected.” (Participant serial no.05)

“The affective domain negative outcomes are not easily accepted by learners and parents hence teachers find it difficult to communicate the negative outcomes to learners and parents.” (Participant serial no. 10)

“Affective domain deals with traits which fluctuate from time to time hence making it difficult to grade or categorize learners based on behavior.” (Participant serial no. 14)

The interview results reveal that teachers experience challenges in teaching and evaluation of affective domain achievements. These results are in agreement with questionnaire findings that majority of C.R.E teachers (96%) experience challenges in the teaching and evaluation of affective domain achievements. A study by Bolin, Khramtsova, and Saarnia (2005), that teaching and evaluation of affective domain achievements is faced with challenges; one of the challenges being that affective domain has inferior status relative to the cognitive domain and its subsequent neglect in the classroom.

4.7.2: Challenges in teaching and evaluation of Affective Domain Achievements

The study identified the following challenges and sought to find out whether teachers encounter them during teaching and evaluation of affective domain achievements. Table 4.21 shows the challenges and teachers responses in experiencing them during teaching and evaluation of affective domain achievements.

Table 4.21: Distribution of C.R.E teachers regarding challenges encountered during teaching and evaluation of affective domain achievements

Challenges in teaching and evaluation of affective domain achievements	Responses								Total	
	Disagree		Undecided		Agree		Strongly agree		Count	%
	Count	%	Count	%	Count	%	count	%	Count	%
Evaluation of affective domain tend to be subjective rather than objective			4	06	33	47	33	47	70	100
It takes long for affective domain objective to be achieved	3	4	10	14	31	45	26	37	70	100
Validity of likert scale can be compromised due to social desirability	10	14	19	27	29	42	12	17	70	100
The affective domain deals with values, attitudes and personality traits which are likely regarded to be private matters			4	6	27	38	39	56	70	100
Inadequate time for life approach procedures	6	9	3	4	18	26	43	61	70	100

4.7.2: Evaluation of Affective Domain tend to be Subjective rather than Objective

The study sought to establish the extent to which C.R.E teachers agree with the statement that evaluation of affective domain achievements tend to be subjective rather than objective. The results are presented in the table 4.21

The results show that 47% strongly agree, 47% agree whereas 6% are undecided that evaluation of affective domain achievement tends to be subjective rather than objective.

The results show that majority of C.R.E teachers (94%) agree that evaluation of affective domain achievement seem to be subjective rather than objective.

When interviewed on why evaluation of affective domain achievements tends to be subjective rather than objective, teachers admitted that it is difficult for one to come up with clear affective domain objective also they find themselves conducting assessment of affective domain without objectives; for this reason evaluation of affective domain achievements becomes subjective rather than objective. These results agree with the findings by Rumland (2015), who points out that the largest concern linked to evaluating affective learning is research biasness. Pierre and Oughton (2007) found that its difficulty for one to assess and apply assessment practices like moderation to ensure objectivity and fairness.

4.7.3: It takes too long for Affective Domain Objectives to be achieved

The study sought to establish the extent to which C.R.E teachers agree with the statement that it takes too long for affective domain objectives to be achieved. The results are presented in table 4.21 above.

The research results show that 81.4% of C.R.E teachers are in agreement that it takes too long for affective domain objectives to be achieved. The findings imply that majority of C.R.E teachers find it challenging to evaluate affective domain as it takes too long for affective domain achievements to be achieved. When interviewed, on why it takes long for affective domain objectives to be achieved. The respondents agreed that affective domain traits fluctuate from time to time hence requires much time to monitor whether a learner has acquired the affective domain skills. For this case teachers find it difficult to conduct evaluation of affective domain achievements. These findings concur with a research by Rumland (2015), which found out that affective domain traits are readily

influenced by person's moods and feelings which fluctuate from hour to hour and day to day hence takes time for appropriate achievements to be realized. A meta-analysis by Roberts, Walton and Viechtbauer (2006), showed that personality does indeed fluctuate significantly over one's lifetime.

4.7.4: Validity of Likert scale can be compromised due to Social desirability

The researcher sought to find out the extent to which C.R.E teachers were in agreement with the statement that validity of likert scale can be compromised due to social desirability. The results are presented in table 4.21.

The results show that 58.5% of the respondents agree that validity of likert scale can be compromised due to social desirability, 27.1% of the respondents are undecided while 14.3% of the respondents don't agree with the statement that validity of likert scale can be compromised due to social desirability. When interviewed on why validity of likert scale can be compromised due to social desirability, the respondents said that whenever they carry out assessment of affective domain achievements it is difficult to tell whether learners are displaying the real behavior as sometime learners pretend so that they give a good impression. In this case the likert-scale ends up measuring what is not valid. These findings agree with the findings of a study by Vicki et al (2007), a number of barriers exist in efforts to conduct appropriate assessment of the affective domain. First the affective domain is difficult to assess from the standpoint of achieving valid and reliable results.

4.7.5: The Affective Domain deals with Personality traits which are regarded as Private matters

The study sought to find out the opinion of the respondents on the statement that; affective domain deals with beliefs, attitudes, values and personality characteristics which are more likely to be regarded as private matters. The results are presented in table 4.21

The findings show that 55.7% strongly agree, 38.6% agree while 5.7% are undecided regarding the statement that affective domain deals with personality characteristics which are regarded as private matters. The results reveal that majority of teachers (94.3%) agree that affective domain deals with traits which are regarded to be private matters. When interviewed teachers reported that affective domain traits such as feelings, emotions, interests and attitudes are regarded as internal or private matters; therefore they find it uncomfortable to assess and grade with respect to this traits. A study by Farley (2001), notes that many believe it's the responsibility of the home and community to teach values and develop appropriate attitudes.

4.7.6: Inadequate time to follow Life approach Procedure

The study sought to establish the extent to which C.R.E teachers agree with the statement that time is inadequate for life approach procedures. The results are presented in table 4.21.

The findings show that 61% of C.R.E teachers strongly agree, 26% agree, 4% are undecided while 9% disagree with the statement that time is inadequate for life approach procedures. When interviewed teachers reported that time allocated for teaching of C.R.E lessons is so inadequate and therefore does not allow use of life approach.

The study findings are in line with a study by Judith (2017) who noted that some teachers feel the syllabus is so wide and in their effort to cover it may ignore use of life approach in order to cover syllabus in time. Life approach needs a lot of time; wastage of time will not allow one to complete the syllabus (Shiphrah, 2009). A research in Voi Sub-County by Mwashigadi (2014) found that C.R.E teachers did not use life approach in their teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a discussion of the findings of this study. The conclusions, recommendations and suggestions for further research are also provided in this chapter.

This study involved C.R.E teachers in Public secondary schools in Emuhaya Sub-County, Vihiga County. A total of 70 teachers were participants in the study. Data collection instruments were questionnaire. Observation schedule, document analysis schedule and interview schedule. Data was analyzed using descriptive statistics. Quantitative was in form of frequencies, percentages and presented in tables. Qualitative data was presented in themes as direct speeches by respondents are also cited.

5.2 Summary of the Study

The purpose of this study was to investigate C.R.E teachers in teaching and evaluation of affective domain achievements in secondary schools in Emuhaya Sub-County, Vihiga County, Kenya. The research objectives were: To investigate C.R.E teachers' preparation for the teaching and evaluation of the affective domain achievements, to explore the methods used by C.R.E teachers in teaching the affective domain, to establish the methods used by C.R.E. teachers in evaluating learner achievements in the affective domain and to identify challenges encountered by C.R.E teachers in the teaching and evaluation of affective domain achievements.

Data was collected using questionnaires, document analysis schedules, interview schedules and observation schedules. The findings analysis and interpretation of data are summarized in chapter four. The chapter discussed the findings of the research study based on the role of the C.R.E teachers in teaching and evaluation of affective domain achievements in secondary schools in Emuhaya sub-county, Vihiga County. The following section discusses the findings on each of the objectives.

5.2.1 C.R.E Teacher Preparation for Teaching the Affective Domain

The study found that 57.2% of C.R.E teachers prepare for the enhancement of the affective domain. The findings revealed that 61.4% of C.R.E teachers attended pre-service training however the study established that 56.3% of C.R.E teachers don't attend in service training. Moreover the study found that 60% of C.R.E teachers did not have syllabus. The study further established that 91% of C.R.E teachers had schemes of work however 83% of the C.R.E teachers presented commercially made schemes. The study found that only 37% of C.R.E teacher had lesson plans however 70% of the availed lesson plans had objectives skewed to the cognitive domain as the affective domain of learning was neglected.

Classroom observation revealed that 85.71% of C.R.E. teachers did not have lesson plans during actual teaching. When interviewed the teachers argued that they create lesson plans based on what is happening in classroom during teaching and learning. Lack of lesson plans during teaching led to haphazard presentation of morality content an indication that C.R.E teachers are not prepared for the teaching of the affective domain hence negatively influencing the role of C.R.E teachers in teaching and evaluation of affective domain achievements in Emuhaya Sub-county.

5.2.2 Teaching Methods on the Affective Domain

The study identified the following methods of teaching on affective domain; project method, thought sheet, value clarifying response and self exploratory exercise. The study findings show the frequency in use of the above stated methods as follows; 63% of C.R.E teachers made frequent use of self exploratory exercise when teaching on affective domain, 20% of C.R.E teachers used project method frequently when teaching on the affective domain, 17.1% of C.R.E teachers used thought sheet method frequently when teaching on the affective domain and 17.1% of C.R.E teachers made frequent use of value clarifying response when teaching on affective domain. The study findings revealed that on average; 29% of teachers made use of diverse methods of enhancing the affective domain. Classroom observation revealed that teachers concentrated on methods of teaching as methods of enhancing the affective domain were overlooked. When interviewed on why they overlooked methods of enhancing the affective domain, the following was revealed; teachers were ignorant of the methods of enhancing the affective domain, those aware of methods of enhancing the affective domain decried of lack of skills in use of the methods and some teachers said that they had a workload burden hence use of methods of enhancing the affective domain was a difficult task. The results reveal that C.R.E teachers do not use method of enhancing the affective domain during teaching hence influencing negatively the role of C.R.E teachers in teaching and evaluation of affective domain achievements. The findings are in agreement with a study by Yanofsky & Nyquist (2014), which stated that selection of teaching techniques in teaching the affective domain helps in fostering development of key beliefs and values.

5.2.3 Methods of Evaluating Affective Domain Achievements

The study identified the following methods of evaluating the affective domain; observation, cumulative records, analysis of end term tests, checklist and analysis of anecdotal records. Based on the above stated method the study sought to investigate how frequent the methods are used in evaluation of the affective domain achievements. The findings established that 80% of C.R.E teachers use observation frequently in evaluation of affective domain achievements, 43% of C.R.E teachers use end term tests frequently in evaluation of affective domain, 10% of C.R.E teachers used anecdotal records frequently in evaluation of affective domain achievements, 9% of C.R.E teachers use checklist frequently in evaluation of affective domain achievements and 9% of C.R.E teachers use cumulative records frequently in evaluation of affective domain achievements. On average; 30% of C.R.E teachers made use of methods of evaluating affective domain achievements. Findings are in agreements with interview results in which teachers remarked the following; evaluation methods are time consuming, they require informed planning, and teachers are faced with shortage of time and a challenge of workload burden. The results indicate that majority of teachers (70%) do not use the methods to evaluate affective domain achievements hence influencing negatively teaching and evaluation of affective domain achievements in Emuhaya sub-county. The findings are in agreement with a study by Nande (2013), that assessment of affective domain in secondary and primary schools has never been properly conducted nor reported as accomplishment.

5.2.4 Challenges in the Teaching and Evaluation of the Affective Domain

Achievements

Research findings show that 94% of C.R.E teachers agree that evaluation of affective domain achievements tend to be subjective rather than objective, 84% of C.R.E teachers agree that affective domain objectives takes too long to be realized, 58.5% of C.R.E teachers agree that validity of likert scale can be compromised due to social desirability, 94% of C.R.E teachers agree that affective domain deals with personality traits which are likely to be regarded as private matters and 87% of C.R.E teachers agree that there is inadequate time for life approach procedures when enhancing the affective domain. Through interviews teachers also cited other challenges they experienced such as; Pressure to produce high score-grades and high mean score in national exams gives the cognitive domain more attention while the affective domain is overlooked, Affective domain negative outcomes are not easily accepted by learners and parents hence teachers find it difficult to communicate the negative outcomes to learners and parents and Affective domain deals with traits which fluctuate from time to time hence making it difficult to grade or categorize learners based on behavior. The results reveal that teachers experience challenges in teaching and evaluation of affective domain achievements; these challenges influence negatively the role of the C.R.E teachers in teaching and evaluation of affective domain achievements in secondary schools in Emuhaya sub-county. A research by Rimland (2015), found that teachers don't often conduct evaluation of affective domain achievements because of the barriers to overcome.

5.3 Conclusions

Professional qualification is significant; a professionally qualified teacher shall be aware that has a role to enhance all domains of learning (including the affective domain) in the endeavor to produce a holistic individual. Teaching documents such as syllabus, schemes of work and lesson plan are vital in preparation for teaching as they clearly outline the various objectives to be achieved after a teaching learning process; therefore failure by a teacher to prepare these documents influences negatively teaching and evaluation of affective domain achievements.

Teachers concentrate on cognitive domain as the affective domain is overlooked. Moreover teachers have inadequate skills and knowledge on use of teaching methods of enhancing the affective domain.

The study findings indicate that teachers have inadequate skills and knowledge in use of methods of evaluation of the affective domain achievements.

Teachers experience numerous challenges ranging from evaluation of affective domain achievements tend to be subjective rather than objective, affective domain objectives takes too long to be realized, validity of likert scale can be compromised due to social desirability, inadequate time to follow life approach procedures and teachers agree that affective domain deals with personality traits which are likely to be regarded as private matters. There is need to address these challenges so as to enable teachers to effectively conduct teaching and evaluation of affective domain achievements.

5.4 Recommendations

In view of study findings the following recommendations were made:

1. The study recommends that pre-service training for C.R.E teachers should have clear and compulsory courses on methodological aspects on teaching and evaluation of affective domain achievements. Also the Ministry of Education should provide adequate in-service training especially in the area of teaching and evaluation of affective domain as this shall improve teachers' competence and delivery. The study also recommends that the Ministry of Education should provide facilitators who are well-versed with knowledge and skill in teaching and evaluation of affective domain achievements.
2. Teachers of C.R.E should renew their efforts in teaching and evaluating the affective domain since it's by doing so that they will be able to facilitate moral development in learners hence producing educated individuals.
3. The Ministry of Education should design a curriculum where teaching and evaluation of achievements is well balanced across all domain of learning; this will serve as a way to reduce over concentration on academic performance at the expense of total development of a learner.
4. When designing timetables more time should be allocated for teaching of C.R.E to enable teachers effectively conduct teaching and learning of affective domain achievements.
5. The Quality Assurance and Standards Officers should intensify visits in schools so as to offer guidance on various aspects in relation to teaching and evaluation of affective domain achievements.

5.5 Suggestions for further research

There is still a substantive need for research in the following areas:

1. A similar study can be conducted in other Sub-Counties since the study findings cannot be generalized to cover the entire county.
2. The role of C.R.E teachers in teaching and evaluation of affective domain achievements in public primary schools.
3. The perception of C.R.E teachers in teaching and evaluation of affective domain achievements in public secondary schools
4. The availability of teaching and learning resources in teaching and evaluation of affective domain achievements in public secondary schools
5. The suggestions for overcoming challenges in teaching and evaluation of affective domain achievements in public secondary schools

REFERENCES

- Abell, S.K & Lederman, N.G. (2007). *Handbook on Science Education*. California: Thousand Oaks.
- ACTIONAID (2004). *The Pastoralist Communities and Free Primary Education Kenya*. Kenya: Action aid International.
- Adkins, S. (2004). *Beneath the Tip of the Iceberg*. America: American Society for Training and Development.
- Amugune, A., (2005). *Analysis of Factors Affecting Achievement and Enrolment in C.R.E in Selected Public Secondary Schools in Tiriki West Division of Vihiga District* Kenyatta University. <http://-library.ku.ac.ke>
- Anderson, L.W. & Krathwohl, D.R. (2001). *A taxonomy for Teaching and Assessing; A taxonomy for Learning, Teaching and Assessing*. Revision of Blooms taxonomy of Educational objectives, New York
- Atherton, J.S. (2003). *Learning and Teaching Schemes of work*. www.uml.edu.com
- Bednar,A. & Levie, W.H. (1993). *Attitude Change Principles*. www.members.aect.org
- Benaars, G. & Njoroge, R. (2004). *Philosophy and Education in Africa*. Nairobi. Huzza Printers.
- Barry, L. (2006). *Measuring Learning in the Affective Domain Using Reflective Writing*. Texas A. and M. University. www.researchgate.net
- Baumann, J. & Duffy- Hester A., (2002). *Making Sense of Classroom World; Methodology in Teacher Research. Vol. 3* New Jersey: Erlbaum Associates
- Birbeck, D. & Andre, K. (2009). *The Affective Domain Beyond Simply Knowing*. ATN Conference: RMIT University
- Bolin, A., Khramtsova, I. & Saarnia, D. (2005). *Using Students Learning to Stimulate Authentic Learning: Balancing Blooms Cognitive and Affective Domains*. <https://www.researchgate.net>
- Bowling, A. (1997). *Research Methods in Health*. McGraw Hill: Open University Press
- Brownell, M.T. (2007). *Teacher Education*. Columbia: South Carolina-SCATE
- Burke, L. (1994). *How to Assess Authentic Learning*. Arlington Heights: Skylight Press

- Burns, N. & Grove, S. (1997). *The Practice of Nursing Research Conduct*. Philadelphia, Pa; London: Saunders
- Byrne, C.J. (1983). *Teacher Knowledge and Teacher Effectiveness*. North western Educational Research Association: Ellevin, NY.
- Cohen, D. & Hill, H. (2002). *Instructional Policy and Classroom Performance; the Reforms in California*. University of Michigan: Teachers College Records
- Cohen, D. & Hill, C. (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student's Performance*. American Institute for Research: REL Southwest.
- Colby, A. & Sullivan, W. (2009). *Strengthening the Foundation of Students Excellence, Integrity and Social Contribution*. Washington: Eric.
- Darling-Hammond, L.(2000). *Teacher Quality and Students Achievements*. Stanford University: Education Policy Analysis Archives
- David, R. H (1970). *Psychomotor Levels in Developing and Writing Behavioral Objectives*. R.J. Armstrong, ed. Tucson, Arizona: Educational innovators press.
- Donald, K. & Tromp, L. (2006). *Proposal and Thesis Writing*. Makuyu: Don Bosco Printers.
- Douglas, N. & Tim, R. (2008). *Teacher Training, Teacher Quality and Students Achievements*. <https://files.eric.ed.gov>
- Dunn, J. & Stinson, M. (2015). *Connection and Commitment; Exploring the Generation and Experience of Emotion in Participatory Drama*. Australia: Graffith University.
- Eagly, A.L. & Chaiken, S. (2006). *Psychology of Attitudes*. Orlando; Harcourt Brace; Jovanovich.
- Earth summit (2002). *Programme for Further Implementation of Agenda 21 for Sustainable Development*www.un.org
- Eleanor, P. & Jonh, O. (2007). *Feeling the Measure; Evaluating Affective Domain Outcome*.www.oucqa.ca
- Ellen, U. (2011). *How to Plan Effective Lessons*. www.ascd.org
- Farley, (2001). *Affective Domain Research Paper Starter*. enote .com
- Fullan, M. (2000). *How New Pedagogies Find Deep Learning*. www,michaelfullan.ca
- Gitlin, K. & Smyth, J. (1989). *Teacher Evaluation*. Lewes: Falmer Press.
- Gliem, J. (2003). *Calculating, Interpreting and Reporting Cronbachs' Alpha Reliability Coefficient for likert. Type Scales*. www.sciepub.com

- Government of Kenya, (1949). *Beecher Report*. Nairobi: Government Printers
- Government of Kenya, Emuhaya Constituency Strategic Development Plan 2008-2018
- Government of Kenya, (1962). *Graffiths report*. Nairobi: Government Printers
- Government of Kenya, (1981). *Mackay Report*. Nairobi: Government Printers
- Graham, S. (2001). *Teacher Observation in Student Assessment*. Brisbane: The University of Queensland.
- Groenewegen, T.J. (1993). *Methods of Teaching Religious Education*. Nairobi: Lectern Publications
- Gronlund, N.E. & Brookhart, S.M. (2009). *Writing Instructional Objectives (8TH Ed)*. Upper Saddle River: Pearson Education.
- Gronlund, N.E. (1991). *How to Write and Use Instructional Objectives (4TH Ed)*. New York: Macmillan Publishing Company.
- Habwenje, H. (2012). *Factors Influencing Students' Performance in C.R.E at K.C.S.E. Examination in Emuhaya district*. Eldoret: Moi University.
- Harecker, G. (2011). *Use of Storytelling to Develop Awareness of Social Skills*. Google scholar
- Harrow, A. (1972). *Taxonomy of Psychomotor Domain*. New York: David Mc Kay.
- Harp, B. (2001). *Literacy, Assessment and Evaluatio*. Norwoob MA: Christopher- Gordon Publishers
- Helm, Judy, H. & Lilian, G. (2001). *Young Investigation; the Project Approach to Integrating Academic and Vocational Education*. New York: Teachers College Press.
- Itolondo, W.A (2012). *The Role and Status of Christian Religious Education in School Curriculum in Kenya*. Nairobi: Kenyatta University.
- Kafu, P.A (2003). *Planning for Instruction: The Secret of Effective Teaching*. Nairobi, The Jomo Kenyatta Foundation.
- Kamau, M. (2014). *The Role of Christian Religious Education in Transmitting Moral Values Among Secondary School Students in Mathioya District. Kenya*. Nairobi: Kenyatta University
- Karega, M. (2008). *Interim Guidelines for the Implementation of Free Secondary Education*. Circular no. MOE/G1/1/44, Dated 9/1/2008. Nairobi- Kenya: Ministry of Education.
- Karpati, A. (2008). *Teacher Training and Professional Development*. Scholar.google.com
- Kasomo, D. (2007). *Research Methods in Humanities and Education*. Eldoret. Zapf Chance Research Consultants and Publishers.
- Kaufman, R. & English, F. (1976). *Needs Assessment: A guide for Educational Managers*. Englewood Cliffs: Educational Technology Publications.
- Kaufman, R. & English, F. (1979). *Needs Assessment: Concepts and Applications*. Englewood Cliffs: Educational Technology Publications.

- Kennedy, M. (1998). *Forms and Substance of In-service Teacher Education*. Madison: University of Wisconsin
- Kenya Institute of Education, (2002). *Secondary Education Syllabus: C.R.E*. library.elimu.co.ke
- Kenya Projects Organization, (2012). *Research Design and Methodology*. www.kenpro.org
- Kenya Projects Organization, (2014). *Research Design and Methodology*. www.kenpro.org
- Khrantsova & Saarnia (2005). *Affective Domain Research Paper*. enotes .com
- Kimosop, E. (2008). *Factors Impacting on the Implementation of the New C.R.E Curriculum in Public Secondary Schools in Baringo District, Kenya*. Unpublished M.Phil. Thesis, Moi University
- Kimosop, E. (2015). *Teacher Preparedness for Effective Classroom Instruction of the Secondary School C.R.E Curriculum in Kenya*. www.ijssrit.com.
- Kirisoi, N. (2008). *Distinction Education for P.T.E Nairobi*. Nairobi: Kenya Literature Bureau
- Kirui, E.K.J. (2015). *Research Proposal Writing Techniques*. Kericho: Ramaeli Publishers
- Kisilu, K.D. & Tromp, L.A. (2011). *Proposal and Thesis Writing*. Nairobi: Paulines Publications Africa.
- Kok, S., Chong, Y. & Shuhui, T. (2013). *Teaching School Science Within the Cognitive and Affective Domain*. <https://www.eduhk.hk>
- Kombo, D. & Tromp, A. (2006). *Proposal and Thesis writing, an Introduction*. Nairobi: Paulines Publications.
- Korir, W.(2013). *An Analysis of Drug Abuse along the Coastal Region of Kenya*. <http://docplayer.net>
- Kothari C.R. (2011). *Research Methodology, Methods and Techniques*. New Delhi: New Age International publishers.
- Kowino, O.J. (2011). *The Perceived Discrepancy Between the Teaching of C.R.E and Inculcation of Moral Values amongst Secondary School Students in Kisumu East District. Kenya*. Maseno University: www.academicjournals.org
- Krathwohl, D.R., Bloom, B.S., & Mesia, B.B. (1965). *Taxonomy of Educational Objectives, Affective Domain*. New York: David McKay.
- Krejcie, R. & Morgan, D. (1970). *Determining Sample Size for Research Activities, Educational and Psychological Measurement*. Duluth: University of Minnesota
- Kuboja, M, (2016). *Teachers Assessment of the Integration of Affective Domain in Community-Based Secondary Schools in Tanzania: Towards Holistic Learning*. University of Eastern Africa, Baraton: www.researchgate.net.
- Kuhlthau, C. (1994). *Teaching Library Research Process*. Metuchen, NJ: The Scarecrow Press
- Lewis, M., & Haviland, J. M. (1993). *Handbook of Emotions*. New York: Guilford Press
- Likert, R. (1932). *A technique for the Measurement of Attitudes*. Archives of Psychology: <https://legacy.voteview.com>

- Lipe, D. (2016). *A critical Analysis of Value Clarification*. Montgomey, U.S.A: Apologetics Press Inc.
- Lopez, S. J. & Snyder, C. R. (2003). *Positive Psychological Assessment; A handbook of Model and Measures*. Washington DC.
- Mackay Report (1981). *Report of the Presidential Working Party on the Establishment of A second University*. Nairobi: Government printers
- Mahulo, P. (2012). *Influence of Teacher Training on the Performance of Students in Mixed Secondary Schools in Gem district*. Kenya: University of Nairobi.
- Marcella M, Kafwa V.N. & Musamas J.K. (2014). *Essential of Instruction; A handbook for School Teachers*. Eldoret: Moi University Press.
- Marilyn, K.S & Jim G. (2013). *Scope, Limitations and Delimitations*. www.dissertationrecipes.com
- Marshall, C. & Rossman, G. (2011). *Designing Qualitative Research*. Thousand Oaks: Sage Publications.
- Martin, B. (1989). *A checklist for Developing Instruction in the Affective Domain*. Educational Technology: Eric Publications.
- Mary, M. (2014), *Teaching and Learning in Affective Domain*. University of Georgia: <https://www.academia.edu>.
- Mayer, J., & Salovey, P. (1997). *Emotional Development and Emotional Intelligence; Educational Implications*. New York. Harper Collins
- Mc Neil, L.M. (2000). *Educational Costs of Standardized Testing*. New York; Rutledge
- Meriam-Webster, (2014). *Meriam-Webster Dictionary*. <https://www.merriam-webster.com>
- Michael, O. O. (2013). *Teaching and Assessing Affective Characteristics; A critical Missing Link in online Education*. International Journal on New Trends in Education and their Implications.
- Miller, M. (2005). *Learning and Teaching in the Affective Domain, in Orey, Athens: M. (Ed.) College of Education Book University of Georgia*.
- Miller, M. (2014). *Teaching and Learning in Affective Domain*. Athens: The University of Georgia
- Ministry of Education (2015). *The Students Cumulative Guidelines*. <http://www.saskatchewan.ca/Government/education-administration/services-for-schools>
- Monica, B. (2014). *What is the Affective Domain and its Role in Learning*. University of Wolverhampton.
- Mugenda, O. & Mugenda, A. (2003). *Research Methods, Qualitative and Quantitative Approaches*. Nairobi: Acts Press Publishers.
- Mukwa, C. & Too, J.K. (2002). *General Instructional Methods*. Eldoret: Moi University Press.

- Mwashigadi, G. (2014). *Evaluation of Implementation of Life Approach in C.R.E in Selected Primary Schools in Taita-taveta County*. Kenyatta University: <https://ir-library.ku.ac.ke>
- Nande, K, Aboho, A. & Maduewesi, U. (2013). *Affective Domain: Neglected Area of Learning Objectives. In Nigeria's Primary and Secondary Schools*. Faculty of Education, Benue State University.
- Nasibi, M. & Kiio, M. (2005). *History and Government Handbook for Teachers*. Nairobi: Nehema Publishers.
- Nasibi, M. W.(2003(a)). *Religious Education Teaching Methods in Secondary school*. Nairobi
- Nasibi, W. (2003(b)). *Instructional Methods, Teaching Across the Curriculum*. Nairobi: Strongwall Africa Publishers
- National Council of Teachers of English, (2014). *Changing the Nature of Teaching*. James square Office of Policy Research
- Nicole, L. (2014). *Checklist and Achievement Charts*. <https://www.idatschool.ca>
- Oatley, K. (1992). *Best Laid Schemes; the Psychology of Emotions*. New York: Cambridge University Press
- Office of the Member of Parliament (2010). *Emuhaya Constituency Strategic Development Plan (2008-2018)*. Nairobi: Citizen Press.
- Office of the Member of Parliament (2014). *Emuhaya- Luanda Constituency Strategic Development Plan(2014-2019)*. Nairobi: Citizen Press.
- Oketch, J.G. & Asiachi, A.J. (1992). *Curriculum Development for Schools*. Nairobi: Educational Research and Publications Ltd
- Onsongo, J. K. (2002). *The Life Approach Method in Teaching Christian Religious Education in Secondary Schools*. <http://www.fiuc.org.../eajounllifeap.php>.
- Onwuegbuzie, A. & Bostick, L. (2004). *Library Anxiety*. Scarecrow Press
- Oppeheim, B. (1992). *An Exercise in Attitude Measurement*. McMillan Press
- Organization for Economic Co-operation and Development (O.E.C.D), (2012). *Education Economy and Society*. www.oecd.org
- Orodho, A. (2003). *Essentials of Educational and Social Science Research Methods*. Nairobi: Masola Publishers
- Orodho, A. & Kombo, D. (2002). *Research Methods and Thesis Writing*. Manila: Rex Bookstore.
- Osheglows, (2011). *How to Reframe Negative Thought With A thought Record*. <https://ohsheglows.com>
- Oso, Y.W. & Onen, D. (2005). *Introduction to Writing Research Proposal*. Kisumu: Option Printers and Publishers.

- Otunga, N & Namunga, W. (2012). *Teacher Education as A driver for Sustainable Development in Kenya*. Eldoret: Moi University
- Owuor, A.J. (2017). *Assessment of Application of the Affective Domain Objectives in Teaching Christian Religious Education in Secondary Schools in Kisumu East Sub-county*. Eldoret: Moi University
- Owusu, M. (2012). *Assessment of Life-Approach Method of Teaching C.R.S*. University of Cape Coast: LAP LAMBERT Academic Publishing
- Paulhus, D. (1984). *Two-Component Models of Socially Desirable Responding*. doi.apa.org
- Peterson, C., & Seligman, M. (2004). *Character Strengths and Virtues; A handbook and Classification*. www.viacharacter.org
- Pierre, E & Oughton, J. (2007). *The Affective Domain; Undiscovered Country*. Centennial College: College Quarterly.
- Philanthropy, J. (2011). *The Importance of Evaluation of Research*. ejewishphilatropy.com
- Queensland Studies Authority, (2009). *Development of A set of Principles to Guide a syllabus Framework*. eprints.edu.au
- Ramona, A. H. (2011). *Affective Assessment*. Cameron University Lawton, Oklahoma
- Raths, Lous, Harmin and Simon (1966). *Values and Teaching*. Temple University: Merrill Professional Publications
- Revelle, W. (2015). *Affects, Behaviour, Cognition; an Analysis of Content Structure*. <https://www.researchgate.net>
- Rimland, E. (2015). *Assessing Affective Learning*. <https://semanticscholars.org>
- Robert, B., Walton, K. & Viechtbauer, W. (2006). *Patterns of Mean-Level Change in Personality Traits across Life Course: A meta-analysis of Longitudinal Studies*. www.experts.illinois.edu
- Robert G. & Thomas .F. (2011). *The Use of the Cumulative Records in the Prediction of Behavior*. <https://onlinelibrary.wiley.com>
- Robert, W. (2014). *What is the Affective Domain and its Role in Learning*. Simon Frazer University: www.researchgate.net
- Serem D., Boit, J. & Wanyama M. (2013). *Understanding Research a simplified Form*. Eldoret: Utafiti Foundation
- Shepherd, K. (2008). *Affective Domain Outcomes Focus Upon What Students Learn to Value*. Dunedin, New Zealand: University of Otago.

- Shepherd, K. (2008). *Higher Education for Sustainability; Seeking Affective Learning Outcome* Dunedin, New Zealand: University of Otago.
- Shepherd, K. (2009). *Higher Education for Sustainability; Seeking Affective Learning Outcomes*. Dunedin, New Zealand: University of Otago.
- Shiphrah, J. S. (2009). *Christian Religious Education*. Nairobi: K.L.B.
- Shiundu, S.J. & Omulando, J.S. (1992). *Curriculum Theory and Practices in Kenya*. Nairobi: Oxford University Press
- Shulmas, L.S. & Shulman, J. (2004). *How and What Teachers Learn*. <http://www.tandfonline.com/loi/tcus20>
- Simonson, M. & Maushak, N. (2001). *Instructional Technology and Attitude Change*. Iowa State University
- Smith, P.L. & Ragan, T.J. (2004). *Instructional Design*. New York: John Wiley and Son
- Spector P.E (2015). *The Journal of Effective Teaching*. <http://www.uncw.edu/cte>
- Stahl, R.(1976). *Values/Moral Education*. Tempe, Arizona: Arizona State University
- Strobe, J. & Van Barneveld, A. (2009). *When is Project Based Learning Effective; A meta- Synthesis of Meta- Analysis Comparing PBL to Conventional Classrooms*. <https://semanticsscholars.org>.
- Sullivan, E. (2016). *Self-Efficacy*. London, UK: Sage publications
- Tartakovsky, E. (2011). *Self-Exploration; Getting to know thyself*. <https://psychcentral.com>
- Thomas, E. (2008). *Advances in Learning and Behavioural Disabilities*. [www.emerald group Publishing.co](http://www.emeraldgroupublishing.co).
- Tokatli, A. (2009). *Syllabus, How Much Does it Contribute to Effective Communication with the Students*. Istanbul, Turkey: Yeditepe University
- Twain, M. (2013). *Critical Thinking in Secondary Classroom*. Milner Library: Illinois State University
- Twoli, N.W. (2006). *Teaching Secondary School Chemistry*. Nairobi. Nehema Publishers.
- Umar, F. (2013). *Different Types of Observation*. www.studylecturenotes.com
- UNESCO, (2009). *Policy Guidelines on Inclusion in Education*. Paris, France; UNESCO

- UNESCO, (2009). *Teacher Education and Professional Development*. Danish Education network
- Vick, W., Colleen, E. & Kovar, S. (2007). *Assessing the Cognitive and Affective Progress of Children*. Vzdelavani Treneru
- Victoroff, J. (2012). *The Mind of the Terrorist*. New Delhi: Sage Publications
- Walaba, A. (2008). *Historical Development of Christian Religious Education (C.R.E) in Kenya*. Eldoret: Bookshelf Publishers.
- Wango, G. M. (2003). *Curbing Violence in Schools: School and Teacher Preparedness*. Nairobi: Kenya Institute of Professional Counseling.
- Warnken, R. & Siess, T. (2011). *Use of Cumulative Records in Prediction of Behavior*. Wiley Online Library
- Watson, L. Perez, V. & Renaud, J. (2003). *Reduced Sampling for Construction of Quadratic Response Surface Approximation Using Adaptive Experimental Design*. In 43rd ALAA/ASME/AHCE/ASC structural dynamics and material conference.
- Wenglinsky, H. (2002). *Bringing the Classroom Back Into Discussions of Teacher Quality*. Policy Information Center
- Wikipedia (2018). Observation. <https://en.m.wikipedia>
- Wikipedia (2018). Teacher Induction. en.m.wikipedia.org (www.nwlink.com). Blooms' Taxonomy: The Psychomotor domain
- Yolanda, W. (2003). *Participant Observation*. Study. com
- Yonofsky, D. & Nyquist, G. (2014). *Using the Affective Domain to Enhance Teaching of the ACGME Competencies in Anesthesiology Training* <https://www.researchgate.net>
- Zimbardo, P.G. & Leippe, M.R. (1991). *The Psychology of Attitude Change and Social Influence*. New York: McGraw-Hill

APPENDICES

**APPENDIX I: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN
POPULATION**

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Source: Determining sample size for research activities; Krejcie and Morgan table, 1970.

APPENDIX II: QUESTIONNAIRE FOR C.R.E TEACHERS

I am a postgraduate student at Moi University undertaking a Masters Degree in Religious Education. I am currently undertaking a research study entitled “C.R.E teachers in the teaching and evaluation of affective domain achievements in secondary schools.” You have been identified as one of the respondents to provide information for the study. This is therefore to request you to complete the questionnaire as honestly as possible. All information that you provide shall be treated with utmost confidentiality and will be used only for the purpose of this study. Please do not write your name anywhere on the questionnaire. Thank you for your cooperation.

Section A: Background information

(Please tick the appropriate option)

1. Please indicate your Gender: a. Male
- b. Female

2. What is your highest level of professional qualification?
 - a. Certificate
 - b. Diploma
 - c. Degree
 - d. Post graduate degree
 - e. Others (please specify).....

3. What is your teaching experience?

- a. 0-5 years
- b. 6-10 years
- c. 11-20 years
- d. Above 21 years

4. As a C.R.E teacher you experience moral behavior problems in some learners in your school

- a. Agree
- b. Undecided
- c. Disagree
- d. Strongly disagree

5. Quality teaching and evaluation in C.R.E is a solution to moral behavior problems among learners

- a. Agree
- b. Undecided
- c. Disagree
- d. Strongly disagree

Section B: Research objective one (Teacher preparation for teaching the affective domain)

6. Did you undergo pre-service (professional) training to teach C.R.E?
- a. Yes
- b. No
7. As a C.R.E teacher, do you attend in-service training?
- a. Yes
- b. No
8. Do you enhance the affective domain during teaching of C.R.E?
- a. Yes
- b. No
9. You prepare before the enhancement of the affective domain in C.R.E
- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree
10. The documents shown in the table below are essential in preparation for teaching on the affective domain (Please tick the appropriate option)
- | Requirements | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|--------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Syllabus | a. <input type="checkbox"/> | b. <input type="checkbox"/> | c. <input type="checkbox"/> | d. <input type="checkbox"/> | e. <input type="checkbox"/> |

Schemes of work	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
Lesson plan	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
Morality content	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>

Section C: Teaching methods on the affective domain

11. The methods in the table below are used when teaching the affective domain,
(Please tick the appropriate option)

Methods	Never	Occasionally	Frequently	Very frequently
Project method	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>
Thought sheet	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>
Value clarifying response	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>
Self exploratory exercise	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>

Section D: Methods of evaluating the affective domain

12. You carry out evaluation on affective domain achievement

- a. Yes
- b. No

13. The methods shown in the table below are used in evaluation of the affective domain achievements (Please tick the appropriate option)

Methods	V. Frequently	Frequently	Occasionally	Never
Observation	a. ()	b. ()	c. ()	d. ()
Checklist	a. ()	b. ()	c. ()	d. ()
Cumulative records	a. ()	b. ()	c. ()	d. ()
Analysis of end term tests	a. ()	b. ()	c. ()	d. ()
Anecdotal records	a. ()	b. ()	c. ()	d. ()

Section E: Challenges in the teaching and evaluation of the affective domain

14. You experience challenges in teaching and evaluation of the affective domain achievements

- a. Strongly agree ()
- b. Agree ()
- c. Undecided ()
- d. Disagree ()
- e. Strongly disagree ()

15. The table below shows challenges encountered in teaching and evaluation of the affective domain. (Please tick the appropriate option)

Challenges in evaluation of the affective domain achievements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Evaluation of affective domain tend to be subjective rather than objective					
It takes long for affective domain Objectives to be achieved.					
Validity of likert scale can be compromised due to social desirability					
The affective domain deals with beliefs, attitudes, values and personality characteristics which are more likely to be regarded as private matters					
Inadequate time to follow life approach procedure					

APPENDIX III: DOCUMENT ANALYSIS WORKSHEET

Document	Objectives in relation to learning domains	Outlined methods of teaching the affective domain	Outlined methods of evaluating affective domain
Syllabus			
Schemes of work			
Lesson plan			
Past paper exams			

APPENDIX IV: C.R.E LESSON OBSERVATION SCHEDULE

Class:	Date:	Time:
Topic:	Sub-topic:	Duration:
Observation:	Comments	
C.R.E teacher preparation for teaching the affective domain		
Methods of teaching the affective domain		
Methods used in evaluation of the affective domain		

APPENDIX V: INTERVIEW SCHEDULE FOR C.R.E TEACHERS

1. As a C.R.E teacher do you make preparations for the teaching?
2. Do you attend in-service training on aspects related to teaching and evaluation?
3. What are the reasons as to why teachers fail to attend in-service workshop?
4. As a C.R.E teacher are you equipped with the C.R.E syllabuses?
5. Do you refer from C.R.E syllabuses in preparation for C.R.E lessons?
6. Are you equipped with C.R.E schemes of work?
7. Do you have own made schemes of work or published schemes of work?
8. Why do you opt for commercially made schemes of work?
9. Do you refer from the schemes of work in preparation for teaching?
10. Do you lesson plan?
11. Why do teachers avoid lesson planning?
12. What do teachers opt for instead of lesson planning?
13. Do you use project method when teaching on the affective domain?
14. How often do you use thought sheet when teaching on the affective domain?
15. Why do you prefer to use value-clarifying method when teaching on the affective domain?
16. Do you prepare checklists for use in teaching of the affective domain?

17. Do you keep records of learner's achievements on the affective domain?
18. Do you use the cumulative records in evaluation of affective domain achievements?
19. Do you refer from anecdotal records in evaluation of affective domain achievements?
20. What challenges do you encounter in teaching and evaluation of affective domain?
21. Why does evaluation of affective domain tend to be subjective rather than objective?
22. Why does it take much time for affective domain objectives to be achieved?

APPENDIX VI: THE MAP OF KENYA



EMUHAYA DISTRICT

APPENDIX VIII: SAMPLE LESSON PLANS

LESSON PLAN

Date: 11th June 2015

Time: 11:50 - 20:30 pm

Class: F/4/W

Topic: Leisure

Sub-topic: Effects of drug abuse and possible solutions.

Objectives: By the end of the lesson the learner should be able to:

- (i) Define drug abuse
- (ii) Outline the effects of drug abuse
- (iii) Identify atleast three possible solutions to drug abuse.

Time	Lesson	Teacher activity	Learner activity
5 min	Introduction	- Review of the previous lesson - Defining leisure	- Listening - Answering Questions
15 min	Lesson development	- A discussion on effect of drug abuse - Dictating notes	- Discussions - Learners taking notes
15 min	Lesson development	- Discussions on possible solutions to drug abuse.	- Discussions - Listening - Talking notes
5 min	Lesson Conclusion	- Lesson review - Summary of main points - Asking Questions	- Answering Questions - Learners taking notes - Answering Questions.

LESSON PLANDate : 9th July 2015

Time : 3:20 - 4:00 P.M

Class : F/4/W

Topic : Law, Order and Justice.

Sub-topic: Biblical teachings on law, order and justice.

Objectives: By the end of the lesson the learner should be able to:-

- (i) Define law, order and justice
- (ii) Outline five traditional African practices which promoted law, order and justice.
- (iii) Explain how the outlined practices promoted law, order and justice in the traditional African society.

Time	Lesson	Teacher activity	Learner activity
5 min	Introduction	- Lesson review - Definition of law, order and justice.	Listening Answering questions
15 min	Lesson development	- Asking questions on law, order and justice - Initiation of a discussion on A.T.S practices which promote law, order and justice	- Answering questions - Discussions - Taking of notes
15 min	Lesson Development	- Explaining how the A.T.S practices promote law, order and justice	- Explanations - Listening - Taking of notes
5 min	Conclusion	- Lesson review - Asking of questions	- Answering of questions - Listening

APPENDIX IX: MOI UNIVERSITY RESEARCH PERMIT



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54

DATE: 11th February, 2015

The Executive Secretary

National Council for Science and Technology
P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF MUKHWANA
JOPHIEL EKHUYA - (EDU/PGCM/1014/13)

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

“The Role of Christian Religious Education Teachers in the Teaching and Evaluation of Affective Domain Achievement in Secondary Schools in Emuhaya Sub-County, Vihiga County.”

Any assistance given to him to enable him conduct his research successfully will be highly appreciated.

Yours faithfully,

PROF. J N KINIKI
DEAN, SCHOOL OF EDUCATION

JNK/d6

APPENDIX X: NACOSTI RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

23rd March, 2015

NACOSTI/P/15/4705/5036

Jophiel Bahati Ekhuya
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The role of Christian Religious Education teachers in the teaching and evaluation of affective domain achievement in Secondary Schools in Emuhaya Sub-County, Vihiga County,*" I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for a period ending **30th September, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Vihiga County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Vihiga County.

The County Director of Education
Vihiga County.



**APPENDIX XII: VIHIGA COUNTY DIRECTOR OF EDUCATION RESEARCH
AUTHORIZATION**

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams:
Telephone: (056) 51450
Email: vieducounty@gmail.com
When replying please quote



COUNTY EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 645,
MARAGOLI.

REF: MOE/VCD/GEN/VOL.1/63

5th May, 2015

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CONDUCT RESEARCH
JOPHIEL BAHATI EKHUYA**

The above subject refers.

Permission is hereby granted to the above named student from National Commission for Science, Technology and Innovation to carry out research on **"The role of Christian Religious Education teachers in the teaching and evaluation of effective domain achievement in Secondary Schools in Emuhaya Sub-County, Vihiga County,"** in **Vihiga County** for a period ending 30th September, 2015, to enable him write a thesis as required of him.

For: COUNTY DIRECTOR OF EDUCATION
VIHIGA COUNTY

Anne Kiilu
County Director of Education
VIHIGA COUNTY

Copy to:-

County Commissioner
VIHIGA COUNTY

**APPENDIX XIII: EMUHAYA SUB-COUNTY DEPUTY DIRECTOR OF
EDUCATION RESEARCH PERMIT**

**MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**

Telephone 020-2111479
Email: emuhayadeo@gmail.com
When replying please quote.



SUB-COUNTY EDUCATION OFFICE
EMUHAYA SUB-COUNTY
P.O.BOX 9-50314
EMUHAYA

REF: EMU/EDU/GEN/VOL.II/178

Date: 5/6/2015

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH – JOPHIEL BAHATI EKHUYA

The above subject refers.

Permission is hereby granted to the above named student from National Commission for Science, Technology and Innovation to carryout research on **“The role of Christian Religious Education teachers in the teaching and evaluation of effective domain achievement in Secondary Schools in Emuhaya Sub-County, Vihiga County”** for a period ending 30th September, 2015, to enable him write a thesis as required of him.

AGGREY KWEGA
FOR: SUB-COUNTY DEPUTY DIRECTOR OF EDUCATION
EMUHAYA SUB-COUNTY

FOR
DISTRICT EDUCATION OFFICE
EMUHAYA DISTRICT

5/6/2015