INFLUENCE OF LIFE THEMES PEDAGOGY ON PERFORMANCE IN CHRISTIAN RELIGIOUS EDUCATION IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA.

BY

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MOI UNIVERSITY

2020

DECLARATION

Declaration by Candidate

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DEDICATION

This work is dedicated to my late father Daniel Simiyu, who was a source of inspiration to me throughout the period of my studies

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ABSTRACT

The performance in Christian Religious Education in Public secondary schools in Bungoma varies from one school to another as some schools perform very well while others perform poorly. Kenya National Examination Council reports clearly portray that the performance has generally stagnated at grade C yet it is an elective subject in some schools. The purpose of this study was to investigate the Influence of Life Themes Pedagogy on Performance in Christian Religious Education in Public Secondary Schools in Bungoma County, Kenya. The specific objectives were to; find out teacher preparedness in the use of life themes pedagogy, establish the teaching/learning resources which enhance the use life themes pedagogy, the extent to which the five steps of life themes pedagogy influence performance in CRE and the challenges in the use of this pedagogy in Public Secondary schools in Bungoma County. The study was guided by Social Development Theory by Vygotsky, and Constructivist Theory by Brunner. The study employed descriptive survey design. Stratified sampling was used to sample the schools and purposive sampling to sample teachers of CRE. Questionnaires and observation guide were used for data collection. The total number of respondents was 258. The data was analyzed both quantitatively and qualitatively, using structured questionnaire and observation guide respectively. Descriptive statistics was used to analyze the data. Data was presented using means and frequency tables. From the study, on teacher preparedness in terms of pre-service training, it was found that most teachers were well trained on the use of life themes in teaching CRE. However, there was limited evidence of in-service training specifically on the use of life themes. On the teaching/learning resources which enhance the use of the pedagogy, the study revealed that several materials including Bibles, reference books, teachers' guides and student textbooks were available and commonly used in to enhance teaching CRE. Further, the study found out that resources like videos, radio, charts, posters and pictures/photographs were not available and were rarely used. The use of life themes pedagogy was evident among most of the observed lessons although most teachers were found not following the steps. Some of the commonly identified challenges included; inadequate resources, lack of in-service training on life themes pedagogy, inadequate time allocated for CRE lessons, inadequate teachers pedagogical skills, wide syllabus, large classes and lack of lesson plans. Based on the findings, it was concluded that life themes pedagogy has an influence on performance in CRE. The recommendations made were as follows: The Ministry of Education should organize in-service training and workshops for CRE teachers on life themes pedagogy, CRE teachers should ensure that they attend the workshops, seminars or in-service to enhance preparedness when using the life themes pedagogy, more teaching/ learning resources to be allocated for the subject, CRE teachers should follow all the steps in the pedagogy and they should use life themes pedagogy as it is proven to have an influence on performance. The findings of the study will provide feedback to the Ministry of Education on the effectiveness of their training programs and this will improve the quality of teaching. It shall provide a basis for training teachers, curriculum developers will establish the strengths and weaknesses of the method in order to improve performance in CRE. The Ministry of Education will be able to assess the methods used in teaching CRE and also provide a basis for further research.

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ABBREVIATIONS/ACRONYMS

AFT	American Federation of Teachers
AIDS	Acquired Immune Deficiency Syndrome
ATR	African Traditional Religion
B.ED	Bachelor of Education
CIEM	Curriculum Instruction and Educational Media
CRE	Christian Religious Education
CIDP	County Integrated Development Plan
CRK	Christian Religious Knowledge
CV	Coefficient of Variation
DfEE	Department for Education and Employment
HIV	Human Immune deficiency Virus
HRE	Hindu Religious Education
IRE	Islamic Religious Education
K.I.E	Kenya Institute of Education
KNEC	Kenya National Examinations Council
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
LIS	Learning and Innovation Skills
MKO	More Knowledgeable Other

MOE	Ministry of Education
PD	Professional Development
R.O.K	Republic of Kenya
SDA	Seventh Day Adventist
SDT	Social Development Theory
SEE	Social Education and Ethics
SLT	Situated Learning Theory
SPSS	Statistical Packages for Social Sciences
TSC	Teachers Service Commission
ZDP	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The Kenya National Examinations Council (KNEC) reports for 2014- 2016 show a decline in Christian Religious Education (CRE) performance (KNEC Report, 2017). Out of the many methods of teaching Christian Religious Education, the recommended method is the Life themes pedagogy. The knowledge and skills of the teachers in the use of Life themes pedagogy have not been sufficiently addressed (Chebet, 2017). Life themes pedagogy is one of the approaches used in teaching CRE. The different methods and approaches of teaching have evolved over a long period of time and this has been given impetus by the need not only of improving the teaching of CRE but also making it useful as far as societal needs are concerned (Buchanan, 2003). CRE is one of the subjects that is associated with moral issues, in today's world, it is a solution to the moral challenges (Jain and Jain, 2012) and therefore, there is need for the teachers to acknowledge the experiences of the students (Maani & Kenyi, 2005). This can only be achieved when the teacher engages the learner in the learning process.

In CRE, the problem of pedagogy stands out and that is why several studies have been carried out to ascertain the various pedagogies. Such studies have revealed that learner centred methods are rarely used. These views are in agreement with Illiot (2008) who emphasizes on the use of learner centred approaches in teaching CRE. Learner centred approaches discourage teachers from transmitting knowledge but instead allow the students to learn about the religious traditions and reflect on them. The reliance on teacher centered methods could be as a result of the curriculum which is examination oriented (Otieno 2003 & Paschal 2013).This type of Curriculum has given rise to students who are not able to make use of the knowledge acquired in their real life

situations (Vivere, 2014). The performance in CRE for the past years has been low and this has been attributed to poor methodologies. This section provides the background, statement of the problem, purpose, objectives, research questions, significance, justification, scope, limitations, assumptions, theoretical and conceptual framework, operational definition of terms of the study and summary of the chapter.

1.1 Background to the Study

Education can be made useful when it is implemented by teachers who have the potential. This is in line with the views of Barber & Mourshed, (2007) who observed that the quality of an education system is relatively equivalent to the quality of its teachers. This points to the fact that the knowledge and skills of a teacher are quite important to teaching and at the end they influence performance in any given subject. This implies that for a teacher to be efficient in content delivery, he/she should have the mastery of content and the required skills so as to impact positively on the life of students. This will go a long way in enhancing the teachers' ability to implement the ever changing curriculum efficiently and effectively.

The education system in the world is dynamic and this also applies to the teaching of CRE which has witnessed a number of changes since its inception in Kenya secondary schools. Among the changes was the introduction of Life Approach in 1978. Onsongo, (2002) observed that Life approach or pedagogy is geared towards assessing the learners' day to day life and motivating them to align their experiences to the bible. Life approach is a method of teaching CRE with the use of real, concrete and the present situation of learners' experiences (Onsongo, 2002). The approach stresses on the real life situations of the learners as the beginning point in teaching. In spite of the changes in curriculum, they have not been fully implemented due to inadequate knowledge, skills and lack of understanding about the theoretical underpinnings of the curriculum

(Buchanan & Engebretson, 2009). Life themes pedagogy is therefore, an approach of teaching which is similar to the life approach as used by many scholars (Muthoni, 2012). Life themes pedagogy is one of the recommended approaches in teaching Religious Education (Grimmitt, 2000).This pedagogy has been associated with good performance in other subjects and this could also be applied in Christian Religious Education (CRE) in order to realize the same success as in other subjects. Oliver (2005), explains the origin of Religious Education (RE) as having begun in Europe specifically Britain. The origin of CRE gave rise to debate on its purpose, place and also led to a lot of research being carried out by different scholars. The place of CRE in the British curriculum was determined by the Education Act of 1944 which made RE a compulsory subject in all the schools that were funded by the state (Lord & Barley, 2013).

The existence of life themes pedagogy dates back to the 1950's and the 1960's when the Roman Catholic Church introduced it. This was done through the activities of conferences which were held and among them were the congresses on catechism held in Bangkok, Thailand in 1962, Katigondo, Uganda in 1964, Manila, Philippines in 1967 and Medellin, Colombia in 1968 (Onsongo, 2002). This approach was considered appropriate in the teaching of catechism classes in the Catholic Church. The main reason behind the utilization of the approach was to provide for an opportunity to link the Bible content to experiences of the students (Muthoni, 2012).

The Life themes pedagogy was used in teaching Religious Education in Britain between 1960's and the 1970's following a revolution in Religious Education which witnessed the disapproval of the Confessional approach or pedagogy. This pedagogy was criticized by scholars due to the findings drawn from the works of psychologists like Jean Piaget, Lawrence Kohlberg and Ronald Goldman who observed that experiences of the learners were crucial in their learning process. CRE is also emphasized in other

countries like Nigeria. According to Okafor (2012) Christian Religious Knowledge (CRK) as it was known in Nigeria, helps to create a society that embraces morals and nurtures citizens who are law abiding. The citizens are governed not only by external factors but by spiritual consideration.

In Ghana, scholars have only managed to look at the Existential and the Values Clarification pedagogy (Asare-Danso and Owusu 2014). This provides for the need to investigate other approaches. On what to be covered, Anti, Ntreh &Antwi (2006) have published a book on Christian Religious Studies (CRS) for Senior High Schools in Ghana. In reference to Botswana, Religious Education within the education system has experienced changes from the time it was introduced. This can be attributed to the influx of the Christian missionaries (Dinama, 2010). Among the changes was the removal of the Christian based system which was replaced with the multi-faith one which dates back to 1996 (Dinama, 2013). It is worth noting that the former system led to positive outcomes in terms of realizing the desired objectives as compared to the latter system. Several reasons have been highlighted as leading to the low outcomes among them were inadequate techniques of evaluating students, many lessons being handled by the teachers as well as the wide syllabus (Dinama, 2010). Later in 2008 more changes came up when the multi- faith curriculum was revised in terms of methodology and what was to be covered. In this case the curriculum embraced the interpretive method and the content was Christianity. All the mentioned changes did not improve the outcome instead the performance continued declining.

In many countries Religious Education was geared towards desirable changes in an individual since it entails theoretical, practical, moral, spiritual and divine aspects. In Japan, the objective of teaching Religious Education especially Christianity was to create awareness on the human moral responsibility (Japanese Government, 2001). In

Asia Religious Education helps in transferring culture and moral values among the youths (Golnal, 2004).This is in line with the views of UNICEF, 2004 which views religion as a tool that can be used to help curb the spread of HIV and AIDS.

Life approach was used in Colombia to assist the learners in skills of expression and creativity while writing their essays and also while communicating in English which was a new language. In the last decade of the twentieth century there has been an increasing interest to study teachers' instructional beliefs and their influence on curriculum implementation. Several studies have been conducted in the United States of America, Australia and Europe (Baswas, 2005) whose findings revealed that the low degree of success in many educational reforms was seen as a major reason why teachers' instructional beliefs need to be considered, understood and taken seriously.

Education in the African countries was formally introduced by the missionaries (Ivorgbra, 2006). In Africa, Mbiti (2009) observes that Religious Education could be traced long before the coming of Christian missionaries. With the arrival of the missionaries they opened up centers for learning to enhance the literacy of the natives in as far as reading the Holy Scriptures was concerned.The methods and approaches used by the missionaries or teachers appointed by missionaries were known by different names such as catechism, dogmatic approach and proselytization. All these methods and approaches implied that the students had to unquestioningly accept and believe what was taught to them. By using these approaches, the missionaries thought that Africans would abandon their traditional beliefs and practices and turn to Christianity but in contrast majority of the Africans did not abandon their traditional beliefs and practices, despite embracing Christian beliefs and practices (Mugambi, 2000).

Mbiti (2009), while analyzing African religion, observed that religion was the strongest element in the traditional background that exerted the greatest influence upon the living and the people concerned. These views imply that religious teachings are believed to be the vehicle for transmitting moral values in society (Amugune, 2005). This view has made many people to believe that there is a relationship between religion and morality although this is subject to challenge. A number of scholars have revealed the place of religion on morality. According to Holmes (2007) the Bible places greater importance on moral values and character. Maiyo (2015) maintains that the concept of morality is traditionally associated with religion, since the ultimate judgment of what is right and wrong lies with God. Aroni (2003) has it that Christian Religious Education influences students to do things in the right way according to biblical teachings.

Christian Religious Education (CRE) is one of the subjects in the secondary school Curriculum in Kenya entrusted with the responsibility of teaching and instilling in learners moral values (KIE, 2000). These views are shared by other researchers like Ndarwa (2006), who established that CRE helps students to develop morally and also prepares them to become responsible citizens. On the same note, Wepukhulu (2001) observed that the religious knowledge given to the learners can help them to be morally upright and also endow them with the ability to counter challenges whenever they emerge. This calls for adequate preparation on the part of the teacher. This implies that teachers should be well versed with the content as well as the methods of relaying this content to the learners in the most appropriate manner. The great role played by CRE has made the subject to be included in the curriculum (Wainaina, 2007).

In spite of the great value attached to Religious education in different countries, in Tanzania the situation is different.Although it is regarded as one of academic subjects in Tanzanian Secondary Education, the subject is not considered for selection into

higher education. This situation leads secondary school students to undermine the subject Ngussa & Role (2015) despite the fact that it is full of moral values. Studies have further regarded Religious Education as the backbone of moral values (Kowino, Agaki & Kochung, 2012) yet in Tanzanian, Christian Religious Education, whose primary objective is to prepare morally upright individuals in the society (Ministry of Education and Vocational Training, 2007) it has not been properly integrated in Secondary School curriculum in the sense that it is optional and very few students have been taking it. In some cases, few students may choose Christian Religious Education as a subject, and in some cases, taking the subject independently, without any guidance from trained teachers (Ngussa & Role, 2015).

The teaching of Religious Education in Kenya was the work of the pioneer missionaries who opened schools in different places with the intention of majorly converting the learners to Christianity. This was supported by Gichaga et al., (2005) who asserted that Religious education was introduced by the missionaries mainly for evangelical purposes. After independence, the Kenya government set up a commission, (Republic of Kenya, 1964) to look into among other issues, how Religious Education was to be taught in a secular state. This commission gave rise to the Ominde Report, (Republic of Kenya, 1964) which recommended the six national goals of education which are: national unity, national development, individual development and self-fulfillment, social equality, respect and development of cultural heritage and international consciousness. These recommendations strengthened Religious Education in schools and they had the following implications on Christian Religious Education: i) CRE was to be taught for spiritual and moral development not for indoctrination, ii) the subject would be taught using the syllabus, iii) the subject would be taught by professionally trained teachers, iv) the subject would be taught through professional methods, v)

learners would be examined at the end of a given period of time, and vi) the subject would be taught with the aim of achieving the national goals of education (Situma , 2014).

In 1981, the Mackay Report (Republic of Kenya, 1981) recommended the restructuring of the education system from 7-4-2-3 to 8-4-4. The emphasis of the 8-4-4 system was on practical and technical education. Mackay recommended the inclusion of Social Education and Ethics (SEE) in the school curriculum. Many schools then opted for SEE while dropping CRE. The effect of this was evident in massive indiscipline among students in secondary schools and this was attributed to the curriculum change. This was because SEE was a key subject in inculcating moral values among the learners as compared to CRE. Chesaro (2012) supports this when he notes that no society can exist without morals and discipline for its welfare and that of the individual. He observes that it was morals which build relationships between people and the world around. This was in line with the Kamunge Report (1988) which saw SEE as a better subject in causing behavioral change and character than CRE.

In 1982, the Kenya government decided to overhaul the entire education system and restructured it to meet the long-term national needs. Replacing the 7-4-2-3 structure, the 8-4-4 system was adopted in 1985. The teaching of CRE in secondary schools now emphasized life approach (Ombuna, 2014). In 1985 the CRE syllabus was reviewed again in order to suit the society's needs. According to Kenya Institute of Education (1985), the new syllabus had five main areas of study. These areas were: The Bible which is made up of the Old and the New Testaments, African religious heritage, Christian witness which covered the church in Kenya and contemporary Christian living. This reorganization was done to help CRE students understand and appreciate the saving presence of God in their lives as revealed in; his/her personal experience, the

African Religious Heritage, the Biblical revelation as a whole and specifically in Jesus Christ and the Christian community, past and present (Ombuna, 2014).

In 1992, KIE established another CRE syllabus called Volume Two. Volume two also had five main areas of study. These areas were: The Bible (Old & New Testament); African religious heritage; Christian witness; church in Kenya and contemporary Christian living. According to KIE, the new syllabus was supposedly learner-centered (Ombuna, 2014). In 1999, there was the revision of the primary and secondary curriculum following an assessment survey which revealed that there were unnecessary overlaps within subjects, across subjects and levels. It was then resolved that CRE be reduced from five content areas to three (Ombuna, 2014).

In 2002, a third volume of the CRE syllabus was produced which covered three main areas. These are the Bible (Old & New Testament), African Religious Heritage and Contemporary Christian Living (KIE, 2002) as shown in Appendix II. African religion is very important in the CRE curriculum because it has a unique moral contribution to offer the universal human quest for the truth (Magesa, 2008). According to KIE (2002), a thematic approach was adopted for the study of the three broad areas and the course was progressive in that it began with the creation of the universe, to the fall of man then to the promise of salvation and its fulfillment in Jesus Christ. The syllabus also emphasized the use of life approach to teaching and learning. In this method, the teacher would begin from the known to the unknown (Ombuna, 2014).

Currently the teaching methods have been recognized as the main determinants of the learning outcomes at any level (Rovincer 2011). Teaching of Religious Education is expected to be learner-centered yet many teachers use teaching methods that promote rote learning due to the emphasis put on passing national examinations (Weerhe, 2007).

Weerhe further observes that as a result of emphasizing passing national exams, curriculum implementation has been distorted since teachers only teach what is examinable and tend to neglect values and skills given that they do not feature prominently in national examinations.

The life themes pedagogy in CRE is an example of a learner centered method of teaching which begins from the learners own experience. It is only by experiencing life at its depth that individuals find meaning for their existence in the doctrines of their faiths. What is not apparent to many teachers of CRE is that religion is life and that God does not exist only in the holy places but in people's lives. Religious education should lead people to explore their own experience and to make a continuing search for truth, love, development and peace. Life themes in the teaching of CRE means beginning with the actual day to day experiences of the learner and moving out through a reflection of these to a religious understanding of them. This Approach aims at guiding the learner to examine his experience in the light of God speaking to him and through that, experience the harmony in the inner self. Teaching using the Life themes requires that teachers understand and demonstrate how God continues to speak to people through their own personal experiences Nasibi, (2006). Today in Kenya, CRE is highly regarded as a subject that promotes moral values, especially in a society that is characterized by moral decadence. A number of studies have been carried out on Life Themes pedagogy but with little attention to Africa (Onsongo, 2002).

1.2 Statement of the Problem

Life Themes pedagogy is one of the approaches in teaching CRE which stresses on the real life situations of the learners as the beginning point in teaching. As far as this approach is concerned it has been utilized to a great level in Britain unlike in Africa. It involves the use of five steps namely: human experience, biblical experience,

explanation, as well as application and response. Teachers of CRE are expected to use the above steps in the delivery of the lesson in order to enhance learners' interaction as well as improve on their attitude and performance in the subject. According to the KNEC reports of the years 2011-2016 there has been varied performance at the national and county levels where some students perform very well while others perform poorly. The results are characterized by low performance especially in paper two as compared to paper one.

In Bungoma county there is low and stagnated performance in the subject. This could have been due to among other reasons inability of the teachers to complete the schemed work on time, use of unfavorable methods, partiality among the instructors and failure of the students to utilize the information that they acquire in the learning process to their day to day lives. The results in CRE have been associated with the misconception that it only serves to improve the overall performance of the students and therefore little attention is given to it Kimosop (2008). Teaching methods in CRE have been studied in depth in Britain but for the case of Africa few studies were carried out but not on the influence of this pedagogy in the performance in CRE (Onsongo, 2002). In Kenya in particular, studies have been done on Life Approach in teaching CRE, they include studies by Ombuna (2014) on Constraints facing teachers of CRE in using life approach which found several challenges including attitude, limited administrative support, lack of tools, equipment and time. Mwashigadi (2012) conducted a study on the Evaluation of Implementation of Life Approach in Christian Religious Education in selected Primary schools in Voi, Taita-Taveta County and found limited use of life themes in secondary schools in teaching CRE. Chebet (2017) conducted a study on Teacher Knowledge and Skills in the Use of Life Approach in the teaching of Christian Religious Education in Bungoma County.

The findings reveal that that the syllabus does not have direct life theme examples, the workloads are congested and time allocated for lessons is inadequate. In view of this discrepancy, there is need to determine the Influence of Life Themes Pedagogy on Performance in Christian Religious Education in Public Secondary Schools in Bungoma County.

1.3 Purpose of the Study

The purpose of this study was to investigate the Influence of Life Themes Pedagogy on Performance in Christian Religious Education (CRE) in Public Secondary Schools in Bungoma County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives

i. To find out teacher preparedness in the use of life themes pedagogy and its influence on performance in CRE in Public Secondary schools in Bungoma County.

ii. To establish how teaching/learning resources enhance the use of life themes pedagogy and their influence on performance in CRE in Public Secondary schools in Bungoma County.

iii. To examine the extent to which the five steps of life themes pedagogy influence performance CRE in Public Secondary schools in Bungoma County.

iv. To investigate the challenges in the use of life themes pedagogy and their influence on performance in CRE in Public Secondary schools in Bungoma County.

1.5 Research Questions

The study was guided by the following questions:

i. To what extend does teacher preparedness in the use of life themes pedagogy influence performance in CRE in Public Secondary schools in Bungoma County?

ii. How do the teaching/learning resources enhance the use of life themes pedagogy and how do they influence performance in CRE in Secondary schools in Bungoma County?

iii. To what extent do the five steps of life themes pedagogy influence performance in CRE in Secondary schools in Bungoma County?

iv. What challenges are experienced in the use of life themes pedagogy and their influence on the performance in CRE in Secondary schools in Bungoma County?

1.6 Scope and Limitations of the Study

This section covered Scope and limitations of the study

1.6.1 Scope of the Study

This study was concerned with establishing the Influence of Life Themes Pedagogy on Performance in Christian Religious Education (CRE) in Public Secondary Schools in Bungoma County, Kenya. This entailed assessment of: how teacher preparedness in the use of life themes pedagogy influences performance in CRE in Public Secondary schools, the teaching/learning resources which enhance the use of life themes pedagogy, the extent to which the five steps of life themes pedagogy influence performance in CRE and the challenges in the use of life themes pedagogy and their influence on performance in CRE in Public Secondary schools in Bungoma County.

This was conceived by the researcher to be sufficient to exhaustively give a research context that can reflect the real outcome on the influence of teacher use of life themes pedagogy on performance in CRE in secondary schools. On teacher preparedness the study endeavored to examine aspects of; teacher professional training, teacher attitude towards use of life themes, use of time allocated, scheme of work and lesson plan. On the teaching and learning resources the researcher investigated availability and use of teaching and learning material and how they enhance the use of life themes pedagogy. On utilization of life themes the study examined the five steps of life themes pedagogy that is: Human experience, Biblical Experience, Explanation, Application & Response and lastly the challenges in the use of life themes pedagogy.

The study was conducted in selected Public Secondary schools in Bungoma County which are believed to have qualified teachers. The choice of Bungoma County was due to the stagnated performance among the schools affecting the overall mean of the county. The researcher specifically dealt with teachers of CRE in selected public secondary schools in Bungoma County. The researcher used questionnaire and observation guide for the teachers of CRE to collect data.

1.6.2 Limitations of the Study

The study had the following limitations:

i. The study limited itself to the influence of life themes pedagogy and its influence on performance in CRE.
ii. The study was limited to Public Secondary schools in Bungoma County and also the teachers of CRE.

iii. Inability to work within the stipulated time frame due to the laid down school programs. This was resolved by rescheduling the time for administering the sets of questionnaire and the observation of lessons.

1.7 Significance of the Study

The findings of the study will be useful to various groups as discussed below.

The Ministry of Education will be able to receive responses on the effectiveness of their teacher preparation procedures which in turn will be used to improve the quality of teaching. It will provide a basis for training teachers, and the curriculum developers will establish the strengths and weaknesses of the method in teaching the CRE syllabus in order to improve performance of CRE in KCSE. The Ministry of Education through Quality Assurance and Standards will be able to monitor the methods used in teaching the subject.

New insights will be gained from this study which will increase knowledge in the literature available on the subject as well as to motivate scholars to carry out more studies. Teachers will get guidance on the importance of utilizing the learners' day to day encounters as the beginning point of imparting religious knowledge. It will make the teachers to see the need for making students' real life experiences the basis for teaching Christian Religious Education, they will be able to realize the instructional potential of life themes pedagogy in the teaching of CRE, they will know the obstacles in applying life themes pedagogy and how they can be overcome.

The students will have an improved performance in Christian Religious Education (CRE) and they will also be able to apply what they learn to the real life situations.

1.8 Justification of the Study

CRE provides answers to the young people on the moral challenges facing them in the contemporary society (Jain and Jain, 2012). This is in agreement with the views of Ogwara, (2013) which revealed that education is needed in order to improve the moral standards in society. The performance in the subject has stagnated due to the incompetence/poor curriculum delivery by the teachers (Quality Assurance and Standards circular, 2016). Several studies have been done on life themes pedagogy but a few have focused directly on its influence on performance in CRE in secondary schools.

It is evident that little has been done on the influence of life themes pedagogy on performance in CRE in Public Secondary schools in Bungoma County and this makes this study relevant and timely. According to Onsongo, (2002), this pedagogy is recommended in delivering the content, however its utilization in the classroom by teachers in Public secondary schools in Bungoma County and how it influences performance is unclear. According to the KNEC reports of the years 2011-2016 there has been stagnated performance in CRE at the county level See Appendix IX. This study endeavored to examine teacher preparedness in the use of life themes pedagogy, teaching/learning resources that enhance the use of life themes pedagogy, the extent to which the five steps of life themes pedagogy influence performance and the challenges in the use of life themes pedagogy in CRE in Public secondary schools in Bungoma County.

1.9 Assumptions of the Study

The study was based on the following assumptions.

i. Teachers use different methods in teaching CRE.
ii. Teachers would be willing to participate in the study by providing relevant information.
iii. The questionnaires and the observation guide would collect the required information from the respondents.
iv. The CRE teachers were chosen given that they are the ones concerned with the subject and are expected to make use of this approach.

1.10 Theoretical Framework

The study was guided by two theories namely Vygotsky's theory of Social Development (1978) and the Constructivist theory by Brunner (1966).

The Social Development Theory was proposed by Vygotsky in the year (1978) and the theory stresses the fundamental role of social interaction in the development of cognition. This theory falls under the socio-cultural perspective of the constructivist theory/social constructivism (Kanselaar, 2002). Social constructivism is based on specific assumptions about reality, knowledge, skills and learning (Kim, 2001). According to this theory, reality does not exist in advance but it is constructed through human activity. Reality is not made before social invention and it cannot be discovered by individuals (Kukla, 2000). Knowledge is perceived as being an outcome man's interaction with social and cultural aspects. People can come up with new ideas when they interact with one another and with their surrounding (Kim, 2001). The acquisition of knowledge does not involve one person but engagement of many parties. This implies that for this process to take place, there must be involvement in group activities

as well as cooperation with one another. According to this theory, community is instrumental in enhancing the process and socialization leads to development. In summary, the theory shows that social factors contribute to cognitive development and that cognitive development emerge from interpersonal relationship from guided learning within the zone of proximal development as students and their friends share knowledge (Vygotsky, 1978). There are three main concepts of Vygotsky's work namely role of Social Interaction in Cognitive Development, the More Knowledgeable Other (MKO) as well as The Zone of Proximal Development (ZPD). Under Social interaction, Vygotsky states that the cultural development of a child is firstly on the social level called inter psychological, and secondly on the individual or personal level called intra psychological. The More Knowledgeable Other (MKO) refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. This may also refer to the resource person (Vygotsky, 1978).

The most crucial idea is that the MKOs is expected to be endowed with more information about the content than those being taught. The aspect of the More Knowledgeable Other is closely associated with the next principle of Zone of Proximal Development. This one is concerned with drawing a line between what a student can learn alone and what he can learn with the assistance of a person who is more qualified than him. According to Vygotsky (1978), the Zone of Proximal Development is a crucial area since it enables the teacher to provide instructions which can help the learner to acquire skills knowledge and attitudes which can help him in his day to day living. Such knowledge can be acquired through social relationships among the learners.

Vygotsky proposed that instructors should utilize cooperative skills of imparting knowledge in which students who have less potential are assisted by the more knowledgeable. Vygotsky's theory is in agreement with Bandura's work on social learning which is also associated with situated learning theory. This theory is significant in teaching because the role of the teacher has changed from teaching to creating a conducive environment through which learners can construct knowledge with the help of the teacher. Vygotsky's theory fits into the current study because life themes pedagogy provides an opportunity for the teacher to act as the More Knowledgeable Other and help the learner to apply the acquired knowledge.

Vygotsky's theory is guided by the following assumptions: i) old people play an important role in the youths learning process because they help them to understand the environment from their cultural perspective. During the process of learning, interaction takes place and the children are exposed to various meanings that are attached to objects, occurrences and experiences, ii) the activities that take place in the mind originate from social interaction. As children grow up, they slowly understand the processes and they apply them when left on their own. This makes the learners to translate the acquired information so as to own them, iii) that children can carry out more difficult duties with the help of people who are well endowed (Vygotsky,1978) In addition, the Social Development Theory has transformed the old method of teaching in which the teacher would simply pass over knowledge. The current approaches advocates for the active participation of the learners. This implies that in the teaching learning process both the teacher and the learner learn from each other. This theory can be applied on the topic influence of life themes pedagogy on performance of CRE.

Constructivist Theory of Learning

The origin of constructivism dates to the times of Socrates who observed that teachers and learners should speak with one another in order to understand the unknown and also to question where they need clarification (Erdem, 2001). The term constructivism was derived from Piaget's constructivist views and Brunner's constructivist description of discovery learning. The constructivist theory of learning is generally attributed to Piaget in (1966) who suggested that through processes of assimilation individuals construct new knowledge from their experiences. The term constructivism refers to the idea that learners are able to acquire knowledge as individuals or through interaction with their peers. This is in agreement with (Ertmer & Newby, 2003) who postulated that knowledge is a result of how the learners create meaning from their day to day life experiences. This is further emphasized by (Jenkins, 2006) who observed that learners derive meaning from their present experiences in line with the earlier knowledge, mental structures, experiences, and beliefs. It is based on the assumption that the source of a person's understanding of external phenomena is in the person's mind. Knowledge is as a result of the activities that take place in the mind of a person and later subjected to reason. Mvududu and Thiel-Burgess (2012) state that constructivism is a method used to investigate the level of understanding of the learners and how this understanding increases with change to higher thinking level. It involves the teacher considering what students know and helping them to put it into practice.

This theory anchors on the objective of teacher preparedness in using life themes pedagogy since they are seen as a crucial component of the teaching and learning process. Hein (1991) identifies the following principles of constructivist learning: i) it involves the learner who utilizes his senses in order to acquire knowledge as well as derive meaning from it by involving what exists in the environment, ii) people learn to

learn as they learn: learning consists both of constructing meaning and constructing systems of meaning, iii) the crucial action of constructing meaning is mental: it happens in the mind and it is important to provide activities which engage the mind as well as the hands, iv) learning involves language: the language we use influences learning, v) learning is a social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family among others, vi) Learning is contextual: we learn in relationship to what else we know, what we believe, our prejudices and our fears, vii) one needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on, viii) It takes time to learn: learning is not instantaneous, and ix) motivation is a key component in learning, it does not just help learning but it is essential for learning.

Constructivism can be enhanced through cognitive apprenticeship, the realistic context and multiple perspectives. Cognitive apprenticeship has to do with the teacher modeling a cognitive process and then with time shifts the responsibility over to the students as they become skilled. The realistic context is one in which students must solve a meaningful problem by using a variety of skills and information. Under multiple perspectives most of life's problems are multifaceted, and the knowledge base of experts is a network of interrelated ideas (Biehler & Snowman, 2007).

According to Bruner (1966) it's important for learners to focus on understanding the structure of the subject being learned. They must identify key principles for themselves rather than accepting the teachers' expectation. This is discovery learning where the learners work with examples until they discover the interrelationships. Classroom learning should take place through inductive reasoning using examples to formulate general principles and this emphasizes that teachers should nurture intuitive thinking in

the learners by encouraging them to make guesses based on incompetent evidence and then to confirm or disapprove the guesses systematically. The responsibility of the teacher is to organize the class so that students can learn through their own involvement. The constructivist theory was relevant to this study because the best way to learn is through active involvement of the learners through the discussion method. The constructivist theory is flexible in accommodating other relevant and compatible teaching methods such as lecture, discovery and question and answer (Jenkins, 2006). The constructivist learning theory emphasizes inter alia the following four principles, which are also imbedded in the socio-constructivist learning theory, namely that: i) knowledge is constructed, rather than innate or passively absorbed; ii) knowledge is socially invented, not discovered; iii) learning is essentially a process of making sense of the world and real-live situations; and iv) effective learning requires meaningful, open-ended challenging problems for the learner to solve (Fox, 2001). Constructivism is essentially based on the belief that the learner takes an active role in his/her learning, proceeding from exposure to the reception and internalizing of subject matter, which means integrating new material with the existing store of knowledge. While using this approach the teachers' role is well articulated by Cooling (2003) who asserts that a constructivist teacher prepares tasks and monitors students' exploration, guides the direction of student inquiry and promotes new patterns of thinking. Such a teacher does not assume that the learner is an empty slate and therefore imparts concrete content to the learner as in the case of teacher-centred methodologies. Instead, he provides guidance and helps the students to make meaning out of the new challenges that they face. These views are in agreement with those of Otto (2000) who emphasized the importance of the learner-centred (heuristic) approaches as helping the learners to

construct, remember and apply knowledge to new situations as they go through the learning process.

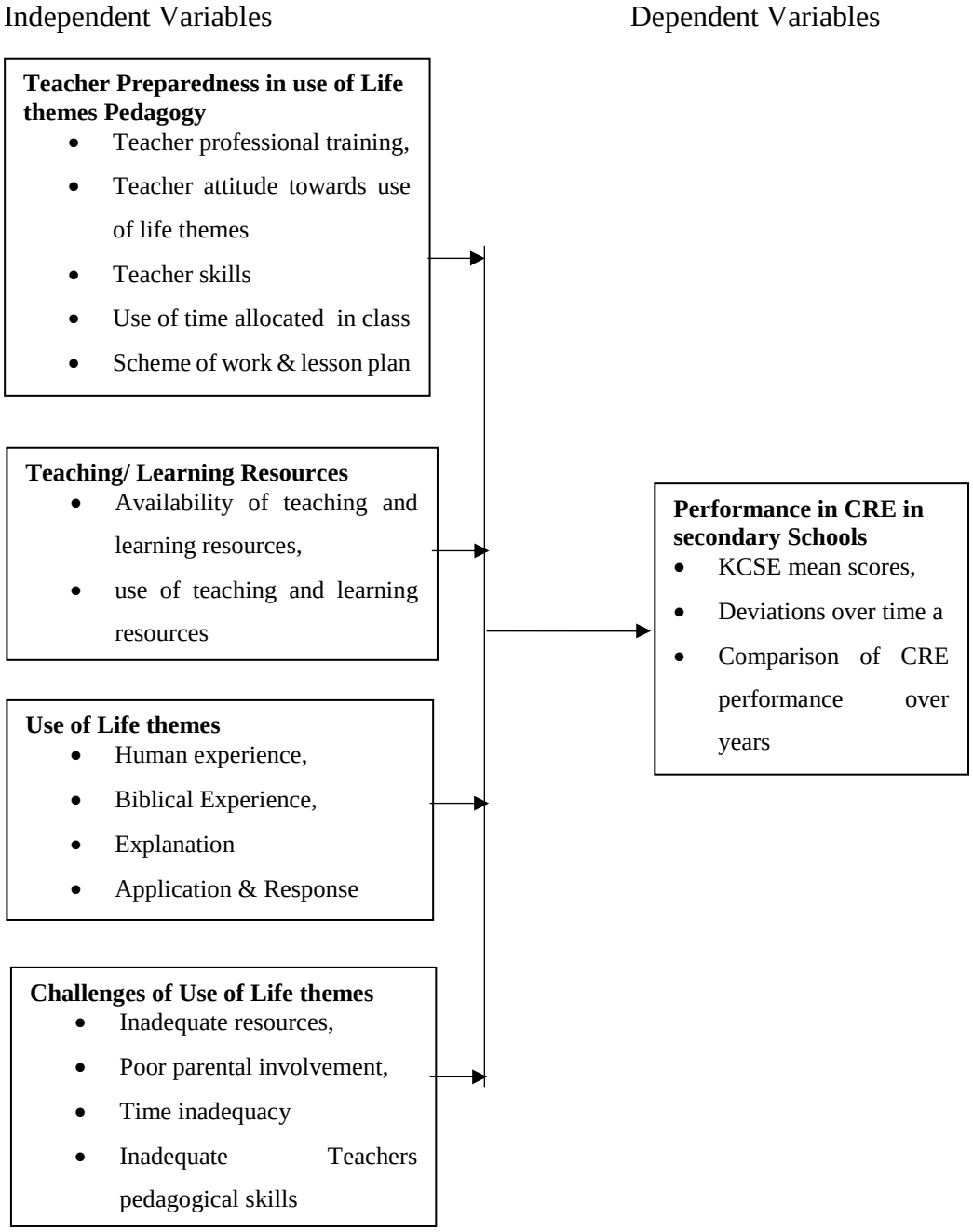
The constructivist approach is conducive to student-centered teaching and learning (Woolfolk, 2010). Constructivists believe that instead of confronting learners with simplified (schematic) problems and basic skills drills, they ought rather to deal with complex real life situations. This is the reason as to why constructivism is more on learning (epistemology) than on teaching (pedagogy). What has been described about a constructivist classroom contrasts sharply with what happens in a traditional classroom where learners passively receive ready-made content from the teacher (Otto, 2000; Kelloug & Carjuzaa, 2009). Some of the main criticisms against teacher-centred methods of teaching which are regarded as traditional methods of teaching is that learners are denied a chance to think, create, internalize, own and apply ideas or knowledge (McBer, 2000).

The researcher chose on the two theories because both of them are based on constructivism which has two strands that is the constructivist perspective and the socio- cultural perspectives (Kanselaar, 2002). Both theories assert that students are more inclined to learn by actively participating in the learning process, that learning takes place through the relationships between people and connecting prior knowledge with authentic, informal, and often unintended contextual learning. This is evident in the use of the life themes pedagogy which emphasizes the learners' day to day experiences and how the acquired information can be applied to the real life situations.

The Social Development and the Constructivist learning theories applied to this research imply that student construct their own knowledge and develop their own skills with regard to learning, that social interaction of students with other students and with

their mentors is an important aid to their knowledge construction (Bruning, Schraw, Norby & Ronning, 2004). The principle of social interaction means that student and teachers must engage with one another as they interpret their experiences. The principles of the constructivist and Social Development learning theories discussed above are clearly interwoven with one another, and they provide a valuable foundation for this research. Both learning theories focus on the active role of the learner in building understanding and making sense of information in a social context.

1.11 Conceptual Framework



Source: Researchers own conceptualization

Figure 1: The Conceptual Framework for influence of Life themes Pedagogy on Performance in CRE in Public secondary schools

This study was concerned with establishing the Influence of Life Themes Pedagogy on Performance in Christian Religious Education (CRE) in Public Secondary Schools in Bungoma County, Kenya. The dependent variable in this study was performance of CRE as a subject. Stop and Smith (2013) define academic performance as the extent to

which a student, teacher or institution has achieved the educational goals while Terrence and Peters (2010) define it (academic achievement or performance) as the outcome of education. Kuenzi (2008) earlier observed that achievement is commonly measured by examination or continuous assessment though there is no general agreement on how it is best tested or which aspects are important. Performance is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals.

The independent variable in this study was life themes pedagogy. The indicators of use of life themes pedagogy are teachers' preparedness in use of life themes pedagogy, teaching and learning resources, use of life themes pedagogy and challenges facing use of life themes pedagogy. According to Shitoli (2008) Life themes pedagogy is also referred to as life approach and it is a method of teaching and learning CRE which begins the lesson using the actual day to day experiences of the learners and moving through reflection of these experiences to a religious understanding of them (Shitoli et al., 2008). According to Ndlovu & Gundani (2000) there are various merits of life themes pedagogy in Religious Education teaching: i) it makes Religious Education significant to the social and cultural context of the student, ii) it improves the students' understanding of religious issues because the teacher begins the lesson from what the students know to what they do not know, iii) it enables the students to explore his/her own religious background hence associating himself with his own culture, and iv) it makes Religious Education to be more captivating and a living "subject" to the student in exploring his/her own personal religious heritage.

On teacher preparedness the study endeavored to examine aspects of; teacher professional training, teacher attitude towards use of life themes, use of time allocated, scheme of work and lesson plan. On the teaching and learning resources the researcher

investigated availability and use of teaching and learning material which enhance the use of life themes. On use of the steps of life themes, the study examined aspects of Human experience, Biblical Experience, Explanation, Application & Response and their influence on performance in CRE (KCSE mean scores deviations over time).

1.12 Operational Definition of Terms

African traditional religion –these are the beliefs, customs and practices of the Africans which have been passed on from generation to generation.

Application– This is a step in life themes pedagogy in which the teacher explains the importance of what the learner has been taught so that the learner can be able to apply in his personal life.

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

Biblical Experience – is a step in life themes pedagogy where the teacher together with the students read a scripture from the bible which is related to the topic so that the students can be able to understand.

Christian Religious education – it is a subject in the curriculum concerned with man's relationship with God as revealed in the Bible, the Holy Spirit and human experience.

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

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

Explanation – this as a step in life themes pedagogy where the teacher elaborates the main points by use of various teaching methods e.g. discussion, question and answer etc. in order to make the lesson clear and appealing to the learners.

Human experience – this is a step in life themes pedagogy where the learners are given an opportunity to share what they have gone through in life.This makes them to be motivated and think widely.

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

Life experiences – This entails what all that people go through in life.

Life themes – topics based on real life experiences.

Pedagogy - It generally refers to strategies or styles of teaching.

Performance – performance is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals.

Religion – it is the belief in the supreme being/God

Response-The feedback from the students which shows that they have understood the content.

Stagnation-Being at the same level in performance

Teacher centered approach – an approach which regards a teacher as the custodian of knowledge.

Teacher competence - Ability to plan, prepare and deliver lessons well.

Teacher preparedness – Teacher's ability to interpret the objectives, content and all that entails teaching learning process.

The life themes pedagogy- it is an approach recommended for teaching CRE which seeks to use the day to day happenings in the life of the students so that they can be able to understand what is being taught.

1.13 Summary of the Chapter

The teaching of Christian Religious Education has witnessed a number of changes since its inception in Kenyan secondary schools. This study therefore set out to determine the Influence of Life Themes Pedagogy on Performance in Christian Religious Education in Public Secondary Schools in Bungoma County. The study was guided by two theories namely Vygotsky's theory of Social Development (1978) and the Constructivist theory by Brunner (1966). The findings of the study will provide feedback to the Ministry of Education, curriculum developers and teachers on the effectiveness of this pedagogy in teaching CRE.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with general review of literature which includes the following: the current CRE syllabus, teaching of CRE as a subject, pedagogies in teaching CRE, teaching methods used with Life Themes Pedagogy, teacher preparedness in teaching CRE, the teaching /learning resources in CRE, use of life themes pedagogy and challenges in the use of life themes pedagogy. This chapter also provides a summary of the reviewed literature.

2.1 The Current Christian Religious Education Syllabus

A syllabus is defined as an outline of topics that are supposed to be covered in a subject at a given level (Situma, 2014). This document is prepared by experts at Kenya Institute of Curriculum Development (KICD) and approved by the Ministry of Education (MOE). The main purpose of the syllabus is to enhance the learners' knowledge and to create awareness in the learner for him/her to understand his/her relationship with the Supreme Being as made known through His son Jesus Christ in the contemporary world. A syllabus is an important tool in curriculum delivery as it serves as a roadmap or a guide to both teachers and learners. The importance of the syllabus has been outlined by Situma (2014) as follows: i) provides an outline of topics to be taught at a given level, ii) enables a teacher to have a broad view of the subject on the basis of topics to be covered in a given period, iii) assists the teacher to work on a teaching strategy within a given period of time, iv) enables the government to maintain a uniform standard of teaching in the whole country, v) allows the teacher freedom on how to cover the topics, and vi) provides the teacher with an opportunity to assess the learner's performance based on the content covered. It is from the above points of view that the

teacher is expected to be guided by the syllabus in preparation of the professional documents like schemes of work and the lesson plans which are key elements in the implementation of the curriculum. The Christian Religious Education syllabus is made up of three areas: that is the Bible African Traditional Religion and Contemporary Christian Living as shown in Appendix II (KIE, 2002).

Themes are used in teaching whereby topics that are related are grouped together and taught as one in order to avoid repetition (KIE, 2002). It involves the close relationship between the teacher and the learner in discovering the religious knowledge and examining it critically in order to arrive at acceptable conclusions. This course starts from the Genesis stories of creation through to the early church. For the themes on Jesus Christ, St. Luke's gospel has been selected because it has a better arrangement on the life and teachings of Jesus Christ as compared to other gospels like Mathew Mark and John. The African Religion aims familiarizing the students with their traditional beliefs and practices and how they relate with Christianity. In Christian Religious Education, the African heritage has been misconceived as something of the past yet it is present and a reality today. In teaching African religion the teacher should stress on the strengths of this religion and not its weaknesses.

African Religious heritage is significant to the learners as it provides them with a basis or foundation on which Christianity is founded and also helps the learners to appreciate their culture and that of others. In spite of its relevance African Traditional Religion (ATR) has not been given the serious attention that it deserves. This is due to the negative attitude by both teachers and students (Lulley, 2009). Through the teaching of ATR some of the national goals of education can be realized.

In the syllabus, Contemporary Christian Living helps the learners to understand the emerging issues and how to cope with them in real life situations. Topics on contemporary Christian living are covered in form four and they prepare the learners by providing them with knowledge and skills which can help them cope with emerging issues in the society. This could be the reason as to why the topics are taught in form four. Finally it is important to note that Christian Religious Education seeks to develop a positive attitude in the learner, towards his creator, himself, other students or people and the surrounding in which he/she lives. This is covered under the affective domain. Attitudes are difficult to measure in the teaching/learning process. In spite of the difficulty the teacher should be able to observe the attitudes in the course of teaching the lesson. These can be well achieved if the objectives in the affective domain are well stated and emphasized during the lesson (Situma, 2014).

While addressing the issue of curriculum relevance in Kenya, Otunga (2010) notes that a good system of education should be based on realizing the national goals of education. These goals have been well articulated in the CRE syllabus which aims at realizing all those goals. It is important to note that there can be a good syllabus but unless it is implemented using the correct methods of teaching and the right kind of teachers then the syllabus is as good as dead (Grimmit, 2000). It is from this regard that life themes pedagogy was recommended as one of the pedagogies that can enhance the realization of the objectives of the syllabus as such the need for this study.

2.2 The Teaching of Christian Religious Education

Christian Religious Education was started by the pioneer missionaries who had the intention of evangelizing the Africans Gichaga et al, (2005). In their educational centers, the natives acquired the literacy skills to enable them read the Holy Scriptures (Onsongo, 2002). The main purpose of setting up schools was to convert Africans to

Christianity. The teachers stressed on the Bible and that CRE as a subject was basic in the curriculum. School sessions had daily routines which began and ended with prayers and songs alongside other subjects which were introduced later to provide support to the Christian instruction. After independence the Ominde Commission was formed and it recommended that CRE was to be treated like an academic subject and be taught along educational lines. Minishi (2010), observed that in 1974 the Limuru conference was held and it came up with the objectives and approaches of teaching CRE. The Limuru Conference was followed by the Gachathi Report which also had several recommendations on the teaching of CRE. The Gachathi report emphasized the role of CRE in enhancing the quality of life of the learners. Religion being a way of life should be taught using real life experiences in order to enable the students to link their day to day experiences with the Bible. School systems have the responsibility to ensure that the individual needs of the learners are taken into consideration with the emergence of the pluralistic classes. According to Whelan (2009) there's need to ensure that the infrastructural facilities in schools learner friendly alongside other resources. All the mentioned resources are crucial if good performance has to be realized although the qualifications of the teachers supersede all the other factors. James & Pollard (2011) asserted that the most notable factor in as far as student learning is concerned is teaching. However, there is little attention given to the information on what good teaching entails or the characteristics of an effective teacher. A good teacher will exhibit qualities that will advance good learning. This has led to the assumption that good teachers are those who produce good outcomes, and therefore the good results of the students are attributed to the quality teachers. According to James & Pollard (2011) there are several characteristics of good teaching methods. They include the following:

i. They have great interest and attention in what the learner knows.

ii. The role of the teachers is significant based on their knowledge and actions and reasons for their actions.

iii. Lays emphasis on what can be learnt in a short time as well as what can be learnt in a longer period of time.

iv. Emanates from the previous knowledge of the learners.

v. They fully indulge the learners

vi. Involve a variety of strategies which entirely involve interaction among students. Such strategies may include class discussions and activities by individuals.

vii. Basically concerned with higher levels of cognition and exploitation of many avenues of learning.

viii. Entails evaluation of the learning process.

ix. Takes into consideration the individual abilities of all the learners in spite of their diversity.

According to Brophy (2001) there are several principles associated with effectiveness in the teaching process. They include the following: i) conducive environment characterized by unity and friendliness as the teacher plays the role of a mentor and an agent of socialization, ii) provides an enabling environment for the students to acquire knowledge, skills and attitudes through the content in the syllabus by being fully engaged in the process, iii) the curriculum is well organized to provide a unified program for the realization of educational objectives, vi) providing the background information to the students in preparation of what they are to learn and the end results, v) proper delivery of the required knowledge for the students to understand. This could involve the use of different strategies like group discussions, question and answer among others, vi) good organization to enhance students constant involvement in

acquisition of knowledge, vii) students are given an opportunity to put into practice what they have learnt in order to get feedback, viii) the teacher plays the role of a facilitator by creating an enabling environment to maximally involve the students, ix) teacher strategically instructs the students so that they are able to solve problems, think critically and make decisions, x) students are given an opportunity to work through interaction with one another, xi) other than teaching the teacher has a responsibility of carrying out an evaluation both long term and short term, and xii) after evaluation the teacher has expectations on the outcomes. These principles can be of great benefit to the teachers as they will make them to lay strategies on how the instructional objectives could be realized.

Instruction has also been described as an endeavor to gain knowledge, skills and attitudes through an organized manner (Baumert, Blum & Neubrand, 2001). Avenues of this process include proper organization of the classroom environment by using all classroom strategies to the benefit of the learners. This may include movement in class, voice projection among others. This may promote the enhanced relationship between the teacher and the students. The teacher can enhance classroom management through proper class supervision, good voice projection and good mastery of content. This will help the teacher to develop good personal relationship with the students hence conducive environment for teaching and learning. Ilori (2001) asserts that collaborative learning method encourages pupils to learn faster in small groups through face to face interaction. This strategy offers pupils the ability to participate actively in the class in that as they share and discuss ideas, they internalize the ideas and experiences they get through thoughtful discourse and examination of different perceptions. Furthermore, collaborative or cooperative teaching method according to Njoku (2002) increases students' self-esteem, motivation and empathy. All this can be well utilized while using

the life themes pedagogy. Alton-Lee (2003) has given several qualities of good teaching habits which have been thoroughly researched. They include the following: i) they are concerned with the results of the teaching on the student, ii) teaching methods which are learner friendly and provide a conducive environment for learning, iii) they provide a link between what is learnt in school and the cultural setting in the school, iv) good teaching is evident in the learning process, v) it provides for a variety of opportunities to enhance the acquisition of knowledge, vi) the learning process is characterized by various tasks to be undertaken by the learner and the teacher, vii) the objectives of teaching the course are clearly stipulated, viii) the method provides for feedback on students' task engagement, ix)) it ensure that learners are fully involved in the learning process with the help of the teachers.

Alton-Lee‘s model is in agreement with Brophy (2001) 12 principles of effective teaching which calls for teacher preparedness and effectiveness in the implementation of the curriculum. Wolk (2001) emphasizes that teachers who have love for teaching create an enabling environment. Learning environments that fully engage the learners are believed to promote high performance as compared to those that are teacher centered. Scholars like Fredericks, Bluemnfeld, Friedel, & Paris (2003) noted the previous studies have indicated that there is a great relationship between classes that are highly engaging the learners with performance. One of the studies which was a meta-analysis, revealed that in classes where students were active participants there was a relatively high performance as compared to the less involved students. In relation to these findings, Marzano (2007) observed that in the teaching learning process the teacher should enhance learner involvement in order to realize good performance. In CRE this can be well realized with the use of life themes when the teacher gives the

learners an opportunity to share their experiences from which he can then build the lesson.

The integration of media resources in the education system can also help the teachers to realize their objectives this calls for enhancing the capacity of teachers in terms of use of such resources (Thoman, 2002). This involves capacity building for the teachers in media resources so as to be able to integrate media criticism and consciousness into their work. Teacher preparedness in the use of life themes pedagogy is necessary given that teachers are the ones who use life themes to impart knowledge and skills to the learners and to observe that the learners do the right thing (Shiphrah, 2009). The teacher therefore requires adequate pre-service and in-service training to be able to handle curriculum implementation effectively and efficiently. If teachers are not adequately prepared they may encounter many setbacks in their effort to implement the curriculum. This is in agreement with Nasibi (2006) who states that a teacher has a critical and important role in determining what to teach and how to teach it. Flashman (2005) observed that teachers are key to improving learning in schools. Staff development or in-service education represents a direct link between curriculum development and classroom delivery (Wiles, 2005). In the absence of a well-trained and committed teacher curriculum implementation becomes a great challenge. This is the reason why teachers should also be trained so as to embrace professionalism in the content delivery. In his study, Wafula (2008) asserts that teachers who are qualified and experienced appreciate the fact that classroom communication is closely related to motivation. This view is further supported by Singh et al. (2004) who pointed out that professional qualifications of a teacher are crucial in promoting good teaching habits. It is important to mention that the teacher has a responsibility to assess his teaching skills before going to class.

2.3 Pedagogies of CRE

There are several Pedagogies of Religious Education and they include: Confessional (Thompson, 2004), Phenomenological (Ekeke & Ekeopara, 2010), Critical Realist (Wright, 2010), and Life themes (Onsongo, 2002) among others.

2.3.1 Confessional Approach

Confessional approach is two sided, that is, the one inclined to a single religious faith (Thompson 2004) and the multi-confessional characterised by a syllabi of the same faith. This approach is associated with evangelic style of teaching Religion which involves the teacher transmitting religious beliefs, which are considered unquestionable. When a teacher uses a confessional approach he or she presents and promotes only one side or version of an issue which has many other sides or versions (Thompson, 2004). Examples of topics that generate controversy in the wider Christian community, and consequently, become inevitable in the school CRE syllabuses include issues to do with abortion, family planning, adolescent access to condoms, alcohol, healing miracles, wealth, politics, fashions (dress code) marital and sex-related issues (Kaije & Twesigye, 2004). The key purpose of confessional RE is to assist the students to embrace religious beliefs in an acceptable faith whose teachings are unquestionable and also true (Riddell, 2009). In Scotland the neo-confessional approach features as the recommended method for teaching religion in England and Wales given that Christianity is elevated higher than other faiths in the school system (Watson & Thompson, 2007). Ofsted (2010) observed that educational institutions had failed to give students an opportunity to understand the Christian faith in details. This view was on the basis that as the present status in England, Wales and the UK, the Christian faith is considered mandatory in the students' curriculum (Torfaen Country Borough, 2008). The confessional approach is not acceptable in schools and classes which are religiously

pluralistic. The approach contradicts current educational practices which emphasize the freedom of the learner as it aims at encouraging students of other faiths to be converted to the faith that is being promoted. Where confessional approaches are used, the Secondary school RE classroom can easily become a very chilly place (Cooling, 2003). Generally, modern pedagogy does not allow indoctrination, which is a didactic and spoon-feeding type of teaching (MOES, 2007). These views are in agreement with the studies by Jackson & O'Grady (2007) which revealed that confessional RE lacks an educational rationale and therefore it is not favourable to students in the dynamic and pluralistic world in which just a few recognize the crucial role played by religion (Watson and Thompson, 2007).

2.3.2 Phenomenological Approach

Under the phenomenological approach, the term "Phenomenological" comes from the word "phenomenology" which is the philosophical study of the structure of experience and consciousness (Cambridge Dictionary 6th edition, 2009). The phenomenological approach in RE came up due to inability of confessional RE which did not enhance effective delivery of the content in religion. Phenomenology has grown for many years to what exists today. Its current status is greatly attributed to the German philosopher, Edmund Husserl (1859-1938) (Ricoeur 2007). Husserl did not have a direct influence on religion but his thinking became the backbone or the basis on which the future elites related in the study of religion. Husserl was very kin in the categorisation and description of concepts or ideas. He carried out research in order to differentiate between the inner self and the concept that drives it. To him, the information about something can be present when the assumptions in the mind are removed and he refers to it as epoch (Ricoeur 2007).

The phenomenological approach has been defined as the objective study of all religious beliefs based on what is embraced by its followers. It takes into consideration the feelings, thoughts and experiences of individuals which are given a religious dimension. The approach was championed by Ninian Smart who believed that all major religions have religious dimensions which include Ritual, Mythological, Doctrinal, Ethical, Social and Experiential. It involves putting oneself in the shoes of the other (Cooling, 2003). For example, Muslim children should study and practice Christian teachings like the celebration of Christmas. On the other hand it lays emphasis on the academic side of religion leading to Religious Studies at the expense of the spiritual and nurturing components of religion which leads to Religious Education (Cooling, 2003; Maani & Kenyi, 2005).

In spite of the phenomenological approach being a substitute for the confessional approach, it has its own weakness as articulated by Barnes (2001). Barnes proposes that the phenomenological approach is not strong as such it should be avoided given that it does not portray the correct nature of religion. This is true because it provides a foreign and different interpretation in which what one experiences is separated from what is taught and given an upper hand above the previous. Moreover Phenomenological RE has hindered the growth of many other approaches to RE (Buchanan 2005), this has seen the emergence of positive attitude in the Religious Education as the world endeavors to make better the delivery of the content in the subject area.

2.3.3 Thematic Approach

This is a method of teaching and learning in which different contents of the curriculum are brought together and taught as a theme. It is a good approach to teaching because it makes learning real, interesting and even captivating to the learners due the

amalgamation of the content, skills and attitudes which lessens repetition. These ideas were supported by Malaysia Curriculum Development Centre (2003). The use of themes can be enhanced with the use of life themes are evident in the life of the learners. Such themes include pilgrimage, religious buildings, sacred books or celebrations. Earlier researches revealed that thematic approach improved the performance of learners (Burton, 2001) students' interest (Kostelink, Soderman & Whiren, 2004) and students' attitude. Thematic instruction provides an opportunity for students to understand concepts because it entails use of real life situations. This can also enhance teacher learner interaction making the class active. The merit of applying this approach is that it motivates the teachers to consider the learners entry behavior as the basis of teaching. This approach makes CRE more relevant to the lives of the learners (Maani & Kenyi, 2005).

2.3.4 Experiential Approach

The Experiential Approach emphasizes the need to understand the inner spiritual aspects of religion which lies at the heart of every religion (Cooling, 2003). Unlike the phenomenological approach which emphasizes the publicly visible aspects of religion the experiential approach re-awakens that spiritual world which lies dormant and is suppressed within all of us (Cooling, 2003). The other approach is the Spiritual approach which came up due to the feeling that the phenomenological RE did not enhance the teaching of RE. This was because it limited the learning to the day to day phenomena without putting into consideration the spiritual aspects of the students (Wright 2001). In line with that, David Hay observed that the phenomenological RE was lacking in addressing the aspects of the students spirituality. It was from this background that the spiritual approach to RE was incepted in order to look at the spiritual requirements of the learners. Brendan Carmody noted that the world today is

full of people who are much concerned with issues of inner convictions instead of being concerned with overt religious observance. This paradigm shift calls for Religious Education to diversify the teaching strategies in order to take care of the spiritual needs of the learners which have been neglected for a long time. This can be well addressed through the use of life themes pedagogy in teaching CRE (Carmody 2010).

2.3.5 Religious Literacy Approach

Religious Literacy Approach is geared towards making the students to understand their religion and how it works in the lives of different people. This enables the students to make religious decisions on their own (Cooling, 2003). The Religious Literacy Approach equips students with key skills which they use to explore and understand religious explanations about different aspects of life before they make their own conclusions (Cooling, 2003). In a religious literacy lesson, students relate the knowledge given, for example on euthanasia, to what they already know so as to make better judgment on euthanasia (Butler & Hudson, 2003). This approach is therefore similar to the constructivist approach because in both approaches the student is encouraged to contribute to his/her own learning.

2.3.6 Existential Approach

The other approach of teaching Religious Education is the Existential Approach. Existentialism is a belief system which was propounded by JeanPaul Sartre in the 1940s. According to him, the world has no meaning and every individual is accountable for his own deeds and these deeds are the basis for character formation. He further asserted that every human being must be defined as a unique individual and not as a mere representative of some wider grouping (Kelly, 2004). In this case the individual must take responsibility of his/her own actions and inactions. In fact, existentialism is all about one's own existence which is taken to be of great concern than the views of a

group. In relation to teaching Religious Education, using the existential approach, the teacher must not impose his/her wishes on the members of the class. Each student is an individual and has his or her own personality which have a great influence on his character.

2.3.7 Critical Realist Approach

This is a branch of philosophy which endeavours to draw a line between the real world and the observable world. The proponent of this approach is Andrew Wright. The Critical Realist approach is of great value to the teaching of religious education in secondary schools because it considers the limitations of mankind in as far as wisdom is concerned because man's wisdom is incomplete. The acceptance of this fact will assist in the teaching of the subject in order to increase the knowledge and fill the gaps that exist in the human knowledge (Wright 2004). According to Wright, there are several merits of this approach and they include the following: i) enables the teachers to honour what the students believe in, ii) it inculcates the virtue of tolerance among the students and the teachers towards what others believe, iii) students have an opportunity to discuss among themselves, and finally iv) students are nurtured to embrace truthfulness (Wright 2007). It is evident that in spite of the advantages of this approach, it does not fulfil the standards of RE given the nature of the society characterised by modernity, complexity and religious pluralism.

2.3.8 Open Religious Education (RE) Approach

According to Riddell (2009), the Open Religious Education (RE) Approach has been misconceived by many scholars making some of them to refer to it as phenomenological RE. This approach may have had its origin in phenomenological RE, but then it is separate approach from the others. Open RE is associated with the fact that students should be given an opportunity to make their own conclusions from what they learn in

religious education because religion is a very complex phenomenon and it is full of controversies. Due to the controversial nature of society this approach is recommended for teaching in schools (Hughes 2000). This approach like the others has some weaknesses for example it makes assumption that the students are endowed with knowledge which can enable them make deductions on pertinent issues. This assumption is not valid given the nature of religion and as such they may need guidance through an elaborate method.

2.3.9 Interpretive Approach

The other name for this approach is the conversational approach and it is attributed to work of Robert Jackson. According to Jackson (1997), this approach is based on ethnography whereby the students' day to day experiences in religious matters are utilised as the beginning point in the delivery of the content of Religious Education. For the purpose of getting involved in religious issues, it draws on the comparison on the mode of communication and experiential aspects of the students within and without in order to discover the areas of commonalities (Jackson 1997).

The interpretive approach deals with assisting the students to conceptualize and apply what they learn through sharing experiences with one another. It gives chance to the learners to critically examine their religious beliefs of others while taking into consideration their own religious beliefs. (Jackson 2000). This approach has been accused being of relative and reductionist hence not favourable in enhancing life themes pedagogy (Jackson 1997).

2.3.10 Particularistic Approach

Particularistic approach is more open than the other approaches given that is applied in a situation in which different approaches are utilised at the same time. For example the

confessional and multi-faith based syllabuses. Such an approach can be used as a remedy in a situation of conflict over which approach should be used. This could be illustrated using the example of Kenya. In Kenya, there are three different types of syllabus which take care of the three religions. These religions are: Hinduism, Christianity and Islam (Svensson, 2007). The same applies to Uganda where they have two syllabi for Christians and Muslims (Mwesigwa 2003). Nigeria is not an exception, here Christian Religious Education is famous in the southern part which is dominated by Christianity while the northern part is dominated by Islam (Lemu 2002). The same trend is evident in Austria where they provide a syllabus which comprises of the content which is drawn from either Islam or Christianity and the same is taught by teachers who are well trained in the two areas of faith. (Balic 1993).This is also evident in a place like Latvia, where different syllabi are taught. They are 'confessional', 'ecumenical Christian', 'Christian ethics', and 'world religions' (Filispone 2005).

This approach has a few shortcomings one of them being that in as much as it advocates for inclusion of more than one syllabi, this may not be practical and if it is done it can become too heavy and cumbersome to the students and the teachers. This can also lead to prejudice among the religions involved since they will lack independence. This challenge can be illustrated using the example of the Jewish students in Kenya who proposed that they should be provided with their own syllabus just like the Christian and Muslim students (Kiplagat 2008).

2.3.11 Dialogical Approach

This approach recognises that there exists a relationship between an individual and society and that knowledge is acquired through interactions. This approach is related to the teaching Religious Education and it rose separately in Germany, Britain and Norway. Unlike other approaches, dialogical RE is a good example of student-centred

method because it emphasizes critical aspect of what the learner knows before moving on to the new field of knowledge (Jackson 2004). It important for teachers to understand that students are not tabularasa, the knowledge they have can serve as the ground on which new knowledge can be built while teaching Religious Education. This approach provides the learners with the chance to examine what they believe in and discuss the same information with their counterparts in class (Knauth 2008).

Grelle (2006) & Hull (2005), asserted that there are three strategies which can enhance RE. They are: primary –this is where learners are made to understand that religion is diverse and different, secondary- here the students are encouraged to be transparent and optimistic on religious issues which are characterised with diversity and the willingness to interact with one another despite of their religious affinities, and tertiary- tertiary dialogue entails the utilisation of different strategies and instructional materials like pictures, films, videos, case studies, stories among others to remove the barriers that may exist in the teaching learning process. One merit of this approach is that it involves the use of many methods of teaching and therefore it can lead to efficiency in content delivery.

In nutshell, it is important to mention all people involved in the teaching learning process while preparing for their classes they should utilize different strategies which cut across the discussed approaches (Buchanan 2005). These views corroborate a study by (Dinama 2010), which found that many teachers tend to blend different methods in order adequately make use of experiences of the students. This grants the learners the opportunity to synthesize and understand the emerging issues in the present society.

2.4 Life Themes Pedagogy

Life themes pedagogy is also referred to as life approach and it is a method of teaching and learning CRE which begins the lesson using the actual day to day experiences of the learners and moving through reflection of these experiences to a religious understanding of them (Shitoli et al., 2008). It means starting to teach from real, concrete and present experience of learners. The approach aims at guiding the learner to see his/her experiences as a way in which God manifests Himself. This pedagogy was introduced in Kenyan secondary schools in 1978 following a workshop for tutors of Christian Religious Education from all colleges that was held in 1976. The workshop decided that this pedagogy should be used in teaching CRE in Kenya. A lesson should progress from what is known by learners to something that is new and challenging. Grimmitt (2000) further states that religious beliefs cannot be taught as if they were facts; they are by nature experiential. The teacher should always strive to teach CRE beginning with day to day life experiences. The Life themes pedagogy is meant to utilize the learner's day to day undertakings as the beginning point for investigation into the great and clear implications of a certain abstract. Life themes pedagogy falls under the learner centred methods which are emphasized in all subjects (Twoli et al., 2007). Given the subjectivity of religion, and therefore the subjectivity of Religious Education (Cooling, 2003), it is not possible to use learner-centred methods without giving students freedom to critically explore all versions or truths about an aspect of life that is being studied. The merits of life themes pedagogy as used in teaching Religious Education include: i) it makes Religious Education useful to the understanding of various people's way of life, ii) it helps the student to understand the religious ideas because the teacher begins the lesson from what the student already knows and uses it as a basis for new knowledge. iii) by using this pedagogy the student

is able to examine his/her religious beliefs making him/her to appreciate his/her way of life, and iv) by examining their religious beliefs the subject becomes real and therefore captivating to the learners (Ndlovu & Gundani 2000).

Life themes pedagogy can be approached from two dimensions: Existential and Dimensional (Grimmitt 2000). The teacher should ensure that the two approaches are used in combination with each other as they complement each other. Existential dimension entails examining ordinary experiences, exploring and discussing as well as discovery of new ideas within them. The Existential approach to Religious Education can be defined as a method of teaching which lays emphasis on the total involvement of the learners in their day to day life and how these incidences can be used as the starting point of learning new religious ideas (Grimmitt 2000). It is when the learner's very own experiences are discussed, examined and explored that the learner will be in apposition to examine various religious concepts in order to be in charge of his own personality traits which can be exemplified in religion for example fear, respect, and adoration (Rennie 2009). It is advised that the existential approach should be used while presenting the human experience and biblical content part in the lesson. Pine (2005) notes that the teacher needs to provide an environment where the learner can explore and discover the personal meaning of events. The teacher should have the requisite knowledge and skill to teach using life themes pedagogy.

In the dimensional approach learners are familiarized with some characteristics which can be used to determine if a religion exists. This approach to religion makes the learners to have an in-depth understanding of religious concepts and also understand and appreciate other people's religious affiliations and how they conceive them. This approach lays good foundation for tolerance and acceptance of others. The six

dimensions of religion are experiential dimension, mythological dimension, ritual dimension, ethical dimension, doctrinal dimension and social dimension (Smart 1968).

2.4.1 Steps in Life Themes Pedagogy

Shitoli, Kerre, & Gichaga (2008) outline the following steps to be used in Life themes pedagogy/life Approach:

i) Human Experience

In this step, the student is given an opportunity to share his experiences in relation to the content being taught. The objective is to increase the learners' attentiveness, concentration and imagination. Human experience may involve questioning, demonstration, storytelling and acting among others. All these should be in line with the content being taught and the teachers' responsibility is to help the students to see Gods manifestation in the story.

ii) The Biblical Experience

The teacher uses a biblical content related to the topic in the introduction. The text is read by the students and the teacher until it becomes very clear. (The students should be able to narrate the story from the bible).

iii) Explanation

The biblical text is made clear by the teacher who highlights the key elements using different methods like discussion. The teacher can also use a number of instructional resources to capture the attention of the learners.

iv) Application and Response

During the lesson, the teacher helps the students to understand what they have learnt and apply in their daily lives. The application can be evident in character change. Later

the teacher allows the students to react and respond to the content that was taught in class.

v) The learner's activity

It entails provision of activities to the learners with the objective of finding out whether the content was understood. Such activities include writing, singing, drawing, mimicking, role play and reciting a memory verse. According to Lulley (2009) the teacher is supposed to motivate the student to display his ability in order to prove that the learning process was a success.

2.4.2 Merits of Life Theme Pedagogies

There are several identified merits of using life themes pedagogies in teaching and learning CRE in secondary schools. Several scholars have made contribution to the current teaching process by shifting from bible based teaching to the use of life themes. They came up with the justification based on the educational theory and social changes in the nineteenth and twentieth centauries. Goldman (2004) and Loukes (2005) insist that religion is something that is superimposed upon human experience but rooted there and offering an integration of that experience. This is opposed to traditional way of teaching that religion aimed at introducing children to the Christian way of life by introducing them to the Bible. There is more knowledge to be passed to learners than just the Bible knowledge. Grimmitt (2000) justifying the need for change of approach to CRE, gave a number of reasons: He felt that CRE, was the worst taught during his period in Britain. CRE was taught by untrained teachers who merely taught Christian beliefs as if they were facts. He felt that the school leavers left school while they were theological but illiterate because of the way the subject was taught. He commented that they left school having rejected religion as meaningless, childish and irrelevant, feeling totally pathetic or distinctly antagonistic towards religious claims. This condition

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

In defending the new approach to CRE, Loukes (2005) claims that it must seek to perform some task which would be acceptable as, healthy, contributing to wholeness of personality. The influence for change was due to research findings of Piaget and J.S Brunner whose findings revealed that children's thinking, developed in stages. Grimmitt (2000) argues that the results found by the renown psychologists demand that a different strategy be advanced in teaching CRE. The approach demands that the child's own experiences, needs and interest becomes the points for learning and teaching. The child's own experiences with religious concepts should result from his/her own feelings, act and experiences to express what he/ she discover in everyday language. He notes that every effort should be taken to link the children's own experiences with what they recognize to be central concepts of religion. The recent social changes have also called for changes in approach in CRE. Grimmitt notes that materialistic world outlook prevalent in the present society has cultivated a mistaken belief in power and ability of technology to solve man's problems. Grimmitt feels that young people in today's society need help in developing their own perspective to examine the claims, demands and values of the technical society.

Religious education according to Grimmitt may play an important role in helping them towards personal autonomy based on criteria awareness of alternatives. The social changes imply that teaching of CRE can no longer be approached in the same trend; there is need for life approach to the subject. In Africa and Kenya, in particular the need was felt after independence where the main justification of this approach as seen by many scholars lay in the fact that religion was part and parcel of human experiences and therefore should be approached from human experience. Grimmitt (2000) says that the main justification of life approach is based on assumption that the validity of a particular religious concept for an individual is not merely to be found in his knowledge that it is revealed in the Bible or written traditions of the church, but in his/her knowledge that what it points to or illuminates his/her own experience and situation. It is important to mention that issues of religion become real when they are fully or partly related to one's daily life scenarios. The views expressed by Grimmitt are in line with the general principles of education which also emphasize the necessity of experience in any learning. According to him, the life themes pedagogy, is faced with a number of challenges. The originators of this pedagogy have leaned much on a confessional or neo-confessional context. This has resulted into the difficulty of discussing religious issues in relation to the experiences of the students which may be secular. The proponents of this pedagogy advocate for the integration of the religious beliefs in the content that is being taught. Although the life themes approach is recommended in the teaching of RE, it has certain demerits as discussed below.

While using this approach the teacher can easily impose his religious beliefs on the student either knowingly or unknowingly. This can interfere with the religious freedom of the student which is provided for in the Kenyan constitution. This can become worse if a good number of the students share the same religious beliefs with their teacher.

From this it is evident that the teacher is torn in between his religious affiliation and persuasion of the students. If a teacher is affiliated to a certain faith, there is a likelihood that he will be biased towards that religion. A good example would be the understanding of spirits in Christianity and African traditional religion (Grimmit, 2000).

The belief in spirits is an example of an area of challenge when it comes to teaching given the different levels of understanding about spirits. The teacher is likely to use his own perception of spirits and therefore influence the students understanding of the same concept. This can be critical in areas where one religion is more popular than the others (Ndlovu 2003).

The life themes pedagogy occasionally provides a fertile ground for the teacher to impose his beliefs on the students. Hull (2002) observes that a few teachers of Religious Education transmit what they esteem most highly. For example if they believe in the trinity that is what they will teach and compel the students to take it without question. This mode of teaching can turn out to be disastrous especially if majority of the students share the same religious beliefs with the teacher. This implies that in the current classes which are characterized by religious pluralism, many students will suffer from exclusion hence affecting the content delivery as well as the performance in the subject. The teacher should play the role of a facilitator in the learning process and not an indoctrinator (Borst 2004).

Christian Religious Education is an important subject which should help the learners to grow into all round people by boosting their individual abilities with the help of religion. On the other hand life themes downplays this role by limiting the learner and the teacher to their own religious beliefs and practices as well as not subjecting them to critical thinking (Grimmit, 2000). This therefore implies that the ability to understand

religion largely depends on the learners' potential to separate himself from his religious affiliations and look at the subject critically. The use of life approach is a requirement in order to clarify religious issues which are abstract to the learners. This approach falls short of this role because it enhances individual ideas and doctrines which form the basis of teaching (Grimmit, 2000).

Furthermore, in using this approach the teacher has to be careful not to use examples which can make students to be prejudiced against each other. If not well used it can make the students not to peacefully coexist with each other based on the religious differences. This could be as a result of the teacher holding on some church doctrines of one church and discrediting the others. Learners may end up lacking tolerance towards the religious beliefs of others. For example while teaching about spirits , a teacher who is religious will want to portray spirits as very bad beings which are known for causing harm depending on his religious background. In the real sense there are good and evil spirits which the teacher may not bring out to the students due to personal reasons (Ndlovu 2003). It is important for the teacher to avoid personal biases while teaching in order to allow the students to be open to new beliefs which are held by their friends yet different from their own. This would help them to be respectful and tolerant to the beliefs of others (Grimmit, 2000). Students should be encouraged to accept and appreciate the views of others even when they are different from theirs. On the other hand the teachers of Religion should avoid looking down upon the beliefs of other people even when they feel they are not realistic. The same teachers should also be careful not to hurt the students or compel them to share in their belief system (Schoeman 2001).

Life approach entails the integration of real life experiences and religion. In spite of this, there is a danger of failing to clearly bring out the religious idea in the shared

experiences. It is the responsibility of the teacher to organize the lesson in such a way the religious, scientific and historical aspects are taken into consideration while teaching. The teacher should also make the students to understand that religion is part and parcel of human life (Walton et al 2006).

According to Grimmit (2000), it may not be possible to associate the religious content of the subject with the students' non-religious experiences within the framework of life themes without the theme being far from the real concept. In conclusion, Life Approach is the recommended method of teaching in spite of the listed disadvantages. The advantages supersede the disadvantages and they can be effectively used to improve the learning process. On the whole as stated earlier, the degree of participation of the learner (learner centeredness) and how the content is related to the relevant previous knowledge of the learner makes this method a preferable one. Thus the unique features of the Life-Approach is that it would be performance oriented, based on action and behaviour modification (Singh & Rana, 2004). This therefore gives the need for this study.

2.5 Teaching Methods Used with Life Themes Pedagogy.

Various scholars have defined teaching in different ways. Ornstein & Lasley (2000) define teaching from two perspectives: one as a science basing on how it is done and the end results which are outcomes of the process of imparting knowledge. And two as an art basing the arrangement or procedure through which the information is successfully disseminated. It is worth mentioning that good methods of teaching are not similar but all in all they have some common characteristics Madeline (as cited in Ornstein & Lasley 2000).

In CRE, life themes pedagogy is an approach which actively engages the learners through sharing the experiences. There are other methods which are used in conjunction with the Life themes pedagogy. These methods are applicable to the lesson when teacher uses this pedagogy in CRE. Tamakloe, Amedahe & Atta (2005) define teaching as a process of inculcating knowledge, skills, attitudes and values to learners. It entails providing a conducive environment that can enable learning and inspiring learners to have interest in what is being delivered to them. These two definitions vaguely describe the complex process of teaching, identifying the major components involved, namely the teacher, the learner, and the content which includes knowledge, skills, attitudes, values. The above mentioned elements are crucial for any successful teaching and learning process to take place.

The methods of teaching can be available but then there are several factors that may influence a teacher's choice of a teaching method. These factors include the attitude that one has towards teaching and a teacher's awareness that teaching should be responsive and sensitive to student's needs (Cooling, 2003; Kellough & Carjuzaa, 2009). Such characteristics will make the teacher to vary his/her methods of teaching in order to satisfy all types of learners. Similarly different teachers have different styles of teaching (Cooling, 2003). So the concept of teaching cannot rigidly and uniformly be applied to all teaching-learning situations but instead there should be an appropriate mix of expository and heuristic approaches to teaching depending on the prevailing circumstances). However, given the controversies that characterize religion and religious education and the unpredictable behaviour of adolescents, the more the constructivist approaches are used the more the relevance of CRE at secondary school level (Maani & Kenyi).

A research done in UK in 2000 for the Department for Education and Employment (DfEE) about teacher effectiveness discovered that good instructors used a number of approaches which were basically student centered like questioning and use of discussion groups (McBer, 2000). The teachers' attitude towards constructivists' approaches to teaching is affected by many factors. Many teachers have a negative attitude towards teaching because of the low salary and the few fringe benefits they get and this feeling in turn, makes them to avoid stimulating but demanding methods of teaching (Otto, 2000). Additionally, teachers' choice of methods is affected by their understanding of what "teaching" is. Although teachers receive training, some of them still equate teaching to imparting knowledge and inculcating values which is a misconception of teaching and it leads to the use of teacher-centred and didactic methods of teaching. Teachers, as a result of their training, know that students are not tabula rasa but still treat them so while teaching. Other than attitudes, there are other factors that militate against the teachers' use of the constructivist approaches in teaching and they include the courage to avoid the tradition of "spoon feeding" students with the content required to pass examinations (Maani & Kenyi, 2005). When it comes to teaching, the role of the teacher is quite crucial. What the teacher believes about the methods of teaching greatly influences his/her mode of teaching. (Cook-Sather and Youens, 2007). The teacher's ability to carry out his duty of teaching that is searching for knowledge and skills as well as means of transmitting them is guided by their beliefs.

According to Biggs (2001), there are three levels of teaching. The first one is based which the student, that is what the student knows or is, the second is based on the teacher that is what he/she does for example understanding the content and passing it over to the students, and third one is based on what the student does in the teaching

learning process. The use of role-playing is one of the methods that focus on the third stage of teaching as described by Biggs.The methods are discussed below;

2.5.1 Role Play

This is an example of learner centred approach in learning and teaching. In the course of using role play the teacher can make use of short skits, simulations and demonstrations of real life experiences which are anchored on the topic that is being taught. This strategy has been applied in teaching CRE with emphasis on life themes pedagogy. The method aims at involving the learner fully in the learning process by creating an enabling environment for the learner. The objective is to come up with constructive activities that can occupy the learners during the teaching learning process (Reeves, Herrington, & Oliver, 2002). This is evident in the professional documents like the schemes of work and the lesson plans which clearly spells out the activities of the teacher as well as those of the learners. These activities are enhanced by the use of teaching learning resources which may not be available in the traditional classes. This learning method is very crucial in giving teachers the chance of creating a harmonious relationship among learning activities which take place in the classroom for example assignments and their results (Biggs & Tang, 2011). This approach is advantageous because it encourages dialogue between teachers and students as they share experiences and respond to the emerging questions (Coffield, 2008).

While organising for the lessons, it is paramount for teachers to put into consideration a number of factors on which successful student learning is anchored. This may include the need, action, digestion, and feedback (Race, 2010). This demands that the teacher prepares a number of activities which engage the learner instead of the teacher solely transmitting knowledge. This reduces the learner to a passive recipient of knowledge

and therefore he/she may not enjoy and understand the information provided thus inhibiting the teaching learning process. In the use of role play, precautionary measures must be put in place. For example the teacher should not use role play before or after exam because it can be affected by anxiety among the learners (Case & Cheek-O'Donnell, 2015). If it has to be used the teacher should begin with brief skits and as he continues he can introduce more elaborate plays when he realises that there is evidence of both teachers and the students gaining some prior experience and confidence (McSharry and Jones 2000).

It is evident that of late some teachers have been utilising this method in courses that do not warrant its use. There are courses in which it can be adopted like in teaching individual and group skills to students and people who have specialised in certain fields (Blaszczynski 2012). According to Jarvis et al. (2002) role play provides for humor and reliability in subjects that can be largely described or based on theory that is not practical. In role play, students use what they already know as they strive to acquire new knowledge. This background knowledge is their day to day life experiences. Findings from different studies have revealed that when the experiences of the learners are brought to the classroom, it inspires the learners and even makes them to understand the content even more (Poorman, 2002). Driscroll (2005) claimed that the role-play method of teaching has been derived from the idea that knowledge is constructed by students in their attempt to understand their experiences. This method is good given that serious learning may not occur when students are not fully involved in the learning process (Poorman, 2002). Thus role- play makes learners to be creative, motivated and prepared for actual situations to be faced later. Life themes when blended with role play in the teaching and learning process makes learning more interactive, interesting and therefore better results are realized. Role play as a method of teaching has the following

benefits, it motivates and engages students, enhances modern teaching methods, bring the world into the classroom and provide an opportunity for acquiring new skills than can be used in the world as the carefully observe what is going on around them (Harbour and Connick, 2005).

According to Teed (2009), in a classroom situation the students can play the role of different personalities in different scenarios and from that they are able to understand the implications of the actions on others and on society as well. On some occasions, the, students may play the roles of something in order to illustrate a given issue and also make the lesson applicable to the real life situation. Role-play is crucial while teaching because it captures the attention of the learners and also makes the information real to the day to day life encounters. The method is advantageous because it makes the learners creative especially when it comes to decision making because they use a number of skills to address the impending problems. Apart from grasping the content on the subject area the students gain familiarisation with other concepts related to the topic. Budden (2004) observes that when role-play is integrated into the classroom, it makes the class lively by adding variety, changing the pace and providing opportunities for improving the learners' vocabulary and concentration in class. It can be an integral part of the class and not a stand-alone activity. The effectiveness of any teaching method basically depends on the attitude of the teacher. If the teacher is convinced that a strategy will work, then he /she will put in the right effort to lead to success and if not then the opposite is bound to happen. It therefore follows that the success or otherwise the use of role-play in teaching Christian Religious Studies depend largely on the conviction of the teacher.

2.5.2 Discussion

Nasibi (2006) defines discussion as activity in which students, under supervision of the teacher, exchange their points of view in order to reach an agreeable decision and conclusion. The interactive nature of discussion as a teaching method, allows room for the learner to express ideas, pose questions, seek information and clarification and negotiate meaning. The Life themes entails the use of learners' experiences, and therefore discussion method provides an opportunity for discussing those experiences. Discussion method is learner-centred, in that it encourages active learning and reflection. The learner centred methods increase motivation among learners and the retention of information is high. According to Ndirangu (2015), this method can be applied at the start of a topic in order to confirm what the students know and believe about the topic being taught. It can also be used at the end of the topic so that the students can be able to ascertain what they have learned.

In another study, Fall, Webb & Chu-dowsky (2000) analysed the outcome in a language class in which students were given a few minutes to discuss a story. The findings revealed that there was a relationship between the discussion of the story and the understanding of the story. In other words the discussion of the story in small groups made the students to understand it and even interpret it in a better way. In the same context, Murphy, Wilkinson, Soter, Hennessey & Alexander (2007) conducted a study on the impact of various approaches to text-based discussions. The study revealed that the approaches to discussion made the students to understand the passage even more. Secondly, the more the students talked had no relationship with their level of comprehension. It was evident that what was important was the nature or quality of the talk but not the amount of talk. (Nasibi, 2006). Thirdly, the effects depended on the students' academic ability. These findings show the importance of discussion method

and if it is well organised it can lead to increased performance. Tamakloe, Atta & Amedahe (2005), added to the importance of the use of discussion method when they postulated that the method is a powerful means of developing the prowess of critical thinking in students. According to the Flight Instructors Handbook (2007), while using this method it is advisable that it is used after exposing the learners to situations that can help them gain knowledge for example taking them out for a field study. This is so because the teacher heavily relies on the students to provide information on the different concepts. A teacher may use discussion while teaching preferably after a field trip and after the students have been exposed to some scenarios which enhance acquisition knowledge and experiences.

2.5.3 Question and Answer

Question and answer or the Socratic Method is a teaching method mainly used by teachers. This method of asking questions is associated with the Socrates (469 BC-399 BC) who stayed in Athens (Knezic, et al, 2010). Socrates discovered that his interest was majorly in shaping the minds of the youths. According to Schiller, (2008) this method involves asking questions, allowing the other people to participate through conversations or dialogue, but guarding against going out of the context. The Socratic Method has been expounded on in the works of Chang, Lin, Chan in which a number of critical issues have been raised. First and foremost, the key purpose of learning objective is investigation. Its objective is not to fully disqualify the initial views of the learners but to improve on them. Secondly, it is a method of communication between student and teacher in which the teacher provides the questions and the students respond to the questions using their earlier experiences and their knowledge. Thirdly, its method does not comprise of interaction between teacher and students alone, but also entails the teachers 'continuous support to the students so that they can be able to use their

ability to come up with various arguments and are finally guided by the teacher to the correct judgement. The Socratic Method is characterised by the understanding that the teacher plays the role of an observer, a helper and a guide but not the transmitter of knowledge. This method is a replacement of the traditional lecture method which heavily relies on the teacher as the students accept the knowledge without questioning and subject it to memorization. The Socratic Method has five stages:

i. Asking students questions.
ii. One makes an intellectual guess on the question that has been asked.
iii. The intellectual guess is subjected to test for either approval or disapproval. This is followed by the provision of an alternative answer.
iv. Acceptance or rejection of the intellectual guess
v. And finally an action is taken based on the findings (Boghossian, 2012).

Socrates had the intention of creating individuals who are in charge of their mind and being. It is from this understanding that it is assumed that when one is in control of his mind, then he becomes an authority of his knowledge and cannot be easily influenced by the outside pressures forces like coaxing, expressive and any other authority. This is crucial as it helps in the development of critical thinking. Socrates believed that the students have the ability to acquire knowledge and to regulate their own thinking through the right ways and repeated asking of questions (Douglas, 2014). By applying the Socratic Method in teaching, students are provided with questions so that they can look for answers. The main objective of this is to propel students to think and understand the logic behind the existing knowledge and experience. Given that the critical thinking skills cannot be transmitted directly, this Method can be used and enhanced for the students to improve this skill. (Lam, 2011) divides it into classic and modern version of the Method. This is in agreement with the views of Kellough &

Carjuzaa (2009) who observed that other than giving answers to the questions, Socrates preferred use of questioning in order to provoke people to think, reflect and arrive at their own answers. The same approach is also used by counsellors today and Jesus the great teacher also used the constructivist approach on several occasions during His Ministry. For example when Jesus was asked about the payment of taxes, He used their own coin to illustrate the need to pay taxes to Ceaser (Roman authorities) (Opiro, 2002).

In spite of the effectiveness of question and answer method, Kenyan secondary school teachers tend to rush the subject content in order to complete the syllabus on time. Wambui (2002) in Pascal (2013) agrees with these sentiments that teachers are syllabus-driven, and think that completing a syllabus is equivalent to effective teaching. Mujtaba et al (2013) established that classroom questioning is positively related to student's achievement and performance especially when effective questions are used. Mujtaba further asserts that question and answer method encourages interactive learning and that it enhances the ability of students to remember what they are taught. Question and answer should be used in Life themes pedagogy, it should be used efficiently and effectively not just for the sake of completing the syllabus.

There are several advantages of the question and answer method. According to Brophy and Good (1981) cited in Koteng (2009), the questioning method of teaching is used to gain information, and verify information, in pursuit of knowledge. The teacher's responsibility is to organize classroom communication such that the learners feel that the classroom is a friendly environment which welcomes their enquiry and supports the learning process and not only bits of knowledge that constitute the right answer. The question and answer method can be used at all stages of the lesson. This method helps to test the depth of students understanding. It was important to carry out this study in

order to better understand how teachers use question and answer method in conjunction with Life themes pedagogy in the teaching of CRE). Ornstein and Lasley (2000) are of similar view and postulate that for teaching to be effective it should involve asking questions. Skilful questioning can make the students to fully participate in class making them to acquire more knowledge. In relation to the use of the questioning technique in the instructional process, it is a common belief among teachers that the effectiveness of teaching can be measured to some considerable extent by the teacher's ability to ask the right type of question, at the right time, in the right way.

According to Ornstein and Lasley (2000) good teachers can skilfully strike a balance between factual and thought provoking questions and select questions to emphasize major points and stimulate likely discussion. This will invariably influence the quality of classroom interaction and result in effective instruction. The implication of this therefore is that, in the use of the Life Themes in teaching CRE, the teacher is expected to use high order questions (usually, application questions) to enable students to apply real life experiences to the Biblical experience in the teaching-learning process.

2.5.4 Lecture

According to Tamakloe, Atta & Amedahe (2005), the lecture method is one of the oldest methods of teaching. The lecture method, although considered by modern educators as traditional or outdated, is probably still one of the most widely used procedures of teaching. Even in secondary schools, teachers fall back on this method when they have had insufficient time to prepare their lessons. The advantages of the lecture method have been cited by (Tamakloe, Atta & Amedahe (2005) as follows: it has high inspirational and motivational value, it supplements and enriches materials found in students' textbooks, the teacher has complete control over the choice of knowledge the

student learn, it results in the economy of time and effort and it can be used to teach large classes.

In contrast, Ornstein and Lasley (2000) assert that during lectures delivered by a teacher, there is minimal interaction between the teacher and students or within students. Lecturing is often described as unnecessary, dull and a waste of time. In fact, it can be seen from the forgoing that the use of lecture method can increase students' passivity and reduce the student's role to note taking instead of engaging students in a more active learning. The lecture method is being discussed here because methods are not used in isolation. Quality teaching is poly-methodical (that is quality teaching is achieved via a combination of different teaching methods). There is therefore the need to consider the methods that are widely used by teachers to help them be aware of the loopholes and make up for them because teachers may be tempted to combine methods in the teaching-learning process. From the foregoing, it could be seen that the lecture method is the most commonly used method of teaching in schools and colleges.

In contrast, White (2004), is of the view that teaching methods should be varied in order to give chance to the learners to manage their own learning processes using their own potentials. This means that the CRE teacher should be flexible enough and allow students to acquaint themselves with diverse experiences in the teaching-learning process. In fact grouping students based on diverse Christian experiences ensures that learning is seen as a multifaceted endeavour to interpret the world.

2.6 Teacher Preparedness

The concept of teacher preparedness emanates from the education given to the teachers. It entails the programs that have been put in place to assist the teachers to acquire knowledge and skills for the effective implementation of the curriculum. Teacher

education is believed to have been propounded by Benjamin Franklin as early as 18th Century Hagger & McIntyre (2000). He was concerned with teacher preparedness in curriculum delivery and as such he saw the need of having teachers who were well trained and had the capacity of training others on how to teach. His views gave rise to programs in which teachers were empowered in terms of different methodologies and also pedagogical skills. Teaching entails imparting knowledge, skills and attitudes. It is a multifaceted process that demands comprehensive knowledge and understanding in ones area of interest. The teacher should also have the ability to examine the knowledge critically before making use of it in different areas Zhou (2003). The value of teacher education has been articulated by scholars like Fenstermacher (2015) who observed that Teacher education programme is the cornerstone in the education system as well as in the inculcation of values in the society. It is the engine of the society and without it the quality of education as well as the values would be compromised. Through it the quality of teachers and education is guaranteed.

Teacher preparedness entails the empowerment of the teacher in terms of teaching skills as well as content so that they are able to achieve the educational goals (Verloop et al 2001). Such goals include passing on knowledge, skills, attitudes and values during the teaching/learning process. The teacher education programs are important because they not only equip the teachers with knowledge and skills of teaching but also assist them to have a positive attitude towards coping with the nature of the 21st century classrooms (Darling-Hammond & Richardson, 2009). Teacher preparedness is much related to the Professional Development (PD). Several scholars have discovered that PD activities have a great impact on several aspects. Such aspects include: positive attitudes towards learning activities (Steinert et al., 2006); change of the concept of teaching (Donnely, 2012); increased teaching self-esteem and competence (Postareff et al., 2017);

improved habits in teaching exercise for example diversified methods of teaching in class, (Ho et al., 2001) and good results on students' learning activities, such as learners being contented with their learning outcomes (Trigwell, Caballero, Rodriguez, & Han, 2012).

When a teacher is well trained, it enables him to have a paradigm shift given that teaching is a related to the psyche of the teacher and therefore it has an influence on his teaching skills as well as the teaching profession in general (Weurlander & Stenfors-Hayes, 2008). The teachers' attitude is changed from negative to positive and impacts positively on the students' outcome. Postareff et al. (2017) carried out a study to find out the effect of the level training on the University lecturers teaching skills. The findings revealed that lecturers who were well trained viewed teaching from the point of view of the students who were to be guided so as gain understanding of concepts in order to make good use of the acquired knowledge. Such teachers were seen to display high level of commitment as well as high self-esteem. This was contrary to those who received minimal training because for them they viewed teaching as a way of transmitting information as the students remained passive recipients. These teachers have low self-esteem. From these findings it can be concluded that the level of teacher preparedness has an impact on the teachers' mode of content delivery, the level of student involvement in the learning process and therefore also affects the learning outcomes. These findings are in agreement with a study by Cheng (2013) which also revealed that the way in which teachers are prepared to teach based on their level of education and experience are directly proportional to the students learning outcomes.

A number of scholars have expounded on the concept of teaching and among them is Åkerlind (2003) who observed that those teachers who believed that teaching was all about transmitting information, spent most of their time seeking knowledge which they

would impart to the learners. The other category of teachers who understood teaching as assisting the students would play a facilitative role by allowing students to venture in acquiring knowledge and examining the same knowledge critically. These views are relevant in as much as life themes pedagogy is concerned because it is a move from the traditional transmissive methods to the constructivist classroom. It is important to note that several scholars have been concerned with the impact of PD in higher institutions of learning but little attention has been given to lower level institutions of learning therefore creating a gap for this study. Diana (2009) emphasizes the need for teachers to undergo training in order to manage the subject content with ease. The good teachers are known for being academically bright, learned and with a good understanding of the content they teach and they also have knowledge about their clients for example their entry behavior and their potentials which can be utilized during the learning process. These views are in agreement with the findings of a study by Agyman (2013) which indicated that other than the proper training of the teacher the teaching environment also affects the mode of teaching. There can be good training but if the environment is not conducive very little or no learning may take place. He continues to emphasize that a teacher who is well trained but subjected to an unconducive environment may not achieve much as compared to an unqualified teacher who is exposed to a good working environment. Such a teacher may have a good output.

Pedagogy is about the art of teaching while pedagogical knowledge refers to the meeting point between what the teacher knows, how he brings out the information and how the students conceive it (Niess, 2005). This kind of art demands that the teacher is well versed with the subject matter (McDonald, 2008). Scholars like Njoku (2012) attributed the breakdown in moral behavior of the school pupils to teachers' attitude and government lack of commitment to the teaching of CRS (Christian Religious

Studies) as some teachers who are not committed do not handle the subject well, which has made it almost impossible for learners to attain the set goals. Quite a number of scholars have ventured into studying the importance of teacher education and preparation and assessing the impact of prior training of teachers at all levels and their influence on student outcomes (Rivkin, 2007). These studies were geared towards examining if there is any significant relationship between the teachers level of qualifications and the students outcomes. The results were varied with some showing that teacher qualifications have little or no effects on student achievement. This is in contrast to a number of studies which revealed that the qualifications of a teacher were directly proportional to the results of the students. Examples include studies by Clotfelter, Ladd, and Vigdor (2009) revealed that teachers' qualifications, experience and attitude had a great impact on the students' level of performance to an extent that it can be used as a basis of making judgment and policies. Kafu (2010) further observed the need for proper preparation of teachers in terms of pre- service and in-service training. It is only through such training that teachers become competent and efficient in curriculum delivery.

2.6.1 Pre-service Training

Pre-service is a program aimed at training teachers who do not have the knowledge of how to teach (Kafu, 2010). In regard to the teaching profession, Farrant (1980) cited by Namunga and Otunga (2012) observed it is mandatory that the teachers are well prepared to teach given the new developments in education coupled with the societal demands Loughran (2006) also cited by Namunga and Otunga (2012) view this preparation at two levels that is during and after training while working. These two types of training will help a teacher to improve his strategy in mastery of content and delivery. According to Dembele (2005), teacher education both pre-service and in-

service training is central to quality teaching. For better delivery of the subject content, CRE teachers should have the appropriate knowledge, attitude and skills right from the pre- service training.

Pre-service teacher training is important given that the teachers are the key implementers of the curriculum and therefore they need to be endowed with knowledge, skills and attitudes for effective delivery of the content (UNESCO, 2010). This type of training is normally the first one to be given to the teachers as it opens their minds to new ideas related to the teaching profession (Wilke, 2004). The pre-service training helps in preparing student- teachers for the task ahead of them. It gives the student-teachers opportunities to learn methods and strategies of teaching. It's due to the importance of pre-service training that the universities and colleges have invested so much in empowering their students in terms of all that it takes for an effective teacher to have. This preparation is expected to enable the students to meet the demands of the job market (UNESCO, 2010). These views are contrary to the study by Lumala (2007) who carried out a study on the effects of pre-service training on the teachers of English. The study revealed that the pre-service training for the teachers of English did not enhance their ability to use the integrated approach in teaching. A number of scholars have observed the need for strengthening the pre-service training for the teachers by noting that pre-service teacher training institutions are expected to come up with ways of improving the levels of teacher preparedness. This could be through the integration of modern technologies in the teaching methodologies. The use of modern technology in school practices and other classroom presentations can make learn less costly and even interesting to the learners (Mukwa, 2007). He further proposed that the approaches to assessment should be considered at all levels and at the end the owners of the program should be given information on the progress for the purposes of monitoring and

evaluation. Ofoegbu, (2004) asserted that the inability of a teacher to deliver content in the right way can contribute to non-participation of the students in class hence low performance. Teachers who have great influence in teaching have a tendency of displaying high levels in arrangement of their classroom activities with the involvement of the learners. Such teachers are flexible and ready to accommodate new ideas (Woolfolk, 2001).

2.6.2 In-service Training

In-service training is another area of teacher preparedness which is needed and it is crucial especially for teachers who have realised their limitations and have the desire to advance their knowledge and skills. Teachers can undertake the training either during the holidays or the school sessions (Namunga and Otunga, 2012). Kafu (2010) defines it as the form of training which aims at assisting the teachers who may have missed out the initial training or are untrained teachers so that they can be endowed with the pre requisite skills for teaching. For those teachers who are trained it is meant for building their capacities in teaching. In-service training depends on the person who initiates the training and the preferred intentions Musyoka (2007). This therefore implies that the individual teachers can initiate the in-service training for their own professional or career development.

The relevance of in-service training has been well articulated by Knight (2002) as stimulating good teaching habits and nurturing of teachers, enhancing class environments and implementation of new technological advancements in the field of education. This has been given further impetus by Daresh & Playko (2005) who have also given important information on this training. They observe that in-service education should ensure that programs are geared towards meeting the demands of the people who are to benefit from the programs. It should also ensure the involvement of

the key participants who are given an opportunity to identify their areas if interest which need to be improved on. Due to the emerging trends in education it is mandatory that the teachers are exposed to frequent capacity building workshops in order to acquire current knowledge, teaching strategies and, purpose and scope of the curriculum. Due to the necessity of in-service training programs to be available for the required teachers, such trainings should be organized for them given that they are in the forefront in content delivery. Within the teaching profession, the teacher is guided by the head of the institution and also by the Directorate of Quality Assurance. (UNESCO, 2010). The head of the institution has the mandate to supervise curriculum implementation through the heads of departments while the directorates can make frequent visits to the schools. In-service training is crucial because of the current trends in the teaching sector there is need for the teachers to keep abreast with the changes through in-service training. The role of the teacher is very instrumental to the student' outcome because in the world today it is evident that what a teacher knows, does and cares about determines what a student learns, how he learns it and what he turns out to be (Darling-Hammond & Bransford,2005).

According to Ornstein and Hunkins (2004), planning for in-service training demands team work between the involved stakeholders like teachers and the ministry of education. This will take into consideration the demands of the society and how the teachers can be able to address them. Such a program has to be flexible to meet the demands of the teachers looking at the learners and teachers of the 21st century. To Ornstein and Hunkins it may not be possible to plan for in-service training in advance because it is not possible to predict the upcoming challenges. This kind of training gives the teachers an upper hand in the curriculum implementation. The teachers of CRE should undergo the in-service training after the initial training to acquaint themselves

with the ever changing curriculum. The idea of in-service training has been supported by different scholars like Ogero (2012) who observed that teachers being key players in the implementation of curriculum at the grass roots need to be updated on the innovations in education in the contemporary society. This view was supported by Vivere (2014) who further noted that scores of teachers who have never furthered their education fail to keep abreast with the changing trends in education. He further asserts that some teachers have been in the service for over 10 years without attending a single refresher course.

On teacher preparedness it is important to note that teachers play a very instrumental role in the teaching/learning process. According to (Kyriakides, 2008), teachers who are well prepared professionally have the ability to organize the learning environment to make it appealing to the learners. For example by cultivating a child friendly environment which will enhance free interaction between the teacher and the learners. In relation to teacher preparedness, Wasanga, Ogle and Wambua (2011) asserted that the level of teacher preparation in Kenya is low given that there is no follow up. This is evident in the performance of the learners in various subjects. If teachers can take this into consideration then definitely the life themes pedagogy will be applied with a lot of ease and this will impact positively on the performance in CRE.

The above literature on teacher preparedness points to a gap in the research of whether this preparation can influence teachers' use of the life themes pedagogy as well as student achievement or not. Teacher preparedness improves the self-concept of the teacher which is associated with the being of the teacher and this is what makes the teacher do whatever he does and also hinders him from accomplishing what he cannot do (Roche & Marsh, 2000) and it also makes him to achieve his self-actualization in all

his undertakings (Marsh & Craven, 2006).This can be related to the use of life themes in that if a teacher has a positive self-concept then he will be able to use the method with a lot of ease as compared to one with a negative self-concept. This is in agreement with the views of Roche & Marsh (2000) who believed that developing a positive and healthy teaching self-concept is important for teachers, as this may increase the teachers' inspiration and self-esteem in teaching whose results are evident in the learners' outcomes. In summary, a good teacher masters the content, is enthusiastic, creative, fosters interpersonal relationship as well as strives to be energetic in order to realize the set goals. A study by Kiniale (2000) revealed that the teachers CRE did not always attend capacity building workshops and therefore such workshops were crucial because they would help them by empowering them in skills and knowledge for effective teaching. Systems can invest in many things like setting rules and regulations, buying books and other teaching materials, using different pedagogies, and having big dreams but unless the teachers are well trained little or nothing may be achieved (AFT, 2000). This view is in agreement with a study by Akinsolu (2010) which explains that teachers' level of qualification determines the performance of students in any given school. It is as a result of the great value attached to teacher qualification that most states and countries have introduced the issuance of certificates to teachers in to avoid scenarios where unqualified teachers are employed to teach (Bales, 2006).

In spite of the impact of teacher empowerment through in-service training, the policies to improve teacher quality in developing countries including Kenya have gone unsupported (World Bank 2010).This observation is supported by Wasanga, Ogle & Wambua (2011) who noted that teacher education programs are not given the seriousness they deserve in terms of quality and relevance to school's needs. Onyango (2009) observed that over the years the Kenya government has organized in-service

courses in primary and secondary schools but the main purpose of these programs has been upgrading the teachers' qualification for higher job mobility and better salaries without transforming the classroom practice. This is contrary to the study by Hollins (2011) which revealed that for many years a lot of attention has been given to teacher preparation with the aim of increasing the results of the students in class. While looking at the quality of the teacher it is good to look at it alongside the relationship between teachers output and his training which includes training before service and during service as well as the working experience (Harris, 2010). It is from this controversy that this study set out to investigate the teachers' level of preparedness in using life themes pedagogy in teaching CRE in Secondary schools in Bungoma County.

2.7 Teaching /learning Resources used with Life Themes Pedagogy

According to Ornstein and Lasley (2000) teaching /learning resources are sometimes referred to as pedagogical aids or materials designed for teacher use. Woodford (2003) defines a resource as something or somebody that is endowed with certain characteristics that are of value to the society or group that one belongs to. According to Owoko (2010) resources are not limited to what is used in the content delivery but it extends to the time allocated for teaching, the knowledge and skills of teachers that can be used in teaching. Quite a good number of researches have revealed that the integration of different teaching learning resources in teaching-learning process provides avenues for learners to attain the desired objectives. This view is supported by a study of Judge, Bobzien, Maydosz, Gear & Katsioloudis (2013) who found out that majority of teachers who were studied showed that with the increased use of different methods there was increased performance. This was given further impetus in a study by Mirvan (2013) which asserted that when teachers integrate modern technologies in teaching, students' attention and interest is captured and sustained.

Media resources are important if any meaningful learning has to take place. There are many examples of teaching/learning; text books, pictures, diagrams, maps, slides, projectors, realia and videotape and computers among others. (Rodgers & Withrow-Thorton, 2015). These resources are very crucial in the teaching learning process and in their absence learners are bound to experience problems while learning. Various scholars have articulated the importance of these resources. According to Aina, (2013) the resources help the learners to remember what they have learned. This was further emphasized by Likoko et al. (2013) if there is good planning, they can captivate the learners as well as enable them to conceptualize what they have learned.

According to MOE (2010) the above materials are important in the implementation or the delivery of the content. They are of great value in that they help the learners to understand what is taught (Kereria 2017). Wanjiku (2011) asserted that the materials can be provided but if not well used, then the academic objectives may not be achieved. This proves that resources are directly related to effectiveness of CRE curriculum implementation in schools if we expect CRE as a subject to be performed well. There is a lot of information associated teaching learning resources and how they impact on performance.(Orodho, Waweru, Ndichu & Nthinguri, 2013).There are many types of the resources which have been categorized depending on the purpose they serve. It is the responsibility of the teachers to choose what would be suitable to their teaching learning processes. According to Coleman and Anderson (2001), in the field of learning, resources are divided into two main groups: the ones for providing capital and material needs.

In as far as effective and meaningful learning is concerned, there is need for enough teaching /learning resources in order to enhance curriculum delivery process (MOE, 2000). These views are in line with those of (Kereria, 2007) reiterated the instrumental

role played by the resources in enhancing the learning procedures. Other researchers like Orodho, Waweru, Ndichu & Nthinguri (2013) observed that unavailability and inadequacy of the resource impacted on the effective implementation of the curriculum hence contributed to poor performance in the subject. Sood (2000) further emphasized that there are key resources like infrastructure, furniture and good working environment which can be determinants of good performance in a subject. The absence of these resources would militate against the efficiency of the teachers in terms of content delivery and in turn the pedagogies used by the teachers. The current society demands the use of learner centered teaching approaches a move away from the teacher centered methods.

There are several materials that are held in high esteem in the CRE curriculum implementation and they range from the Bible, students text books, pictures, radio, and TV, films, projectors, video and resources drawn from the surroundings well as persons endowed with knowledge and skills in a given field of study. Such resources can be applied in class at different levels from the start to the end of a lesson KIE (2006). For example while teaching about the Exodus, the teacher can make use of a map to show how the Israelites moved until they entered the land of Canaan. Romiszowski (2008) highlighted the advantages of using the teaching learning resources on the learners among them is motivation and making the content relevant to them, storage of what they have learnt for a prolonged period, varied skills and attitudes would be gained, and learners become fully involved in the classroom activities.

The importance of the resources is also emphasized by the (MOE, 2000) which observes that failure to provide enough resources can make the teachers and learners to loose interest in the subject hence poor performance. Scholars like Muijs & Reynolds (2000) and Wanjiku (2001) asserted that these materials make teacher to be active

participants in delivery of content and they also become efficient. Kafu, (2003) noted that most teachers use the resources sparingly with the feeling that they can only be applied on certain topics. Teaching and learning are very crucial in the teaching process. This is in agreement with a study by Luvanga (2003) which revealed that there was need for the schools to purchase more varied books in addition to other teaching materials that would be useful in learning. Mutsotso (2004) noted that the most used instructional resources were the chalkboard and textbooks. On the other hand, a study by Amugune (2005) revealed the inadequacy of resources in many institutions of learning, the leading being textbooks for the students. The remedy to this was to look for way and means of revamping the libraries. This could be done through book harvesting ceremonies and proper maintenance of the books so that they can last for a longer period.

The use of Information technology could also be enhanced in the institutions of learning given the current technological developments in the field of education. According to KIE (2006), the teachers of CRE teacher are obliged to choose the useful teaching/learning resources in order to enhance the realization of the set objective in class. This will impact on the learners' character and affection towards the subject. In another study by Chizelu (2006), it revealed that the spiritual and moral life of the students in Zambia was questionable and this was attributed to the poor teaching of the subject. In this context, poor teaching was associated with failure to use the bible in the delivery of the lesson yet it is meant to instill values in the learners for moral uprightness. Adeyemi (2009) emphasized the role of the resource persons and places by recommending that the learners should be allowed to tour different places to gather information which can be of value to them especially from the resource persons.

The teaching of African traditional religion (ATR) is not an exemption based on a study by Lulley (2009). This study revealed that teachers experienced a number of setbacks in teaching among them was inadequate continuous training or preparation after training, reliance on teacher centred approaches as well unavailability and inadequacy of resources for instruction. Lumuli (2009) gives more strength to this by ascertaining that when a school has enough resources, it will definitely improve on content delivery and efficiency hence good results would be realized. In addition to this, Juma (2011) asserts that there exists a relationship between examinations outcomes greatly depend on the instructional resources available. This observation comes out clearly when related to the students who come from families with a low income and therefore they are not provided with the necessary resources rendering them helpless hence poor performance.

In a school setting, it is evident that the classroom size has a great effect on the outcome of the learners. This condition may lead to strain on the available instructional resources making the teachers not to utilize the recommended as well as methodologies. It is as a result of this that this study set out to establish the availability and use of teaching/learning resources in enhancing the use of life themes pedagogy in teaching CRE. The great role played by the instructional resources cannot be underestimated but it should be noted that such resources cannot be a replacement of the teacher (Kadzera, 2006). This has been given further impetus by several studies. Malakwen (2000) observed during pre-service training, the instructional resources are normally not enough and their quality is questionable hence affecting the teaching and learning process.

Mobisa (2013) asserted that the non-print resources like video tapes, real objects, slides and films as well as resource persons can play important role in the use of life approach in implementation of CRE curriculum. Nasibi (2006) found out those resources persons are used only in schools that perform well. The physical facilities in a school if well managed would enhance the use of life approach in implementation of curriculum. According to (MOEST, 2010) inadequate instructional resources can discourage teachers and students and lead to use of unfavorable methods which may not enhance use of life themes pedagogy. The adoption of different methodologies in teaching CRE greatly relies on students' textbooks, reference books teachers' guides and enough space for utilization of different strategies like group work, debate among others. (Evening, 2014). The inadequate teaching and learning resources contribute a lot to poor implementation of the curriculum (Evening, 2014). Grimitt (2000) noted that the teaching of CRE can be improved with the integration of teaching/learning resources in life themes pedagogy.

On the relationship between resources and performance, Karemera, Reuben and Sillah (2013) discovered that the outcome of students learning is greatly related to the presence of teaching learning resources the like library, computer laboratory and textbooks in an institution. According to Godfrey (2012) instructional materials are important because the provide direction on what to be taught and how it should be taught. A good example is in Botswana where the instructional resources are not enough as such they affect the students' preparation and finally contribute to low performance. The low outcomes are associated with inadequate text books which are meant to enhance the content of the curriculum fully (Dinama, 2010). Other than the books not being enough it has also been noted that the teachers do not utilize the few books that are available among other resources.

The limited space for learning makes the teachers to improvise for example they turn the libraries and laboratories to learning rooms. Some lessons are even conducted in the open air hence reduced level of concentration for the learners (Archibald, 2016). Lack of enough resources interfere with the learning process. For example lack of teaching space can make students to be congested in small rooms hence poor methods of teaching are used. According to studies carried out by Bandiera, Larcinese, & Rasul (2010) the revealed that the students' performance is determined by the class size and the number of students in relation to the teachers. The poor performance is attributed to lack of attention to the students by the teachers (Monks & Schmidt, 2010). It can therefore be concluded that the teacher-student ratio impacts negatively on the student outcomes (Yelkpieri, Namale, Esia-Donkoh & Ofosu-Dwamena, 2012). The class size determines the level of interaction between the instructors and the learners. When the class size is reasonable the teacher is able to address the individual student's needs.

It is important to note that the results of the students' outcome greatly depends on their background (Geiser & Santelices, 2017). The entry level of a student can be used to hypothesize his results in the near future. Under normal circumstances the previous outcomes can be used to project the future results. If a student performed well in the previous exam there is a likely hood of even doing better and being moved to another level. This can be applied to Botswana where students' performance is not used as a criteria for promotion and this ends up in poor performance (Dinama, 2010). To Reyann, (2011) a grade can be used to gauge what a student has achieved over a given period of time and that the more a student learns the more he achieves. Dinama, (2010) asserted that there was a lot of pressure on the side of the teachers to account for the poor performance in RE yet the students were automatically promoted without considering their previous performance. In such a case teacher have a challenge in

justifying the results because there might be no value added while at the same time there may be no relationship between the previous and the current performance.

Kenya as one of the developing countries has been experiencing challenges in the integration of technology in the learning process. This was revealed in a study by Wamalwa and Wamalwa (2014) which found out that teachers in Kenya restricted themselves to the use of teacher centered approaches contrally to the societal demands of using learner centred methods which are known for enhancing good performance. They appeal for an emphasis on maximum utilisation of instructional resources by teachers. With this background, this study is important because of the findings from previous researches. The study of Obegi (2000), revealed that the study had its own limitations and therefore the need for another study in other areas as need arises. Onsongo (2002) carried out a similar study and found out that inadequate teaching learning materials was a big setback in the use of life approach. Moreover, the study revealed that teachers did not have adequate instructional materials which would enhance the teaching learning process. Other than the recommended textbooks for CRE and the Bible, there was no evidence of availability of others. In most cases teachers used their own personal books as the students struggled to share the few copies that were available. Obegi (2000), for example, concluded that teaching learning resources made learning interesting because the students were able to understand, master and remember what they were taught. In response to this problem, this study investigated influence of life themes pedagogy on performance in Christian Religious Education (CRE) in Public secondary schools in Bungoma County.

2.8 Use of Life Themes Pedagogy

It's apparent from literature that use of this pedagogy is highly recommended among other teaching methods in Religious Education (Grimmitt, 2000). This approach was

advanced by several psychologists among them were Piaget, Goldman, Kohlberg and Loukes in 90s who noted this pedagogy has been used successfully in different subjects. As a result they recommended that positive outcomes can also be realized in RE if life themes approach was used and given that use of grades as performance metrics to measure academic performance or success is preferred. This approach is advanced because it lays emphasis on the learners own understanding of concepts and how they can be applied in their lives (Keith, & Quirk, 2001).Studies have been carried out to establish the effects of teaching methods on pupils' academic performance. It is reported that learners favor teachers who use indirect approach of interaction. Such teachers are more effective than direct teachers (Kibera & Kimokoti, 2007).This indirect approach can be realized by using the life themes pedagogy in the teaching of CRE. Several researches have revealed that when students are actively engaged in the learning process, they tend to develop positive affect and achieve highly in academic performance (Zyngier, 2007). This engagement helps the students to develop their potential fully as well as empower them academically and their outcomes can be improved.

Studies in Australia have revealed that many learners in Australia often find it difficult to harmonize their own life experiences with those of the other countries. These differences affects the Aboriginal children who fail to realize their educational goals (Matthews et al., 2003). This conflict can be resolved when teaching is organized in such a way that it takes care of the cultural differences of the learners (Matthews et al., 2003; Yunkaporta, 2009).It is from this understanding that Matthews examined and discussed the advantages of having programs that are relevant to the native learners. These views can well be enhanced through the use of life themes pedagogy which takes into consideration the learners experiences which are used as the starting point in

teaching. Literature on the Influence of life themes pedagogy on performance in CRE is quite limited except for many researchers who have given a lot of attention to active learning, especially in the engineering field (Prince, 2004). In this study, life themes pedagogy is an example of active learning which is recommended for teaching CRE. From the previous works of research it is evident that there is a strong relationship between active learning and students' outcome. Learners who are taught through active learning are able to understand and keep to memory whatever they have learnt.

Many researchers have noted that when students interact with one another and with their teachers, the interaction give rise to greater understanding and good avenue for teaching and learning. Apart from that the learners tend to develop and acquire personal skills as well as social skills. In comparison to the transmissive approaches, learner centered methods contribute to active learning and enhances positive attitude among students (Armbruster, Patel, Johnson, & Weiss, 2009). This approach also makes the learners to improve their mental capacity and also their literacy levels. The end results are good performance. (Armbruster et al., 2009). This literature creates a gap in other subjects which this study seeks to fill especially in Christian Religious Education in Bungoma County.

A study done in Ghana by Asare-Danso and Owusu (2014) on life themes pedagogy indicated that many teachers used this approach in teaching. It is evident that such lessons were dominated by the students while the teachers acted as facilitators in the teaching learning process. According to Onsongo (2002) in Kenya the scenario was centrally to that of Ghana, specifically in the Brong Ahafo Region. In Kenya the use of this approach was not popular. The situation in Kenya can be accounted for by various reasons like varied levels of educational backgrounds. Constrains facing teachers of CRE in particular while using life approach have also been defined by Ngunju (2008)

who found out that teachers depend mostly on lecture method which makes the students to have negative attitude towards CRE and affect its implementation. This idea was supported by Martha (2007) and Onsongo (2002) who realized that methodology was a problem in most schools among others. They observe that students were passive recipients of what the teachers presented and discussions were teacher dominated. Martha (2015) observed similar findings among others. Ombuna (2014) study on the use of life approach in implementation of CRE in public secondary schools in Tabaka division, Gucha south, Kisii county, the researcher found out that majority of the teachers (64%) were found using lecture method to teach CRE. It is important to note that if teachers have a positive attitude it will enable them to use life approach in teaching CRE.

Based on the study by Mwashigadi (2012), the findings showed that teachers mostly used methods that were teacher centered except for a few who used questions and discussions. This revealed that teaching of CRE was still teacher centered in most schools. The methods which would make learners practice what they have learnt were rarely used like drama 0%, demonstration 20%, role-play 10%, social action project 0% and storytelling 20%. Life approach strategy was not being implemented effectively by the teachers of CRE in the selected schools in Voi.

Nyagah (2012) observed that the assumption that teachers were using life approach was wrong. It was evident that teaching was theoretical rather than practical because teachers did not take much time in preparation of their lessons and in having various resources to make explanation of concepts learnt easier. Due to these findings, this study endeavored to investigate the influence of life themes pedagogy on performance in CRE in Public Secondary schools in Bungoma County. The above literature reveals that many teachers have been unenthusiastic recipients of change when it is focused on

methods of teaching rather than content. As long as the content is transmitted to learners evident by good performance in exams, then the teacher is branded a good teacher. This makes the teachers not to bother about the methods they use to deliver the content as long as the results are forthcoming. This study sought to investigate how life themes pedagogy influences performance in CRE. It also uses a different study site. None of the aforementioned research reports about how this pedagogy influences performance in CRE.

2.9 Challenges in the Use of Life Themes Pedagogy

Whenever there is change in any system, it is bound to experience some setbacks especially if the recipients are not ready to embrace change (Oluoch, 2012). The same challenges are evident in teaching CRE. In the course of using the life themes pedagogy in teaching CRE, teachers experience some challenges as highlighted by several scholars. These challenges include; Difficulty in identifying relevant life situations and some topics in CRE are too complex and may not find an equivalent life experience, for example the virgin conception of Jesus (Situma2014). The study by Onsongo (2002) revealed that as the teachers tried to implement the use of life themes they encountered challenges like inadequate time, a lot of content to be covered, resources for teaching were not enough and negative attitude from the students. This could also have been due lack of preparedness in using the approach. Kerubo (2014) notes that shortage of time poses a challenge to CRE teachers when using Life themes, since the approach demands teachers and learners to discuss the life experiences brought to class. Therefore much time is spent on sharing experiences. The CRE teachers felt that the syllabus was too wide and a lot of time was needed to cover it. This made it difficult to use this pedagogy. Chebet (2017) noted that sensitivity of some topics also poses a challenge to CRE teachers using Life Approach. The nature of some topics in CRE, for example

consequences of irresponsible behavior leading to HIV and AIDS may touch some learners directly as victims and this can make them to be affected emotionally. This makes it difficult for the teachers to apply the first step of human experience in Life themes pedagogy. According to Okioi (2013), examination pressure is another challenge. He argued that the Kenyan society has become examination oriented. The teachers of CRE are tempted to rush through the syllabus in order to have time for revision in preparation of national examination. Hence teachers may ignore to teach CRE using Life themes pedagogy. Kerubo (2014) noted that the CRE teachers were inadequately guided on how to use Life Approach in their teacher training program. Mwashigadi (2012) found the following challenges which made the CRE teachers not to use life themes strategy: Overcrowded classes which do not give learners an equal chance to participate in discussions, overburdened syllabus which makes the teacher to rush over the content and transmit knowledge by lecture, heavy loads coupled with large classes wear out teachers thus leaving them with hardly enough time to make thorough preparation of the lessons they teach. The textbooks do not follow life approach in their content, leaving the teacher with the task of coming up with suitable experiences for discussion in human experience. There is hardly enough time to go through all the steps in life approach in 35 minutes. The problem of overcrowded classrooms has been revealed by several scholars, a good example is South African where the acceptable ratio of students to teachers is 40:1 in primary schools and 35:1 in secondary schools (Motshekga, 2012). In spite of this recommendation, a number of schools in South Africa are said to be having more than the ratios cited above in a single classroom. In such schools, there is a lot of congestion which leads to struggle over the available resources. Teaching in overcrowded classrooms is a global challenge (Ellis, Limjoco & Johnson, 2011) and research findings have shown that it leads to stress and

burnout among teachers in Zimbabwe (Map-fumo, Mukwidzwa & Chireshe, 2014) and in Ghana (Opoku-Asare et al., 2014) where the classrooms are seriously overpopulated. The problem of overcrowded classes is so rampant that it has become the order of the day for example in Nigeria. Such an environment is not convenient for effective teaching and learning, and therefore the required relationship between the teacher and the learner has become impossible (Boyi, 2014). On the issue of class size, a study done by Gideon (2014) revealed that class sizes in Kenya extremely high ranging from 50-200 students hence undermining effective teaching and learning process. Moreover, study conducted by Drame and Kamphoff (2014) showed that in Senegal the students in a class ranged between 50-60, this implies that learners are too congested and therefore the students individual differences are not taken care of. For example children who are physically and mentally disadvantaged. It can therefore be concluded that size of the classroom in term of the number of students has an effect on the teaching learning process.

Mwashigadi (2012) concluded that Life approach strategy was not being implemented effectively by the teachers of CRE in the selected schools in Voi. This was evident because most teachers did not include all the steps of life approach strategy in their CRE lessons. She suggested that the same research can be carried out in institutions of higher learning to determine how trainees are prepared for life approach. This is in agreement with Kimosop (2008), who also established that teachers never used life approach in the teaching of CRE and lacked the format to be followed in its teaching, teachers of CRE should involve the learners in the process of delivering the content to them. Muli (2009) and Ngunju (2008) observed similar findings.

Onsongo (2002) in her research in secondary schools in Nairobi found out that, most teachers were not using life approach. They followed the syllabus and content of the

text books as presented. According to the research carried out by Wambui (2013), the results showed experienced a number of challenges while using this approach. They included: some topics being irrelevant, lack of enough resources and difficulty in teaching some topics.

Wainaina (2014) conducted a similar study in primary schools and the research showed it was hard for teachers to use the approach due to the poor methods of teaching. Moreover they were also faced with problems of many lessons, inadequate time and teaching and learning materials. Wainaina's findings were confirmed by a similar study conducted by Malusu (2015) in primary schools in Nairobi province. Mutoro (2015) in his study on problems children may have in understanding CRE in primary schools found out that children had problems due to a number of factors. They come from different religious backgrounds (denominations), most learners lacked direct experience of what formed the bulk content of CRE, and that most teachers lacked skills of interpreting or providing the direct experiences themselves. He recommended in service for teachers in interpreting suitable Biblical teaching materials.

Several studies carried out have revealed the importance of instructional resources (Orodho, Waweru, Ndichu & Nthinguri, 2013 and Sood, 2010). Both studies assert that for a school to perform well all effort should be made to improve on the supply of the resources. Some of the proposed remedies to the identified challenges facing use of life themes pedagogy were: providing capacity building for the teachers in terms of the new innovations in teaching. The school management can also facilitate outdoor activities for the learners. In this study the researcher would seek to relate the above cited challenges facing teachers in other areas to those of teachers of Bungoma County. The above literature reveals that much has been done in CRE in general but little has been

done on the teacher's use of life themes and its influence on performance CRE as such the need for this study.

2.10 Review of Related Literature

This chapter summarized the literature reviewed and identified research gaps for the study as shown in table 2.1.

Table 2.1: Summary of Literature Reviewed Matrix

Objectives	Author & year	Title of study	Research Methodology	Research findings	Research gaps
Performance of CRE as a subject in secondary schools					
	Dinama (2010)	A study on Religious Education teaching in public schools in Botwana	Using descriptive and correlative survey designs with a sample of 728 respondents from the government schools	The study found that there is poor performance due to inadequate pedagogical skills among teachers	The study covered religious studies in general unlike the current study focusing only on CRE
	Burry-Stock (2013)	Teacher Assessment in public schools learning in Malaysia	using survey design with a sample of 126 agencies	Found that the teacher assessment practices employed currently are not adequate to give a true and clear picture of the situation of learning and teaching in schools	The study was not in Kenya
	Polloway (2014)	The integration of mildly retarded students in the schools	Using descriptive survey design on a sample of 544 schools	revealed that assessment was measured in terms of grades	Assessment by grades is limiting and harsh and therefore there is need to explore other mechanisms of assessment
Teacher Preparedness					
	Postareff. (2017)	The place of teachers professional training on learners performance outcomes	Using descriptive and correlative survey designs with a sample of 342 respondents	The study found that teachers who are highly trained professionally are less likely to apply life themes in teaching while teachers with relatively low professional training were found to be highly likely to apply life themes in teaching	The study shall endeavor to validate this findings in Bungoma County Kenya

	Clotfeilter, Ladd & Vigdor (2009)	Teacher credentials and Student Achievements in North Carolina schools	using descriptive survey design on a sample of 483 respondents	Found that teacher credentials (i.e. certification, licensure) affect student performance positively	The study did not examine other aspects of teacher preparedness
	Walaba (2008)	Historical Development of teaching and learning of Christian Religious Education from pre-colonial to modern time	Using multiple regression analysis	Notes that most teachers attend workshops and seminars	The study differs with the current study in terms of period and scope
	Kiniale (2010)	Implementation of the 8 - 4 - 4 Christian Religious Education (CRE) in Secondary Schools in Kenya: A survey of schools in Vihiga district.	using descriptive survey design on a sample of 456 respondents	Observe that contrary to the findings by Walaba (2015), most teachers rarely attend seminars and workshops.	The study used a relatively large sample of 456 unlike the current study
Teaching and Learning Resources					
	Wanjiku (2000)	The relationship between availability of resources for teaching and learning and performance of learners,	Using multiple regression analysis	They came to the conclusion that it's not enough to have resources but it's the use of them that guarantees results among learners	The study was not conducted in Bungoma County
	Mobisa (2013)	the significance of instructional materials and performance of students in Ghana	Using multiple regression analysis	understood that not having adequate resources may hinder performance among learners in secondary schools	The study was not conducted in Kenya

Nasibi (2006)	Use of teaching and learning resources and its place in performance of learners	Using multiple regression analysis	Recognized various elements influencing student performance. The study emphasizes that evidence shows that schools that perform well in CRE use teaching/learning resources	Comparable results are gotten in other developing studies
Karemera, Reuben & Sillah, (2013)	a study on the relationship between teaching and learning resources and performance of learners	using descriptive survey design with a sample of 208 respondent	Argue that there exists positive correlation between schools that have adequate life themes material, tools and equipment have demonstrated good performance	The study was not conducted in Bungoma County
Godfrey et al. (2012)	Investigated the specific factors associated with student good performance	using descriptive survey design with a sample of 198 respondents	The findings indicate that the main factors affecting good performance among them is material, equipment and	The study did not cover other aspects of teacher preparedness apart from resources
Baniera & Rasul (2010)	a study on the place of resources on learners outcomes	using a sample of 143 respondents	demonstrated that trouble in the learning institutions begins with inadequate material, equipment and tools	The study limited itself to resources
Orodho Waweru, Ndichu, Nthinguri (2013)	a study on the use of resources on learners performance	using a sample of 642 respondents	demonstrated that inadequate material, equipment and tools hinder performance	The study limited itself to resources
Use of Life Themes Pedagogy				
Onsongo (2002)	a study on use of life themes pedagogy	using descriptive survey design on a sample of 54 schools	The study proposed 4 steps for use of life themes pedagogy as follows; human experience, biblical experience, explanation, application & response	The study will endeavor to validate the applicability of this findings in Bungoma County

Asare-Danso and Owusu (2014)	Teachers Use of Life Themes Pedagogy in CRS	using descriptive survey design with a sample of 222 respondents	the study finds that most CRE classes are learner centered and interactive	The study shall endeavor to investigate other mechanisms of life themes pedagogy that are not being used by teachers
Mwashigadi (2012)	Evaluation of implementation of life themes in teaching CRE in secondary schools	Mult-correlation research approach	The findings indicate that most used approaches are, group discussions, questions and answers, lectures and class discussions	The current study shall explore additional life themes approaches that can be used in teaching CRE
Nyagah (2012)	Implementation of life themes in teaching CRE in secondary schools	Mult-correlation research approach	The findings indicate that most used approaches are, group discussions, questions and answers, lectures and class discussions	The current study shall explore additional methods that can be used in teaching CRE along with life themes pedagogy
Challenges Facing Implementation of Use of Life Themes in teaching CRE as a Subject				
Onsongo (2002)	a study on use of life themes pedagogy	using descriptive survey design on a sample of 54 schools	The study identified the following challenges; overcrowded classes, overburdened syllabus, textbooks don't follow life approach, inadequate lesson time	The study will endeavor to validate the applicability of this findings in Bungoma County
Mwashigadi (2012)	Evaluation of implementation of life themes in teaching CRE in secondary schools	Mult-correlation research approach	The findings indicate the following challenges; inadequate resources, overcrowded classes, overburdened syllabus, textbooks don't follow life approach, inadequate lesson time	The current study shall explore additional life themes approaches that can be used in teaching CRE
Wainaina (2014)	Problems facing implementation of CRE in the new syllabus	Mult-correlation research approach	Time, workloads and lack of professional guidance	The current study shall explore additional life themes approaches that can be used in teaching CRE

	Malusu(2015)	Problems facing teaching and learning CRE in Nairobi schools	Mult-correlation research approach	Most schools in Nairobi sufferers poor performance in CRE due to diverse religious background among learners	Unlike Bungoma, Nairobi is a very cosmopolitan city
	Orodho Waweru, Ndichu, Nthinguri (2013)	a study on the use of life themes resources on learners performance	using a sample of 642 respondents	demonstrated that inadequate material, equipment and tools hinder performance	The study limited itself to resources

2.11 Summary of the Chapter

This chapter reviewed literature related to the study and established that many of the studies carried out dwelt more on the impact of Professional Development (PD) in teaching and learning in colleges and universities yet its effect in secondary schools has not been fully documented. Much has been done on the implementation of life themes pedagogy with varied findings for example a study done in Ghana (Asare-Danso, 2010) indicated that a number of the lessons observed were in line with the life themes pedagogy. Ombuna (1998), Ngunju (2008), Martha (2007) and Onsongo (2002) found out that teachers did not use life themes pedagogy instead they depended mostly on lecture method. Studies have been done on effects of teaching methods in general but little has been done on the influence of life themes pedagogy on performance. The above literature reveals that studies have been done in several places but little has been done in Bungoma County as such the need for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design and methodology that was used in this study to address the research questions. The chapter discusses the research design, philosophical paradigm, study area, target population, sample and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedure, data analysis and presentation, ethical considerations and summary of the chapter.

3.1 Research Design

A research design is a roadmap that shows how data was collected and analyzed (Mugenda & Mugenda, 2003). This study employed descriptive survey design. A descriptive survey design describes a situation as it exists (Kombo & Tromp, 2006). However, a descriptive research does not only concentrate on describing situations as they are but it also goes further to analyze, explain, identify and suggest solutions (Babbie, 2010). Descriptive survey design entails assembling information in order to validate a theory or test hypothesis or provide solutions to the research questions under study. Descriptive research methodology helps to discover the true picture of what is on the ground instead of manipulating variables or respondents (Mugenda & Mugenda, 2003). The other advantage of descriptive research design is that its results can be generalized to include other areas or regions (Best & Kahn, 2013). This design was chosen because it offers the researcher the chance to ascertain the influence life themes pedagogy on performance in CRE in Public secondary schools in Bungoma County. Amedahe (2012) asserts that this design provides describes all aspects under study exhaustively.

3.2 Philosophical Paradigm

The philosophical paradigm of the study was pragmatism. The term 'paradigm' refers the organized and systematic views or assumptions that are held by different people and they influence their outlook towards life. It is made up of three elements, these are a belief about the nature of knowledge, a methodology and criteria for validity (McNaughton, Rolfe and Siraj-Blatchford, 2011). On the same note, Similarly, Lincoln (2010) viewed paradigms as alternative world views which cuts across all spheres of research.

This paradigm is not aligned to a single system of philosophy. It lays emphasis on the aspects of 'what' and 'how' of the research problem (Creswell, 2003).Pioneers of this paradigm refused the concept that the reality about the universe could be arrived at through investigation through socialization (Mertens, 2015). Pragmatism is viewed as one that integrates different approaches leading to the rise of mixed-methods research (Somekh & Lewin, 2015). The strength of this paradigm lies in the fact that it emphasizes the problem and exploits all avenues in order to arrive at the solutions to the problem (Creswell, 2003).

The emphasis on the problem makes the researcher to use the designs that are neither qualitative nor quantitative in order to solve the research problem. This research paradigm is relevant to this study because it is concerned with effects of undertakings, it focuses strongly on the problem at hand, complexity, exact occurrences in the world which can be investigated with the use of mixed model. The instruments for collecting information can be drawn from positivist and non-positivist paradigms like interviews, questionnaires, observations, testing and experiments.

3.3 Study Area

The study was carried out in Bungoma County. Bungoma County is found in the Western part of Kenya. It neighbors Uganda and it has a population of approximately 1,375,063. It is surrounded by Busia, Kakamega and Trans Nzoia Counties. It has a total area 3,032 square kilometers (KBS, 2016). The area is suitable for agricultural activities given the temperature that ranges between 15 degrees to 30 degrees centigrade with an average rainfall of 1500 mm as stipulated in the Bungoma County Integrated Development Plan 2018-2022 (CIDP, 2018-2022).As a result of the good climate, the county is rich in terms of food production for example maize which is produced in surplus. The county has a good road network as it is served by two main roads that is the Webuye- Bungoma- Malaba road and the Webuye-Kitale road. These roads provide access to different places like Uganda, Rwanda, Burundi and the Democratic Republic of Congo (CIDP, 2018-2022). It is made up of 9 sub-counties: Bungoma North, East, South, West, Kimilili, Cheptais, Bumula and Mt Elgon. It has a total of 305 secondary schools both public and private. Out of which two are national, 15 are extra county, 21 are county, and 267 are sub county schools. In the study, national schools were left out because of their exemplary performance (CIDP, 2018-2022).

This area was selected because of the low and varied performance among schools in the CRE. More over the area is characterized by multi ethnicity which has a direct impact on this study especially when it comes to sharing experiences. Refer to the map in the Appendix 1.

3.4 Target Population

Bungoma County is one of the 47 counties in Kenya and it has 9 sub counties. For this study, the target population comprised of all teachers of CRE that is 857 in the secondary schools in Bungoma County (CIDP, 2018-2022). It is also believed that the

teachers of CRE were well trained and therefore, they had proper knowledge on the pedagogies to be used in CRE. This information is represented in table 3.1.

Table 3.1: Target Population Matrix

School Category	No. of Schools	CRE Teachers Population
County	21	59
Extra County	15	43
Sub-County	267	755
	303	**857**

Source: TSC County Directors Office, Bungoma

3.5 Sample and Sampling Procedures

Kirui (2015) defines a sample as a section of the entire target population that has been systematically identified to represent the whole. There is always an acceptable way of selecting the sample. A sample size representative of the study population was selected using stratified sampling and purposive sampling. The population of teachers in Bungoma County was not deemed to consist of great variations within their characteristics. The researcher used stratified sampling to classify the schools into three strata: stratum one, county schools; stratum two, extra county schools; and stratum three, sub-county schools. According to Lew in (2010) stratified sampling involves grouping the items which are similar and selecting a certain percentage that can be representative of the rest from each category. In research the sample size could be as little as 10% or as large as 30% (Gall and Borg, 2007). The researcher sampled 10% of the target population of schools and 30% of teachers form the study sample of 31 schools and 258 teachers respectively. The teachers were selected using simple random sampling. The researcher observed a total of 31 lessons from targeted teachers; one lesson from each of the 31 sampled schools. The sample frame for this study is shown in table 3.2;

Table 3.2: Sample Size Matrix

School category	No. of schools	Sample size	CRE Teachers population	Sample size
County	21 X 10%	2	59 X 30%	18
Extra county	15 X 10%	2	43 X 30%	13
Sub-County	267 X 10%	27	755 X 30%	227
	303	**31**	857	**258**

Source: TSC County Directors Office, Bungoma

3.6 Research Instruments

Two research instruments namely questionnaire and teachers' observation guide presented in Appendix V and VI respectively were used for the data collection. Patton (2011) notes that combination of instruments like questionnaire and observation guides are expected much in social sciences and field work because the use of one instrument is prone to mistakes which can be corrected when more instruments are used.

3.6.1 Questionnaire

Sidhu (2014) defines a questionnaire as a document that has been systematically prepared and given to provide feedback on the questions asked. It is a compilation of question items which are given to a selected population so that they can provide the required information. There was one questionnaire for CRE teachers. McBurney (2017) identified two groups of questionnaire one with closed-ended questions and the other with open-ended questions. The questionnaire items were grouped into two parts with the first part dealing with the background information of the respondents and the second part dealt with the objective of the study as shown in Appendix IV. The sets of questionnaire were administered by the researcher to the teachers of CRE and returned immediately after filling.

3.6.2 Observation Guide

Observation is a way of gathering data by looking at people, events, or any activities that are happening or taking place. Observations can be overt a situation in which those

being observed are aware or not aware (Mugenda and Mugenda 2003).Observation of the CRE lesson was done using the observation guide in Appendix V to obtain the following information:-

i. To find out teacher preparedness in the use of life themes pedagogy and its influence on performance in CRE in Secondary schools in Bungoma County.

ii. To establish how teaching/learning resources enhance the use of life themes pedagogy and their influence on performance in CRE in Secondary schools in Bungoma County.

iii. To examine the extent to which the five steps of life themes pedagogy influence performance of CRE in Secondary schools in Bungoma County.

iv. To investigate the challenges in the use of life themes pedagogy and their influence in the performance in CRE in Secondary schools in Bungoma County.

The researcher observed a total of 31 lessons from targeted teachers; one lessons from each of the 31 sampled schools. The researcher after seeking consent to attend scheduled lessons observed the teaching and learning environment and made observations on the observation guide based on the questions.

3.7 Pilot Study

This refers to feasibility studies which are “small scale version(s) or trial run(s,) done in preparation for major study, (Polit et al., 2001). A pilot test of the instruments was conducted whereby the observation guide and questionnaire were administered to selected schools in the neighboring county of Busia. This area was selected because it has the same characteristics like the area under study. The teachers from both regions also have been trained in same universities and colleges and are qualified to teach CRE. The instruments were administered at an interval of two weeks. This was done to ensure

that the tools used give accurate information required for the study. From the pre-test, the questionnaire and observation guide were checked to confirm if they were clear and that the questions were relevant to the study. Any information that was irrelevant was removed and difficult questions were simplified to avoid misinterpretation.

The observation guide was also developed and piloted as reported earlier. This helped to enhance the quality of this instrument by deleting any information that was not relevant to the study. The pilot study generally helped to uncover the challenges that would arise from the instruments. This helped the researcher to revise the instruments by reducing the number of questions making them clear as well as arranging them in an orderly manner. Fraenkel and Wallen (2010), posited that "For research purposes a useful rule of thumb is that reliability should be at 0.70 and preferably higher". The reliability of the instrument yielded a Cronbach alpha level of 0.715. According to Plowright (2011), a reliability of at least 0.5 is normally accepted as a measure of reliability for the instruments. Therefore, the instrument was considered reliable and appropriate to collect the relevant data to answer the questions posed.

3.8 Reliability and Validity of Instruments

The section presents the standardization of the instruments through reliability and validity. These are measures of the "relevance" and "correctness" of the instruments. Reliability and Validity is important because it determines the quality of research (Mugenda & Mugenda, 2003).

3.8.1 Reliability of Research Instruments

Reliability refers to the question of whether if an instrument is administered repeatedly by same or by different researchers it will yield the same results (Silverman 2016). Joppe (2000) further defines reliability as the consistency of results over time and an

accurate representation of the total population under study. If the same results can be realized under same methodology, then the research instrument is viewed as reliable. Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2012).

Kirk and Miller (2012) identified three types of reliability in quantitative research, in relation to: i) the degree to which a measurement does not change when repeated again, ii) the measurement does not change despite the change in time, and iii) the measurements remain constant within a given time line. According to Kathuri & Pals (2013), the reliability of the instruments ensures: i) the responses are the similar across variables, ii) there is stability even when they are administered at a later time and iii) errors are removed in the course of using the tools for data collection. Cronbach coefficients for reliability were summarized table 3.3 below:

Table 3.3: Cronbach Coefficients for Reliability of the Instruments

Objective	Cronbach's Alpha
To find out teacher preparedness in the use of life themes pedagogy and its influence on performance of CRE in Public Secondary schools in Bungoma County.	0.861
To establish how teaching/learning resources enhance the use of life themes pedagogy in teaching CRE in Public Secondary schools in Bungoma County.	0.902
To investigate the extent to which the five steps of life themes pedagogy influence performance of CRE in Public Secondary schools in Bungoma County.	0.883
To investigate the challenges in the use of life themes pedagogy and their influence in the performance of CRE in Public Secondary schools in Bungoma County.	0.879

Source: Author, 2017

3.8.2 Validity of Research Instruments

Joppe (2000) observes that validity is about whether an instrument measures what it is intended to measure or how true the research outcomes are. This is further supported by Orodho (2004), who defines validity as the extent to which a test measures what it purports to measure. Such instruments are have content that is significant to the study. It is correct, sound and the results can de arrived at (Kothari, 2008).The instruments were given to experts who included the researchers' supervisors from the CIEM (Curriculum Instruction and Educational Media) department to confirm whether the instruments were valid. The suggestions given by the experts were used to make the necessary adjustments to improve upon the validity of instrument.

In this study, various instruments were used in collection of data. According to Cohen et al., (2014) triangulation is powerful way of demonstrating concurrent validity in qualitative and quantitative design. Patton (2011) advocates for the use of triangulation by stating triangulation strengthens a study by combining methods. This can mean using several kinds of methods of data collection, including using instruments that are either quantitative or qualitative approaches. Barbour (2015), observes that the use of this method has its own limitations.

3.9 Data Collection Procedure

This refers to assembling information for the purpose of validating some facts (Kombo & Tromp, 2006). The research permit (see Appendix XI) was sought from the National Council for Science, Technology and Innovation (NACOSTI) through the Department of Curriculum, Instruction and Educational Media before proceeding to the field to collect data in the targeted schools in Bungoma County. With the permit, the researcher proceeded to the field for data collection after getting a letter of introduction from the County Director of Education. The researcher visited the Principal who later introduced

her to the head of department and the teachers of CRE. The researcher accompanied teachers into scheduled classes. The teachers then introduced the researcher to the students of CRE. In this case the researcher observed information using the observation guide on the use of life themes pedagogy in the implementation of Christian Religious Education. The researcher sought the consent of the respondents if they could help in responding before issuing them the questionnaires. The questionnaires were administered to the teachers of CRE in person after seeking their consent and after filling them they were collected for analysis.

3.10 Data Analysis

After data collection, the primary data obtained from the questionnaire was checked for omissions, legibility and consistency before being coded for analysis. SPSS software (Statistical Package for the Social Sciences) was used to analyze both qualitative and quantitative data. A coding scheme was then developed to create codes and categories from responses. A code was assigned to each likely answer and the data was then stored and analyzed using Statistical Package for Social Sciences (Kombo &Tromp, 2009). Descriptive analysis was done to show the means and percentages of different items in the study, it was presented using frequencies, percentages and tables. The findings from the observation guides were properly recorded on the tool and later analyzed qualitatively to be able to bring out the observations on various aspects of life themes pedagogy as used in teaching Christian Religious Education in secondary schools in Bungoma County.

3.11 Ethical Considerations

Ethics is a branch of philosophy that deals with morality (Polit &Beck, 2004). It was important to consider ethical issues since the researcher was engaged with human participants. Ethical consideration is quite crucial in research for it seeks the permission

to avoid coercing the respondents to take part in the study (Roux et al., 2005). This is in agreement with Amin, (2005) and Mugenda & Mugenda, (2003). In this research, the researcher upheld confidentiality, privacy and sought the permission of the respondents. Confidentiality is the right to maintain autonomy on data collected while privacy refers to the control of who accesses personal information. The confidentiality of all respondents was upheld by confiding their personal details in the research. Only useful information that was provided by the respondents based on the research instruments was included. The researcher assured them on keeping the information associated with the research confidential.

In relation to ethical considerations, the right to anonymity was considered by the researcher. This occurs when the researcher cannot link a participant with the data of that person (Burns & Grove, 2001). Although anonymity cannot be completely guaranteed in qualitative research, the researcher ensured anonymity by ensuring that the respondents do not indicate their names in the questionnaires. The participants who mistakenly wrote their names on the questionnaires did not have their names revealed. In the case of this study no teacher wrote their names on the questionnaire even the schools that were used to provide research data did not reveal their names.

The consent of the participants was sought before the collection of data began and researcher informed them of the importance of the study. The respondents in this research were also briefed on the importance of the study and how long it would take. These views guided the participants on whether to be involved in the research or not.

Still on ethical issues, researcher promised not to interfere with any participant nor the data collected and to avoid falsification of data the researcher went to the field to generate data upon being permitted by Moi University and after obtaining the research

permit from National Council of Science, Technology and Innovation (NACOSTI). The data generated was used to analyze, interpret and make recommendations. The researcher consistently acknowledged all sources cited in the study.

3.12 Summary of the Chapter

This study employed descriptive survey design, the philosophical paradigm was pragmatism, and it was carried out in Bungoma County. The target population comprised of all teachers of CRE who were purposively sampled while stratified sampling was used to classify the schools. Two research instruments were used that is: questionnaire for the teachers and observation guide. Prior to administering the instruments, a pilot test of the instruments was conducted whereby the observation guide and questionnaire were administered to selected schools in the neighboring county of Busia. The research permit was sought from the National Council for Science, Technology and Innovation (NACOSTI) through the Department of Curriculum, Instruction and Educational Media before proceeding to the field to collect data in the targeted schools in Bungoma County. Descriptive analysis was done to show the means and percentages of different items in the study, it was presented using frequencies, percentages and tables. The confidentiality of all respondents was upheld by confiding their personal details in the research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study based on the data obtained from the respondents. The research was based on the investigation of the Influence of Life Themes Pedagogy on Performance in Christian Religious Education (CRE) in Public Secondary Schools in Bungoma County, Kenya.

The instruments of data collection were questionnaires and observation guide administered to CRE teachers. The study was designed to address the following research objectives:-

i. To find out teacher preparedness in the use of life themes pedagogy and its influence on performance in CRE in Secondary schools in Bungoma County.

ii. To establish how teaching/learning resources enhance the use of life themes pedagogy and their influence on performance in CRE in Secondary schools in Bungoma County.

iii. To examine the extent to which the five steps of life themes pedagogy influence performance of CRE in Secondary schools in Bungoma County.

iv. To investigate the challenges in the use of life themes pedagogy and their influence in the performance in CRE in Secondary schools in Bungoma County.

4.1 Questionnaire Return Rate

The study used questionnaires as a tool for data collection. Table 4.1 shows this information.

Table 4.1 Summary of questionnaire return rate

School category	Questionnaires issued	Questionnaires returned	Average Percentage return rate
Extra County	13	11	84.6
County	18	15	83.3
Sub-County	227	216	95.2
	258	**242**	**87.7**

The sample size of the study was 258 respondents. Out of the 258 questionnaires, 242 were filled and returned. This represented a return rate of 87.7% which was good as compared to the acceptable response rate to justify consistency of measurements required for analysis (75% based on Nachimias and Nachimias, 2005).

4.2 Background Information of Respondents

This subsection discussed question items on gender, age, qualifications and length of stay of teachers in their current school.

Table 4.2 Background Information

Gender	**Frequency**	**Percentage (%)**
Male	105	43.29
Female	137	56.61
Total	**242**	**100**
Age	**Frequency**	**Percentage (%)**
Below 25 years	25	10.12
25-35 years	139	57.65
36-45 years	61	25.41
Above 45 years	17	6.82
Total	**242**	**100**
Qualifications	**Frequency**	**Percentage (%)**
Diploma	33	13.79
B.Ed. (arts)	184	75.86
Masters	25	10.35
Total	**242**	**100.00**
Length of Stay in the School	**Frequency**	**Percentage (%)**
1-5 years	142	58.70
6-9 years	98	40.50
10 – 20 years	2	0.80
Over 20 years	0	0
Total	242	100.00.

Responses from Table 4.2 revealed that female respondents were 137(56.71%), male respondents were 105(43.29%) making a total of 242(100%) respondents. These findings are in agreement elsewhere with a study by Okioi (2013) and Amugah (2017) which revealed that most teachers in Public schools in Tabaka Division in Kisii and Westland Sub County respectively were females. This could be attributed to the fact that most male teachers believe that CRE is a simple subject which should be taught by the females as the males take the science subjects. These findings are in agreement with the ideas of Ohiri-Aniche, (2000) who asserted that there is a general trend that females tend to be more religious than males and more so perform better in the subject than the males teaching Religious Knowledge as revealed in studies in Nigeria by Lawal (2010) & Abdu-Raheem (2012). The issue of gender among the teachers of CRE has a great bearing on the student enrolment in the subject and that may be the reason as to why more girls enroll for CRE as compared to the boys. These findings are contrary to those of a study by Adepoju & Ogurinade (2006) who found out that gender was not a significant contributor to academic performance in Christian Religious Knowledge (CRK). The researcher believes that this trend could also have been influenced by the sampling procedure and may give a different result under a different sampling technique.

When teachers were asked about their age, the responses showed that, 17(6.82%) of the respondents were above 45 years, 61(25.41%) of the respondents were 36-45 years, 139(57.65%) of the respondents were 25-35 years, and 25(10.12%) of the respondents were below 25 years, making a total of 242(100%). This shows that most of the teachers of CRE are in the age bracket of 25-35 years. The age of the teachers has a great implication on their performance, the younger the teachers, the better the performance. These sentiments are in agreement with those of Kungu, Buntat & Safarin (2011) who

reiterated that young teachers are more aggressive and energetic and are most likely to use life themes pedagogy compared to older teachers. Dreck (2012) concluded that when teachers are older than their co teachers, their average teaching performance goes down and continue to reduce as they grow old. This is contrary to the findings of Ogurinade (2006) on teachers' factors as determinants of academic achievement in Junior Secondary School Religious Studies. The results revealed that the age of a teacher was not a significant contributor to academic performance in CRK (Christian Religious Knowledge).

On the teachers qualifications the responses revealed that 33(13.79%) of the respondents were Diploma, 184 (75.86%) were Degree holders and 25(10.34%) of the respondents were Master's degree holders. These findings show that all teachers are qualified to teach CRE. From the findings 25(10.34%) of the teachers had Masters but with time and the changing trends most teachers are likely to be holders of Masters Degrees in a few years to come. The competence of teachers in the process of teaching is very important in order to achieve the desirable skills, knowledge, attitudes and values in the learners and the competent teachers bear significantly on the quality of the education a child receives (Kings, 2002). Given that the teachers are qualified it is expected that they have the capacity to teach using the right pedagogies and skills.These findings are in agreement with the studies by Clotfelter, Ladd, & Vigdor (2009) which revealed that the qualifications of a teacher had great impact on the students achievements.

These views are in line with the current beliefs that the teachers from higher institutions of learning are well prepared by the most qualified personnel and therefore they are well placed to cope with the current trends in education (Too, 2004; Kafu, 2014). The importance of Teacher Education has been emphasized by Fenstermacher (2015) who

observed that Teacher education programme is the cornerstone in the education system as well as in the inculcation of values in the society. It is the engine of the society and without it the quality of education as well as the values would be compromised. Through it the quality of teachers and education is guaranteed. Teacher education programme is the core of progress in given society. Through it important knowledge and skills are acquired which can help in realising the national goals of education. This is the reason as to why this programme is highly valued in many countries of the world.

While on the length of stay in a station, majority of the respondents had stayed in their current stations for between 1-5 years making a total of 142(58.70%), 98(40.50%) had stayed for between 6-9 years and 2(0.80%) who had stayed for between 10-20 years and none of the respondents had stayed for over 20 years in their current school. This shows that most of the teachers had not over stayed in their current stations. On the length of stay in a station Ericsson, Krampe & Tesch-Romer (2003) observed that being a teacher in a school for a long time does not guarantee that they will necessarily become better teachers in terms of their pedagogical knowledge unless there is a reorganization of skills in terms of in-service training. It can therefore be concluded that expertise does not necessarily depend on the number of years that one has done a task in a particular station but it is the motivation, enthusiasm in teaching the subject, respect for students', thorough preparation and ability to stimulate students' interests.

4.3 Teacher Preparedness in the use of Life Themes Pedagogy

The objective endeavored to find out the teacher preparedness in the use of life themes pedagogy and influence on the performance in CRE. Seven question items were used and they were: I attend workshops, seminars or in-service training on use of life themes pedagogy in C.R.E, I have a scheme of work for teaching CRE which mainstreams life

themes, I prepare my lessons regularly with emphasis on life themes, I enjoy teaching CRE using Life Approach Method. The time allocated for use of life themes in teaching CRE should be increased, there is need for in-service training to broaden the knowledge of using Life Approach Method, The pre-service training of CRE emphasizes on use of life themes pedagogy. The findings are summarized in the table 4.3 below.

Table 4.3: Teacher preparedness in the use of life themes pedagogy

extent	SD	D	UD	A	SA	Total
I attend workshops, seminars or in-service trainings on use of life themes pedagogy in C.R.E	110 (45.3%)	60 (24.79%)	08 (3.3%)	52 (22.72%)	12 (4.95%)	(242) (100.0%)
I have a scheme of work for teaching CRE which mainstreams life themes	5 (2.06%)	5 (2.06%)	02 (0.8%)	94 (39.1%)	136 (56.3%)	242 (100.0%)
I prepare my lesson plans regularly with emphasis on life themes	174 (71.9%)	64 (26.6%)	4 (1.6%)	0 (0.0%)	0 (0.0%)	242 (100.0%)
I enjoy teaching CRE using Life themes pedagogy	0 (0.0%)	0 (0.0%)	0 (0.0%)	56 (23.4%)	186 (76.6%)	242 (100.0%)
The time allocated for use of life themes in teaching CRE should be increased	0 (0.0%)	0 (0.0%)	0 (0.0%)	132 (54.8%)	110 (45.3%)	242 (100.0%)
There is need for in-service training to broaden the knowledge of using Life themes pedagogy	1 (1.6%)	1 (1.6%)	2 (0.83%)	110 (45.3%)	128 (53.1%)	242 (100.0%)
The pre-service training of CRE emphasizes on use of life themes pedagogy	3 (1.2%)	4 (1.6%)	1 (0.4%)	52 (21.7%)	182 (75.0%)	242 (100.0%)

On attending workshops, seminars or in-service trainings on use of life themes pedagogy in CRE, out of 242 respondents who participated in the study, 110(45.45%) strongly disagreed, 60(24.79%) disagreed, 08(3.3%) were not sure, 52(22.72%) agreed while 12(4.95%) strongly agreed. Since 170(70.24%) of the respondents disagreed, it is agreeable to say that most of the organized workshops and seminars were not on life themes pedagogy. These findings are in agreement with Onyango (2009) who observed

that the seminars that were organized were for the purpose of upgrading and better salaries but not geared towards transforming classroom practice. These views were supported by Wasanga et al (2011) who asserted that teacher education programs were not given the seriousness they deserve in terms of quality and relevance to the needs of the schools. This validates findings of a study by Sayyed (2012) that linked attending of workshops and seminars on life themes pedagogy to effective teacher preparedness.The idea of in-service training has been supported by different scholars like Ogero (2002) who observed that teachers being the implementers of change at the classroom level need to be kept abreast with emerging trends in education especially the new pedagogies through regular in-service training. This view was supported by Vivere (2014) who further noted that scores of teachers who have never furthered their education fail to keep abreast with the changing trends in education. He further asserts that some teachers have been in the service for over 10 years without attending a single refresher course.

On having a scheme of work for teaching CRE which mainstreams life themes, out of 242 respondents who participated in the study, 136(56.3%) strongly agreed, 94(39.1%) agreed, 02(0.8%) were undecided, with 5(2.06%) disagreed or strongly disagreed respectively. This means that 230(95.4%) agreed with the statement that had schemes of work for teaching CRE which mainstreams life themes pedagogy. Schemes of work are crucial in the teaching process as emphasized by (Mukwa and Too, 2000). Kimosop (2015) further emphasizes the need for teachers to prepare for lesson delivery. Kimosop states that one of the documents used is a syllabus book which guides a teacher to plan for effective classroom instruction where they use it to identify objectives, prepare schemes of work and lesson plans.

These findings are in agreement with studies by Okioi (2013) and Chebet (2017) which revealed that the teachers of CRE had schemes of work which reflected different teaching/learning activities which were inclined to the use of life themes pedagogy. The responses from the teachers show that they were ready to embrace life themes in teaching because the schemes of work provided for the teaching learning activities as well as the resource materials that would enhance the use of life themes pedagogy. In spite of the availability of the schemes, it is important to note that most teachers prepared them because it was a requirement by school management but only a few adhered to them while handling their lessons.

On preparing lesson plans regularly with emphasis on life themes, out of 242 respondents who participated in the study, 174(71.9%) strongly disagreed, 64(26.6%) disagreed, 4(1.6%) were undecided while none did not agree or strongly agree. This shows that 238(89.5%) of the respondents were in agreement that, preparing lesson plans regularly with emphasis on life themes was not a common practice among teachers. This is agreement with the findings of Chebet (2017) which revealed that 93.75% of the teachers had no lesson plans.

On the issue of enjoying teaching CRE using Life themes pedagogy, out of 242 respondents who took part in the study, 186(76.6%) strongly agreed,56(23.4%) agreed, 0(0%) were not sure, 0(0%) disagreed and strongly disagreed. From the study 242(100.0%) agreed with the assertion that they enjoy teaching CRE using Life Themes pedagogy. These findings are in agreement with the study by Asare-Danso & Owusu (2014) which revealed that most teachers of CRE had a positive attitude towards the use of life themes pedagogy and therefore they enjoyed teaching CRE using this pedagogy.

On the time allocated for use of life themes in teaching CRE being increased, out of 242 respondents who participated in the study, 110(45.2%) strongly agreed, 132(54.8%) agreed, 0(0%) were not sure while none did not agree. This shows that 242(100.0%) of the respondents were in agreement that the time allocated for use of life themes in teaching CRE should be increased. These findings are in agreement with those of Wainaina (2014) who conducted a research on the problems facing teachers in implementing the new Christian Religious Education syllabus in primary schools in Thika Municipality. The research showed that teachers found it difficult to use the recommended approaches due to inadequate time, and heavy teaching loads. These views are in agreement with Shiprah (2009) who asserted that the use of life themes pedagogy in teaching CRE needs enough time given that the syllabus is very wide.

On the need for in-service training to broaden the knowledge of using Life themes pedagogy, out of 242 respondents who participated in the study, 128(53.1%) strongly agreed, 110(45.3%) agreed, 2(0.8%) were not sure while 1(1.6%) strongly disagreed and 1(1.6%) disagreed. This shows that 238(98.4%) of the respondents were in agreement that there is need for in-service training to broaden the knowledge of using Life themes pedagogy. These findings are in agreement with various studies which revealed that most of the teachers noted that they did not attend in-service courses on the use of life themes pedagogy and that basic teacher training in Kenya is weak because the teachers are not re-trained and targeted training is very limited (Wasanga, Ogle & Wambua, 2011).

On pre-service training of CRE emphasizing on the use of life themes pedagogy, out of 242 respondents who participated in the study, 182(75.0%) strongly agreed, 52(21.7%) agreed, 01(0.4%) were undecided 4(1.6%) disagreed and 3(1.2%) strongly disagreed.

This shows that 234(97.5%) of the respondents were in agreement that the pre-service training of CRE emphasizes on use of life themes pedagogy. The findings corroborate the view that higher institutions of learning have taken the initiative to prepare their trainees in order to meet the demands of the job (UNESCO, 2010). Pre-service teacher training is very crucial because teacher education is expected to develop communication skills, professional knowledge, and attitudes to enable teachers to identify teaching and learning needs of the learners and thus become effective curriculum implementers (UNESCO, 2010). These views are in agreement with those of Oyenchinna (2015) who asserted that the pre-service training is attached to certain qualifications and it empowers the teachers with knowledge and skills to enable them to deliver the content effectively and efficiently as observed.

The above findings are supported by the findings from the observation guide which showed that 31(100.0%) of teachers prepared schemes of work. In addition, the observation guides agreed with the findings on lesson plans indicating that 25(80.65%) teachers did not prepare lesson plans and the few who prepared most of them 21(67.74%) did not follow the five steps in life themes pedagogy. Most of the respondents 23(74.1%) had lesson notes. In the lessons observed, teachers enjoyed use of life themes in teaching CRE. These findings are in agreement with a study by Kyndt, Dochy, Struyven & Cascallar (2011) which showed that schemes of work and lesson plans are essential in preparing for teaching and that teachers enjoyed using life themes pedagogy in teaching CRE. According to Kyriakides (2008) effective teachers are expected to organize and manage the classroom environment as an efficient learning environment and thereby maximize engagement with the students. The above findings point to the fact that teacher preparedness in terms of skills, aptitudes, understanding and ability to adopt changes can help the students to perform better academically

(Wong, Britton & Ganser (2005). From the above findings it can be noted that there was some level of teacher preparedness in the use of life themes pedagogy although on the other side the implementation part of it may not have been fully achieved.

4.4 Teaching /Learning Resources in CRE

From the study findings with regard to the objective to establish how teaching/learning resources enhance the use of life themes pedagogy and their influence on performance in CRE in Secondary schools in Bungoma County, the six items investigated in this subsection were: extend of use of Bibles, extend of use of charts, extend of use of teachers guidebooks, extend of use of resource persons/place as well as extend of use of video. The teachers had the following responses on the frequency of the use of teaching/learning resources on CRE.

Table 4.4: Teaching and learning resources

Resource	Always	Sometimes	Rarely	Never
Bibles	234 (96.55%)	8 (3.45%)	0 (0%)	0 (0%)
Charts	25 (10.34%)	117 (48.28%)	58 (24.14%)	42 (17.24%)
Teachers guides	125 (51.72%)	75 (31.03%)	25 (10.34%)	17 (6.9%)
Resource persons	50 (20.69%)	92 (37.93%)	83 (34.48%)	17 (6.9%)
Reference books	234 (96.55%)	8 (3.45%)	0 (0%)	0 (0%)
Video	0 (0%)	75 (31.03%)	75 (31.03%)	92 (37.93%)

On the extent to which Bibles were used, the responses were as follows: 0(0.00%) of the respondents said never, 0(0.00%) of the respondents said rarely, 8(3.45%) of the respondents said sometimes, 243(96.55%) of the respondents said always, making a total of 242(100%). Table 4.4 clearly demonstrates that use of Bible in teaching the

course was very popular among the teachers. This was evident by a large number of teachers saying that Bibles were used always. Findings from observation revealed that Bibles were available in most schools and classes with 27(87.09%) out of 31(100%) showing that teachers used Bibles in class. These findings are in agreement with a study by Mwashigadi (2012) which revealed that over 90% of teachers used the Bibles in teaching CRE. In fact today it is mandatory that any student reporting to any school for admission should have a specified version of the Bible.

When asked about the extent to which the charts were used, the teachers' responses were as follows: 25(10.34%) of the respondents said always, 42(17.24%) of the respondents said never, 58(24.14%) of the respondents said rarely, 117(48.28%) of the respondents said sometimes. The findings show that the charts were used occasionally and not always. This could be due to inadequate time for preparation as well as the limited resources for their acquisition. The findings from observations also revealed that some teachers 17(54.84%) out of 31(100%) observed used charts in class. These findings are in agreement with a study by Ngussa & Role (2015) which revealed that teachers and majority of students considered charts as useful in teaching-learning transaction.

When asked on the extent to which they used teachers guides, teachers responded as shown in Table 4.4 above with majority saying always and sometimes which constituted 125(51.72%) and 75(31.03%) respectively making a total of 200(82.76%). On the other hand 17(6.9%) said never and 25(10.34%) said rarely. The findings show that most teachers used the teachers' guides because they provided direction on what to be taught and how to be taught. Most schools were in a position to purchase the guides through the funding from the Ministry of Education. This is contrary to the findings in the study by Mwashigadi (2012) which showed that 91% of the teachers did not use the

teachers' guides. This contrast could be accounted for in terms of the selected schools for example the latter study was conducted in selected primary schools.

When asked on the extent to which they used resource persons/place majority of teachers responded rarely and sometimes which constituted 83(34.48%) and 92(37.93%), respectively making a total of 175(72.41%). Use of resource persons is very critical when it comes to implementation of the curriculum and more so the curriculum to do with religious education. The researcher did not record any 0(0%) presence of a resource person in the visited schools during lesson observations. It is clear from various study findings that very few teachers agreed that there were resource persons in teaching Christian Religious Education (Ngussa and Role, 2015).

When asked on extent to which they used reference books, Table 4.4 clearly shows that reference books were used on frequent basis as shown by a large number of teacher respondents with majority agreeing that they always used reference books 234(96.55%).

When asked the extent to which they used video, majority responded with have never used, constituting (37.93%) as opposed to those who had a tie in opinion of rarely and sometimes which constituted (31.03%) and (31.03%) respectively making a total of 150(62.06%). This corroborates a study by Mwashigadi (2012) which revealed that no video was used in teaching CRE. These findings are in agreement with views of Situma (2016) who established that teachers in the current Kimilili Sub County rarely used audio visual aids in teaching CRE given that such resources were not available and they preferred verbal communication due to the limited time for preparation and delivery of the content.

The researcher observed that reference books, teacher guides, student textbooks and Bibles were available and used during the lesson time in all the 31(100.00%) observed lessons. However, the observed lessons did not have radios and also did not use videos. The only observed picture was that of the birth of Jesus in a cattle shade and being laid in a manger. There was a globe for Geography and some few charts although magazines, newspapers and computers were not seen in most class. This corroborates the studies by Onsongo (2002) who established that (74%) of the teachers felt that their schools did not have adequate resources, Muchilwa (2002) concluded that instructional materials for teaching History and Government were inadequate in both public and private Secondary Schools in Mombasa District. Onyango (2003) found out that most Secondary School teachers (63.2%) showed that there was lack of learning resources like relevant textbooks and a proper library. Mostly the implementation of the CRE syllabus depends on the class textbooks, revision books and spacious room for learning where the students can also have small group discussions (Evening, 2004). According to Airasian (2004), the instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that can be sought. The quality of teaching CRE and performance in secondary schools in Kenya is thus partly determined by the instructional resources available.

On adequacy of teaching and learning resources for teaching C.R.E, out of 242 respondents most of them 223 (91.77%) said the resources were adequate while 19 (15.29%) said that they were not enough.

On how teaching learning resources enhanced the use of life themes pedagogy the responses were as follows: out of 242 respondents, 205(84.71%) said they make learners understand the biblical experience, 112 (64.46%) said they also provide for

more experiences, 215(88.84%) said they clarify/explain what is abstract to the learners, 172 (71.01%) said they can be used to display real life experiences and finally 218 (90.08%) said they help the teachers in the preparation of the lesson.

4.5 The Use of Life Themes Pedagogy in Teaching CRE

From the study findings with regard to the objective to examine the extent to which the five steps of life themes pedagogy influence performance of CRE in Secondary schools in Bungoma County, the six items investigated in this subsection were: I use life themes pedagogy in teaching CRE, lessons always start with students sharing their personal experiences in relation to the topic, I provide an opportunity for the students to read a text from the bible related to the topic, I use the human experiences from the learners and the relevant text from the bible to explain the topic, I encourage the students to use the acquired knowledge in their day to day lives, students are given chance to carry out some learning activities which will show whether the topic was understood or not. The teachers had the following responses;

Table 4.5 Use of Life themes pedagogy in teaching and learning CRE

Statement	SD	D	UD	A	SA	Total
Lessons always start with students sharing their personal experiences in relation to the topic	0 (0.0%)	0 (0.00%)	08 (3.3%)	50 (20.66%)	184 (76.03%)	242 (100.0%)
I provide an opportunity for the students to read a text from the bible related to the topic	0 (0.0%)	0 (0.0%)	0 (0.0%)	38 (15.6%)	204 (84.4%)	242 (100.0%)
I use the human experiences from the learners and the relevant text from the bible to explain the topic	0 (0.0%)	0 (0.0%)	0 (0.0%)	30 (12.5)	212 (87.5%)	242 (100.0%)
I encourage the students to use the acquired knowledge in their day to day lives	0 (0.0%)	4 (1.6%)	0 (0.0%)	30 (12.5%)	208 (85.9%)	242 (100.0%)
I use life themes pedagogy in teaching CRE	0 (0.0%)	0 (0.0%)	0 (0.0%)	54 (22.2%)	198 (77.8%)	242 (100.0%)
students are given chance to carry out some learning activities which will show whether the topic was understood or not	0 (0.0%)	0 (0.0%)	0 (0.0%)	50 (20.3%)	192 (79.7%)	242 (100.0%)

On the statement lessons always start with students sharing their personal experiences in relation to the topic, the responses were as follows: 184(76.03%) of the respondents said strongly agree, 50(20.66%) of the respondents said agree, 08(3.30%) of the respondents said undecided, 0(0.0%) of the respondents said disagree, 0(0.0%) of the respondents said strongly disagree. From the findings of the study, it was revealed that lessons always started with students sharing their personal experiences in relation to the topic. This was evident by a large number of teachers saying that personal life experiences were used. This could be attributed to the teachers' love of use of life themes in teaching CRE.

On the statement I provide an opportunity for the students to read a text from the bible related to the topic, the teachers' responses were as follows: 0(0%) of the respondents said strongly disagree, 212(87.5%) of the respondents said strongly agree, 30(12.5%) of the respondents said agree, 0(0%) of the respondents said disagree. The findings show that teachers provide an opportunity for the students to read a text from the bible related to the topic. This could be due the growing emphasis on use of life themes in teaching CRE. The findings from observations also revealed that most teachers 28(83.87%) out of 31(100%) observed allowed an opportunity for the students to read a text from the bible related to the topic.

On the statement I use the human experiences from the learners and the relevant text from the bible to explain the topic, teachers responded as shown in Table 4.5 above with majority strongly agreeing and agreeing which constituted 208(85.90%) and 30(12.5%) respectively making a total of 238(98.4%). On the other hand 4(1.6%) said disagree and 50(10.34%) said strongly disagree. The findings show that most teachers use the human experiences from the learners and the relevant texts from the bible to explain the topic.

On the statement I encourage the students to use the acquired knowledge in their day to day lives, majority of teachers responded strongly agree and disagree which constituted 188(77.80%) and 54(22.20%) respectively making a total of 242(100.00%). It is clear from the study findings that very many teachers agreed that they encouraged the students to use the acquired knowledge in their day to day lives.

On the statement I use life themes pedagogy in teaching CRE majority of teachers responded strongly agree and agree which constituted 83(34.48%) and 92(37.93%)

respectively making a total of 175(72.41%). The study indicates that most teachers use life themes pedagogy in teaching CRE although a few did not use the pedagogy.

On the statement students are given chance to carry out some learning activities which will show whether the topic was understood or not, majority responded with strongly disagree, constituting 38(15.6%) and disagree 204(84.4%) making a total of 242(100.00%) with none agreeing.

Findings from observation revealed that real life experiences were not used in most classes with 27(87.09%) out of 31(100%) showing that teachers did not use real life experiences in class. From observation guides findings it was shown that the teachers employed the use of lectures, demonstration, storytelling, whole class discussion and question and answer. Group work was issued towards the end of the lesson. Drama and individual activities were not used with the teacher citing limitation of time. However, the teacher gave learners assignment to develop and prepare their respective activities based on the lesson of the day. These findings are contrary to the study by Onsongo (2002), who established that teachers in Nairobi did not use life approach in teaching CRE.

4.6 Challenges in the Use of Life Themes Pedagogy

The following were the study findings with regard to the objective: to investigate the challenges in use of life themes pedagogy and its influence on performance of CRE in Secondary schools in Bungoma County. The following responses were derived from the questionnaire on the question item: What challenges do you encounter in using life themes pedagogy to teach CRE? The responses included: wide syllabus, lack of lesson plans consistent with steps in life themes pedagogy, students inability to share experiences, inability to follow the steps especially step one instead the teachers began

the lesson by reviewing the previous lesson, inadequate time and lecture method was commonly used.

Using the observation guide, the researcher observed the challenge of large classes. For example, at a certain school there were seventy Form 3 students, while at school another there were sixty-eight Form 3 students per class. These large classes can have a negative effect because the teacher may not be able to address the needs of the individual students hence low performance on the part of the teacher and student. The teacher may not be effective in assessing the students work and also keeping deadlines in the teaching process. Another challenge that was also observed was that teachers had to come up with their own examples of experiences because they were not provided for in the text books.

The other challenge was inadequate teaching/learning resources. From the data collected from observations, all the observed lessons 31 (100.0%) revealed that the textbooks and space for learning CRE were serious problems. The teachers had the duty of looking for empty rooms so as to use them for teaching. When the researcher went to schools for observation, she noticed that teachers spent some time looking for rooms for the lessons. This is in agreement with the findings of Amugah (2017) who observed that (70%) of the teachers noted that the resources were inadequate.

Another challenge was the wide syllabus for CRE. This view is contrary to the findings of Amugah (2017) who discovered that only 20% of the teachers felt that the syllabus was wide. The wide syllabus was also affected by the little time allocated to CRE.

Lack of lesson plans was another challenge that was revealed through the observation of lessons. This is in agreement with the views of Chebet (2017) who noted that most

teachers in Bungoma County did not prepare lesson plans yet they are important documents in curriculum implementation.

During observation of lessons it was realized that time was not adequate for effective use of life themes pedagogy, some resources like videos and radio were not available and teachers had no reference for case scenarios for use of life themes pedagogy. Most teachers did not follow all the steps of the life themes pedagogy especially the first step of the human experience instead they reviewed the previous lessons through question and answer as the starting point.

The table 4.6 below shows the extent to which teachers agreed or disagreed with the following aspects as challenges in teaching CRE using life themes pedagogy**.**

Table 4.6: Matrix of challenges in using life themes

Resource	**Strongly disagree**	**Disagree**	**Agree**	**Strongly Agree**
Inadequate Resources	8 (3.3%)	05 (2.06%)	145 (59.91%)	83 (34.29%)
Poor Parental involvement	05 (2.06%)	07 (2.90%)	78 (32.23%)	152 (62.80%)
Inadequate Teachers pedagogical skills	05 (2.06%)	5 (2.06%)	145 (59.91%)	87 (35.95%)
Lack of in-service training	10 (4.13%)	02 (0.83%)	123 (50.82%)	107 (44.21%)
In sufficient Time for lessons	8 (3.3%)	05 (2.06%)	145 (59.91%)	83 (34.29%)

On inadequate resources the findings revealed that 8(3.3%) of the respondents strongly disagreed, 5(2.06%) disagreed, 145 (59.91%) agreed while 83(34.29%) strongly agreed. Majority of the respondents 228(94.20%) identified resources as a challenge.

The respondents recommended the following as possible remedies to the challenge of inadequate resources:

i. Funds drive to raise funds to support schools enhance their resource base
ii. Conduct book harvest drives to acquire more books
iii. Establish alumni platforms which can support enhance the schools resource base
iv. Lobby for support from education stakeholders to enhance the schools resource base

On Parental involvement 5(2.06%) of the respondents strongly disagreed, 7(2.90%) disagreed, 78(32.23%) agreed while 152(62.80%) strongly agreed. Majority of the respondents agreed 230(95.03%) agreed that parental involvement was a major challenge to teaching and learning CRE in schools. Failure of parents being involved in the education of their children was identified as a serious constrain mentioned by most respondents. More so it's agreeable to say there is dwindling involvement of parents in learning of their children which has greatly affected the performance of many learners.

The respondents identified the following as possible remedies to the challenge of poor parental involvement in students learning;

i. Sensitize parents during parent meetings on the need to be involved in the learning of their children as a key strategy of enhancing performance of learners
ii. Organizing for frequent forums for students, teachers and their parents to enhance parental involvement
iii. Developing tools that ensure parental feedback and involvement in their children's learning process

On inadequate teachers pedagogical skills 5(2.06%) of the respondents strongly disagreed, 5(2.06%) disagreed, 145 (59.91%) agreed while 87(35.95%) strongly agreed. Majority of the respondents 232(95.86%) identified teacher pedagogical skills as a potent challenge to teaching and learning CRE.

The respondents identified the following as possible remedies to the challenge of inadequate teachers' pedagogical skills:

i. Schools to ensure they organize periodic teacher capacity building on use of life themes pedagogy for teachers teaching CRE.
ii. Teachers of CRE to ensure they develop themselves on use of life theme pedagogy skills
iii. Teachers of CRE should advance their academic qualifications especially in the area of use of life themes pedagogy.
iv. Heads of CRE in schools should come up with means and ways of ensuring CRE teachers employ use of life themes pedagogy in teaching and learning CRE
v. The respondents also proposed a review of the CRE curriculum to incorporate direct life themes pedagogy case scenarios to be used during teaching and learning of CRE.

On lack of in-service training 10(4.13%) respondents strongly disagreed, 2(0.83%) disagreed, 123(50.82%) agreed while 107(44.21%) strongly agreed. Majority of the respondents 230(95.03%) identified lack of in-service training on life themes pedagogy as a challenge to teaching and learning CRE in secondary schools. Teachers mentioned lack of in-service training was evident specifically due to the introduction of the new syllabus as a challenge. In most secondary schools teachers commented that in spite of the new pedagogy and changes in the curriculum, teachers were not exposed to training.

Lack of training affected the teachers in content delivery leading to poor performance in the subject.

The respondents identified the following as possible remedies to the challenge of lack of in-service training;

i. The schools organize for periodic in-service training workshops for teachers of CRE.
ii. In service trainings in CRE should emphasize use of life themes pedagogy

On the challenge of inadequate time for CRE lessons, the respondents revealed that 8(3.3%) of the respondents strongly disagreed, 5(2.06%) disagreed, 145 (59.91%) agreed while 83(34.29%) strongly agreed. Majority of the respondents 228(94.20%) identified time as a challenge. The researcher observed that CRE teachers were in a rush to cover their content within a framework of life themes pedagogy hence facing a challenge of time. The respondents proposed that more time should be allocated for CRE lessons and the CRE syllabus should be reduced to enable timely coverage. These views are in agreement with the findings of Ngunju and Amukowa (2013) who attested that teachers did not have adequate time to use life themes due to the wide syllabus.

4.7 Summary of the Chapter

This chapter presented the introduction, questionnaire return rate, background information of the respondents and the findings on each of the objectives. The questionnaire return rate was 87.7%, the female respondents were more than the male respondents, and teachers were prepared to use life themes pedagogy through pre-service training. The teachers utilized the available resources although they were inadequate to enhance the use of this approach. The study also revealed that life themes pedagogy was used although some teachers did not follow the recommended steps. This

could be attributed to the challenges that they experienced like inadequate time. Otherwise if well used, it has great influence on performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is divided into three sections. Section one deals with the summary of the findings, section two covers the conclusions basing on the study findings and section three gives the recommendations of the study and suggested areas for further study. The objectives of the study were as the follows;

i. To find out teacher preparedness in the use of life themes pedagogy and its influence on performance in CRE in Secondary schools in Bungoma County.

ii. To establish how teaching/learning resources enhance the use of life themes pedagogy and their influence on performance in CRE in Secondary schools in Bungoma County.

iii. To examine the extent to which the five steps of life themes pedagogy influence performance of CRE in Secondary schools in Bungoma County.

iv. To investigate the challenges in the use of life themes pedagogy and their influence in the performance in CRE in Secondary schools in Bungoma County.

5.1 Summary of the Findings

The study provided a summary for each objective beginning with background information.

5.1.1 Background Information

The study findings revealed that from the sample, female respondents were 137(56.71%), male respondents were 105(43.29%) making a total of 242(100%) respondents. These results seem to suggest that more female teachers teach CRE as opposed to male teachers in the sampled schools among the sampled teachers. When

teachers were asked about their age, the responses showed that most of the teachers of CRE 139(57.65%) are in the age bracket of 25-35 years. On the teachers qualifications the responses revealed that 33(13.79%) of the respondents were Diploma, 184 (75.86%) were Degree holders and 25(10.34%) of the respondents were Master's degree holders. These findings show that all teachers are qualified to teach CRE. While on the length of stay in a station, majority of the respondents had stayed in their current stations for between 1-5 years making a total of 142(58.70%).

5.1.2 The Teacher Preparedness in the use of Life themes Pedagogy

In regard to the objective: to find out teacher preparedness in the use of life themes pedagogy and its influence on performance in CRE in Secondary schools in Bungoma County, on attending workshops, seminars or in-service trainings on use of life themes pedagogy in CRE, out of 242 respondents who participated in the study since 170(70.24%) of the respondents disagreed, it is agreeable to say that most of the organized workshops and seminars were not on life themes pedagogy. On having a scheme of work for teaching CRE which mainstreams life themes, out of 242 respondents who participated in the study 230(95.4%) agreed with the statement that they had a scheme of work for teaching CRE which mainstreams life themes pedagogy.

On preparing lesson plans regularly with emphasis on life themes, out of 242 respondents who participated in the study 238(89.5%) of the respondents were in agreement that, preparing lesson plans regularly with emphasis on life themes was not a common practice among teachers. On the issue of enjoying teaching CRE using Life themes pedagogy, out of 242 respondents who took part in the study, 242(100.0%) agreed with the assertion that they enjoy teaching CRE using Life themes pedagogy. These findings are in agreement with the study by Chebet (2017) which revealed that

most teachers of CRE had a positive attitude towards the use of life themes pedagogy and therefore they enjoyed teaching CRE using this pedagogy.

On the time allocated for use of life themes in teaching CRE being increased, out of 242 respondents who participated in the study 242(100.0%) of the respondents were in agreement that the time allocated for use of life themes in teaching CRE should be increased. On the need for in-service training to broaden the knowledge of using Life themes pedagogy, out of 242 respondents who participated in the study, 238(98.4%) of the respondents were in agreement that there is need for in-service training to broaden the knowledge of using Life themes pedagogy. On pre-service training of CRE emphasizing on the use of life themes pedagogy, out of 242 respondents who participated in the study, 234(97.5%) of the respondents were in agreement that the pre-service training of CRE emphasizes on use of life themes pedagogy.

The above findings are supported by the findings from the observation guide which showed that 31(100.0%) of teachers prepared schemes of work. The observation guides findings on lesson plans indicated that 25(80.65%) teachers did not prepare lesson plans and the few who prepared most of them 21(6774%) did not follow the five steps in life themes pedagogy. During lesson observations, most of the teachers of CRE 23(74.1%) had lesson notes.

5.1.3 Teaching/ Learning Resources in CRE

From the study findings with regard to the objective: to establish how teaching/learning resources enhance the use of life themes pedagogy and their influence on performance in CRE in Secondary schools in Bungoma County, the respondents had the following.

On how frequent the Bibles were used, the responses were as follows: 0(0.00%) of the respondents said never, 0(0.00%) of the respondents said rarely, 8(3.45%) of the

respondents said sometimes, 243(96.55%) of the respondents said always, making a total of 242(100%). Finding from observation revealed that Bibles were available in most schools and classes with 27(87.09%) out of 31(100%) showing that teachers used Bibles in class.

When asked about the extent to which the charts were used, the teachers' responses were as follows: 25(10.34%) of the respondents said always, 42(17.24%) of the respondents said never, 58(24.14%) of the respondents said rarely, 117(48.28%) of the respondents said sometimes. The findings from observations also revealed that most teachers 17(54.84%) out of 31(100%) observed used charts in class.

When asked how frequent they used teachers guides, teachers responded with majority saying always and sometimes which constituted 125(51.72%) and 75(31.03%) respectively making a total of 200(82.76%). On the other hand 17(6.9%) said never and 25(10.34%) said rarely. The findings show that most teachers used the teachers' guides because they provided direction on what to be taught and how to be taught.

When asked about how frequent they used resource persons/place majority of teachers responded rarely and sometimes which constituted 83(34.48%) and 92(37.93%) respectively making a total of 175(72.41%). The researcher did not record any 0(0%) presence of a resource person in the visited schools during observations. The findings clearly shows that reference books were used on frequent basis as shown by a large number of teacher respondents. The teachers responded with majority agreeing that they always used reference books 234(96.55%). When asked how frequent they used Video, majority responded with have never used, constituting (37.93%) as opposed to those who had a tie in opinion of rarely and sometimes which constituted (31.03%) and (31.03%) respectively making a total of 150(62.06%).

The researcher observed that reference books, teacher guides, student textbooks and Bibles were available and used during the lesson time in all the 31(100.00%) schools. However, the observed lessons did not have radios nor did the teachers use videos. The only observed picture was that of the birth Jesus in a cattle shade and being laid in a manger. Specific maps of CRE were also not displayed. There was a globe but it was for geography and some few charts but magazines, newspapers and computers were not seen in most classes.

On how teaching learning resources enhanced the use of life themes pedagogy the responses were as follows: out of 242 respondents, 205(84.71%) said they make learners understand the biblical experience, 112 (64.46%) said they also provide for more experiences, 215(88.84%) said they clarify/explain what is abstract to the learners, 172 (71.01%) said they can be used to display real life experiences and finally 218 (90.08%) said They help the teachers in the preparation of the lesson.

On adequacy of teaching and learning resources for teaching C.R.E, out of 242 respondents most of them 223 (91.77%) said the resources were adequate while 19 (15.29%) said that they were not enough.

5.1.4 Use of Life Themes Pedagogy in Teaching CRE

This objective was addressed basing on the objective: to examine the extent to which the five steps of life themes pedagogy influence performance in CRE in Public Secondary schools in Bungoma County. On how Students' real life experiences forming the basis of discussions in their classroom, the responses were as follows: 184(76.03%) of the respondents said strongly agree, 50(20.66%) of the respondents said agree, 08(3.30%) of the respondents said undecided, 0(0.0%) of the respondents

said disagree, 0(0.0%) of the respondents said strongly disagree. From the findings of the study, it was revealed that real life experiences are always used in teaching CRE.

On the statement I provide an opportunity for the students to read a text from the bible related to the topic, the teachers' responses were as follows: 0(0%) of the respondents said strongly disagree, 212(87.5%) of the respondents said strongly agree, 30(12.5%) of the respondents said agree, 0(0%) of the respondents said disagree. The findings show that teachers used the bible texts to the content of the topic. This could be due to the growing emphasis on use of the bible in teaching CRE. The findings from observations also revealed that most teachers 28(83.87%) out of 31(100%) observed used the bible.

On the statement I use the human experiences from the learners and the relevant text from the bible to explain the topic, teachers responded as shown in table above with majority strongly agreeing and agreeing which constituted 208(85.90%) and 30(12.5%) respectively making a total of 238(98.4%). On the other hand 4(1.6%) said disagree and 50(10.34%) said strongly disagree. On whether religion was a private affair so the approach to teaching it should help learners to make their own free choice, majority of the teachers responded with strongly agree and disagree which constituted 188(77.80%) and 54(22.20%) respectively making a total of 242(100.00%). It is clear from the study findings that very many teachers agreed that religion was a private affair so the approach to teaching it should help learners to make their own free choice.

On the statement I encourage the students to use the acquired knowledge in their day to day lives,, majority of teachers responded strongly agree and disagree which constituted 188(77.80%) and 54(22.20%) respectively making a total of 242(100.00%).

It is clear from the study findings that very many teachers agreed that they encouraged the students to use the acquired knowledge in their day to day lives.

On the statement I use life themes pedagogy in teaching CRE majority of teachers responded strongly agree and agree which constituted 83(34.48%) and 92(37.93%) respectively making a total of 175(72.41%). The study indicates that most teachers use life themes pedagogy in teaching CRE.

On the statement students are given chance to carry out some learning activities which will show whether the topic was understood or not, majority responded with strongly disagree, constituting 38(15.6%) and disagree 204(84.4%) making a total of 242(100.00%) with none agreeing.

Findings from observation revealed that real life experiences were not used in most classes with 27(87.09%) out of 31(100%) showing that teachers did not use real life experiences in class. From observation guides findings it was shown that the teachers employed the use of lectures, demonstration, storytelling, whole class discussion and question and answer. Group work was issued towards the end of the lesson. Drama and individual activities were not used with the teacher citing limitation of time. However, the teacher gave learners assignment to develop and prepare their respective activities based on the lesson of the day. These findings are contrary to the study by Onsongo (2002), who established that teachers in Nairobi did not use life approach in teaching CRE.

5.1.5 Challenges in the Use of Life Themes Pedagogy

The study revealed that teachers faced several challenges in the use of life themes pedagogy and they suggested some remedies towards them as outlined below: One of

the challenges was inadequate resources as revealed by majority of the respondents 228(94.20%).

The other challenge was Parental involvement and majority of the respondents 230(95.03%) agreed that it was a major challenge to teaching and learning CRE in schools.

On teachers pedagogical skills majority of the respondents 232(95.86%) identified teacher pedagogical skills as a challenge to teaching and learning CRE using life themes pedagogy.

On in-service training majority of the respondents 230(95.03%) identified lack of in-service training as a challenge to teaching and learning CRE using life themes pedagogy in secondary schools. Teachers mentioned lack of in-service training especially on the use of life themes pedagogy as a challenge. In most secondary schools teachers indicated that though a new curriculum with its new approach was ushered in there were no workshops that were conducted to induct them on the use of life themes pedagogy and that affected their instructional delivery.

Inadequate time was another challenge identified by majority of the respondents 228(94.20%). The researcher observed that CRE teachers were in a hurry to cover their content within a framework of life themes pedagogy hence facing a challenge of time. The respondents proposed that more time should be allocated for CRE lessons and the CRE syllabus should be reduced to enable timely coverage.

The respondents recommended the following remedies to the challenge of inadequate resources;

i. Fund drives to raise funds to support schools enhance their resource base
ii. Conduct book harvesting drives to acquire more books

iii. Establish alumni platforms which can support enhance the schools resource base

iv. Lobby for support from education stakeholders to enhance the schools resource base

The respondents recommended the following remedies to the challenge of poor parental involvement in students learning;

i. Sensitize parents during parents meetings on the need to be involved in the learning of their children as a key strategy of enhancing performance of learners

ii. Organizing for frequent forums for students, teachers and their parents to enhance parental involvement

iii. Developing tools that ensure parental feedback and involvement in their children's learning process

The respondents recommended the following remedies to the challenge of inadequate teachers' pedagogical skills;

i. Schools to ensure they organize periodic teacher capacity building on use of life themes pedagogy for teachers teaching CRE.

ii. Teachers of CRE to ensure they develop themselves on use of life theme pedagogy skills

iii. Heads of Departments of CRE in schools should come up with means and ways of ensuring CRE teachers use life themes pedagogy in teaching and learning CRE

iv. The respondents also proposed a review of the CRE curriculum to incorporate direct life themes pedagogy case scenarios to be used during teaching and learning of CRE.

The respondents recommended the following remedies to the challenge of lack of in-service training;

i. The schools school organize for periodic in-service training workshops for teachers teaching CRE.

ii. In-service trainings in CRE should emphasize use of life themes pedagogy

5.2 Conclusions

i. From the data collected the following conclusions can be made.

ii. Teachers were well trained on use of life themes in teaching CRE during pre-serve training. However, there was limited evidence of in-service training specifically on use of life themes.

iii. On how the teaching/learning resources enhanced the use of life themes pedagogy, the study revealed that several materials including Bibles, reference books, teachers' guides and student textbooks were available and commonly used in teaching CRE and enhanced the use of this pedagogy. However resources like videos, radio, posters and picture were not available and were rarely used.

iv. The use of the five steps of life themes pedagogy was evident among most of the observed lessons. However most teachers did not follow the steps in the life themes structure of a lesson plan.

v. Some of the commonly identified challenges included; inadequate resources, lack of in-service training on life themes pedagogy, inadequate time allocated for lessons of CRE, teachers pedagogical skills, wide syllabus, large classes, lack of lesson plans, and inability to follow the steps.

5.3 Recommendations

The following recommendations were made from the research findings.

i. The Ministry of Education should organize in-service training and workshops on life themes pedagogy for the CRE teachers and CRE teachers should ensure that they attend the workshops, seminars or in-service to enhance preparedness when using the life themes pedagogy.
ii. More teaching/learning resources should be allocated for the CRE
iii. CRE teachers should follow all the steps in the pedagogy
iv. CRE teachers should use life themes pedagogy as it is proven to have an influence on performance.

5.4 Suggestions for Further Research

i. A comparative study on use of life themes pedagogy between private and public schools in Kenya

ii. Regression analysis with life themes as predictors and performance as the criterion variable to establish a functional relationship between variables and more so to establish the weight of each beta coefficients in order to compare with correlation coefficients

iii. The study recommends a similar study to be carried out using the experimental design.

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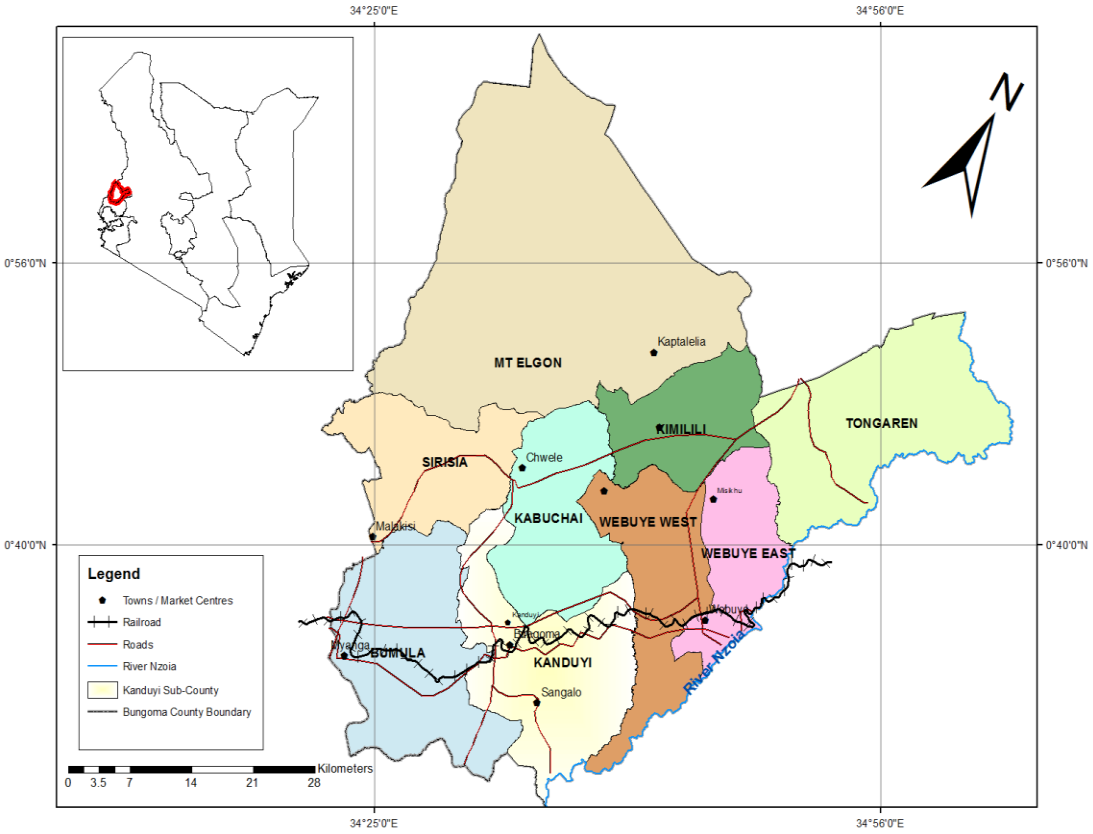
APPENDICES

Appendix I: Map of Bungoma County



Appendix II: Summary of the CRE syllabus form 1-4

Form One Christian Religious Education

1.0.0	Meaning of Christian Religious Education
2.0.0	The Bible
3.0.0	Creation and the fall of Man
4.0.0	Faith and God's promises: Abraham
5.0.0	Sinai Covenant: Moses
6.0.0	Leadership in Israel: David and Solomon
7.0.0	Loyalty to God: Elijah
8.0.0	Selected Aspects in African Religious Heritage: African Concept of God, Spirits and Ancestors
9.0.0	African Moral and Cultural Values

Form Two Christian Religious Education

10.0.0	Old Testament Prophesies About the Messiah
11.0.0	The Infancy and Early Life of Jesus
12.0.0	The Galilean Ministry
13.0.0	The Journey to Jerusalem
14.0.0	Jesus' Ministry in Jerusalem
15.0.0	Jesus' Passion, Death and Resurrection

Form Three Christian Religious Education

16.0.0	The Gifts of the Holy Spirit
17.0.0	Unity of Believers
18.0.0	Selected Old Testament Prophets and their Teachings
19.0.0	Amos
20.0.0	Jeremiah
21.0.0	Nehemiah

Form Four Christian Religious Education

22.00	Introduction to Christian Ethics
23.00	Christian Approaches to Human Sexuality, Marriage and Family
24.00	Christian Approaches to Work
25.00	Christian Approaches to Leisure
26.00	Christian Approaches to Wealth, Money and Poverty
27.00	Christian Approaches to Law, Order and Justice
28.00	Christian Approaches to Selected Issues Related To Modern Science, Technology and Environment.

Appendix III: Operationalization of Study Variables

Objectives	Scale of measurement	Indicators
To find out teacher preparedness in the use of life themes pedagogy and its influence on performance in CRE in Secondary schools in Bungoma County.	– Nominal & Ordinal	– Teacher professional training, – Teacher attitude towards use of life themes – Use of time allocated in class – Scheme of work & lesson plan
To establish the teaching/learning resources that enhance use of life themes pedagogy in CRE in Secondary schools in Bungoma County.	– Nominal & Ordinal	– Availability and use of teaching and learning material, – Availability and use of tools and equipment,
To investigate the use of the five steps of life themes pedagogy and their influence on performance in CRE in Secondary schools in Bungoma County.	– Nominal & Ordinal	– Human experience, – Biblical Experience, – Explanation – Application & Response
To investigate the challenges in the use of life themes pedagogy and their influence on the performance in CRE in Secondary schools in Bungoma County.	– Nominal & Ordinal	– Inadequate resources, – Parental involvement, – Time inadequacy – Inadequate Teachers pedagogical skills

Source: Author, 2017

Appendix IV: Letter of introduction to CRE teachers

NALIAKA EDITH

P.O BOX 284

KIMILILI

TO:

THE CRE TEACHER,

DEAR SIR/MADAM,

RE: REQUEST TO FILL QUESTIONNAIRES FOR RESEARCH

I am a doctorate student pursuing doctor of philosophy (PhD) in Religious Education at Moi University, Eldoret. As part of the university requirements to accomplish the course, I am supposed to conduct research titled **INFLUENCE OF LIFE THEMES PEDAGOGY ON PERFORMANCE IN CRE IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA** which is supposed to be carried out in selected secondary schools in Bungoma County.

The overall aim of this study is to make recommendations that would benefit among others teachers of CRE, students of CRE, ministry of education in their plans to integrate life themes approach in the curriculum. The information that you will provide will be used strictly for academic purposes only and will not be used for any other reason. Furthermore, the information will be treated with confidentiality and you are assured of anonymity.

I wish therefore to request you to fill in the questionnaire and observation guides. Please do not fill your name on the questionnaire. Your contribution will be highly appreciated

Thank you in advance

Yours faith fully,

NALIAKA EDITH

EDU/D.PHIL .CM/1002/15 STUDENT

Appendix V: Questionnaire For CRE Teachers

This is part of an education study which aims at finding out the influence of life Themes pedagogy on performance in CRE in Public Secondary Schools in Bungoma County. The information you will give will be treated with confidentiality. Please tick ( ) appropriately.

PART A-Background information

Tick appropriately your gender, age and qualifications bracket

Gender	**Tick appropriately**
Male	
Female	

Age	**Tick appropriately**
Below 25 years	
25-35 years	
36-45 years	
Above 45 years	

Qualifications	**Tick appropriately**
Diploma	
B.Ed (arts)	
Masters	

Length of stay in the school	**Tick appropriately**
1-5 years	
6-9 years	
10 – 20 years	
Over 20 years	

PART B: Teacher preparedness

1. Kindly fill the table below appropriately in the spaces provided.

Tick (√) where necessary Key: SA – Strongly Agree A – Agree UD – Undecided D – Disagree SD – Strongly Disagree

No.	**Statement**	**SD**	**D**	**UD**	**A**	**SA**	**Total**
1	I attend workshops, seminars or in-service trainings on use of life themes pedagogy in C.R.E						
2	I have a scheme of work for teaching CRE which mainstreams life themes						
3	I prepare my lessons regularly with emphasis on life themes						
4	I enjoy teaching CRE using Life themes pedagogy						
5	The time allocated for use of life themes in teaching CRE should be increased						
6	There is need for in-service training to broaden the knowledge of using Life themes pedagogy						
7	The pre-service training of CRE emphasizes on use of life themes pedagogy						

PART C: Teaching/Learning Resources that enhance the use of Life Themes Pedagogy

1. Indicate the status of use of the following resources in your school?

Resource	**Always**	**Sometimes**	**Rarely**	**Never**
Bible				
Charts				
Teachers guides				
Resource persons				
Reference books				
Video				

2. Are there adequate resources for teaching C.R.E during class instruction?

   i. Yes ( )

   ii. No ( )

   iii. Not sure ( )

3. How do the above teaching learning resources enhance the use of life themes pedagogy?

   ……..……

   ……

   ……..……

   ……

PART D: Extent to which the teachers use the life themes pedagogy in teaching CRE

Using the table below show the extent to which the teachers' use Life Themes pedagogy in teaching CRE**. (Tick appropriately)**

No.	STATEMENT	SD	D	UD	A	SA	Total
1	Lessons always start with students sharing their personal experiences in relation to the topic						
2	I provide an opportunity for the students to read a text from the bible related to the topic						
3	I use the human experiences from the learners and the relevant text from the bible to explain the topic						
4	I encourage the students to use the acquired knowledge in their day to day lives						
5	I use life themes pedagogy in teaching CRE						
6	students are given chance to carry out some learning activities which will show whether the topic was understood or not						

PART E: Challenges in the use of life themes pedagogy in teaching CRE

1. What challenges do you encounter in using life themes pedagogy to teach CRE?……

……

…….....……

……

2. Using the table below show the extent to which you agree or disagree with the following aspects as challenges in teaching CRE using life themes pedagogy**. (Tick appropriately)**

Challenge	**Strongly disagree**	**Disagree**	**Agree**	**Strongly Agree**
Inadequate resources				
Poor parental involvement				
Inadequate teachers pedagogical skills				
Lack of in-service training				
Insufficient time for lessons				

3. What are the remedies to the above challenges?

Appendix VI: Observation Guide For The CRE Teacher In Class

A. Teacher Preparedness

1. Is the CRE scheme of work available? Yes ( ) No ( )

2. Is the lesson plan available? Yes ( ) No ( )

3. Are the lesson notes available? Yes ( ) No ( )

4. Does the lesson plan have the introduction? Yes ( ) No ( )

5. Does the lesson plan have human experience? Yes ( ) No ( )

6. Does the lesson plan have Biblical experiences? Yes ( ) No ( )

7. Does the lesson plan have explanation? Yes ( ) No ( )

8. Does the lesson plan have application? Yes ( ) No ( )

B. Teaching and learning resources that enhance the use of life themes pedagogy

1. Were the following learning resources available in the lesson?

No.	Resource	Available	Used	Adequate	Inadequate
1	Reference books				
2	Teachers guide				
3	Students text books				
4	Bibles				
5	Radios				
6	Videos				

7	Pictures				
8	Maps				
9	Globe				
10	Posters				
11	Charts				
12	Computers				
13	Newspapers				
14	Magazines				

2. Did the teacher make use of any resource person?

Yes ( )

No ( )

C. Use of Life themes pedagogy in teaching CRE

9. Was life themes pedagogy used in teaching CRE?

Yes ( )

No ( )

10. Did the teacher follow the five steps of life themes pedagogy during the lesson?

Yes ( )

No ( )

(Tick appropriately)

Human experience ( )

Biblical experiences ( )

Explanation( )

Application ()

Response()

13. Was there any learners' activity suggested at the end of the lesson?

Yes ( )

No ( )

D. Challenges in teaching and learning CRE

Highlight some of the observed challenges in teaching and learning using life themes pedagogy

……

……

……

Appendix VII: Research Work Plan and Time Schedule

Stage	May-October 2018	November 2018	November 2018	November 2018	November 2018
Proposal development					
Proposal defense					
Data Collection					
Data sorting and cording					
Reporting writing, Compile /Submit					

Appendix VIII: Research Budget

SNO.	CORE ACTIVITY	ITEM/PARTICIPANTS	COST (KSHs)
1.	Reviewing and compiling Literature	Internet, library search, typing and photocopying	60,000
2.	Pilot study	Transport and upkeep for four days	10,000
3.	Final preparation of the Instruments	Typing and photocopy	12,000
4.	Data collection	Travel, accommodation and subsistence	60,000
5.	Data processing, analysis and report writing	Expert data analyst and researcher	100,000
6.	Purchases	Laptop and accessories	80,000
7.	Contingencies		100,000
	Total		**422,000**

Appendix IX: Bungoma County Joint Exam Results for CRE from 2012 to 2016

YEAR	MEAN SCORE	GRADE
2016	4.3414	D+
2015	6.1163	C
2014	6.4584	C
2013	4.2769	D+
2012	5.2939	C-

Source: Bungoma County Form IV Joint Evaluation Test Analysis KCSE Exam booklets 2012-2016

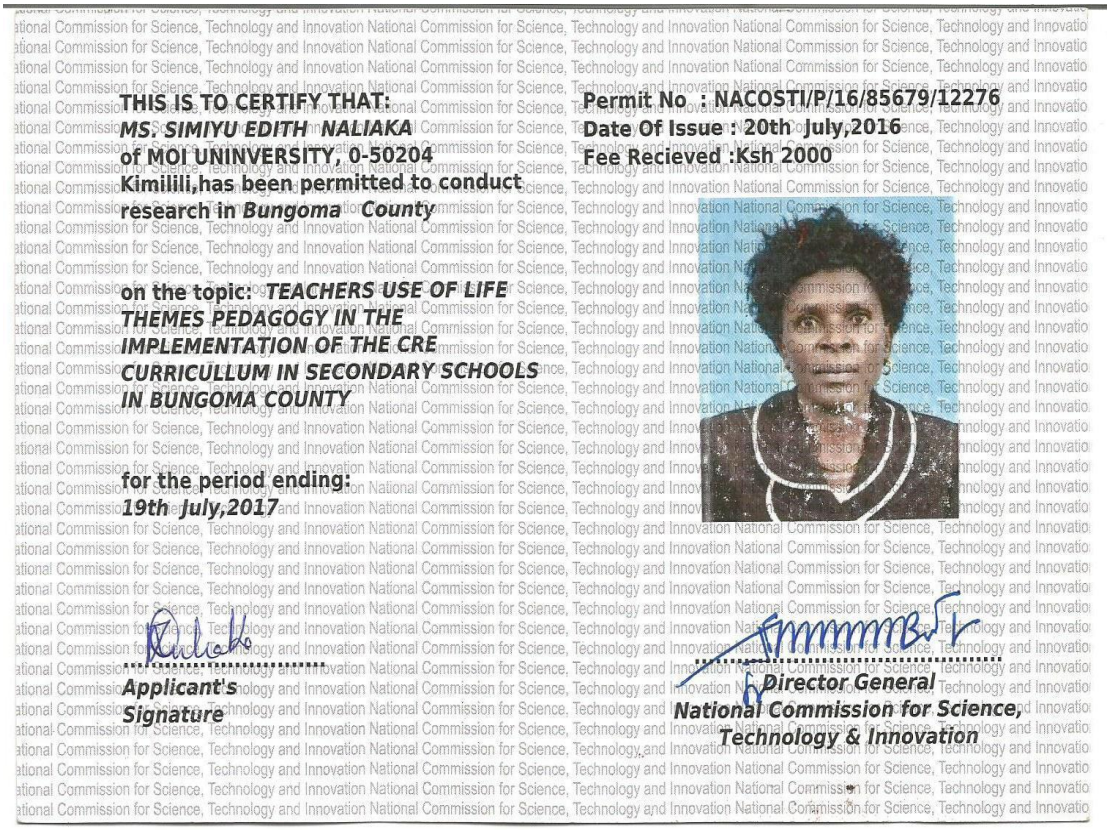
Appendix X: Overall performance in CRE KCSE exams from 2011 to 2015

YEAR	PAPER	Candidature	Average	Standard Deviation
2011	Paper 1	289,417	50.36	15.65
	Paper 2		47.53	14.84
2011 Average			**48.95**	**15.245**
2012	Paper 1	316,403	46.96	15.5
	Paper 2		41.11	13.72
2012 Average			**44.04**	**14.61**
2013	Paper 1	330,964	40.84	14.81
	Paper 2		55.09	15.85
2013 Average			**47.97**	**15.33**
2014	Paper 1	362,338	55.56	14.74
	Paper 2		50.75	13.78
2014 Average			**53.16**	**14.26**
2015	Paper 1	394,433	58.25	14.87
	Paper 2		46.71	14.91
2015 Average			**52.48**	**14.89**
Grand Average			**49.32**	**14.867**

YEAR	Overall Average	Overall Standard Deviation
2011	48.95	15.245
2012	44.04	14.61
2013	47.97	15.33
2014	53.16	14.26
2015	52.48	14.89
Grand Average	**49.32**	**74.335**

Source: KCSE KNEC Reports 2011-2016

Appendix XI: Research permit



THIS IS TO CERTIFY THAT:
MS. SIMIYU EDITH NALIAKA
of MOI UNINVERSITY, 0-50204
Kimilili,has been permitted to conduct
research in *Bungoma County*

on the topic: *TEACHERS USE OF LIFE THEMES PEDAGOGY IN THE IMPLEMENTATION OF THE CRE CURRICULLUM IN SECONDARY SCHOOLS IN BUNGOMA COUNTY*

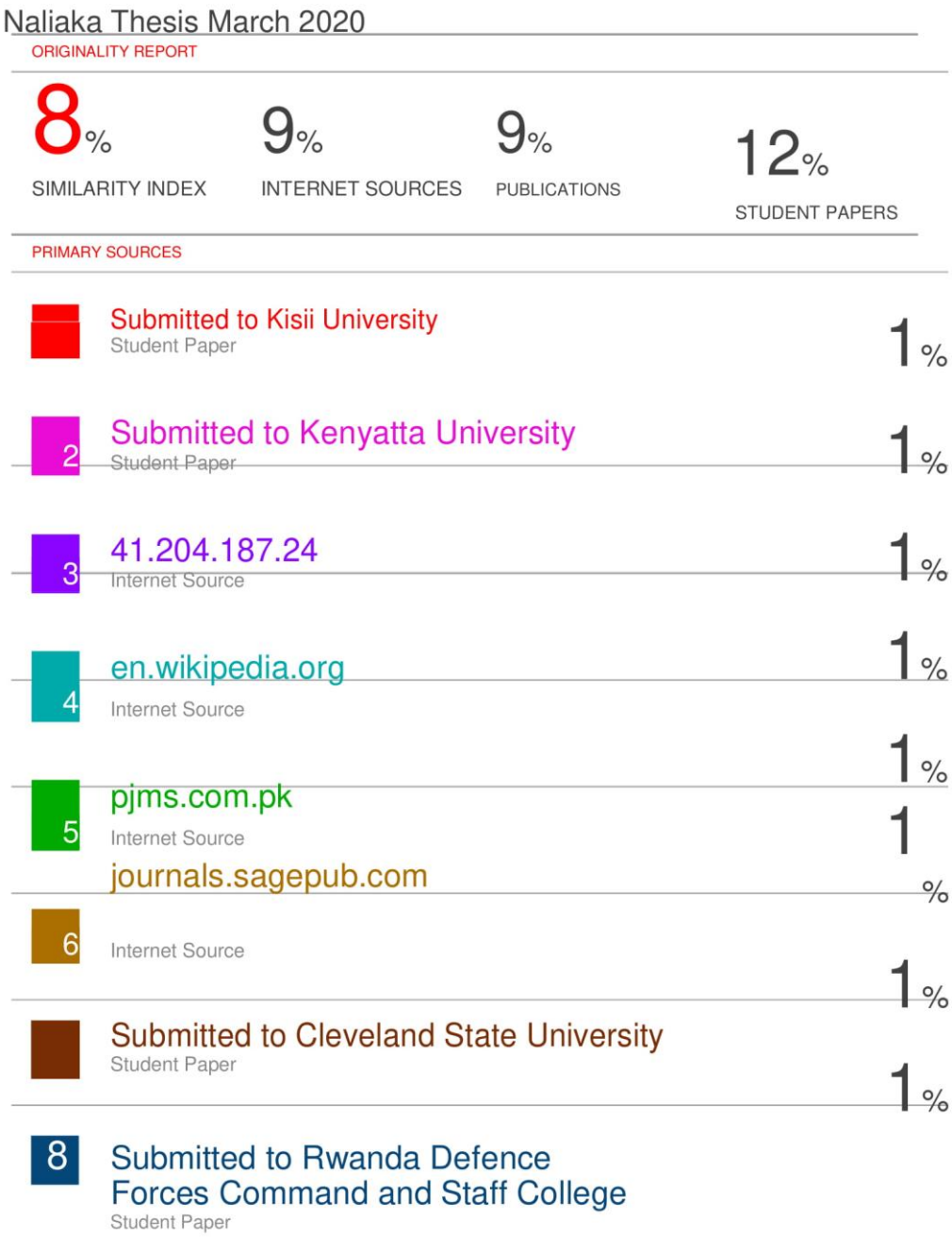
for the period ending:
19th July,2017

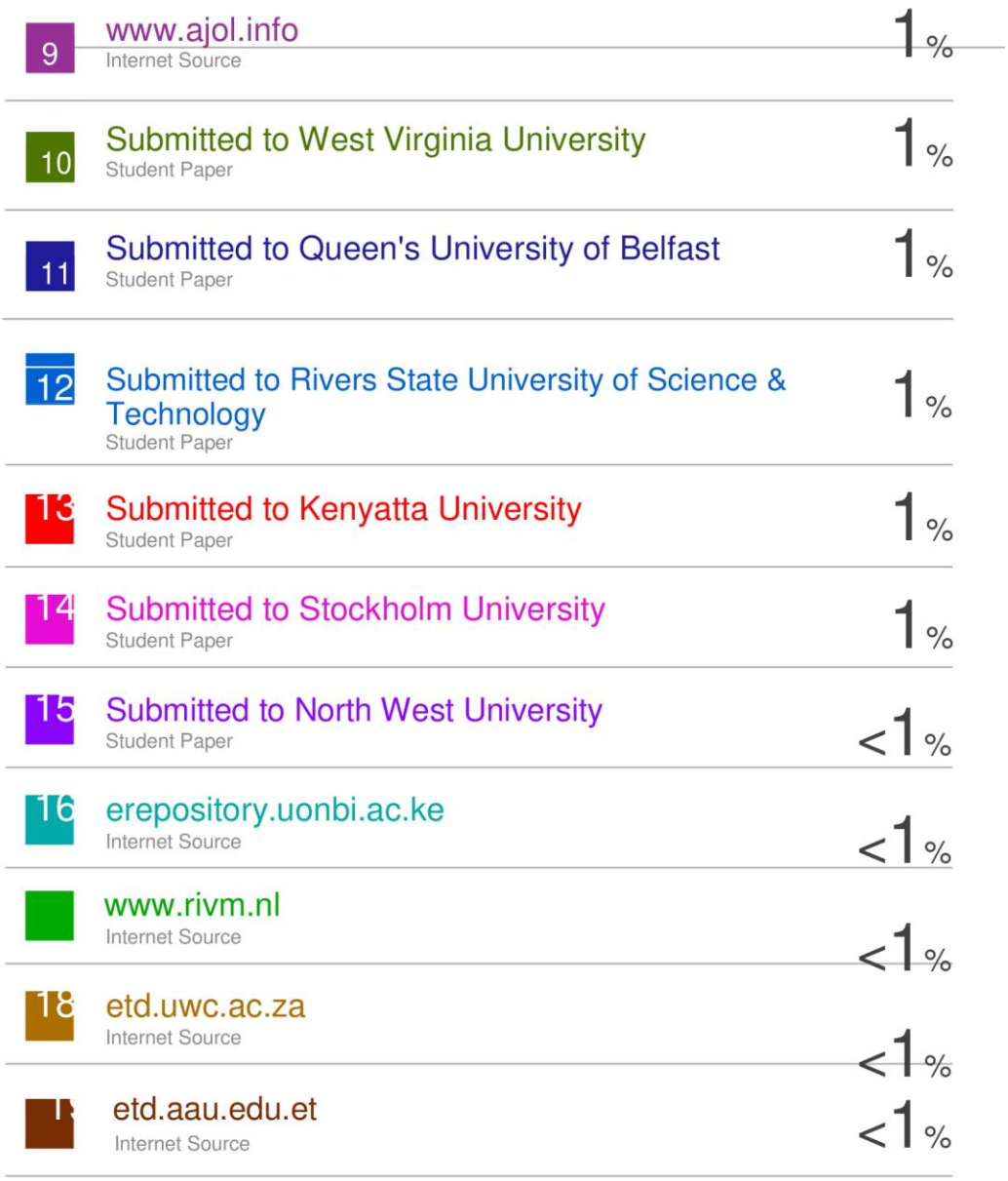
Permit No : NACOSTI/P/16/85679/12276
Date Of Issue : 20th July,2016
Fee Recieved :Ksh 2000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

Appendix XII: Plagiarism Report

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