

**USE OF VALUING PEDAGOGY IN CHRISTIAN RELIGIOUS EDUCATION
FOR LEARNER VALUE ACQUISITION: A STUDY OF NATIONAL
SECONDARY SCHOOLS IN KENYA.**

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DECLARATION AND APPROVAL

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DEDICATION

I dedicate this thesis to my mother Mary Apungure, my beloved wife Rebecca Alimlim and my children; -Steve, Ian, Leon, Ridge and Ivy.

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ABSTRACT

Schools are mandated to enhance values in their learners through their school activities be they the subject areas or the extra-curricular programmes. Christian Religious Education (CRE) as a school subject has a unique responsibility in value instruction because its content and methodology is geared towards learner value acquisition. Recent evidence indicates that this area of teaching and learning for valuing is problematic noting from the increasing number of cases of indiscipline from learners in secondary schools. The purpose for this study was to investigate the use of valuing pedagogy in CRE for learner value acquisition in secondary schools. The study was guided by the following objectives; to identify the values CRE teachers enhance through the teaching of CRE content, to establish CRE teachers' perception on the use of valuing methods for learner value acquisition, to examine CRE teachers' use of valuing methods for learner value acquisition, and to determine the assessment methods CRE teachers use to assess learner value acquisition. The study was based on Rath's *et al*'s theory of development of values. The theory emphasizes on the valuing skills required by learners to arrive at responsible value choices. This study was based on the pragmatic research philosophical concept and adopted the convergent parallel design also known as triangulation method that allows integration of findings from qualitative and quantitative data sources. The target population of the study was 95 national secondary schools in Kenya where 224 CRE teachers and 12938 form four CRE students were targeted. 30% of schools and teachers and 10% of students were sampled. The study employed stratified and simple random sampling technique to select the schools for study and purposive sampling technique to select CRE teachers and students to participate in the study. Data was collected by use of the questionnaire, document analysis, interview and Observation schedules. The quantitative data was analyzed using descriptive statistics presented in frequencies and percentages while the qualitative data was analyzed in themes and presented in frequencies, percentages and direct narrations. The study found out that CRE as a subject area has content that is rich in values. The values identified included: obedience, orderliness, honesty, perseverance, industriousness, patience, responsibility, fairness, generosity and humility all enhanced through the thematic areas taught. CRE teachers acknowledged the significance of valuing methods, although only 10% of the teachers used valuing methods of teaching such as the self-exploratory exercise (SEE), group enquiry, the value clarifying response, thought sheet and diary writing, the value sheet, and project method. The Findings also indicated that CRE teachers used to a varying extent the following methods to assess learner value acquisition: observation-50(100%), project work-8(16%), attitude and value scales-4(8%), check lists-5(10%), comprehension exercises-47(96%) and formal classroom tests-5(10%). The study concluded that in the enhancement of values in schools, there is a lack of sufficient commitment by teachers and an environment that decimally favors the use of valuing pedagogy to a large extent. The study recommended that the Ministry of Education through the Kenya Institute of Curriculum Development (KICD) and Kenya National examination Council (KNEC) provide an enabling environment for the teaching and testing of value acquisition in schools. KICD subject panels for instance can develop measuring tools that teachers can use in schools to measure the affective domain in form of formative assessments. The study also recommended that teacher trainers put more effort in the training of teachers to enable not only CRE teachers use value acquisition methods to teach and assess values, but also all teachers to make the school an environment where values are learnt and lived.

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ABBREVIATIONS AND ACRONYMS

ATRC	African Traditional Religious Content
AVE	Average of Variance Extracted
CAW	Christian Approaches to work
CBC	Competency Based Curriculum
CCLC	Contemporary Christian Living Content
CDE	County Education Officer
CE	Comprehension Exercise
CFA	Confirmatory Factor Analysis
CRE	Christian Religious Education
EFL	English Foreign Learners
GI	Group Inquiry
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KIE	Kenya institute of Education
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NACOST	National Commission for Science, Technology and Innovation
NCSS	National Council for Social Research
PM	The Project Method
RE	Religious Education
SBA	School Based Assessments

SEE	Self-exploratory exercise
SPSS	Statistical Package for the Social Sciences,
TCK	Technological Content Knowledge
TPK	Technological Pedagogical Knowledge
TS&DW	Thought Sheet and Diary Writing
UNICEF	United Nations Children's Fund
VBE	Value-Based Education
VCRS	value clarification response skill
Vs	Value Sheet

CHAPTER ONE

INTRODUCTION TO STUDY

1.0 Introduction

There is no disputing the data demonstrating that a large number of the issues plaguing modern society are caused by personal decisions about lifestyle. Certain lifestyle choices, such as substance abuse, alcoholism, smoking, unhealthy eating habits and inactivity have the potential to cause harm to individuals and the society to which they belong in the future (Barasa & Sifuna, 2013). These issues are a reflection of personal values, which are shaped by the upbringing received outside of the formal school system. It is accurate to describe education as a process of promoting values to enable students to lead fulfilling lives that both the individual and society find acceptable and that align with accepted societal values and ideals (Otieno, 2019). Education is a deeply moral idea that should be viewed as a way to enable students to lead whole lives as well as a way to teach them reading and numeracy abilities (Araya & Teklemarian, 2011). These days, every parent, even important education stakeholders, wants their kids to receive the greatest education possible one that goes beyond the classroom and helps them grow into responsible adults. Given the apparent crisis in value choice and the glaring moral decadences in society, there is a growing demand for education that places an emphasis on the acquisition of values by learners.

More young people than ever before appear to be exhibiting deviant conduct. This include of their drug usage, aggression, exam cheating, bullying, theft, disobedience, dishonesty, and even sloth. Therefore, it is appropriate to critically examine the application of valuing pedagogy in CRE instruction to support learner's values acquisition. The goal of this descriptive survey study was to examine how valuing

pedagogy is used in Christian religious education to help students acquire values. It uses both quantitative and qualitative methods for gathering and analyzing data.

The background of the study, the problem statement, the research objectives, and the research questions are presented in this chapter. It also highlights the importance of the research, its boundaries and extent, the conceptual framework and theoretical underpinnings of the study, and more. This also offered the study underlying presumptions and operational definitions of important terminologies.

1.1 Background of the Study

Onsongo (2008:61) provides a concise definition of value, stating that it "may be viewed as standards, criteria or guidelines which determine how people act upon available choices." The author goes on to clarify that people's values give them a sense of what is right and wrong. Mercer (2019) elaborates on this further, stating that values function as a framework for human conduct because they characterize attributes or actions that are essential as means to an end and that the choices people make on a daily basis are a reflection of the values they uphold. Therefore, it is accurate to state that people strive to live in accordance with their values. The formation of values is a crucial, lifelong process that shapes people's behavior. It forms the cornerstone of the human psyche, a very potent yet quiet force influencing behavior. "Persons with unclear values lack direction for their lives, lack a criteria for choosing (deciding) what to do with their time, energy, and entire being," (Raths *et al.*, 1987:23). The main question being focused on is what values are being enhanced by CRE as a school subject and how are they being taught and assessed? It is important to note from the outset that this study considers learner acquisition of values as important in that they go a long way in character development.

As per KICD (2018), the aim of CRE in Kenya is to empower students with social, spiritual, and ethical understanding, to think critically, and to make morally sound choices in a society that is changing quickly. This suggests that the purpose of CRE as a subject in the classroom is to uphold moral, spiritual, and social values. According to Kowino, Agak, and Kochung (2012), teaching CRE helps students develop critical thinking abilities that enable them to make morally sound judgments for both themselves and society. Making sense of the world around oneself through critical reflection on daily experiences is the foundation of critical thinking. Given that the content has numerous elements that are connected to the learners' experiences, there will undoubtedly be benefits when this is tied to studying CRE content.

Value Education is the type of learning that emphasizes the development of values in people pursuing it (Baiyeri, 2015). It makes an effort to uphold moral principles that foster good people and, in turn, a compassionate society, such as compassion, bravery, honesty, tolerance, and truthfulness (Bergin & Bergin, 2015). It helps people create strong, internally motivated personalities that empower them to make well-informed judgments that benefit all people (Głaz, 2015). By teaching students the fundamentals and regulations that will help them develop the critical thinking skills necessary to apply them wisely, education offers them the chance to develop moral ideals. The fact that today's youth have only experienced a society marked by constant change, cultural and religious variety, broken families, unemployment, and growing fear serves as an example of how important it is to address values in schools. It is believed, according to Solomons (2009) that educators possess the knowledge necessary to impartially move between opposing value orientations that might coexist in multicultural classrooms like those in Kenya. This is true even if various educators may hold divergent opinions on what values in education are, which values should

take precedence and why, and which learning theories are relevant. It has been noted by Rhodes and Roux (2004) that there aren't many clear guidelines on how to handle values in the classroom. Christian values are emphasized in the values-rich curriculum of CRE classes. If these values are effectively taught and assimilated, they will undoubtedly have an impact on society as a whole in addition to individuals (Onsongo, 2008). In order to identify these values, this study investigated how CRE teachers uphold them while imparting CRE information.

It is the responsibility of schools to cultivate values in their students through all of their extracurricular and academic offerings (Barasa & Sifuna, 2013). As a result, every educational institution should aim to incorporate learner value acquisition into their curriculum activities, given its importance in producing well-rounded students who are not only academically gifted but also morally upright and able to function in society. One strategy that could be used to help students develop moral responsibility is the teaching of CRE. The first observation in this area was made in the GOK (1976) report, which was the result of the Gachathi education committee and indicated that CRE had not been successful in promoting fundamental values in Kenya. Following this, Okullu (1983) noted that unless immediate action was done and the teaching of religion in schools was reexamined, made relevant, and improved upon, Kenya was doomed to moral degeneration. The Koech Report (Republic of Kenya, 1999) noted in the 1990s that pupils in Kenya were more receptive to the country's educational system following the implementation of CRE. As per the assessment, pupils demonstrated strong performance on their exams in the CRE subject. The article claims that certain religious organizations viewed CRE as more than just another academic subject and that they anticipated it would have an effect on students' changing their behavior. Although teaching CRE has the ability to help secondary

school pupils learn values, Mwalulu (2007) pointed out that there was evidence to suggest that the subject was not being taught correctly. The author expressly mentioned methodological problems in order to argue that corrective action was necessary to solve the issue. One of the goals of this study was to examine how CRE teachers apply valuing techniques to help students acquire values.

Using Bloom's taxonomy, Chandio, Pandhiani, and Iqbal (2016) investigated the current state of assessment procedures. They discovered that the tests overlooked evaluating analysis, evaluation, and originality and placed an undue emphasis on memorization, comprehension, and application. Since a large portion of the attention was examination-oriented and indicated by the teacher's power over the topic, they saw this as a reflection of how the teaching-learning process had been managed. Furthermore, Rupani and Bhutto (2011) conducted a qualitative study in a secondary school to evaluate common teaching strategies based on Bloom's taxonomy. Out of the thirty students in the sample, twenty were selected for focus groups and 10 were interviewed. The teaching was more teacher-centered than learner-centered, according to the results. This resulted from teaching strategies that prioritized memorization and rote learning above comprehension. In their examination of a RE curriculum, Ene and Barna (2015) came to the conclusion that the RE teacher must make sure each student acquires the skills necessary for life in society in order for them to become self-sufficient members of it and take the initiative to improve society. According to Tabriz and Rideout (2017), a critical pedagogy is necessary to ensure that students reach advanced thinking levels. They contend that liberation techniques, which support higher levels of Bloom's taxonomy, tend to foster higher levels of thinking than teacher-focused techniques like lecturing, demonstrating, and reading aloud from

a text. They make it clear that liberation techniques boost students' self-esteem, and that self-expression freedom is a prerequisite for critical thinking.

Valuing pedagogy not only affects teachers' thinking and decisions, but also translates to teaching behavior and effectiveness (Huang, 2006). From a teacher's point of view, preferences may be made between an emphasis on teaching or on learning. In recent years, the valuing pedagogy has attracted attention over teaching (Mayer, 2009). Consistent with the constructivists' view that emphasizes the learners' active cognitive processing during learning activities (Marshall, 1998); this emphasis on learning is becoming increasingly popular. Teachers' valuing pedagogy may have different influences on a range of variables. However, how teacher self-concept and value impact on teaching pedagogy and teacher beliefs about student ability is primarily unknown. In terms of teaching processes, research has shown that students responding to teachers' comfort-oriented feedback not only perceive the teacher's entity beliefs and expectations, but also report motivation and self-expectations for their own performance. This implies that teachers' entity beliefs manifested in valuing pedagogy may continually reinforce students perceived limited capacity, leading to a sustained academic success (Rattan, Good, & Dweck, 2012).

There are numerous approaches to characterize valuing pedagogy (Hattie, 2015). Taking into account a range of approaches that contrast instructional techniques, from "transmissionism" (teacher-centered) to "connectionism" (student-centered) (Swan, 2007). The concept of student-centered pedagogy (Hattie, 2015) is becoming more and more popular. With this method of instruction, teachers let students build their own knowledge through social interactions and independent study (Doolittle & Camp, 1999). Numerous studies have demonstrated the effectiveness of creative, student-

centered learning in fostering in-depth knowledge and active participation in the classroom (Honkimaki, Tynjala, & Valkonen, 2004). According to Biggs (2003), the student-centered method has the ability to engage a more varied student body intellectually than the traditional teacher-centered approach, hence supporting the constructivist position (Marshall, 1998). Since the valuing approaches in this study are intended to improve the valuing process proposed by Raths *et al.*'s theory, which this study embraces, they possess learner-centered features, as suggested by writers like Onsongo (2008). The teacher-centered approach, on the other hand, centers the learning environment around the teacher and imparts knowledge and skills to students in the form of discrete facts. Students in this approach typically take on a somewhat passive role, depending on the teacher's actions and expertise. This stands in stark contrast to the learner-centered approach (Åkerlind, 2007; Ramsden, 1992; Trigwell *et al.*, 1999), which emphasizes students' learning needs and the active development of conceptual understandings through learning. It also presumes that students take the initiative and self-direct their own learning. Instructors that use a teacher-centered method give limited opportunity for student interaction and instead actively train their pupils through modeling, guiding, lecturing, showing, and demonstrating (Castling, 1996).

According to the current global context, values are falling among people of school age and society as a whole (Marshall & Moulden, 2002). Print and television media portray a variety of instances of disrespect in society, including murder, robbery with violence, hate speech, violence against minorities, and violence in schools. According to a study on the subject conducted in Sweden by Witkowska and Menckel (2005), sexual harassment in schools is acknowledged as a serious public health concern for female students. There have been reports of sexual harassment of students in Sweden

by other students. While these incidents have been addressed through guidance and counseling, the possibility of incorporating such guidelines within the curriculum, particularly for the teaching of Religious Education, has not been explored.

According to the School Survey on Crime and Safety (2000), violent crimes including rape, violence, gun crime, and sexual assault occurred in 71% of public and elementary schools in the United States. These violent crimes, such as rape, are signs of issues with values. Unfortunately, the studies by Witkowska and Menckel (2005) and Crime and Safety (2000) only highlighted sexual harassment as a kind of disrespect in society; they did not address how teaching religious education in schools could help students develop moral principles and lower the rate of crime.

An investigation was carried out in Australia to plan and carry out initiatives that pinpoint effective approaches to values education and show how the National Framework for Values' implementation may make values education a reality (Curriculum Corporation, 2006). This demonstrates why schools must implement Value Based Education (VBE). The need for a program that will allow schools to incorporate values education into both the formal and informal curricula has also been voiced by Indian educators and school administrators. The need of teaching students' values, skills, and attitudes that promote peaceful coexistence in the classroom has been emphasized (Central Board of Secondary Education, 2012).

A study conducted in South Africa revealed that recent xenophobic murders of non-South Africans violated religious teachings in the continent, which support unity among all people regardless of gender, color, or ethnicity. Studies conducted by Vally and Dalamba (2013) and Harber (2004), however, focused only on racism and apartheid as examples of disrespect in the nation; they did not address how teaching

Religious Education in South African schools could effectively instill values in students that would help them resist these vices. Racial inequality and division, together with an assumed hierarchy of racial groupings, formed the foundation of South Africa's whole educational system. Black people were mistreated by white people as a result, which had a detrimental effect on them (Harber, 2004). Racism in schools is still widespread, according to an evaluation of 90 desegregated schools spread over nine provinces (Vally & Dalamba, 2013).

According to a study by Ogbuehi (2017), Nigeria is one of the most corrupt countries in Africa, even though it has the greatest Christian population. This illustrates the declining importance of Christian ethics in Africa. The study found that even though over 85 million Nigerians identify as Christians, they do not live according to Christian morality. Christian ideals have become less prevalent due to materialism, secularization, and western norms.

According to Namulondo (2013), until the Ugandan parliament created an anti-pornography bill in 2012 to address people's promiscuous tendencies, pornography cases predominated in Uganda among the younger population. After Macedonian pedophile EminBaro was apprehended in 2012 for enticing young Ugandan girls to commit sex acts for him on camera, the bill was presented in parliament (Namulondo, 2013). In 2014, the Republic of Uganda passed a legislation toughening the penalties for homosexual marriages and indecent attire, citing cultural offenses. This suggests that the school is still having trouble implementing values. Scholars are urged to investigate the ways in which schools might serve as important platforms for enhancing values.

Kenyan students' values might be characterized as inverted, or influenced to the extent of being unsettled or disturbed, notwithstanding the regularity with which the CRE subject is taught. Many young people in the larger community continue to behave in a way that betrays a lack of social skills. It is clear that unreasonable behavior has shaped the character traits of the youth in the community, and this has led to doubts about the CRE information they have learned. This suggests that there may be problems with the way critical thinking is taught in Kenyan classrooms using CRE (Rose, 2013). According to a research by Maloko (2014), secondary school pupils in Kenya have entirely lost their morals, and the Ministry of Education may need to critically examine the content and methods of CRE instruction from form one through form four. According to additional research, CRE instruction has played a significant role in Kenyan education since the first missionaries arrived in 1846 and established the country's first school (Stanfield, 2015). Today, it is the primary subject in charge of helping students acquire values. Jebungei (2013) claims that students in secondary schools are losing interest in the CRE subject. This is a result of the subject's perceived low value in the labor market and lack of relevance to highly regarded courses like computer sciences and medicinal engineering in higher education. As a result, CRE is viewed as having no bearing on achieving the MDGs and Vision 2030, which can only be attained by studying science-related topics.

In the 1990s, the Koech Report (Republic of Kenya, 1999) observed that when CRE was introduced, the education system in Kenya became more popular among students. According to the report it was noted that CRE subject students performed very well in their examination. The commission however, supported the report of teaching and learning of CRE subjects in all schools in Kenya. According to the report, CRE subject was considered by various religious organizations as not just another

academic subject, but it was expected to impact on behavioural change among learners. This is a clear indication of values depravity in our secondary schools which calls for attention in order for it to be tackled.

According to Kenya's former Cabinet Secretary for Education, radicalism, and drug misuse are all too common in schools (Daily Nation, 2021). The Cabinet Secretary went on to say that these antisocial crimes are real and occurring in educational institutions and that the moment was right for the nation to address them head-on. He claimed that these vices had a significant negative impact on education and urged coordinated efforts from all parties involved in the field to remove them. Cabinet Secretary went on to say that we as a nation have to find solutions to end the vices in order to prevent similar ills from happening in the future.

Therefore, with the above incidences having taken place, there is a clear indication that the objectives of teaching moral values embedded in Religious Education to the learners have not fully been achieved up to date. The major objectives of teaching CRE are; to gain insights into the unfolding of God's self-revelation to humankind through their personal experience and develop a sense of self-respect and respect for others, acquire social and moral insights to think critically and make appropriate moral decisions in life, to appreciate and respect their own and other people's cultures and Christians beliefs and practices and promote international consciousness through the understanding of universal brotherhood and sisterhood and contribute positively to the transformation of self and the society as a whole (Otieno, 2019).

Within the previously indicated framework, the purpose of this study was to examine how valuing pedagogy is used in Christian Religious Education to help learners acquire values. Since God is the ultimate arbiter of right and wrong and since God is a

beneficent being who expects good from His creation, the concept of value education has historically been associated with religion (Maiyo, 2015). As Aroni (2003) correctly points out, CRE pushes students to follow moral principles and biblical teachings. Considering that the majority of CRE content focuses on Biblical themes, our analysis concurs with the author. This is echoed by Holmes, (2007), who argues that the Bible places greater importance on values and character as cited in the beatitudes of Jesus in Matthew chapter five. This is emphasized by Kowino *et al*, (2012) who assert that Religious Education is the backbone of values.

Since the content and technique of CRE as subject are oriented toward value acquisition and eventually student character development, the subject has a special responsibility in value instruction. It has a major impact on improving value education, particularly when it comes to subjects like moral and spiritual development, social and personal growth, and character and personality development. This subject aims to facilitate the teaching of morality from a religious perspective. Its advantage over realistic principles is that it derives these values from a supernatural source. For example, rules about right and wrong are based on teachings about God's character and human expectations rather than being derived from human rights theories or logical human arguments (Satris, 2013). Therefore, this study was set out to critically examine valuing pedagogy in Christian Religious Education (CRE), to address the rise in deviant behaviors among young people.

1.2 Statement of the Problem

Despite CRE's efforts to promote values in the classroom as one of the curriculum areas rich in values, there have been multiple reports of students acting irresponsibly in social situations, particularly since the COVID 19 outbreak forced the closure of

schools. For example, within a five-month period, Kenya reported a sharp increase in adolescent pregnancies, endangering school-age girls' ability to pursue an education. According to the Kenya Health Information System survey, Machakos County topped several other counties in Kenya with regard to adolescent pregnancies (KHIS, 2020). According to the data, 3,964 girls who were 19 years of age or younger were reported being pregnant during the COVID 19 pandemic lock-down. According to Kenya Connect (2020), more reports revealed that following the prolonged school closures, young teenage guys committed crimes. Since classes started in January 2021 following a nine-month break, there have been more incidents of school unrest and indiscipline (Business Daily Africa, 2021). Kipsoen Boys High School in Elgeyo Marakwet, Kimulot Boys in Bomet, Kirimari Boys Secondary School in Embu, Kisumu Boys High School, Chesemasi, Kimilili, and Bukembe schools in Bungoma are among the schools that have reportedly been impacted by fire incidents since classes resumed (Daily Nation, 2021). Kambaa Girls, Gitweku Girls, Buruburu Girls, Sigalame, Ofafa Jericho, Vihiga Boys, and Kabarak High are some of the other schools (VOA, 2021). Many of these schools had to close as a result of this. Authorities claimed that kids were starting the fires and issued a warning, stating that any student found guilty of arson would be expelled from the school system and dealt with like a criminal. The function of CRE in Value Based Education (VBE) is called into doubt by these circumstances and numerous others that are not covered here.

Values have a major role in character formation, and schools have a big function to play in that. According to Barasa and Sifuna (2013), no one can remain apathetic in the face of the moral decay of today, especially organizations like schools that have a significant influence on the lives of developing adolescents. All school-related activities, including extracurricular activities, are provided for the educational benefit

of the students. Because its approach and content are focused on helping students acquire values, CRE as a subject in school has a special duty in value instruction (Onsongo, 2008). Students' moral values are elevated through CRE. But there appears to be a disconnect between theory and reality. This is demonstrated by the unethical actions of many secondary school pupils, particularly during difficult academic times. Even though many of them study CRE, postsecondary students nevertheless face a wide range of ethical dilemmas in their daily lives. Because one of the subject's objectives states, among other things, that it aims to help learners use the acquired social, spiritual, and moral insights to think critically and make appropriate moral decisions in a rapidly changing society, the moral decadence in society is an indication of a hidden problem in the teaching of this subject (KICD, 2018). If this objective were to successfully be achieved, wouldn't there not be a ripple effect creating a morally upright society?

Few studies on the professional competence of RE teachers have been published internationally. The recent study by Fricke (2020) helps fill this gap by investigating the professional knowledge of RE teachers. According to the results, over the subject of the work history of the teacher emphasis on content knowledge decreased and emphasis on pedagogical content knowledge increased. Both content knowledge was needed: the teacher needs a certain level of content knowledge in order to develop solid pedagogical content knowledge (Fricke, 2020).

Despite the subject of Christian Religious Education (CRE) being aimed at fostering values, the disconnect between theory and practice is evident, raising questions about its efficacy in shaping moral character. Any researcher would therefore want to investigate how CRE teachers use valuing pedagogy for learner value acquisition which forms the core inquiry in this research study. This research study was designed

to investigate the role of CRE teachers in learner value acquisition through finding out the values CRE teachers enhance through the teaching of CRE content, CRE teachers' perception of the use of valuing methods for learners' value acquisition, how CRE teachers use valuing methods for learner value acquisition and the assessment methods CRE teachers use to assess learner value acquisition.

1.3 Purpose of the Study

The purpose of this exploratory study was to investigate the use of valuing pedagogy in Christian Religious Education for learner value acquisition.

1.4 Research Objectives

The objectives of the study were:

- i. To examine the values CRE teachers enhance through the teaching of CRE content.
- ii. To assess CRE teachers' perception on the use of valuing methods for learner value acquisition.
- iii. To examine CRE teachers' use of valuing methods for learner value acquisition.
- iv. To establish the assessment methods CRE teachers use to assess learner value acquisition.

1.5 Research Questions

- i. What are the values CRE teachers enhance through the teaching of CRE content?
- ii. What are the CRE teachers' perceptions on the use of valuing methods for learner value acquisition?
- iii. How do CRE teachers use valuing methods for learner value acquisition?

- iv. Which assessment methods do CRE teachers use to assess learner value acquisition?

1.6 Justification of the Study

The purpose of this study was to examine the use of valuing pedagogy in Christian Religious Education for learner value acquisition. Although the home is a significant stakeholder in the inculcation of values in the youth, this process continues throughout life and schools play an important role. CRE as a school subject has a unique responsibility in value instruction because its content and methodology are geared towards value acquisition and ultimately learner character development. Good character is important for development in whatever way first for the individual and secondly, for the society at large.

Considering the visible crisis in value choice and the evident moral decadences in society today, this study can be said to be justified. It means that despite the continuous teaching of CRE, moral decadence is still rampant in the Kenyan society and several indiscipline cases are reported from secondary schools. Studies like Situma's (2016) have demonstrated that even after completing secondary education, individuals are still unable to make morally sound decisions. She pointed out that although the subject plays a special role in addressing the ethical issues surrounding education, students' conduct both inside and outside of the classroom still needs improvement. This study was created to close this gap by looking at the valuing strategies used by CRE teachers to help students acquire values and the techniques of assessment they employ to measure this learning.

This study is justified when the accomplishment of the national education goals is considered. The promotion of good, moral, and religious values is one of Kenya's national education goals (KICD, 2018). CRE is thought to have the biggest responsibility for assisting young people in acquiring the knowledge, abilities, and attitudes necessary to carry out the stated educational objective. According to Kowino *et al.* (2012), teaching CRE is an essential part of helping school-age adolescents develop discipline because it instills in them the proper attitude for social obligation and responsibility in society, which can only be realized through value acquisition.

1.7 Significance of the Study

The significance of this study was hinged on the growing concern among educators, parents and other stakeholders about the crisis in value choice and the visible moral decadence in society. From the study there is need for stakeholders to work towards providing the needed materials and support to the schools and the CRE teachers to enable them implement the curriculum using the right pedagogy. This is an area of VBE therefore a pointer to its inadequacy in schools. The effective teaching of CRE is a critical component that enables the school-going youth to acquire values which can go a long way in instilling the right attitude for social obligation and responsibility. The findings of this study hope to provide information to CRE teachers and even teacher trainers who are hoped to gain insights into improving their teaching methods, assessment methods and be conversant with the specific values enhanced by CRE content.

The study is also expected to benefit CRE curriculum developers. Its findings especially on aligning CRE content to specific values will be useful. This will assist in designing the content for secondary school CRE in the syllabus with a view of

equipping the learners with relevant knowledge, skills and attitudes that emphasizes acquisition of values.

It is expected that the study will also contribute to the valuable knowledge in the field of VBE through the teaching and learning of CRE by organizing and producing knowledge on this area. It will thus form useful material for reference to other researchers and readers in general.

1.8 Scope of the Study

Scope of a study refers to the parameters under which a study operates (Simon & Goes, 2013). This study on the use of valuing pedagogy in Christian Religious Education for learner value acquisition was conducted in National secondary schools in Kenya. The study employed mixed method approach based on the pragmatism paradigm and used convergent parallel design also known as triangulation design to compare findings from qualitative and quantitative data sources. The target population was all the form four CRE teachers and students in these schools. The research instruments were the questionnaire, document analysis, observation and interview schedules. The study employed Stratified and simple random sampling to select the schools for study and purposive sampling technique to select CRE teachers and students to participate in the study.

The scope of this study was also aligned to the study objectives which included: to examine the values CRE teachers enhance through the teaching of CRE content, to assess CRE teachers' perception on the use of valuing methods for learner value acquisition, to examine CRE teachers' use of valuing methods for learner value acquisition and to establish the assessment methods CRE teachers use to assess learner value acquisition.

1.9 Limitation of the Study

A study's limitations are those elements over which the researcher has no control but is aware that they may have a negative impact on the reliability of the data, the accuracy of the conclusions, or the generalizability of the findings (Mugenda & Mugenda 2013). Limits are further divided into two categories by Simon and Goes (2013): methodological limits and researcher restrictions. They elaborate that sample size, data collection tools, and insufficient earlier research in the field are examples of methodological constraints. On the other hand, limitations of the researcher encompass; researcher personal biasness, time constraints and limited access to data (Simon & Goes 2013). The limitations of this study include the following:

- i)** This study was conducted in public national secondary schools in Kenya.
- ii)** The researcher believes that these schools could provide a suitable environment for studying on the use of valuing pedagogy in the teaching of CRE considering the overall positive characteristics these schools are known for. Much as the findings may not allow an overall generalization the area is ideal for the gathering of research findings suitable for this study because it provided the ideals of what is actually happening in schools that are endowed with teaching facilities, experienced teachers and highly performing students.
- iii)** Some respondents did not return the questionnaires in time while others did not fill them appropriately. To address this problem, the researcher made a follow up until they got enough data for analysis. Several scholars (Sivo, Saunders, Chang & Jang, 2006) have shown that low questionnaire return rates lead to a reduction in sample size, an increase in non-response error and biased findings as the analytic sample is neither representative of the whole sample nor the population.

- iv) This study was restricted to form four CRE content yet the entire CRE curriculum could be possible content in encouraging learner value acquisition. To address this limitation, the researcher recommended other researchers to carry out a similar study on other sections of the curriculum.

1.10 Assumptions of the Study

This study assumes that:

- i. CRE teachers used valuing methods in teaching for learner value acquisition.
- ii. CRE teachers used assessment methods while teaching for learner value acquisition.
- iii. The information that was provided by the CRE teachers and students was honest.
- iv. All the respondents of the study cooperated in giving information through the study research instruments.

1.11 Theoretical Framework

The value development theory of Rath *et al.* (1986) served as the foundation for this study. According to Rath *et al.* (1986), valuing theory, when dealing with youth values, it is wiser to work toward the acquisition of valuing skills rather than the values themselves because of the growing number of experiences and the inability to control the changing nature of society. The idea places a strong emphasis on the abilities needed to make appropriate value decisions in order to ultimately arrive at the values themselves. The valuing process, a methodical procedure with seven steps that must be followed, is how these valuing skills are obtained. This approach emphasizes the importance of developing the ability to make responsible value choices, eventually leading to the adoption of certain values. The valuing process

outlined in the theory consists of seven steps, including freely choosing, considering alternatives and consequences, cherishing the choice, affirming it, acting upon it repeatedly, and internalizing the chosen value. These include;

- i) **Choosing freely:** Values must be freely selected if they are to be really valued by the individual.
- ii) **Choosing from among alternatives:** There can be no choice if there are no alternatives from which to choose. Only when a choice is possible, when there is more than one alternative from which to choose can a value result.
- iii) **Choosing after thoughtful consideration of the consequences of each alternative:** Values are not developed by impulsive or deliberate choices. Something has to result from weighing and understanding in order to sensibly and meaningfully direct someone's life. Making wise decisions requires a thorough understanding of the implications of each option. Here, cognition plays a significant role. Only after giving careful analysis to the variety of options and the implications of each option can a value be determined.
- iv) **Prizing and cherishing:** Values flow from choices that one is glad to make. When something is valued, it possesses a positive tone and the individual will prize it, cherish it, respect it, hold it and be happy with it.
- v) **Affirming:** When someone makes a freely selected decision after weighing their options, feels proud of the decision, and is happy to be connected with the decision, they are prepared to defend their choice in response to inquiries about it. One is prepared to support the principle in public and even openly affirm it. If someone is unwilling to openly disclose their decision because they feel ashamed of it, then this may not be a value at all.

- vi) **Acting upon choices:** When someone has acquired a value, it manifests itself in several areas of their life, such as spending money on a value decision and allocating time or energy to what is valued. It can also manifest itself in friendships or involvement in organizations that support the values chosen. This indicates that having values influences a person's life; a value cannot exist if it does not provide guidance for day-to-day existence. A person is dealing with something other than a value when they talk about something but never take any action.
- vii) **Repeating:** values tend to have a persistency; they tend to make a pattern in one's life. It involves behaving repeatedly in some pattern of life.

According to the notion, teachers should help students develop these valuing skills by encouraging them to apply reason and to follow the valuing process in order to develop their own personal and societal values. The goal of this study is related to Rath's theory of value development since it emphasizes encouraging and observing the valuing process, which raises methodological concerns. By promoting active learner participation through interaction with the content rich in values, the teacher can help the students discover for themselves what their values are. Suggested methods include the self-exploratory exercise (SEE), group inquiry, the value clarification response skill (VCRS), thought sheet and diary, value sheet, project method, comprehension exercise, and voluntary interview. By employing these strategies, the instructor minimizes direct instillation of values and instead encourages valuation and assessment through the valuing process. Two elements are stressed in fostering the development of values: the factors of choice and cognition. At that point, anything other than appreciation is likely to happen if there isn't fullness and free will.

To develop values, educators must encourage students to consider and make decisions.

This theoretical framework based on the value development theory of Rath *et al.* (1986) is linked to the objectives of the study in the following ways: The first objective aligns with the theoretical framework by looking at how teachers foster the development of values in students. It seeks to understand whether teachers are promoting the acquisition of values or merely imparting predefined values. From the second objective, the framework suggests that teachers should encourage students to apply reason and the valuing process to develop their own values. Assessing teachers' perceptions regarding these methods and their effectiveness in facilitating learner value acquisition is in line with the theoretical underpinning. The third objective directly aligns with the theoretical framework, which emphasizes the importance of teachers actively engaging students in the valuing process. By examining how CRE teachers employ valuing methods in the classroom, the study investigates whether the theoretical principles are being put into practice. Lastly, the theoretical framework emphasizes the valuing process as a methodical procedure with seven steps. Understanding how CRE teachers assess learner value acquisition is relevant to the framework since the assessment is a critical component of the valuing process. By establishing the assessment methods used by CRE teachers, the study seeks to uncover how teachers gauge the effectiveness of value acquisition in their students.

Overall, the theoretical framework provides a foundation for the study's objectives by highlighting the significance of valuing skills and the process of value development in the context of CRE teaching. This theory provides a foundation for the study's objectives by highlighting the significance of valuing skills and the process of value

development in CRE. It informs the study's focus on examining values enhancement, assessing teachers' perceptions, exploring teachers' use of valuing methods, and establishing assessment methods used by CRE teachers for learner value acquisition.

1.12 Conceptual Framework

According to Orodho (2004), a conceptual framework is a presenting model in which the researcher diagrammatically illustrates the links between the study's variables. The characteristics of a study that relate to its independent and dependent variables are encapsulated in the conceptual framework (Orodho, 2004). Through the use of independent and dependent variables, the conceptual framework demonstrates the relationship between the responsibilities that CRE teachings play and secondary schools learners values acquisition.

The values reinforced by CRE content in the CRE syllabus, which teachers utilize to give students the information, abilities, and attitudes that help them make the best decisions regarding value acquisition, was one of the study's independent variables. The Contemporary Christian Living Content (CCLC), which is taught at the form four level, was chosen for the study because of its abundance of current topics that might offer pertinent guidance. The view of CRE teachers regarding the application of valuing and assessing procedures for the acquisition of values by learners is the other independent variable. The dependent variable, learner value acquisition, was realized if the CRE teachers successfully adjusted these factors.

However, there were intervening circumstances that could have diminished the teachers' performance by making it harder for them to use methodologies for assessment and valuation. This covered how the learner is affected by other learning environments, such as their family history and pastoral programs, as well as how the

school uses resources like rules and regulations, disciplinary committees, guidance and counseling, and so on. A 1:1 figure has been created to show how the research factors relate to one another.

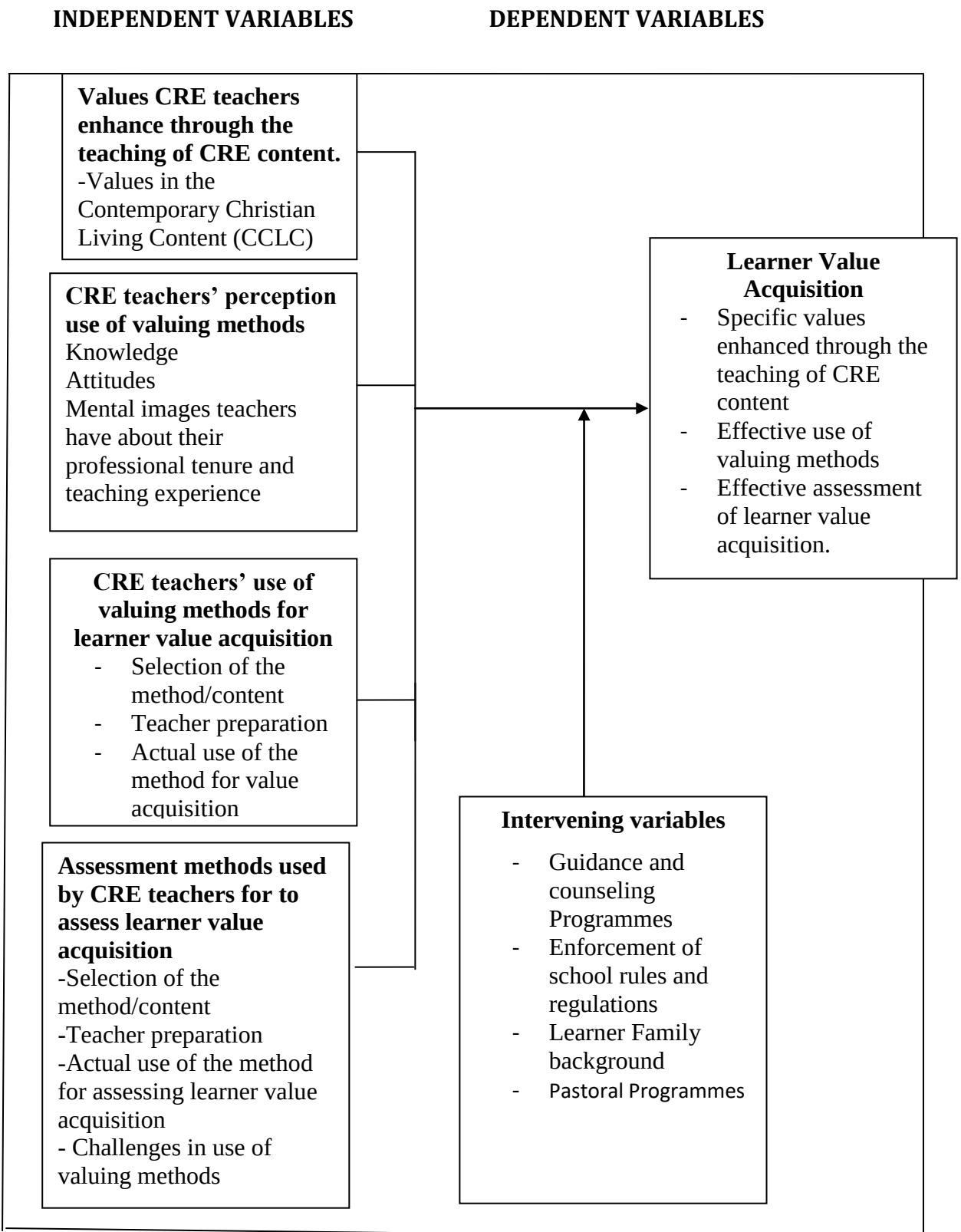


Figure 1.1 Conceptual Framework

Source Researcher (2023)

1.13 Operational Definition of Terms

Assessment methods: These are strategies teachers use in the teaching /learning process to gauge how instructional objectives have been accomplished. In this study assessment methods referred to the strategies CRE teachers use to assess learner value acquisition.

Christian Religious Education: This is a subject taught in the school curriculum in Kenya. It is taught together with other religious areas such as Islamic and Hindu Religious Education. In this study Christian Religious Education was the focus of the study with the form four content involving Contemporary Christian Living being sampled for study.

Teacher perceptions: Refers to the knowledge, attitudes and mental images teachers have about their professional tenure which results from their training and teaching experience. This study was designed to establish CRE teachers' perception on the use of valuing methods for learner value acquisition.

Values: These are personal assessments of worth attributed to all concepts, experiences, relationships and material things which influence one's evaluations of attitudes towards the desirability of behavior or events. This study focused on values CRE teachers enhanced through the teaching of CRE content.

Value Acquisition: This is a process through which learners progress to enable them acquire values which are visible in their behavior. This study took this to mean learner mastery of the valuing skills through the valuing process.

Valuing process: Rath's *et al.*'s theory, which was used in this study, outlines a systematic process that consists of seven steps: the learners make a free choice, select

an option, consider the implications of their choice carefully, value and cherish their choice, affirm their choice, act on it repeatedly, and engage in a pattern of life that deals with values. When it comes to coping with value concerns, learners are advised to exercise these traits, which are also known as valuing skills with cognitive abilities.

Valuing methods: A set of heuristic, critical and creative methods which are geared to development of the valuing skills. Valuing methods in this study meant strategies used for teaching values in Christian Religious Education that emphasized learner acquisition of values through the valuing process.

Valuing Pedagogy: This was used in this study to mean the overall implementation of the teaching and learning process with emphasis on learner value acquisition especially through adequate preparation, the methods used to teach, content selected and how assessment is done.

1.13 Chapter Summary

This chapter has explained in details the background of the study, the statement of the problem including the study purpose and objectives. It has also brought forward the justification and significance of the study, the study scope, limitation and the theoretical framework. The study has also given an overview of what each objective contains in the conceptual framework and provided the operational definition of terms. Research indicates a decline in emphasis on content knowledge among CRE teachers, highlighting a need for investigation into how they employ valuing pedagogy to instill values in learners, forming the basis of a study on CRE teachers' role in learner value acquisition and the methods they employ for assessment. The chapter that follow provided the literature review of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature on valuing pedagogy in Christian Religious Education (CRE) for learner value acquisition. Materials reviewed aimed at giving a pointed perspective to the objectives of this study. They have been derived from seminar papers, educational journals, textbooks, magazines, newspapers and the web site. It is organized under the following sub-sections: the historical overview of the role CRE in value enhancement, the values CRE teachers enhance through the teaching of CRE content, Characteristics of Values, the CRE Syllabus and its role in Learner value acquisition, CRE teacher's perception on the use of valuing methods for learner value acquisition, CRE teachers use of valuing methods for learner value acquisition and the assessment methods CRE teachers use to assess learner value acquisition.

2.1 Historical Overview of the Role of CRE in Value Enhancement

When Kenya gained its independence, it was recognized that CRE had a significant and enduring influence on raising the standards of living for its people. In 1964, the Republic of Kenya was founded, and the Ominde Education Commission report recognized the importance of CRE in supporting the accomplishment of the country's educational goals and instilling values in its population. In order to give Kenyan students, the tools they needed to gain spiritual, social, and value insights in a culture that was changing quickly, CRE was consequently ingrained in the curriculum. The Kenyan Institute of Education, which was in charge of creating the curricula for primary and secondary education, thought that promoting CRE in the classroom was

one of the many strategies for fostering interethnic harmony and instilling values in Kenyan citizens (K.I.E, 2003). Gachathi, the Education Commission report suggested changing certain methodological elements of CRE instruction after learning that the program had failed to meet these two objectives (Republic of Kenya, 1976). Not much had changed since there were still those Kenyans who leaned toward immorality. Moral vices such as land conflicts based on tribes, familial violence, and economic robbery were on the rise (Wamalika, 1998). The Koech Education Commission Report of 1999 suggested that secondary school CRE instruction be redesigned in light of the aforementioned difficulties (Wamalika, 1998). This was predicated on the idea that redefining CRE instruction would be a beneficial tactic for fostering values in pupils as well as a means of realizing the political, social, and economic goals outlined in the Kenyan independence constitution.

Following a Wangai committee report on the reasons of indiscipline in Kenyan secondary schools, significant curriculum revisions in 2002 gave CRE nearly sole responsibility for fostering moral growth in young people (GoK, 2001). The Competency Based Curriculum (CBC) was recommended by Kenya's Basic Education Curriculum Framework, which placed a strong emphasis on teaching values. The framework noted that this would help realize the goals of the curriculum changes, especially in terms of producing morally upright people (GoK, 2016). It also says that the aim of this would be to foster learners who did the right thing because it is the right thing to do- children would be guided to learn about and respect the effort and sacrifice that established the country and to see beyond their own interests to the needs of the community. They would thus have the chance to fully participate in the social, cultural, political, and economic spheres of their environment. Basic education would establish capacities in learners that would enable them to be stewards of the

land, and to limit negative environmental impacts. It would also nurture them to build relationships through humility, fairness and open-mindedness, and with teamwork and communication. The teaching and learning of values would also enable them to value diversity in all people, and to demonstrate respect, empathy and compassion for all people. This is why the researcher sought to establish how use of valuing pedagogy in CRE enhances values acquisition among the secondary school learners.

2.2 Values CRE Teachers enhance through the Teaching of CRE Content

Education is the best present and useful instrument a country can provide for its young people. According to Kowino *et al.* (2012), the provision of relevant and high-quality education fosters a healthy society. Thus, the foundation of all human communities is education. Recognizing this, international governments have included funding for education in their budgets and strategies (Mwaka, *et al.*, 2011). The requirement for value education serves as the foundation for the teaching and learning of Religious Education (R.E), especially Christian Religious Education (CRE), which is provided within the curriculum of schools. This type of education places a strong emphasis on students learning to live by their principles. Universal and ethical principles like compassion, bravery, honesty, tolerance, and truthfulness are ingrained in religious education. This helps in nurturing balanced individuals with the aim of creating a humane society. Values are what promote human beings to personhood. These values are inherent in all people and acting contrary to them negates one's personhood. Scholars have pointed out that there are three basic institutions that influence value education namely; the home, church/religious institution and the school.

According to the CRE curriculum, students who engage with the material should gain moral, spiritual, and social insights that will enable them to think critically, make moral decisions in a society that is changing quickly, respect and value their own and other people's cultures, raise awareness of global issues by realizing that all people are brothers and sisters, and positively impact both the individual and the larger community (KICD, 2018). Nonetheless, teens make up the bulk of secondary school pupils, and they are in the stage of learning by trying new things and gaining independence. As a result, the majority of pupils fall prey to moral decay. A few examples of common immoral behavior in secondary schools are drug and alcohol addiction, bullying, exam cheating, theft, and rape, among other things. As a result, a lot of issues in schools are linked to students' poor conduct, unfavorable views, and lack of morality (Ming'yue, 2013). The Wangai led commission's 2001 report on the reasons of indiscipline in Kenyan schools noted that the primary source of the issues facing schools was a deficiency in the instruction of moral reasoning techniques. According to Sahu (2013), inadequate teaching strategies utilized in the moral education curriculum lead to a deficiency in moral reasoning abilities. According to Achola and Pillai (2001), the majority of pupils focus on CRE in order to improve their overall score on the KCSE exam rather than because of the moral benefits it carries. Itolondo (2011) pointed out that demotivated teachers who believed the government did not recognize them were the cause of moral education's ineffectiveness. Because the CRE curriculum puts a greater emphasis on science courses, the instructors claimed that the government was obstructing its implementation and was to blame for the rise in moral decadence in the nation.

Values are the guiding concepts that influence people's actions. Positive human potential and guiding principles that help us decide what is good or bad, right or wrong, are known as values. Additionally, if a resolution satisfies one of its values, it imparts knowledge about what is valued and what is more or less significant (www.dictionary.com). Therefore, in order to facilitate students' acquisition of values, proper pedagogical procedures must be used when teaching them. According to Harding (2015), there is a global value crisis, which suggests that schools shouldn't undervalue the importance of teaching values. In support of this, Mcphail (2016) asserts that values education in schools has grown to be a significant worldwide issue requiring coordinated efforts from all parties involved.

As Kombo (2005) notes that this issue is caused by increasing evidence that behavior is socially irresponsible and that CRE is seen as the required value driver. He continues to say that pupils learn the appropriate beliefs, values and social behaviours through religious education which helps them to survive. According to Harding (2015), the objective of CRE, since it covers the theory, practice, ethics, human spirit, and God, is to promote the transformation the person desires. Wainana (2007) says that most nations acknowledge and take it as a subject for schooling and realize the relevance of world religion. For example in Europe, the main goal of teaching Religious Education is to establish and govern the nation. Grove (2009) writes that the Education Code was formed in England in 1944, in which many religious leaders and the idea of justice were formed. The State, however, needs a greater degree of Christian material compared to other religions.

Eric (2014) points out that religious education is a priority for several states in the United States. It improves pupils' morality and spiritual growth. Many government

departments and local schools have formed religious education authority and rules. Tritter and Taylor (2013) observed that the acquisition of values for secondary pupils into the United States is an essential aspect of religious education. They claim that it might be more vital to achieve success than true knowledge to develop the respective concepts, attitudes and values. The National Council for Social Research (NCSS) highlights that religious knowledge is not just educational, but is vital to understanding and to live in a world of diversity (Eric, 1994).

Religious education in schools encourages children to become stable and spiritually mature. According to Eric (2014), education cannot be complete without researching religion and its relationship with advanced civilization. In any school system, therefore, religious instruction is crucial. A UNICEF (2014) study showed that religion can contribute to the prevention of HIV and AIDS. Research has demonstrated that young people who know and follow their faith are less likely than those who do not follow their faith to commit sexual crimes. Such results highlight the significance of RE training. In Japan, the main objective of RE education is to increase awareness of human responsibility, particularly Christianity (Government of Japan, 2011). Similarly CRE lessons as pointed out by Evening (2014) who investigated values and their influence on life found out that there was a relationship. Golnal (2014) an Iranian researcher revealed that religious education has an essential role in transmitting culture and values to the youth.

Ivorgba (2016) states that education was officially created by missionaries in most African countries. From 1922 to 1925, when the Commission of Phelp Stokes toured Africa, it recommended for the foundations of continuous religious education and moral guidance. For instance, PE and CRE in Nigeria have been employed in

particular to promote a peace culture. Nwomah (1998) has identified behaviors ranging from immorality in the study of the Nigerian situation about the need for CRE and important research. Researcher further revealed that distressed behaviour, such as dishonesty, greed, unfairness, egotism, sexual oppression and covert religious practices, has been discovered. He advises that school should begin moral teaching as the best institution in the society.

According to Hamre and Pianta (2011), the quality of teacher-student interaction can have a tremendous influence on their lifelong educational and social success. Values may be included in schools as part of the curriculum, and teachers can play a significant role in educating or building attributes for their pupils. In a lesson topic or a class activity they may impart values. On the other hand, while picking and omitting topics, teachers must subtly communicate values; when the right answers are insisted on, when pupils are encouraged to seek the truth of the subject and when establishing class routines; building groups, imposing discipline, promoting excellence. Also they need to act well, dress well and be attentive. Teachers in the classroom should have four fundamental principles, dignity, truth, fairness and accountability and liberty (Suherdi, 2012).

Asare-Danso (2017) evaluated tutors of Religious and Moral Education (RME) in Ghanaian educational institutions on their ability to comprehend technology pedagogical content. Fifty tutors from Ghana's 38 public colleges of education took part in the study, which responded to a five-point Likert questionnaire with forty-five items. RME tutors in Ghana's educational institutions displayed knowledge and mastery of technological, pedagogical, and topic expertise, according to the study's findings. Additionally, they demonstrated their capacity to use their pedagogical and

subject-matter expertise in a cleanroom environment. On the other hand, college tutors demonstrated their incapacity to incorporate technology into their training due to technological resources. According to the poll, college instructors should attend periodic workshops to stay current on RME themes, and instructional practices. Second, RME tutors were encouraged to develop their instructional materials. The Ministry of Education's Curriculum Research and Development Division (CRDD) should offer schools instructional materials. Finally, the Institute of Education at the University of Cape Coast in Ghana should reorganize the RME subjects to familiarize faculty members with contemporary pedagogical strategies such as Concept Cracking and Gift to the Child.

The learners are affected if the teacher's intentions are positive. Students respect and get advice from teachers. Teachers need to analyze how teaching approaches impact school education and how the development of student character affects classroom activities. In reality, positive teachers participated more in the success of students and moral movement (Hebman, 2018). Values impact the emotional intelligence of a learner. Emotional perception is impacted by students' achievement. Emotional awareness of movement, thinking, problem solving, social interaction, personal feelings, and learning (Hansen, 2014).

Onyino (2014) notes that included with the transmission of values from the older generations to teens is the result of the extended family system in traditional African surroundings. This helped parents to overcome the challenge of transmitting their children's values, whereas young people have an understanding of the morality of how many difficulties they are facing in their lives. Onyino further argues that in order to pass on values from one generation to another, adapted to a changing reality, a

similarly organized provision may be imposed today to replace the processes of moral education which have been currently destroyed by cultural change. Thus, young people and parents in Africa can be released only by reacting, in practice, to the demand for positive attributes from the complexity of social change. The teaching of morals in schools will gain good features and it will be noted that cultural changes emerge from the growth of society. These development changes should not be overlooked since they influence the lives of individuals (Hebman, 2018).

Rutenberg (2016) points out that the society and culture today undergoes a revolutionary transformation that is more heavily impacted by technology developments, if the problem of the diffusion of values from the old to the younger generation is dealt with. Similar to the 1800s Industrial Revolution, they name this revolution the digital revolution and argue that everything in our society and our culture will have to alter (Ruttenberg, 2016). Bennars (2016), despite varied cultures and communities, has emphasized the challenge of determining the value which must be promoted by education. He just pointed out the problem but did not offer a practical solution. In order to tackle this problem and to help learners and society, it is essential to attain the required moral qualities to the scholars by means of education, to identify and comply with the values supported and applied to all societies. For society's well-being and to create morally upright people these values should be taught in secondary schools which have a significant role in changing the attitudes of students who subscribe to the Kenyan Ministry of Education.

Indeed, a high moral and religious values was one of the aims of education (KIE, 2006). Chesaro (2003) reports that CRE attempts to do so by fostering a good attitude to learners towards God, ourselves, others and the environment. This, he adds, allows

students to develop independence and self-control. All citizens as Barrett *et al.* (2015) suggest that CRE helps make excellent citizens by establishing character and promoting high moral standards. This prepares learners in society for their due role. Similarly, Ochara (2008) emphasized that societies do not require training which prepares learners for academic brilliance and talents. Rather, society needs morally prepared education for learners, to offer themselves and their nation helpful and purposeful services and to live as God demands. In the upper secondary curriculum thus, formal and moral training is vital.

The Kenya Commission for the Study of Education Systems (Republic of Kenya, 1999) research indicated that CRE is not successful if it is not implemented in the daily lives of the people. Such practices include worship, dressing and seduction rituals. In the study, CRE enables pupils to learn and express gained values. Furthermore, as CRE is one of the most important tools for implementing social values and ethics, the right circumstances must be created by educational institutions. Motivation for reasonable strategy is provided by CRE (Chesaro, 2003).

According to Peters (2017) the study tries to develop people's desirable characteristics. This suggests that learning is desirable, useful or beneficial. Education is aimed at communicating the most precious things in society. Peters calls this value of education. Values are defined according to society's standards or criteria (Peters, 2017). Although Peter's regards education as meant to build the quality that students want, it does not define the time and kind of education by which we have three kinds of education namely formal, informal and informal education. The existing formal education and informal training forms have been and are widely employed in African

culture. All these methods of education teach the learners' expected values or qualities.

Regarding what Value Based Education (VBE) should do for the people who consume its content, the topic has remained largely contentious. According to a number of studies, VBE should give students the information and abilities to act morally and develop life values as a result. According to Bansikiza (2001), the ultimate goal of VBE should be personal autonomy. Since reasoning is one of this autonomy's main traits, there needs to be a body of knowledge involved. In a similar vein, Straughan (2002) contends that the emphasis on advancing children's understanding of moral issues by teaching moral skills and methods of reasoning has replaced the traditional notion of moral training or instruction, which aimed to instill in children a particular moral code or values, such as telling the truth or respecting one's school. Several other studies contend that practical judgment and decision-making should be included in VBE in addition to rational judgment and decision-making. Bennars (1990) and Pring (1984) have been criticized by education moralists for overlooking the practical side of moral growth and focusing too much on the cognitive side of moral development, despite the fact that many of them have accepted Piaget and Kohlberg. It is argued that a VBE loses significance if it is not used in practical situations. According to Etisi (2014), moral education should not only give students moral insights but also help them develop a commitment to these insights that manifests in their behavior. Researcher emphasizes that a Value-Based Education (VBE) course that only covers the cognitive component should be called ethics instead of Value-Based Education. That in VBE one must have at least two related dimensions, namely:

*“That which will be concerned with moral theories and techniques for making valued moral judgment.
That which will be concerned with actual conduct and being a consequence of the former.”*

The author concludes by saying that VBE is inadequate if it only provides children with techniques of making moral decisions without translating them into action. Barasa and Sifuna (2013:34) simply ask, *“What after all is the value of moral knowledge if one does not implement it in action?”*

Being primarily concerned with what should and is right to do, VBE is a practical business. If no effort is made to act in accordance with one's views, solving moral dilemmas and difficulties solely theoretically like solving a crossword puzzle does not enough to qualify as moral (Straughan, 2002). Straughan still maintains that moral judgment ought to direct moral behavior. It is important to instill in children the idea that moral judgments are not just lists of facts to be learned, but rather decisions based on principles that ultimately lead to the adoption of a specific way of life. That anyone who contends that ME is concerned with justice or chastity or compassion or honesty or truthfulness must exhibit it in practice. Pring (2000) argues that moral development, rather than improving students' math or physics skills, is the primary goal of personal and social education. He uses the definition of behavior which is what someone does and is visible to support his point of view. Therefore, the main focus of ME is behavior modification. This needs to be integrated into one's understanding, thoughts, and emotions. It ought to be conduct that is advantageous to both the individual and other people.

According to Straughan (2002), morality cannot be limited to the forms of judgments one makes; it also has to encompass a person's thoughts and behaviors. One may only refer to ME as having occurred in this way. Thoughtful thinking and judgmental

levels are all very well, in the end, what matters is what the youngster accomplishes. Although schools may create new courses to encourage youngsters to examine moral issues, the success or failure of moral teaching is determined by standards of behavior both within and outside of the classroom.

2:2:1 Characteristics of Values

It is the responsibility of all schools to instill values in their students through both subject-area learning and extracurricular activities (Ogula, 2009). This is important because people strive to live up to the ideals they hold dear, hence these values define them. Values are defined by Lickona (1991) as subjective judgments of value attached to any ideas, experiences, connections, and tangible objects that affect how one feels about attitudes toward the desirability of actions or circumstances. They can also be understood as values, norms, or characteristics that one completely and voluntarily decides are worthwhile or desirable to pursue in life (Raths *et al.*, 1987). The development of values is an important life long process that determines how individuals behave as clearly put forward by Raths *et al* (1987:23) that

“Persons with unclear values lack direction for their lives, lack a criteria for choosing what to do with their time, energy and entire being”.

This means that what one values is reflected in the outcome of life as it is lived. Onsongo (2008) summarizes the meaning of values by noting that they *“are standards, criterias or guidelines which determine how people act upon available choices.”*

Values have a number of characteristics which further makes their meaning explicit. Raths *et al* (1987) outlines eight of them provided in the list below:

- i) Values give direction to behavior.
- ii) Values show what one tends to do with ones limited time and energy.

- iii) Values grow from a person's experience –influence of people and surrounding environments.
- iv) Decisions, choices, goals, convictions, interests, attitudes, feelings and preferences are indicators of values. Other indicators include the activities an individual undertakes as well as the worries, problems and obstacles that concern them.
- v) Values are dynamic-they evolve and mature as the individual's experiences also evolve and mature.
- vi) Values are aspects the society treats constantly as right, desirable or worthy.
- vii) Values result from the valuing process which includes;
 - i. **Choosing**-should be done freely from alternatives after thoughtful consideration of the consequences of each alternative.
 - ii. **Prizing**- cherishing, being happy with the choice.
 - iii. **Acting**- doing something with the choice repeatedly in some pattern of life.
- viii) Values give rise to virtues which are operative freely chosen habits developed consistently by man in society and which are assessed as good, right or worthwhile. Virtues have the properties of making those who poses them live upright.

Education is a value-laden activity, indeed as Tarlinton and O'shea (2002:90) has stated:

“Values are core to a school; they come with the architecture and the furniture and decorations of the buildings itself. They are personified in the attributes of the teachers and in the standards of behavior expected of the learners; they are

made explicit in the rubrics and rituals, particularly in those that accompany tragedy or celebrate success”.

An examination of values discourse suggests that there are a number of different kinds of values. Isaacs (1993) categorizes them into four main groups as illustrated below:

- (i) **Aesthetic Values:** These deals with aspects of beauty which is found in art, dancing, painting, drama, music, style etc.
- (ii) **Theological/spiritual Values-**These are operative habits infused by God into a person’s soul to equip them to act with regards to God as they relate to others and their environment. They mainly include faith, hope and charity.
- (iii) **Cardinal Values-**These are values acquired from society and which determine how an individual will acquire the entire array of values. They are four and include: Prudence, Justice, Temperance and Fortitude.
- (iv) **Human/moral Values-**These are the good qualities and ways of behaving or simply put the practice of moral experience-examples include obedience, sincerity, orderliness, modesty, respect, patriotism, sociability, loyalty and many more.

The famous philosopher Aristotle once pointed out that the most important value is the moral values and that all human values and value judgment are moral judgments (Aspin, 2002). In his book Isaacs (1993) explains Moral values in details indicating how teachers and parents should approach them and suggests the suitable ages that the values should be emphasized. This study questions the values enhanced through the teaching of the CCLC content in CRE. Table 2.1 gives examples of these values and the suggested ages that they can suitably be enhanced in learners as proposed by Isaacs (1993);

Table 2.1: Suggested Arrangements of Moral Values According to Age

Types of Values	Up to age 8years	From 9 to 12 years	From 13 to 15 years	From 16 to 18 years
Predominant Cardinal values	Justice	Fortitude	Temperance	Prudence
Principal Theological values		Charity	Faith	Hope
Key Human values	Obedience Sincerity Orderliness	Fortitude Perseverance Industriousness Patience Responsibility Justice Generosity	Modesty Moderation Sociability Friendship Respect Simplicity Patriotism	Prudence Flexibility Understanding Loyalty Audacity Humility Optimism
RESULTS	HAPPINESS AND HUMAN DIGNITY			

Source: Isaacs (1993:254)

2.2.2 CRE Syllabus and its Role in Learner Value Acquisition

Christian Religious Studies (CRS) curriculum instills ideals and virtues in students to change their mindsets and behaviors. According to GoK's (2015) contribution, religion serves as the moral cornerstone of any civilization. CRS explains how moral education conveys or delivers Christian ideas and beliefs to instill moral ideals in young people. The moral knowledge involved is beneficial in promoting educational growth and is not just restricted to teaching, learning, and other methods of instilling values, rules, principles, habits, and attitudes. The secondary school CRE curriculum was created with the intention of enhancing students' intellectual and spiritual growth. Most of its content is taken from the 8-4-4 curriculum, which is being reviewed to replace it with the 2-6-3-3 method. A CRE curriculum can cover a wide range of Christian issues, which is why this study was warranted. Parents understand the value of CRE classes for their children's moral and religious education. As an academic

discipline, CRE falls short in terms of time allocation in the school calendar and is unable to replace the entirety of the religious and moral lessons taught in a CRE class (Craft, 2011). It should be assigned equal amount of teaching hours same as the other art subjects (Ministry of Education Report, 2017).

According to the CRE curriculum, students who engage with the material should gain moral, spiritual, and social insights that will enable them to think critically, make moral decisions in a society that is changing quickly, respect and value their own and other people's cultures, raise awareness of global issues by realizing that all people are brothers and sisters, and positively impact both the individual and the larger community (Nyamosi, 2019). Nonetheless, teens make up the bulk of secondary school pupils, and they are in the stage of learning by trying new things and gaining independence. As a result, the majority of pupils fall prey to moral decay. A few instances of common immorality in secondary schools are drug and alcohol addiction, bullying, exam cheating, stealing, and rape, among other things. According to a 2014 study by the Kenya National test Council (KNEC), there was a notable rise in test irregularities and cheating during the Kenya Certificate of Secondary Education (KCSE) from 2,927 incidents in 2011 to 5,101 cases in 2016. According to the KNEC report, there were multiple reports of exam cheating in 2016, which resulted in the arrest of three principals and twenty university students. Despite the moral role that CRE as a subject is anticipated to perform (Nyamosi, 2019), Ndarwa (2007) highlighted that there is little to no emphasis on moral education strengthened by CRE in most schools.

It is anticipated of the CRE curriculum to introduce students to critical thinking, which is necessary for moral reasoning. But many secondary school graduates still

lack the ability to make morally sound decisions, even after being exposed to the curriculum (Kowino, Agak & Kochung, 2012). Mwalulu (2007) pointed out that politicians typically take advantage of school dropouts to wreak havoc on society. According to Oyaró (2009), a large number of pupils enrolled in Kenyan reform institutes ought to be in secondary schools rather than prisons. As a result, a lot of issues in schools are linked to students' poor conduct, unfavorable views, and lack of morality (Ming'yue, 2013). The Wangai led commission's 2001 report on the reasons of indiscipline in Kenyan schools noted that the primary source of the issues facing schools was a deficiency in the instruction of moral reasoning techniques. According to Sahu (2013), inadequate teaching strategies utilized in the moral education curriculum lead to a deficiency in moral reasoning abilities. According to Achola and Pillai (2001), the majority of pupils focus on CRE in order to improve their overall score on the KCSE exam rather than because of the moral benefits it carries. Itolondo (2011) pointed out that demotivated teachers who believed the government did not recognize them were the cause of moral education's ineffectiveness. The teachers accused the government of undermining implementation of the CRE curriculum and where responsible for the escalation of moral decadence in the country because it places more emphasis on and science subjects.

In Kenyan public secondary schools with a Christian religious bent, CRE is required for the first two years and offered as an elective for the third and fourth (Kenya National Examination Council [KNEC], 2016). This indicates that all secondary school pupils who identify as Christian or religious have received some moral education. Despite this, the majority of kids have comparatively low moral reasoning skills, which is shown in the disrespectful behavior that is seen in both society and schools. The absence of competent and experienced teachers, inadequate instructional

resources, and incorrect CRE curriculum could all be contributing factors to the low moral reasoning level (Sahu, 2013; Kowino, Agak & Kochung, 2012; Rao, 2008). Given their impact on learning outcomes, teaching strategies could also be a contributing factor. According to Felder and Brent (2005), using effective teaching strategies helps students go beyond simply acquiring knowledge and skills to help them build their ability to assess problems and situations. It has been shown by Akaranga and Simiyu (2016) that the teaching strategies employed in classrooms have an impact on moral education.

2.3 CRE Teachers' Perception on the use of Valuing Methods for Learner Value Acquisition

Teacher perceptions, as defined by Ashton (2002), are the ideas or conceptions teachers have about their pupils and are influenced by their experiences and background information. These experiences could be related to their neighborhood, employment, education, culture, or family history or traditions. A person's perspective on the world around them is shaped by all of these factors and more. Teachers of community relations (CRE) quickly recognize the value of the subject in terms of life skills and the educational, social, health, and cultural benefits that are gained. The benefits of education, as stated by Global and Evaluation (2012), include improved instruction and a positive teacher-pupil connection. According to Goldstein (1980), cited by Nyaguthii (2008), people's perceptions and attitudes about their surroundings are mental constructs. He contends that a person's view of something is based on the value they place on it, and as a result, teachers' opinions regarding CRE have an impact on the strategies they employ to value learning.

Wright (1987) writes clearly that;

"Teachers must know enough, know how students are growing, and be able to apply an effective teaching experience as part of their responsibilities". (Wright 1987:51).

Diana (2009), who cautioned that more teachers with a strong intellectual foundation, open education policies, and a keen interest in child development and related fields are needed in schools, lends credence to this viewpoint. He pointed out that there are significant historical problems with the moral aspects of teaching professions and teachers. Barley (2013) pointed out that dealing with religious content might be challenging, thus extra planning is necessary. Lierop (2012) contends that CRE fosters the growth of a Christian character in addition to imparting knowledge. Since individuals follow moral and spiritual trends, education is pointless without spiritual progress. Thus, in order to properly align education, these aspects of nature and human growth must be integrated. Every CRE teacher must receive training in order to fulfill the course requirements (Lierop, 2012).

In the area of visual art appreciation, Wahid, Bahrum, Ibrahim, and Hashim (2015) investigated the proficiency of art instructors in Kuala Lumpur, Malaysia, on PCK. Researchers discovered the traits that affect how art appreciation is taught. A qualitative research methodology was used in the investigation. Six art educators were polled. They were selected from a number of secondary schools in Kuala Lumpur through deliberate sampling. Data collection methods included observations and interviews. To guarantee that students value art in both written and spoken form, art appreciation education should not be disregarded in educational institutions. Thus, the goal of the visual art education curriculum will be achieved in that students will be able to describe, analyze, interpret, and evaluate artwork.

As Buchner (2017) noted, educators should also be actively involved in passing along values to students; they should set a high example for them. He made the observation that adolescents need role models and often pick up knowledge from all the professions around them, including the media, parents and relatives, and instructors. As a result, Kumar (2010) exhorts educators to uphold moral principles in order to spur social change. In her study of Dutch teachers' personalities, Sanderse (2008) found that many of them recognized their role in helping kids grow morally. Research shows that students like to draw from a variety of teacher qualities, including accountability, tolerance, fairness, honesty, and concern. However, Bond (2016) points out that rather than emphasizing moral education, teachers are more concerned with underachieving students and school reports. Golnal (2004) also concluded that educators should serve as the human and perfect role models for their students, instilling in them qualities like bravery, kindness, responsibility, purpose, and diligence. Additionally, he observes that students pick up more knowledge from the teacher's actions than from their own words. According to Buchner (2017), young people cannot be taught what to be by written or spoken words alone. Teachers are the ones who can educate young people what they need to be; books are not printed and placed on the shelves. This indicates that the lessons that educators impart are founded on their own experiences, emotions, and behaviors as well as how they respond to learning situations. According to Buchner (2017), instructors have an impact on students' behavior since they serve as role models for students.

Yashoda and Kumar (2017) looked into how teachers help instill moral principles in high school students. They said that instructors serve as pupils' role models. In order to help pupils, develop good character traits, they ought to instill moral principles in them. Yashoda and Kumar also underlined the need of using rewards and penalties to

modify students' moral growth. To encourage the desired character in their students, teachers ought to give them more rewards than penalties. Moral guidelines should be established by educators. They ought to use the media and a variety of other initiatives to spread moral principles.

Three studies on the development of decision-making abilities for secondary students in primary-elementary schools (Mwita, 2014; Kaimuri, 2016 & Ithagi, 2017) and high schools (Colakkadioglu & Gucray, 2012) have been carried out in Kenya. Mwita (2014), Kaimuri (2016), and Ithagi (2017) investigated how secondary school students' involvement in an interaction group-based program for developing decision-making skills affected their decision-making styles. It is clear how important effective decision-making is to people's lives given that it fosters sophisticated problem-solving abilities, psychological well-being, and psychological endurance in the face of stressful life events (Momanyi, 2008). Students learn that they are constantly making decisions as they work through the decision-skills map curriculum. Examples of these decisions include identifying their values, choosing which objectives to trade off, and determining how much information is needed to complete a task in a believable manner. Pupils start to focus more on the consequences of bad choices, such as time lost on pointless map information, difficult-to-read maps, or maps that don't answer the questions that users needed to know.

According to Moon, Annshelton, and Steven (2011), critical thinking also rests on a certain degree of creativity, which is responsible for the ability to foresee potential outcomes as well as to generate and carry out specific action alternatives for any given circumstance. A person who exhibits critical thinking, accepts new ideas, and is curious and eager to learn accurate information about the subject at hand is able to

deliberate over arguments that differ from their own or analyze an argument in light of various viewpoints (Alam, 2013).

According to Moon, Annshelton, and Steven (2011), the promotion of thinking skills—more specifically, critical thinking skills - is the conventional definition of education's actual purpose. This problem is especially important in higher education since university education prepares students for the workforce by helping them develop the skills and resources they need to overcome obstacles in the future (Opio, 2012). Although critical thinking skills development is emphasized in the educational system, there hasn't been much of an impact on putting these abilities into practice or encouraging their training thus far (Prinsloo, 2010).

According to Moon *et al.* (2011), a teacher's job is to lead students by giving them a controlled and active involvement in the process of developing critical thinking. The theoretical, practical, and motivational aspects of critical thinking are all included in this process: one is introduced to implied concepts and understanding that broaden their knowledge base; they become familiar with, hone, and expand a set of skills necessary for reflective thinking; and they strengthen their disposition to apply their knowledge and skills (Githinji, 2011). Therefore, in order to create a classroom climate that supports and encourages the adoption of a reflexive attitude toward values acquisition, such as in CRE, education systems must promote critical thinking.

When researching CRE's role on high school students' moral development in the Kenyan area of Nakuru, Chesaro (2003) suggested using teachers as moral role models. In this regard, teachers should abstain from intoxication, chain smoking in the classroom, and having sex with their students. According to Lantos (2011), character education should be implemented by educators and parents who aspire to serve as

positive role models for their students. According to Adeyemi (2009), parents' and instructors' influences on their students determine their behavior in society. Pupils generally look to their parents and instructors as role models for harmony, justice and integrity, responsibility, compassion, respect, and trust. School administrators play an important role in shaping the opinions of students and, moreover, in creating a positive sense of student unity. Cox (2013) continues by saying that religious educators must approach various curriculum components with a religious mindset. This is true because, according to Tritter (2012), religion continues to be the primary source of normative orientation in modern culture. Ziro's (2002) study on the suffering of Kaloleni's Coast County pupils revealed that sincere and intentional religious instruction can improve moral principles that are components of self-control.

The Ominde study (1964) and the Koech report (1999) both argue that religious groupings should be considered as a problem that should influence students' conduct. Religious education had to be taught by believers and committed teachers of the faith they professed in order to accomplish this. CRE teachers are supposed to fulfill particular objectives in general, according to KIE (2006). These objectives support the author in choosing pertinent information, appropriate study resources, strategies that advance aims, assessment, and methodology choices. A CRE instructor ought to pursue objectives and knowledge. Thus, as stated in Kenya's fourth purpose, the teacher establishes a setting in which individuals are educated with moral and religious beliefs. It aims to promote moral and religious values for educational purposes in Kenya.

According to Gichaga and Kerre (2004), a teacher has an obligation to support a student's intellectual growth, practical skill development, positive outlook, and moral

development. In order for teachers to properly carry out their tasks, Giussani (2001) argues that they must see education not only as an intellectual form but also, and above all, as a specific vocation for ethical craftsmanship. It is a profession to impart moral and ethical ideals to students in addition to academic information.

2.4 Valuing Methods and their use by CRE teachers for learner value acquisition

The development of valuing skills is the goal of the heuristic, analytical, and creative procedures known as valuing methods (Were, 2006). The self-exploratory activity, the group inquiry, the value clarifying answer, through sheet and diary writing, the value sheet, the project method, the understanding exercise, and the volunteer interview are only a few of the valuing techniques (Were, 2006). It has been discovered that values are developed during the course of a person's life. According to Rath *et al.* (1987:23), people with ambiguous values lack both a clear sense of purpose in life and the standards necessary to make decisions about how best to spend their time, energy, and existence.

Every school's ultimate objective is to prepare students to create a value system. value educators believe that it is the duty of all school teachers to assist students in developing a sense of worth. They do, however, recognize the challenges associated with teaching in this area, particularly in the present, given the speed and complexity of modern life, which have made it more difficult to determine what is desirable or good (Straughan, 2002). Determining what is valuable is becoming more and more confusing and daunting for a lot of students. Teachers must teach today's youth how to develop their values, yet there are obstacles in the way of their effective implementation (Straughan, 2002). A heuristic approach is suggested by existing literature on modern approaches to teaching values (Straughan, 2002). The

significance of the learner's participation in the development of values is emphasized by authors (Onsongo, 2008). They contend that the worth one acquires becomes a part of who they are. As a result, students themselves ought to take an active role by freely considering and selecting the value. The expository approaches are not compatible with this aim. Onsongo (2008:43) indicates that *`expository methods assume that learners cannot distinguish good from bad and deny them the freedom to choose`*. Literature in this field further indicates that for values to have a meaning to learners, they should be communicated with teaching methods and approaches that have the following four aspects:

2.4.1 Aspect of comprehension of knowledge

The dissemination of information is a crucial component of teaching values. Here, the teacher's job is to give the student enough, well-organized material so that, once understood, the student can put it into practice. The teacher should use proper approach and effective communication skills to erase the student's ignorance. Any reasonable judgment regarding a value choice requires a thorough understanding of the relevant facts and concepts. The student will utilize the knowledge acquired to analyze his own conduct as well as that of others and to resolve his emotional issues. Students deepen their comprehension of ideas and apply them to evaluate—even evaluate themselves. It is important that teacher give precise information without shying. Raths *et al* (1987:34) supports learner comprehension of knowledge by saying that:

“There is no such thing as a value without knowledge, without understanding. One of the basic criteria for a value is that it be thoughtfully chosen, with the awareness of alternatives and consequences associated to each”.

However, the way learners are made to acquire knowledge should not be through "rote learning or in a superficial way," as Straughan (2002:52) advises. The methods used should actively involve the learner. Knowledge properly learnt and used can lead to improvement in attitude and thus acquisition of values.

2.4.2 Aspect of Learners Rational Activity

For values to have meaning to learners they should be taught with teaching skills that call for learner rationality. Raths *et al* (1987:38) states that:

"The most appropriate values will come when learners use their intelligence freely and rationally, values are personal things, they cannot be significant if they do not penetrate the living of the person who holds them".

Raths *et al* (1987) claims that any approach that involves persuading someone to adhere to predetermined right values shows how little adults believe their students are intelligent. According to Straughan (2002:103), logical justification is essential to valuation since it is this process that grants an individual the right to express his convictions and values. Those days of tricking kids are long gone. Today's kids are capable of independent thought. It's critical that a teacher in a modern classroom be adept at handling moral issues. Students should be given the chance to consider the facts on their own and come to their own conclusions about the values they want to uphold, along with the justifications for those beliefs, during lessons and any other school activity. These way learners are helped to use their emotional awareness and thus apply rational and logical thinking to examine their personal values and behavior patterns. Teachers should only act as inspires and facilitators who guide the learners in their endeavor to acquire and develop their own values. Raths *et al* (1987:37) provides a good reason why teachers should not dictate values to learners when he says that` *as teachers we cannot dictate to learners what their values should be since*

we cannot also dictate their environment and what experiences they will have’.

Therefore, it is more important to teach them the process of valuing and the skills involved than dictate the values themselves.

Groenewegen (1993:51) goes a step further in this area by identifying eight abilities (valuing skills) that a learner is required to master to acquire values. He also suggests teaching methods that teachers can use to enhance each skill. The valuing skills are outlined below:

- i). **The ability to identify one's unreasoned preferences.** These are preferences one lives with but which have not been chosen deliberately. They are simply inherited from one`s social environment, or they result from some experience without rational reflection on whether their acceptance is justified.
- ii) **The ability to identify the origin of one`s unreasoned preferences.** Such origin may be due to one`s social environment or from a particular experience which gave rise to the preference. The reason why it is important to know this origin is that it enables one to judge afresh whether the influence of these experiences is enough justification for the preference to arise.
- iii) **The ability to identify the relevant alternatives to the unreasoned preference.** Let us take an example of a learner *who* declares that football is his favorite sport and his hobby. The exercise of the second skill may have made it clear that the origin of this lay in the fact that in the school where he did his primary education there was no other option but football. But in the secondary school where he now is also promotes basketball, volleyball and athletics. These are therefore three relevant alternatives. Has he ever tried them or even considered them?

- iv) **The ability to identify the advantages, disadvantages, implications and consequences of each alternative:** In the same way as a choice is not a responsible one unless one first considers all relevant alternatives, so it is also not responsible unless one considers first the pros and cons of each alternative objectively.
- v) **The ability to identify the factors which prevent one from being entirely at peace with a choice made:** We often make choices and then discover that there are some snags with the choice made. For instance, one may have chosen to delay marriage until after one's university education is complete but after a while one begins to think of the fact that this fellow may well be the most desirable partner that will ever cross one's path and one begins to have second thoughts about their choice. A new factor has begun to carry weight.
- vi) **The ability to identify factors which prevent one from going public; with a value choice made:** For instance, one has made up one's mind that the head teacher is right in imposing a rather unpopular rule, but one does not wish to argue the head teacher's case with fellow students- which factors exactly prevent one from doing so?
- vii) **The ability to identify factors which prevent one from acting, repeatedly and consistently, on a value choice made:** This is a very significant skill for adolescents. For it often happens that they enthusiastically defend a value in a debate but in practice they do not act accordingly. It is important for students to know that what they say in a public debate is not necessarily what they hold. Unawares, they often experiment in discussion: what if I say such and such,

how will the others react or how will I fare then? In other words what is said in discussion is often experimental, and not yet a true value.

- viii) **The ability to relate a chosen value to other values chosen earlier:** It is relatively easy to "choose" a value, but to choose twenty values is much more complicated. For instance, if both altruism and justice are chosen, instances will rise where two values compete. Or where nepotism is rejected and family loyalty accepted, there will be instances where one does not know for sure which of the two applies.

A range of realistic, critical, and creative instructional approaches targeted at the development of valuing skills are the suggested approaches for learning how to acquire them (Groenewegen, 1993). The technique of value acquisition needs a great deal of attention because of the issues with the taxonomy of instructional objectives in the affective domain. This is a result of the approach's emphasis on assisting the student in developing the skills necessary to make morally responsible decisions rather than trying to impose values on them. The following techniques are suggested by Groenewegen (1993) for honing valuation skills:

- a) **The Self-exploratory Exercise (SEE):** Through self-exploration, the learner can examine their feelings, emotions, biases, and irrational preferences in addition to their beliefs. Typically, the exercise centers on a particular value, belief, or problem. Without giving it much thought, the student is encouraged to take a tentative stance on it. It is appropriate as a class opener, especially before the teacher moves on to a new topic because it only asks for first reactions. The Yes/No question aids each pupil in recognizing their irrational inclination. For example, you could force students to examine their opinions

and feelings during a class discussion about abortion. They can be given the chance to express their opinions about abortion, providing arguments in favor of having an abortion or taking other options into consideration.

- b) **The group enquiry (GI):** The self-exploratory exercise and the group inquiry approach are comparable in that they both aim to learn what the group believes while shielding the individual from prying eyes. The approach invites students to contrast their personal choices with those of their classmates. For example, different groups could first discuss the issue of abortion to determine how they all feel about it.
- c) **The value clarifying responses skill (VCRS):** Similar to valuing approaches, the value clarifying response skill is a teaching skill that promotes the growth of valuing skills. It speaks to the way a teacher responds to a statement made by a pupil that includes a value indicator. The value clarifying response is meant to be a brief comment to get a specific learner thinking, not to start a conversation. The value clarifying response method is cautious and focused more on the student's capacity to defend and uphold the value than it does on judging, endorsing, or disapproving the learner for holding the value.
- d) **Thought Sheet and Diary Writing (TS&DW):** A "thought sheet" is a unique type of assignment where students write the ideas that are most meaningful to them, sometimes once a week. To guarantee that the ideas are specifically pertinent to the topic being discussed, the instructor should limit the assignment to the framework of a single unit. The idea papers that are useful for discussion are then chosen by the teacher. He goes over the other thinking sheets, makes notes, signs them, and sends them back to their creators. The comments ought to be in the form of written explanations that provide value.

Though there may be some consistency of thinking from day to day, journal writing differs greatly from daily thought sheets. This encourages the development of valuing skills and helps the teacher to know the learner well and so he can help them better.

- e) **Value Sheet (VS):** The value sheet is helpful in honing the valuation abilities of recognizing alternatives, benefits, and drawbacks of pertinent alternatives, as well as issues impeding one's ability to make a value decision. The method provides the student with an extensive array of options. The value sheet can be completed in class, in groups for social value formation, or individually for the formation of personal values. The teacher should divide the activity into two phases: the first should be used for reaching an interim decision, and the second should be used for a more in-depth analysis of the advantages and disadvantages of each option.
- f) **The Project Method (PM):** Almost anything may be learned at any level and in any domain through projects. Working on a project gives the student the chance to participate in interactive learning (Mwaka *et al*, 2014).
- g) **The Comprehension Exercise (CE):** Comprehending exercises can be created by the teacher for a variety of goals, such as the improvement of motivation, valuing skills, and other enabling abilities for work at several cognitive levels. To aid in the development of the kids' valuing skills, the teacher could assign them to read a narrative from a newspaper.

h) The Volunteer Interview

Once students have practiced the different valuing skills on a regular basis and are able to identify them, the instructor can write on the board an overview of the eight types of questions that go along with each of the eight valuing skills. Next, the class as a whole interview a pre-identified volunteer about a value or viewpoint that is important to him. The eight valuing skills must be requested in the questions. Even yet, the volunteer is informed that he is free to skip any questions he chooses and can end the interview whenever he pleases. Soon, students will start to feel proud of themselves for "lasting it out" for a long time, and in the interim, everyone else will learn how to ask questions important questions. This is not only a good valuing method, it also has a strong motivational effect of getting students much more deeply involved in a topic than they would otherwise.

Table 2.2: Valuing Skills and Recommended Instructional Methods

VALUING SKILLS	METHODS OF TEACHING							
	SEE	GI	VCRS	TS&DW	VS	PM	CE	VE
Identifying one's unreasoned preferences	✓	✓	✓					
Identifying origin of one's unreasoned preferences	✓		✓					
Identifying alternatives to one's unreasoned preferences		✓	✓	✓	✓	✓	✓	
Identifying advantages of and disadvantages of one's of alternatives			✓	✓	✓	✓	✓	
Identifying factors preventing one's peace with a choice			✓	✓	✓	✓	✓	
Identifying factors that prevent one from going public			✓		✓	✓		
Identifying factors that preventing one from acting on a choice			✓		✓	✓	✓	✓
Relating one value choice to other value choices			✓		✓	✓	✓	✓

Source: Groenewegen (1993:83)

2.4.3 Balance between the Teacher's Neutrality and Leadership

Given the complexity and the mixed backgrounds of learners in a modern classroom it is important that a teacher becomes a leader but strives to remain neutral when dealing with value issues. Tomlison *et al* (1986:82) indicates that:

“The teacher is important in the classroom and should insist on fair play and impartiality on the moral autonomy of each pupil, on respect of persons and the importance of seeing life through other people's eyes. In this way the teacher provides the classroom conditions within which individuals may shape their own views on particular values”

The teacher's impartiality creates an environment in the classroom where topics can be discussed between them and the students without undue favoritism. On the other hand, students gain the ability to regulate their emotions and learn to accept and appreciate the opinions of their peers, which helps them make decisions later when it's calmer rather than in the heat of the moment.

Sometimes, though, it might be difficult for a teacher to maintain total objectivity. In these situations, a teacher can take a cue from Tomlison *et al.* (1986:82), who suggest that if the teacher is aware of his strong bias, he should make every effort to make up for it by providing a fair opportunity for argumentative alternatives. Issues might emerge when students exhibit unfavorable tendencies in their attitudes or behaviors. In the following remarks, Banks advises teachers to guide students toward the appropriate course of action rather than taking a neutral stance:

“When children exhibit negative attitudes and behavior, they should be helped to find the reasons behind this and to discover that it is not consistent with basic societal values....if a teacher accepts a learner's negative behavior, it may lead other learners to believe that the teacher approves of that behavior”.

Value educators agree that learners should be led to understand on their own what the wrong they have done and change the wrong for themselves. Physical punishment or the use of abusive language on pupils produces resentment and frequently negative results (Tomlison *et al.*, 1986).

2.4.4 Aspect of the Teacher`s Passion to Communicate

This facet encapsulates the instructor's personality, how it affects the student, and how deeply the teacher wants the students to meet the established learning goals. It also suggests that the instructor is creative in how they deliver the material so that the student understands and uses it in their everyday lives. In order to have a positive impact on the lives of their students, teachers should cultivate a passion for effective communication, as outlined by Humphreys (1993:9) in his definition of seven key principles in education. The author lists these principles as “*the principle of the teacher, the principle of education, the principle of activity, the principle of Communication, the principle of the Heart, the principle of encouragement and the principle of Readiness*”. These principles are briefly explained below:

The principle of the Teacher emphasizes the importance of a teacher's character and the professional abilities they should use in order to successfully teach and, by extension, promote values. For example, she or he should be a strong role model for their students and have a significant personal impact on the achievement of value education. The ideal to aspire to is the life of a teacher, particularly the one whom students look up to the most. Students will observe their instructor to learn how adults behave. Instructors must always be conscious of the significant impact their activities have on students. This does not imply that educators should become saints, but rather that they should genuinely strive to be the greatest versions of themselves. Briefly stated, the principle of the teacher implies that a teacher's words should complement with their deeds. To inculcate values in the youth, one should be seen practicing the values that one encourages. Effective teachers will always teach from the overflow of a full life.

The principle of education encourages all teachers to be educators who realize that all study must take place in the context of values and that education is to produce learners who value life and aspects that protect it. **The principle of activity** warns the teacher on teaching methodology that does not encourage the learner's participation. It encourages the use of the life approach to content presentation to make it alive and specifically useful to the learner. **The principle of communication** rounds it all up by indicating that the whole business of teaching is communicating. Poor communication removes the teacher from business meaning that for effective teaching there is a need for teachers to sharpen their communication skills. **The principle of the heart** notifies educators that teaching should not only affect a section of the pupil's make up but should affect the learner's personality in totality. This encourages a style of teaching that positively transforms the learner for better living. **The principle of encouragement** recognizes individual differences in learners. Teachers ought to encourage each pupil according to individual strengths and weakness. Finally, **the principle of readiness** explains the importance of motivation in learning. Teachers have to continually motivate their learners if any content is to be appreciated.

The diverse valuing methods that CRE teachers employ during teaching help learners to understand the lesson and practice what they learn. The use of valuing methods and techniques take care of individual differences in students. The use of the valuing methods varies according to context. According to moral educators such as Groenewegen (1993), valuing methods are a set of heuristic, critical and creative methods which are geared to development of the valuing skills. Valuing method are categorized as the self-exploratory exercise (S.E.E), the group enquiry, the value

clarifying response, through sheet and diary writing, the value sheet, the project method, the comprehension exercise of valuing method and the volunteer interview.

A research on the effects of teachers emphasizing reading understanding in Iran done by Lak, Soleimani and Parvaneh (2017), aimed at determining if teacher-centered approaches to conceptualization approach focusing on teachers, a student sample was recruited with 120 Iranian EFL students, the analysis of data acquired using SPSS was based on inferential statistics. The study revealed there is enhanced understanding, reading performance for EFL students in Iran. The study concluded that teacher-centered approach does not improve the understanding of reading for students of Iranian EFL. However, the study explored the influence of teacher-centred techniques in the learning of concepts, which focus primarily on English as a foreign language.

A study by Emaliana (2017) on the issue of education promotion in India and Indonesia was conducted to investigate students' learning requirements in the English department in accordance with the methods and teaching approaches that were students-centered approaches. The student data have been gathered utilizing questionnaires from undergraduates and graduates. The data was analyzed using an ANOVA technique. The results of this study indicated that students should have a thorough awareness of their educational needs as part of their curriculum and materials design. The study concluded that a methodology that focuses on teachers and students should be used. It was, however, a case study which could not be generalized as the sample size was very small due to its individual nature.

In Lagos State, Nigeria, Odumosu, Olisama, and Areelu (2018) examined the effect of teachers' content and pedagogical topic expertise on students' Algebra achievement. Using a test-retest quasi-experimental approach with a 3x3x2x2 factorial matrix, 421

senior high school II students and 12 mathematics teachers were randomly selected from eight (8) public and four (4) private schools in Lagos State's Education District 5. There were three instruments used. To analyse the data, graphs, and ANCOVA were utilised. Following instructors' exposure to content knowledge, the findings suggested that Technological Content Knowledge (TCK) similarly affected algebraic achievement across all subject areas. Technological Pedagogical Knowledge (TPK), on the other hand, did not have an equivalent effect on all kids on the algebraic achievement test. Gender had a substantial effect on students' algebra achievement following exposure to teachers' material and pedagogical competence.

Josiah and Oluwatoyin (2017) investigated teachers' content knowledge in secondary schools in Nigeria's Edo south senatorial zone to predict students' academic progress. A correlational investigation was conducted utilising a survey methodology. 418 secondary school mathematics and English language educators in Nigeria's Edo South Senatorial District served as the population for this study. The checklists titled "Students Academic Performance Checklist (SAPC)" and "Teacher Quality Checklist" were used to collect data (TQC). The data were analysed using the Pearson product-moment correlation coefficient. We employed frequency distributions, percentages, and the Pearson product-moment correlation coefficient. The data suggested that the quality of teachers in secondary schools in Nigeria's Edo south senatorial district was satisfactory. Academic proficiency was average among secondary school students in Nigeria's Edo south senatorial region. The academic credentials and calibre of teachers had no apparent effect on students' academic progress. It was proposed, among other things, that principals ensure that teachers'

potentials are fully realised and maximised in order for their academic performance to reflect their moral excellence correctly.

A research was done by Ubulom and Okwanda (2017) in the Rivers State to examine ways of teaching financial accounting in high schools, both for teachers and students. This study aimed to evaluate the process of the reliability of financial accounting techniques for teachers and students in secondary schools. During the study, the evaluation research was designed and the stuffed beam process assessment component was used. The sample size of the analytical unit was 250 people. The study highlighted the inefficiency of teacher-centered education, whereas student-centered methods in all high schools in the Rivers State were shown to be efficient in accounting teaching. The study indicated that even while strategies based on learner-centered achievement had greater returns, teacher-centered approaches could not be totally disposed of. This study was a longitudinal study that does not allow the generation of new knowledge separate from what existed previously and because the researcher was fatigued (Ubulom and Okwanda, 2017). This study adopted mixed research method which collected data from teachers and students and also both questionnaires and interviews were used and thus new knowledge was produced from the study.

The many strategies used by CRE teachers in teaching help students understand what they study and practice. Teaching methods and techniques deal with individual student characteristics. Depending on the situation, the use of approaches is different. The style of teaching is classified into four categories, according to Emaliana (2017). These are words, exhibitions, ideas exchanges and group planning. The employment of suitable teaching methods enhances learning. A teacher should use approaches which focus on learning and encourage good behavior changes in the student.

Teachers must employ new technologies and innovations to promote and manage positive developments (KIE, 2016).

The real use of the curriculum as a field to enhance the curriculum effectiveness has been established by Adeyemi, (1989). A study of the quality of peer-to-peer coaching by Adeyemi (1989) indicated that for most teachers, it is important that they have resources to teach more in order for a teacher to be effective. The study concludes that every teacher training should help the teacher in the classroom. The Ominde report (1964) does not support the use of a classroom excavation approach. The research urges teachers not to include learners in the classroom. The report advises teaching staff to adjust their ways of teaching to learners' requirements. In the Gachathi report (1976), teaching approaches should also be directed towards ensuring that education is relevant to daily problems. This was accomplished through enabling students to identify environmental activities, gather data, evaluate data and apply information in order to solve issues.

KIE (2002) maintains that CRE has been used for the promotion of an approach to CRE-learning that is student-centered. The interests, activities and experiences of the students should be used as a means for exploring the faith of Christians according to this syllabus. Teachers should avoid grownup presentation of religious facts and ideals. This enables people to learn about religious traditions and to think on the meaning of those beliefs and values (Illiot, 2018). Groenewegen (1993) demonstrates that different ways of teaching are available, from transmission to reasoning. Transmission was described as the transfer of teacher-student content. This is a method that focuses on the teacher. Lesson is one of the most common study techniques. Groenewegen (1993) maintains that this style of teaching takes minimal

time to provide knowledge. These are the learners, who are docile, quick doze or to dream without notice from the teacher.

Gachego (1990) cautions teachers when they instruction to be attentive. The teacher should avoid lecturing, but should incorporate students in the drama, reading, answering and reading the Bible as well as other kinds of communication, which lead to debate, conversation and exploration. Storytelling is a powerful and popular technique to educate CRE (KIE, 2006). Teachers employ stories generated on the basis of the daily experiences of their learners and link them to the teaching of the Bible. It helps to find good values and morality for learners. Lierop (2012) says that stories include individuals in overcoming the obstacles of race, ethnicity, or school barriers. Teachers are urged to narrate stories leading to the formation of character. Instead of over-reliance on cognitive skills, the employment of emotional evaluation abilities paves the way for freedom of choice and capacity to make significant moral decisions (KIE, 2006).

For teachers to play a role in the influence of learning values, the valuing model utilized in CRE is significant. Ryan (2013) states that a valuing approach guarantees that learners acquire personal strength and skills. Teachers must educate students to regard themselves as persons who can stand for values and command authority in a form of self-worth. Learners are made to establish groups that extend to other values that one has for oneself by forming a social community. This implies that learners feel like humans, respect and care for one other and feel that they belong to the group. (Boss, 2011).

Without a value model, learners' self-esteem are not developed in any CRE learning program. The value of ethical conduct is not known to these learners. The self-esteem

established by a value model is important for the growth of behavior as character, when you love yourself, starts with self-esteem since it is simpler to love your neighbor. (Boss, 2001). Social community building is also of value because, it contributes to self-esteem, partly by creating a norm of mutual respect that inhibits the put downs by which learners undermine each other's self-esteem and partly by helping children to feel known and positively valued by their peers. Social community supplies a vital affective dimension to moral education, a flow of good feeling that makes it easier for learners to be good, easier for them to cross the bridge from knowing what is right to doing it. Teachers who take the trouble to build positive group feeling, Akech (2005) observes, that developing virtue is an affair of the emotions as much as it is an affair of the mind. Teachers could also use audio visual presentations to transmit information to the learners.

The use of films, video and taped audios can make presentations interesting (Groenewegen, 1993). Brendah (2015) posits that visual materials from religious bodies could be used for the benefit of learners. Such materials stimulated students thinking and understanding of different concepts. A good example was a video on drug abuse and/or on HIV and Aids which could help to warn the learners against such vices as drug abuse and HIV infections. Groenewegen (1993) argues that the strength of the audio visual presentation can present something that is close to real life experiences, thus simplifying a complex issue. Groenewegen (1993) identifies text reading as a method that is used to facilitate the acquisition of values other than knowledge. Textbook reading makes the teachers prepare poorly for the lesson since they only ask learners to read in class. According to Amugune (2005) this is worsened since schools have inadequate textbooks in CRE. On the other hand, this encourages

sharing between students and students and between students and their teachers. CRE teachers should select methods which aim at making teaching learner-centred and help to bring about positive behaviour change (Kenya Institute of Education, KIE, 2016). One of such recommended methods is discussion. According to KIE (2016), this method gives the learners an opportunity to express their ideas in the topic being taught. This enhances the learner's participation and arouses their interest in the lesson.

Chesaro (2003) adds that discussion in CRE leaves the teacher assured that the students are not only gaining academically, but are also molded spiritually, morally and values enhanced. However, according to Groenewegen (1993), many teachers do not use this method citing a reason that it breeds rowdiness, time wasting, disturbances, and excessive noise. Use of song and dance is also a good CRE teaching method. Evening (2014), notes that singing and dancing provided a most valuable opportunity of sharing and demonstrating values in communities. Some songs and dances carry deep messages which positively changes behaviour in the entire community (Levi, 2017). According to KIE, (2016) songs and dances are important ingredients in the teaching of CRE subjects, because they arouse attention, create interest in the lesson and help the learners to internalize the main ideas and values.

In the question and answer method cited by the KIE (2016) the mental growth of the learner is encouraged. Lierop (2012) observes that this method stimulates the mental growth of the learner and also encourages them to be active in searching for the truth. Groenewegen (1993) also notes that the teacher's question raises a question mark in the mind of the learners who subsequently begin to search for solutions to their problems. Kerry (2012), observes that this method helps to create good relationship

between the teacher and the learners. Maudho (2007) note that role play is widely supported by educationists since it encourages learners to work as a group thus promoting leadership skill. This method enables one to unfold his potential and to socialize with the others while learning to be independent. Lierop (2012) observes that this method offers an excellent means for the Christian educator to build moral and spiritual values in character formation. Role play provides an opportunity for co-operation, planning and judging, making moral and religious ideas more concrete and real.

The Project work method gives the learners an opportunity to apply life skills like creative thinking, critical thinking and decision making. These life skills are acquired in the process of learning and help the teacher assess the acquisition of knowledge, skills and attitudes (KIE, 2016). Groenewegen, (1993) observes that, projects help students grasp what it means to be a loyal citizen or a committed Christian. Lierop (2012) notes that project is an outstanding method for character building. This method trains the learner in planning, carrying out one's purpose, strengthening the will and perseverance of the personality. It is a better alternative to lecturing (Gachegoh, 1990).

Ombuna (1994), who studied the effectiveness of teachers' use of life approach method in teaching CRE in Nairobi District, notes that teachers make little effort to link the students with the day-to-day experiences. Teachers concentrate on the use of lecture method with very little participation of the learners. This makes the students have a negative attitude towards the subject. This inadequate teaching approach, combined with inadequate learning resources contribute to poor performance of the students. This study recommends intensified supervision by the inspectorate in the

Ministry of Education (MoE) to guide secondary schools on the need to vary their approaches to CRE. Amugune (2005) recommends that teachers of CRE should be encouraged to attend in-service programmes, seminars and courses in order to boost their efficiency and effectiveness. Appropriate teaching methods are, therefore, important and teachers should vary them in lesson presentation to make learning interesting, focus on the learner's attention and cater for individual needs of the learner. Luvanga (2003), recommends that teacher educators, quality assurance officers and other stakeholders in the teacher education should emphasize the use of learner centered teaching in CRE. The teacher should be encouraged to employ learner centered strategies as opposed to teacher-centered approaches to teaching CRE.

2.5 Assessment methods CRE teachers use to assess learner value acquisition

Beyond merely facilitating access and participation, assessment is a process that helps direct attention toward the most important aspects of education (EPPI, 2002). It describes procedures wherein systematic and planned gathering of learning evidence is done in order to assess the level of learning achieved by students (EPPI, 2002). The author goes on to argue that in order to develop techniques for even greater teaching and learning, it is critical to collect data on learners' current learning status and advancement. In order to address information needs and facilitate decision-making in the classroom, school, and education system, it is imperative that such information be shared with stakeholders throughout the whole educational system. Effective learning assessment is supported by the claim that classroom teachers possess a wealth of information about each student. This information, when presented in a methodical way, increases understanding of both individual and group learning needs and may prompt preventive measures that improve learning trajectories (Mwaka *et al.*, 2014).

In order to help plan for the next day, teachers must frequently assess how effectively their students are learning or progressing, how well the course objectives are being met, and how successful the particular session was (Lawton *et al*, 1995). This investigation centered on the subsequent evaluation techniques:

i) Observation Method: As an evaluation technique, observation is described as either a nonjudgmental account of events that occur in the classroom that may be examined and understood, or as the methodical recording of observable behaviors or events in a natural setting (Gorman & Clayton, 2005). It is a technique for collecting information on students' learning progress that teachers can use to modify their instruction and enhance and advance both teaching and learning (Bailey, 1998). Additionally, it records certain facets of performance, such as human abilities and behaviors, that are not gathered through traditional paper-and-pencil assessments; consequently, it can enhance the caliber of instruction and the efficacy of learning (Shing, 2011), particularly for productive skills, which place equal emphasis on the learning process as well as the final outcome. Observational data can be converted into insightful feedback that helps learners advance, reflect on their learning, and actively participate in evaluating their own development, ultimately giving them control over their learning process (Chen, 2008). When educators are guided in their observation process objectively, they might gain insight into a learner's developed attitudes, values, and interests. This study questioned CRE teachers' use of this approach to collect information on learners' acquisition of values. Do CRE teachers consciously use this method to assess the effects of the CRE content they teach? What are the challenges they experience while using this method?

ii) The Project Method: According to Mwaka *et al.* (2014), a project is a challenging act that is completed in its natural environment. It is utilized in teaching to expose students to learning activities that allow them to apply previously learned knowledge and apply develop new knowledge. Projects may be used to learn practically anything at any level in any discipline, according to Okello (2014). Were (2006) notes that in the teaching of CRE, project work encourages students to actively participate in the learning process and, when properly constructed, is able to improve and measure valued abilities such alternative identification, The advantages and disadvantages of each value choice, the obstacles to openly supporting a value choice, the obstacles to acting regularly and consistently on a value choice, and the relationship between one value choice and other value choices are all identified. However, the main drawbacks of using this approach are its reliance on time and resources, the need for design expertise, and the potential for subject matter overlap (Mwaka *et al.*, 2014).

iii) The Project work method provides students with the chance to practice life skills including critical thinking, creativity, and decision-making. These life skills are developed during the learning process and aid in the evaluation of information, abilities, and attitudes by the instructor (KIE, 2016). According to Groenewegen (1993), projects assist students in understanding what it means to be a devout Christian or a faithful citizen. According to Lierop (2012), the project is a superb technique for developing character. This approach develops the student's ability to organize, carry out goals, and fortify their will and perseverance. It is superior to giving lectures (Gachegoh, 1990).

iv) Attitude and value scales: According to Were (2006), attitude and value scales are important instruments for assessment in CRE instruction. These comprise a series

of questions or statements that students are asked to answer according to their own preferences, emotions, or beliefs (Onsongo, 2008). She goes on to say that these scales don't have right or wrong responses; rather, they are typically rating scales. The Likert scale is the most often used attitude and value scale. This scale includes remarks that express both favorable and unfavorable opinions toward a certain item or subject. Next, the assertions are rated by the learners according to how much they agree with them. Several researchers offer comparable stages in the process for developing these scales. They suggest three main stages which includes deciding the measure and purpose of the measurement, generating item pools and defining the format for the scale.

v) Comprehension exercises: In the teaching and evaluation of CRE, a comprehension exercise consists of using a text passage and posing a series of questions regarding its content. Typically, the questions require students to do much more than just comprehend; they also ask them to be critical and sometimes creative (Onsongo, 2008). She makes the argument that studying biblical texts with a significant depth of meaning calls for the application of this method in particular. According to Okello (2014), teachers can create comprehension exercises using the comprehension exercise as a valuing method for a variety of goals, such as the development of valuing skills, motivation, and other facilitating skills for work at multiple cognitive levels and to support students in self-exploration. For example, to help the students investigate topics suggested by the text linked to the topic under discussion, the tutor can assign them to read a story from a newspaper. According to Abdelhalim (2017), the efficacy of this approach relies on the reading and comprehension skills of the learners. This involves the ability for the student to think critically and reflect on the knowledge that has been provided. In a similar vein,

involving readers in collaborative inquiry as a consequence of a discussion-based reading model effectively stimulates learners' cognitive abilities as they reflect and consider textual questions. The goal of engagement is to maintain readers' cognitive and behavioral activity; hence it is crucial to measure readers' engagement in relation to interest, self-regulation, motivation, reading attitude, and participation with the text (Roomy & Alhawsawi, 2019).

vi) Use check lists: According to Merriam-Webster (2018), rubrics, rating scales, and checklists are instruments that specify particular standards and enable educators and learners to compile data and assess students' knowledge and abilities in connection to learning objectives. They provide methodical approaches to gathering information about particular behaviors, abilities, and knowledge. The quality of the descriptors selected for evaluation has a significant impact on the quality of data obtained using checklists, rating scales, and rubrics. Also, for them to be beneficial, students must actively participate in the evaluation process and comprehend the input they get. Before gathering and analyzing data on students' work, checklists, rating scales, and rubrics serve as tools for systematic observation recording, self-evaluation, and the documentation of the development of particular skills, strategies, attitudes, and behaviors required for learning. They also help to identify students' instructional needs by providing a record of current accomplishments. Merriam-Webster (2018) highlights further that a checklist could include a list of values or characteristics of behavior; the teacher's job is to watch, mark whatever behavior the student demonstrates, and draw conclusions.

vii) Formal Classroom Tests: Paper-and-pencil tests and assignments created for students at different stages of their learning are examples of formal classroom assessments (Mwaka *et al*, 2014). When properly crafted, they serve as tools for gauging students' learning, including their interests and attitudes. These assessments are used by teachers to gauge their students' performance and the degree to which learning goals are being met. This approach gives educators and parents insight into students' progress, enabling them to offer the required support and advice. According to Ramona (2014), there is no separation between the cognitive and emotive realms. He goes on to explain that when the affective domain is properly developed, learning in the cognitive domain is increased. Students who are conscious of their emotions and feelings are more likely to take actions that will promote learning. According to Onwuegbuzie (2004), pupils who experience anxiety are unable to successfully complete tasks and assignments.

Laughlin and Hartoonian (1995) say that there are two broad types of assessment/evaluation. These are formative and summative. Formative assessment includes formal and informal observations, checklists, oral or written questionnaires and tests that provide information about content, skills, perspectives and thinking process of the learner. Okech and Asiachi (1992) put it that formative assessment goes on in the course of the learning process and can be conducted through: Observations and oral questions, giving written questions, giving assignments, giving projects and use of continuous assessment tests.

Summative assessment on the other hand comes at the end of the course or programme, for example KCSE that is done after completing four years in secondary school (Okech and Asiachi, 1992). The two broad methods of assessing pupils, that is, formative and summative assessments/evaluation are applicable to all subjects,

including CRE (KIE, 2002). These methods could equally be used to assess the understanding of the CRE concepts among students in secondary schools who undertake the same curriculum.

Assessments are designed for a specific purpose. Those used in most states today are designed to rank-order schools and students for the purposes of accountability—and some do so fairly well. But assessments designed for ranking are generally not good instruments for helping teachers improve their instruction or modify their approach to individual students. First, students take them at the end of the school year, when most instructional activities are near completion. Second, teachers don't receive the results until two or three months later, by which time their students have usually moved on to other teachers. And third, the results that teachers receive usually lack the level of detail needed to target specific improvements (Barton & Levstik, 2011).

Since most students want to succeed at school, what the assessment of their learning consists of, was virtually determine what learning activities they undertake especially as the assessment period draws near. Those learning activities which are closely connected with what is included in the assessment are undertaken enthusiastically; and those which are only remotely linked with what goes into assessment package are hardly undertaken. Thus, student assessment is a powerful learning tool which can be used with great advantage in the teaching-learning process (Oginga, E.A, *et al*, 2014). However, it can also hamper the teaching learning process.

Thus, the learning activities and the assessment activities form the means of acquiring the desired knowledge, skills and attitudes. Assessment activities also help in the determination of the degree to which the learning objectives are being or have been

met. It is in this process that assessment procedures promote or thwart the achievement of learning objectives (Oginga, E. A, *et al*, 2014). The assessment methods mainly recommended consists of oral tests, written tests, assignments and observation (MoE, 2012).

According to Kifer(2001), the best classroom assessments also serve as meaningful sources of information for teachers, helping them identify what they taught well and what they need to work on. Gathering this vital information does not require a sophisticated statistical analysis of assessment results. Teachers need only make a simple tally of how many students missed each assessment item or failed to meet a specific criterion. State assessments sometimes provide similar item-by-item information, but concerns about item security and the cost of developing new items each year usually make assessment developers reluctant to offer such detailed information. Once teachers have made specific tallies, they can pay special attention to the trouble spots—those items or criteria missed by large numbers of students in the class (Stiggins, 2002).

Stiggins (2002), continues to state that in reviewing these results, the teacher must first consider the quality of the item or criterion. Perhaps the question is ambiguously worded or the criterion is unclear. Perhaps students misinterpreted the question. Whatever the case, teachers must determine whether these items adequately address the knowledge, understanding, or skill that they were intended to measure.

If teachers find no obvious problems with the item or criterion, then they must turn their attention to their teaching. When as many as half the students in a class answer a clear question incorrectly or fail to meet a particular criterion, it is not a student

learning problem it is a teaching problem. Whatever teaching strategy was used, whatever examples were employed, or whatever explanation was offered, it simply did not work (Barton & Levstik, 2011).

During the 17th century, Jesuits started using examinations for selection of school entries in their education system. The use of examinations continued spreading to the Northern parts of Europe and United States of America as industrialization increased and spread as a result of the improvement of communications (Eckstein *et al.* 1996). All along it was at a national level that examinations were conducted but gradually institutions started developing their own tests and examinations as means of selecting candidates for admission. Literature shows that assessment has undergone changes from the first time when it was dominated by testing of individuals to the contemporary time when the discourse is on formalising collaborative self and peer assessment (Cassidy, 2007).

In Africa, tests and examinations have from the times of political independence, provided selection decisions which are based on the progression of a learner from one level of education to another; placement in certain vocations and selection for further educational opportunities or jobs. A cross-sectional survey study was conducted in Uganda (Odongo, 2007) with a purpose of determining the opinions of 3,200 Ugandan schoolteachers regarding the necessity and relevance of public examinations as conducted by Uganda National Examination Board (UNEB). The motivation for his study was that ‘while the Ugandan public appears to accept the inevitability of the summative public examinations, there has been a strong argument against challenging the legitimacy of these examinations’ (Odongo, 2007).

The status accorded to national examination in the Kenyan education system does not differ much from what studies have reflected elsewhere in the region according to Onyango (2016). In a study that was aimed at investigating the link between School Based Assessments (SBA) and public examinations from Kenya National Examination Council (KNEC), he highlights how the examinations offered by examination boards such as KNEC are considered by the public to be ‘high stake examinations since they determine who in society will move from one level of education to the next’ (Onyango, 2016:23). One of the findings in his study is that ‘The differences in terms of facilities and conditions in various schools across Kenya affect the quality of work produced by learners. This makes the comparison of the performance of learners less objective. In CRE, this form of assessment assesses competence rather than values. It seeks the best rather than classical performances and it constructs the learner instead of punishing him/her as it is the case with norm-referencing (Gibbs, Graham & Claire, 2004). Moreover, it reports 'how well' learners are doing in relation to the set educational goals, and it provides feedback relative to learning targets. Objectives, both in the form of goals, as well as instructional objectives, are essential components of any teaching-learning activity and they compel teachers to plan their teaching in order to achieve them. Objectives are used as yardsticks by which teachers can find out 'how much and how well learners have learned. Suffice it to say, educational goals give birth to instructional objectives of a single or more lessons and these instructional objectives act as important ingredients of criterion referenced assessment (Maki, 2002).

The purpose of assessment is summative, intended to certify learning and report to parents and students about students’ progress in school, usually by signaling students’

relative position compared to other students. Assessment of Learning in classrooms is typically done at the end of something - a unit, course, a grade, a program and takes the form of tests or exams that include questions drawn from the material studied during that time. In Kenya, assessment results are expressed symbolically, generally as marks across several content areas to report to parents (Otieno, 2014). This is the kind of assessment that still dominates most classroom assessment activities, especially in secondary schools, with teachers firmly in charge of both creating and marking the test. Teachers use the tests to assess the quantity and accuracy of student work, and the bulk of teacher effort in assessment is taken up in marking and grading.

A strong emphasis is placed on comparing students, and feedback to students comes in the form of marks or grades with little direction or advice for improvement. These kinds of testing events indicate which students are doing well and which ones are doing poorly (Tarman & Ayas, 2011). Typically, they do not give much indication of mastery of particular ideas or concepts because the test content is generally too limited and the scoring is too simplistic to represent the broad range of skills and knowledge that has been covered. But this lack of specificity hasn't presented a problem because the teachers' perceived purpose of the assessment is to produce a rank order of the students and assign a symbol to designate the students' position within the group, whatever group it might be. Teachers maintain voluminous records of student achievement that are used only for justifying the grades that are assigned.

Although the public has been largely supportive of grading in schools, skepticism is increasing about its fairness and even its accuracy. Educational researchers and theorists have been critical of traditional grading practices for quite some time (Ingosi, 2011). In terms of measurement theory, grades are highly suspect. Why?

Because teachers consider many factors other than academic achievement when they assign grades; teachers weight assessments differently, and they misinterpret single scores on assessments to represent performances on a wide range of skills and abilities (Ingosi, 2011). As education becomes an essential ingredient for a successful future, more attention was paid to how grades are calculated and how well they actually reflect what they are taken to mean.

Several studies also report that there is a risk of conscious or unconscious bias in teacher-based assessment, i.e. that teachers may give more help to some students, or in their marking may give inappropriate weight to prior knowledge and expectations of particular students (Emaliana, 2017; Gholami & Tirri, 2012).

Where teachers are responsible for summative assessment, there is also a risk that teachers become subject of parental pressure to lower assessment standards and provide higher marks for their children (Kattam, Chebet & Kipkemboi, 2016). Kowino, (2011) find that parents do not perceive tougher teachers to be better teachers and tend to prefer high marks over high standards. This could lead to potential distortions of results due to parental pressure. With internal summative assessment, the teacher also acquires a double role of teacher and assessor. Rather than strengthening the teacher-student relationship, this may in fact result in a distancing between the student and the teacher (Lak, Soleimani & Parvaneh, 2017). Indeed, students may refrain from asking questions fearing that this could be interpreted as a sign of slow progress and low achievement (Onyinye & Tyough, 2018). The teachers' role in internal summative assessment may thus negatively impact on the effectiveness of their formative assessment approaches.

Sun and Shek, (2012) suggest that a combination of teacher-based and external assessments would be most suitable to ensure maximum validity and reliability. Learning outcomes that can be readily assessed in external examinations should be covered this way, whereas more complex competencies should be assessed through continuous teacher-based assessment. Where teacher-based assessment is used for summative purposes, it is essential to pay attention to maximizing reliability, by using scoring guides, negotiated scoring criteria, external benchmarks, training for teachers, multiple judgements and external moderation. It is also important to provide a range of nationally validated assessment tools that teachers can use to assess their students reliably when they see fit (Varghese, 2018).

Instructors often combine assessment with grading. This is a mistake. It must be understood that student assessment is more than just grading. Assessment links student performance to specific learning objectives in order to provide useful information to instructors and students about student achievement. Traditional grading on the other hand, according to Witkowska, & Menckel, (2005). Does not provide the level of detailed and specific information essential to link student performance with improvement. “Because grades don’t tell you about student performance on individual (or specific) learning goals or outcomes, they provide little information on the overall success of your course in helping students to attain the specific and distinct learning objectives of interest.” (Witkowska, & Menckel, (2005, pg. 6) Instructors, therefore, must always remember that grading is an aspect of student assessment but does not constitute its totality.

2.6 Challenges encountered by CRE teachers in the use of valuing methods

Challenges in use of valuing methods by CRE teachers can originate from within the teacher or the system (school environment) (Kealey *et al.*, 2000). Both can inhibit a positive teacher reaction to pedagogy and undermine its subsequent implementation and long-term acceptance (Levenson & Hamilton, 2010). Behavior change curriculum involves innovative learning activities that may require the use of new or non-traditional teaching styles which the teachers are unfamiliar with (Botvin, 1990).

CRE was introduced by the missionaries mainly for evangelical purposes. In the mission schools, the local people were taught how to read and write using the Bible as the main reference book (Onsongo, 2008). The schools were used as focal centers for winning converts as the Christian missionaries had a preconceived idea that Africans could easily be converted to Christianity through schooling. The teaching of the Bible was emphasized and CRE formed the core of the whole school curriculum. Schools started and ended the day with prayers and hymns and although other subjects were later taught, they were only included because they were supportive to the Christian instruction (Otiende&Malusu, 1994). CRE moulds the students into mature persons who will positively contribute towards the good of his/her nation (Whither & How, 1982).

This means that the national goals of education formulated by the Ominde Education Commission (RoK, 1964) are achieved through the teaching and learning of CRE. With the prevailing moral degeneration in Kenya, there is need to counter this through inculcating long lasting moral values in the citizens. The right foundations for bonding values need to be laid down. Onsongo, (2008) argues that the teaching of CRE in schools is to produce boys and girls who will be men and women of real

Christian character. CRE has a great potential to carry out this responsibility given that its objectives are not only on acquisition of knowledge but also formation of Christian values. In other words, as much as CRE has an academic component it has not left out the issue of character formation, both at the attitudinal and behavioral levels. Nguru (1998), discussing about Christian Religion and the development of Africa, says that there is need to strengthen CRE in schools at all levels. CRE should be a compulsory subject due to its importance in inculcating Christian values and morals. He also adds that there is need to support Christian Union and Young Christian Society activities and all schools should have Chaplains to take care of the spiritual nurture of staff and students. CRE has a unique potential to help young people to live more fully and more richly.

In the teaching of CRE, the teacher is expected to apply appropriate teaching methods based on the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behavior change. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change. In her study on the use of the life approach method in the teaching of CRE in secondary schools, Onsongo (2001) defined life approach as starting to teach with the real and concrete and the present situation of the learners, and letting them arrive at a religious understanding of those experiences.

The life approach implies that God speaks to people through their situations and experience and emphasizes the use of the learners' day-to-day experiences as the basis of teaching CRE. Religious beliefs cannot be taught as if they were facts; they are by

nature experiential (Onsongo, 2001). Findings from developmental psychology presuppose a developmental approach in all teaching. This calls for emphasis on the students own experiences, needs and interests and the need to encourage the learners to look more deeply into their feelings, acts, and experience, and to express what they discover in everyday language. The pluralistic and materialistic nature of the present-society cannot allow for the use of traditional methods of teaching religion. To some extent, religion has become a private affair, so the approach in teaching it should be one that can help the students to make his/her own free choice particularly in matters relating to value acquisition (Onsongo, 2008).

Mwashigadi (2012) found the following reasons as to why CRE teachers do not use life themes pedagogy: 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 four steps in life approach in 40 minutes. Onsongo, (2002), Muli (2009) and Ombuna (1994) observed similar findings.

Pinamang and Penrose (2017) investigated pre-service teachers' content knowledge and pedagogical expertise in teaching geometric transformation in Ghana's Ashanti region's colleges of education. The study employed a quantitative approach and relied on a survey to collect data. 82 pre-service teachers from two education colleges in Ghana's Ashanti region were included in the sample. Data collection was completed

through the use of the Geometric Transformation Achievement Test (GTAT). The GTAT was used to assess pre-service teachers' material and pedagogical comprehension of geometric transformation. The acquired data were analysed descriptively as well as inferentially. The findings indicated that pre-service geometric transformation instructors have a high degree of material knowledge but a limited understanding of pedagogical content. Additionally, a correlational study was conducted to evaluate the association between pre-service instructors' content and pedagogical skill in geometric transformation. The data indicated a weak positive correlation between pre-service teachers' content and pedagogical topic knowledge, $r(82) = .044$, $p.05$, two-tailed. As a result, educational institutions were advised to make geometric transformation content and pedagogical courses more practical and provide abundant opportunities for pre-service teachers to practice the subject they will teach in primary school.

According to the research carried out by Wambui (2013) on the Constraints facing teachers of CRE in using the Life Approach in Secondary Schools in Nairobi East District in Kenya, the findings revealed that teachers face a wide range of problems while teaching using the life approach strategy. Most (42.9%) teachers felt that irrelevance, inadequacy of resources (14.3%) and (21.4%) teaching sensitive issues were more challenging.

More studies have been conducted on the teaching of Christian Religious Education in schools. Wainaina (1984) 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 lack of time, heavy teaching loads, poor professional

guidance and supervision in the subject. Wainaina's findings were confirmed by a similar study conducted by Malusu (1985) in primary schools in Nairobi province. Mutoro (1985) 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. Most teachers lacked skills of interpreting or providing the direct experiences themselves. He recommended in service for teachers in interpreting suitable Biblical teaching materials. 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 book word by word. 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 the five 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 agrees with Kimosop (2015), who also established that teachers never used life approach methodology as a method required in the teaching of C.R.E and lacked the structure to be followed in its teaching, teachers of C.R.E should use participatory and learner centered methods where all learners are involved in the learning process. Similarly, a study by Kyndt, *et al*, (2011) showed that a workload that was neither too much nor too little, but rather "high enough" or at an appropriate level of "workload and task complexity," promoted deep learning.

2.7 Research gap

Despite the emphasis on values education within CRE curricula, there appears to be limited research on the specific pedagogical approaches used by CRE teachers to effectively impart moral and ethical values to students. Existing literature highlights concerns about the disconnect between moral knowledge and its practical implementation. Therefore, this study was needed to investigate the teaching strategies and methods employed by CRE teachers to bridge this gap and promote the translation of moral insights into actual behavior. This research explored the instructional techniques, classroom practices, and challenges encountered by CRE teachers in fostering values and ethics among students, ultimately contributing to a deeper understanding of the role of teachers in values education.

While the literature acknowledges the importance of teachers in imparting moral and ethical values to students, it lacks a specific focus on the actual methods and strategies that CRE teachers employ to instill these values. Existing research hints at the role of teachers as moral role models but does not delve into the techniques and approaches they use to promote value acquisition among learners. To address this gap, this research study was needed to investigate CRE teachers' perceptions and practices concerning the use of valuing methods in the classroom. This research explored the pedagogical tools, teaching strategies, and specific activities that CRE teachers employed to foster moral and ethical development among their students. By gaining insights into teachers' perceptions of these methods and their effectiveness, the study contributed to a deeper understanding of the practical aspects of value education in CRE and its impact on student character development.

The existing literature provided an overview of various valuing methods and their potential effectiveness in promoting learner value acquisition, but it does not address the actual practices and experiences of CRE teachers in implementing these methods in the classroom. There was a need for a more in-depth investigation into how CRE teachers apply these valuing methods, the challenges they encounter, and the outcomes they observe in terms of student value acquisition. This research gap highlights the importance of exploring the practical aspects of value education within the context of CRE, shedding light on the strategies, techniques, and pedagogical approaches employed by teachers to instill values in their students. Additionally, understanding the barriers and facilitators that teachers encounter in using these methods provided valuable insights for improving the effectiveness of value education in CRE.

Lastly, the literature review offered insights into various assessment methods used in CRE to gauge learner value acquisition, it does not delve into the actual practices and preferences of CRE teachers. There was a need for a comprehensive study that examined the specific assessment methods employed by CRE teachers, the frequency of their use, and the reasons behind their selection. This research study shed light on the practical strategies that teachers use to evaluate the acquisition of values, offering valuable insights into the classroom practices of CRE teachers. This study gap emphasized the importance of understanding the assessment tools and techniques that are most effective in the context of Christian Religious Education and how they contributed to assessing the acquisition of values among students.

2.8 Chapter Summary

This chapter dealt with the empirical studies related to the study and in line with the study objectives namely; values CRE teachers enhance through the teaching of CRE content, CRE teachers' perceptions on the use of valuing methods for learner value acquisition, CRE teachers use valuing methods for learner value acquisition and CRE teachers use assessment methods to assess learner value acquisition.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter details the process of conducting the study. It is a step by step indication of the Philosophical Research Paradigm, study design, the study area, the study population, sample size and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedure, data analysis techniques and ethical considerations.

3.1 Philosophical Research Paradigm

According to Zikmund *et al.* (2013), a philosophical research paradigm is the evolution of a research premise, its nature, and its knowledge. Though it is predicated on the philosophizing person's knowledge and insights that arise from intellectual work, the assumption is understood as a first statement of reasoning. Additionally, Hitchcock and Hughes (2016) assert that research is predicated on conjecture. This implies that many researchers may hold diverse beliefs regarding the nature of knowledge and truth, as well as how it is acquired (Cohen, Manion, & Morrison, 2014). When used in the context of research, scientific research philosophy is a methodology that enables scientists to transform concepts into knowledge. Paradigms, according to Biesta (2010), ought to be seen as 'tools' that are useful but not exclusive for the research process. According to recent research, empirical studies ought to explicitly address the selected paradigm (Creswell & Plano, 2011). Many authors have differentiated and studied four main themes in research philosophy: positivist research philosophy, interpretive research philosophy, pragmatic research philosophy, and realistic research philosophy.

The pragmatic research philosophy, which only considers ideas meaningful if they facilitate action, served as the foundation for this investigation. The research issue is crucial, according to the research philosophy of pragmatism (Dudovskiy, 2018). The core tenet of pragmatics is that theories can be studied to "transfer," which allows them to be both contextualized and generalized. Notably, the word "paradigm" was substituted for "approach" (Morgan, 2007). This is crucial because, despite offering certain viewpoints on what knowledge entails, pragmatism does not aim to provide a comprehensive understanding of the cosmos (Biesta, 2010). Depending on the nature of the research question, pragmatics can incorporate both positivist and interpretivism viewpoints within the parameters of a single study (Alghamdi and Li, 2013). Furthermore, pragmatism does not fit into any philosophical framework or reality, claim Alghamdi and Li (2013). There is choice for researchers. They are "free" to select the approaches, strategies, and practices that best suit their requirements and the goals of their scientific research. Pragmatists disagree that there is perfect unity in the world. What is happening right now is the truth; it is independent of the mind that is independent of reality and mental dualism. The pragmatic option was chosen by the study because it allows for the employment of mixed-methods to address the research design, incorporating both qualitative and quantitative procedures. The following diagram figure 3.1 illustrates the research methodology.

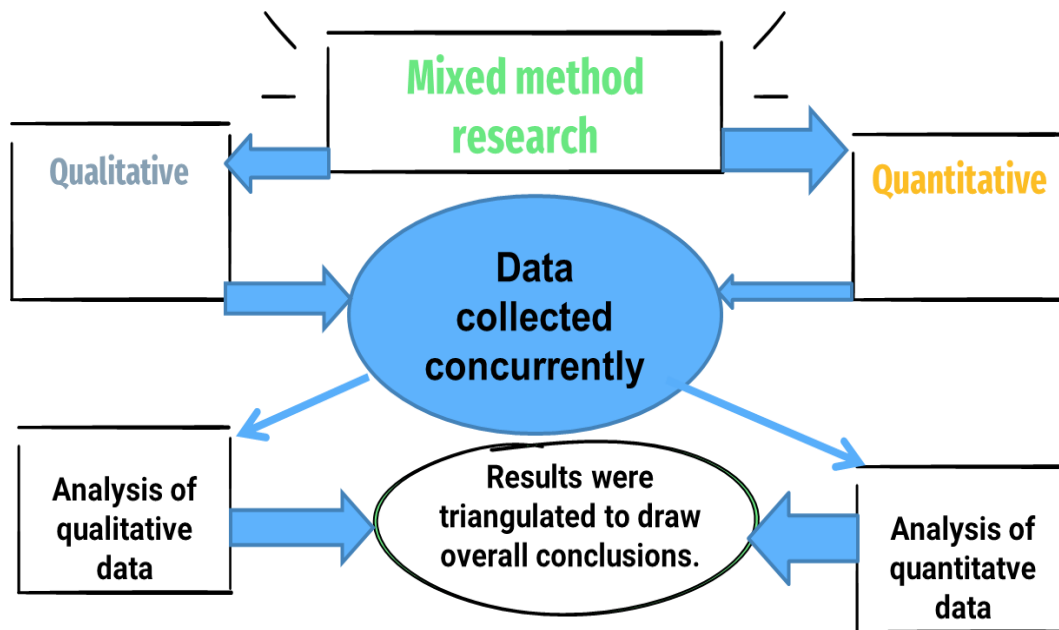


Figure 3.1: Research Methodology

3.1.1 Qualitative Approach

To get the best results, any research project needs to use a clear, methodical, systematic (planned, ordered, and public) strategy. Inductive in nature, qualitative research typically focuses on meanings and insights within a particular context (Levitt *et al.*, 2017). It describes a variety of methods for gathering and analyzing data that make use of semi-structured, open-ended interviews and purposive sampling (Gopaldas, 2016).

The reason this study chose qualitative research is because it is a type of social activity that emphasizes how people interpret and make sense of their experiences in order to comprehend each person's unique social reality. It uses open-ended questionnaires, interviews, journals, classroom immersions and observations, as well as these methods to collect, process, and evaluate data using content analysis of oral history, visuals, and textual sources. Additionally, it is exploratory in nature, aiming

to provide an explanation for "how" and "why" a certain social phenomenon, or program, functions in a given way within a given setting. Polkinghorne (2005) claims that by emphasizing the collection of data to explain why things are the way they are, it attempts to aid academics in their understanding of the social environment.

According to Berg and Howard (2012), another explanation for the researcher's decision to employ this methodology is that qualitative research is defined by meanings, concepts, definitions, metaphors, symbols, and descriptions of objects. This definition makes it abundantly evident that qualitative research has all the tools required to elicit recall, which facilitates problem-solving. To gather information from participants in their natural environments, qualitative data instruments such field notes, audio or video in-depth interviews, open-ended inquiries, and observation are employed. The techniques used to gather the data provide a detailed account of the search with regard to the participants. The participants' observation and focused group nature of qualitative research approach create wider understanding of behavior. Hence, qualitative research approach provides abundant data about real life people and situations.

3.1.2 Quantitative Approach

In order to define, explain, forecast, or control variables and phenomena of interest, quantitative research uses the gathering and analysis of numerical data (Gay, Mills, & Airasian, 2009). A fundamental principle of quantitative research is the philosophical conviction that the world is comparatively uniform and stable, allowing for measurements, understanding, and the creation of large generalizations about it. According to Gay, Mills, and Airasian (2009), conclusions about the world and its phenomena cannot be meaningfully validated through direct observation and

measurement. This is because they are derived from a quantitative perspective. Further, quantitative researchers typically base their investigations on the belief that facts and feelings can be separated, and that the world exists as a single reality composed of facts that can be discovered through observation or other measurements (Fraenkel, Wallen, & Hyun, 2012). Yet again, this belief operates in stark contrast to the assumption held by qualitative researchers that individuals, in essence, are responsible for developing their own separate and unique realities of the same situation.

This study used quantitative research because of its use of statistical data as a tool for saving time and resources. According to Whitehead *et al.* (2016), a quantitative research approach is one that emphasizes numbers and figures in the process of gathering and analyzing data. The researcher spends less time and effort discussing outcomes since statistical data are used for analysis and explanations of the research. A statistical package for social science (SPSS) (Connolly, 2007) allows data (numbers, percentages, and measurable figures) to be calculated and conducted by a computer, saving a great deal of time and money. Second, generalization is made possible by the application of scientific techniques to data collecting and analysis. Interaction made with one group can be generalized. Similarly, the interpretation of research findings need not be seen as a mere coincidence. Moreover, this research approach gives room for the use of control and study groups.

3.1.3 Mixed Method Approach

Mixed-methods research (MMR) is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner

(Creswell and Plano, 2018). It involves collecting, analyzing, interpreting and reporting both qualitative and quantitative data.

When addressing complicated research questions, a mixed-methods design is advantageous because it combines the philosophical frameworks of interpretivism and post-positivism (Fetters, 2016). This allows for the meaningful explanation of research difficulties through the interweaving of qualitative and quantitative data. Additionally, it provides a sound foundation, methodological flexibility, and a thorough comprehension of more manageable problems (Maxwell, 2016). Put differently, the utilization of mixed-methods allows researchers to address study concerns with adequate breadth and depth and aids in extrapolating the implications and conclusions of the studied problems to the entire population (Enosh, Tzafrir, & Stolovy, 2014). For example, the quantitative approach helps a researcher to collect the data from a large number of participants; thus, increasing the possibility to generalize the findings to a wider population. The qualitative approach, on the other hand, provides a deeper understanding of the issue being investigated, honoring the voices of its participants. In other words, whereas quantitative data bring breadth to the study, qualitative data provides depth to it.

It is possible to triangulate quantitative data using a mixed method with qualitative findings and vice versa. According to Carter *et al.* (2014), triangulation is a qualitative research strategy that involves utilizing various methods or data sources to gain a thorough grasp of a study problem or to test validity by combining information from disparate sources. Thus, by combining two sets of strengths and simultaneously offsetting the shortcomings of each approach, a mixed-methods design provides the best opportunity to address research issues (Zikmund *et al.*, 2013). As such, mixed-

method research designs are finding greater and greater applicability in answering impact research inquiries (Saville, 2012).

In order to gain rich insights into the research phenomenon that are impossible to fully understand by utilizing only qualitative or quantitative approaches, the research study used a mixed method approach, which is preferable to a single method. In order to help in the research of complex problems, a mixed-methods design can integrate and synergize numerous data sources (Poth & Munce, 2020). Applying a mixed method approach entails deliberate data consolidation, which enables researchers to examine a phenomenon through a variety of viewpoints and research lenses in order to obtain a broad understanding of their topic (Shorten & Smith, 2017).

According to Creswell & Creswell (2018), mixed methods research is a survey approach that integrates both qualitative and quantitative research models to enable the collection of diverse evidence and a more significant improvement in knowledge than either model could do on its own. According to Cohen & Manion (2018), a mixed methods design is necessary for the study since it makes up for any shortcomings that other research tools may have. The choice of this design is informed by the need it enabled the researcher to collect facts and views from diverse categories of respondents. Also, mixed methods are less tied to disciplines and established research paradigms. They offer more flexibility in designing research, allowing to combine aspects of different types of studies to distill the most informative results.

3.2 Research Design

This study adopted the convergent parallel design also known as triangulation design to compare findings from qualitative and quantitative data sources, which Creswell and Plano (2018) describes as a type of research design that involves collecting both types of data at roughly the same time; assessing information using parallel constructs for both types of data; separately analyzing both types of data; and comparing results through procedures such as a side-by-side comparison in a discussion, transforming the qualitative data set into quantitative scores, or jointly displaying both forms of data.

The convergent parallel design, allowed the researcher to collect quantitative and qualitative data at the same time and analyze them separately. After both analyses are complete, the researcher compared the results to draw overall conclusions.

The rationale of using mixed method in this study is that it provided a more complete understanding than either quantitative or qualitative alone and that both quantitative and qualitative data was collected at the same time. The data collected was analyzed separately, then mix the two databases by merging the results during interpretation (and sometimes during data analysis). This helped to obtain a more complete understanding from two databases and corroborate the results from the two different methods (triangulated for qualitative data from interviews and observations to support descriptive findings from questionnaire).

3.3 Study Area

The study was conducted in national secondary schools in Kenya. Kenya is a nation which is administratively subdivided in 47 counties (*Refer to appendix VI*). Within these counties are found national secondary schools. National secondary schools in

Kenya are the most prestigious high schools in the country. The researcher believes that these schools could provide a suitable environment for studying the use of valuing pedagogy in the teaching of CRE considering the overall positive characteristics these schools are known for. This is because it provided the ideals of what is actually happening in schools that are endowed with teaching facilities, experienced teachers and highly performing students. These schools admit the best candidates from the Kenya Certificate of Primary Education (KCPE) examinations.

Apart from national schools having prestigious facilities for learning, they also have a larger capacity and therefore have high students' populations. National schools in Kenya also pick students from all over Kenya therefore they represent all the diversity and cultures of Kenya. The students also tend to come from different backgrounds thus they had different religious values. It is for this reason that the study area was national secondary schools in Kenya.

3.4 Target Population

Creswell and Guetterman (2019) note that a target population is all the members of a real or imaginary group of people, objects and events to which a researcher wishes to generalize the results of a study. This study targeted the national schools in Kenya. There are a total of 95 national secondary schools in Kenya with 224 CRE teachers. According to Ministry of Education (2020) (*Refer to Appendix VII*). The study targeted all the CRE teachers teaching the form four class and their students. CRE teachers were targeted were deemed able to respond to the study questions. For triangulation, the learners were also included in the sample so as to corroborate the information given by the teachers. The Form Four students were 12938 who were selected to participate in this study because they are the group that had learnt the CRE

content the longest. This group had accumulated values and also it is in this level of learning that the topics on Contemporary Christian Living Content (CCLC) is taught which is rich in topical issues that can provide relevant guidelines on Christian values.

Table 3.1 Target Population

Region	No of schools	No of CRE teachers	No of students
A	21	45	2835
B	12	26	1620
C	6	18	810
D	14	31	1890
E	15	35	2025
F	6	22	835

3.5.1 Sampling techniques

According to Creswell (2014), a sample size of 30% of the entire population

G	12	24	1708
H	9	23	1215
Total	95	224	12938

Source: Ministry of Education Data (2020)

3.5 Sampling Techniques and Sample Size

was more representative when calculating sample size. In order to sample the national schools for this study, stratified sampling was employed. To enable the study to capture a representative sample of all the schools in each region, the counties' schools were separated into eight strata based on region. Following this, a straightforward random selection of schools was made from each region. Simple random sampling

was used because it gave a representation of relevant strata thus increasing the efficiency of the population represented in the sample in proportion to their number in the population in each stratum. With random selection, each population had an equal opportunity to be selected and the sample gave data that can be generalized to a larger population.

3.5.2 Sample Size

Rafeedalie, (2019) states that, 10% of the total population is representative of a large target population; this is supported by Mugenda, (2012) who states that a sample size of 10-30% is sufficient to represent items in large populations. To simplify the process of determining the sample size for a finite population, Krejcie and Morgan (1970) (Appendix XII), came up with a table using sample size formula for finite population. The researcher used stratified sampling and whole strata sampling to sample out 67 CRE teachers and 1295 students from form four students in national schools in the Counties. Whole strata sampling was used because the number of teachers in some schools is low. The schools in the stratified counties were randomly selected in the 8 regions. As Gay (2006) suggests that at least 10% of the population is a good representation where population is large the researcher used to get the sample size of the students and 30% where the population is small the researcher used it to get the sample size of the schools. Simple random sampling was used to select 30 schools from 8 regions and Krejcie and Morgan (1970) table used to get students sample.

Table 3.2 Sample Size

Schools					Teachers				Students		
Region	N	%	Sample size	Region	N	%	Sample size	Region	No. of students	%	Sample size
	of		pl	g	of		pl	g	stud		pl
	Sc		e	i	te		e	i	ents		e
	ho		siz	o	ac		siz	o			siz
	ols		e	n	he		e	n			e
rs											
A	21	30%	6	A	45	30%	14	A	2835	10%	284
B	12	30%	4	B	26	30%	8	B	1620	10%	162
C	6	30%	2	C	18	30%	5	C	810	10%	81
D	14	30%	4	D	31	30%	9	D	1890	10%	189
E	15	30%	5	E	35	30%	10	E	2025	10%	202
F	6	30%	2	F	22	30%	7	F	835	10%	84
G	12	30%	4	G	24	30%	7	G	1708	10%	171
H	9	30%	3	H	23	30%	7	H	1215	10%	122
Total	95		30		224		67		12938		1295

Source: Ministry of Education Data (2020)

3.6 Research Instruments

A Research instrument is a tool used to collect data related to the study research interests. According to Kothari (2019), it is important to collect data using several appropriate instruments because a variety of instruments helps to get a holistic view of the research situation. The research instruments that were used in this study include the interview and observation schedules, document analysis and the questionnaire. Each of the instruments used in the study is described in the subsequent sections.

3.6.1 Interview Schedule

Schumacher and McMillan (2015) note that an interview schedule is an instrument that is used to collect data due to its ability to acquire comprehensive and in-depth data from the respondents. The schedule contains unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. The target of 15 teachers who were interviewed was achieved and therefore a response rate of 100%. In this study interview schedule (*Refer to appendix III*) was conducted with CRE teachers whose lessons were observed so as to obtain in-depth data on what was observed that relate to the objectives of the study.

3.6.2 The Questionnaire

A questionnaire is a form consisting of several questions printed or typed in a definite order on a form or forms that the respondents are asked to give information about what people perceive or do (Kothari, 2019). A Questionnaire allowed the use of a large sample; its administration and scoring is straightforward and yields expected results (Gibson, 2014). It also allows for the anonymity of the respondents and the confidentiality of the information. In this study, two questionnaires one for the students and the other for the teachers were designed using closed-ended and open-ended questions (*Refer to appendix III and VII*). The questionnaire was designed to generate data from form four CRE students and CRE teachers respectively. It gave content related to the entire study objectives. The questionnaire was broadly divided into two sections; the first part involved background information and the second part involved the objectives of the study.

3.6.3 Document Analysis

Document analysis, as defined by Babbie (2010), is the examination of information that has been documented and can be found in books, websites, and official documents. Document analysis is a technique for gathering data that entails examining written documents' content to draw conclusions depending on the study's parameters. This method is mostly applied in qualitative research. In analysis of document, the researcher must bring out the document type, the kind of document it is, its dates, where written, author and title, the aim of the document, the factual information contained, why the document is a valuable source of information, how the document can be used, what the document does not answer and could be answered by the author should all be brought out (Marshall & Rossman, 2016). This is done in order to validate the documents being analyzed.

Document analysis guide is considered important for the current study because the information can be collected from teaching documents that are related to the research study. The study utilized this instrument (*Refer to appendix V*) in analyzing the CRE syllabus for the purpose of the study's first objective and examine lesson plans of teachers who were observed to gather data on the use of valuing methods for the third objective of the study. The teacher's schemes of work and teaching notes were also analyzed.

3.6.4 Observation Schedule

The systematic description of events, behaviors, and artifacts in the social situation selected for research is observation, according to Marshall and Rossman (2016). Through the use of the five senses, observations allow the researcher to provide a

"written photograph" of the event being studied (Erlandson, Harris, Skipper, & Allen, 1993). Taking field notes on people's actions and behaviors at the research site is known as a qualitative observation (Creswell, 2014). The author adds that, in these field notes, the researcher records, in an unstructured or semi structured way (using some prior questions that the inquirer wants to know) the activities at the research site. In this study the researcher attended CRE lessons in order to observe how the teachers use valuing methods and also how they assess learners during content delivery. He also examined how CRE teachers use the CRE content to guide learners to apply the religious principles under study to help them acquire values. The target of 15 teachers were observed (*Refer to appendix IV*). All the teachers who were observed during class session were the same who ones were interviewed.

3.6.5 Trustworthiness of the Qualitative Data

To ensure the trustworthiness of the research instruments, the researcher implemented the following strategies;

Pilot Testing: Before implementing the research instruments, a pilot test was conducted with a small sample of participants who were not part of targeted sample. This helped identify any ambiguities, errors, or issues with the instruments, allowing the researcher to refine them for better clarity and effectiveness.

Triangulation: The researcher used multiple data sources and methods to cross-verify and validate the findings. For example, the researcher compared information gathered from interviews, questionnaires, document analysis, and observation to identify convergent or divergent patterns.

Debriefing: The researcher discussed the research instruments and findings with colleagues and the supervisors in the field. Debriefing helped identify any potential

biases or assumptions and provided an external perspective on the research process and instruments.

Thematic Analysis: The researcher applied a rigorous thematic analysis process to analyze qualitative data systematically. Ensuring that the themes and patterns are derived from the data itself rather than imposing preconceived ideas.

Establish Clear Criteria: The researcher defined explicit criteria for coding, categorization, and analysis to minimize subjectivity in interpreting data. The researcher made sure that these criteria are consistently applied across all data sources.

Data Transparency: The researcher provided transparency in how the data was collected and analyzed, allowing the stakeholders to evaluate the trustworthiness of the research. Thus by employing these strategies, the researcher enhanced the trustworthiness of the research instruments and the overall validity of the research findings

3.7 Pilot study

The researcher undertook pilot survey before data collection to assess the type of response expected from the field. The pilot study was used to standardize data collection methodologies as well as other measurements. A mock trial on the questionnaires were tried on 5 national schools in Kenya that were not part of targeted sample where 5 CRE teachers and 24 form four CRE students were used to get an impression of the quality of the study research instruments and to help identify problems that might emanate during the study. These schools and the respondents did not form part of the sample population.

A pilot study being a small-scale preliminary study was conducted in order to evaluate feasibility, time, cost, adverse events, and effect size (statistical variability) in an attempt to predict an appropriate sample size and improve upon the study design prior to performance of a full-scale research project (Hulley,2007). A pilot study represents a vital step for conducting a full-fledged study soundly. In fact, a well conducted pilot study can help the researchers to design a clear road map they can follow (Hazzi & Maldaon, 2015).

A pilot study is a small-scale investigation that gathers information from participants in a manner comparable to that of the main study. It can act as a roadmap for a more comprehensive investigation or look at particular areas of the study to verify if the chosen methods truly accomplish the desired results. Pilot studies are essential for improving survey questions and lowering the possibility that the entire study may have grave flaws. This is especially true for experimental research since legitimate manipulations of experimental variables are essential to the study of the subject (Zikmund *et al.*, 2012).

A pilot research is an essential first step toward carrying out a sound full-fledged study. Actually, a well-executed pilot study can assist the researchers in creating a clear path forward. However, professionally conducting a pilot study entails important quantitative methodological considerations that the researchers should make before beginning the main study, including Back translation, Missing Data, Normality, and Reliability (Hazzi & Maldaon, 2015).

Creswell & Guetterman (2019) and Cooper and Schilder (2011) agree that the respondents used in pilot test should constitute ten (10 per cent) percent of the sample used in data collection. The rule of the thumb suggests that 5 per cent to 10 per cent of

the target sample should constitute the pilot test (Cooper & Schindler, 2011; Creswell and Plano 2018). The pilot test sample should be within the recommendation. The study piloted 5 schools using rule of thumb that is 10 per cent of the sample should constitute the pilot test (Cooper & Schindler, 2011). According to Cooper and Schindler (2011), researchers should apply thumb rule of 10 per cent of the sample size in order to calculate the number of respondents to be used for pilot study. In this study the respondents used in the pilot study were 5 secondary schools.

3.8 Validity and Reliability of the Instruments

Kothari (2019), notes that when formulating research instruments, reliability and validity are two of the most important characteristics to be considered. The sections that follow explain how this study ensured the reliability and validity of its instruments.

3.8.1 Validity of the Instruments

The degree to which research instruments capture what they are supposed to capture is known as validity (Creswell & Plano, 2018). Verifying items in research collection instruments to make sure they measure what the research questions aim to answer is known as content validity (Mugenda & Mugenda, 2013). The study supervisors were tasked with assessing each instrument's relevance and offering help and advice once it had been properly created in accordance with the research objectives and questions. This was done in order to establish the validity of the study. The suggestions and corrections that arose were incorporated to enhance the validity of the instruments. This was followed by a pilot study where the researcher's aim among others was to examine the clarity of items in the research instruments. Triangulation was also used to assess the validity of the data collected in this study. Triangulation refers to the use

of more than one method of data collection instruments within the same study (Creswell 2014). This study applied mixed methods in data collection with the aim of not only getting a better understanding of the research problem but also assessing the validity of the data.

3.8.1.1 Validity Test Results

This study used both construct validity and content validity. For construct validity, the questionnaire was divided into several sections to ensure that each section assesses information for a specific objective, and also ensure that the same closely ties to the conceptual framework for this study. Construct validity is the degree to which test scores can be interpreted as reflecting a particular psychological construct. The overall construct validity of test score interpretation depends on the content of the test, the internal structure of the test, the psychological process used in test responses, the association among test scores and other variables, and the consequences of test use (Zikmund *et,al* , 2013).

Construct validity is assessed by factor analysis in this research. Construct validity is of two types – convergent and divergent (also called discriminant). Convergent validity assesses the strength of the relationship between a measure and other measures that capture the same concept (Chin, 2010). It can be measured using confirmatory factor analysis (CFA) and average of variance extracted (AVE). Factor analysis is a statistical data reduction technique which can be used to find a few unobserved (latent) variables to explain covariation among many observed (manifest) variables. Establishing convergent validity involves ensuring that the factor loadings of indicators are each at least 0.5, and AVE values are also each at least 0.5 (Hair, Anderson, Tatham, & Black, 2006; Chin, 2010). The convergent validity has been

established because the factor loadings of the variables are all greater than 0.5 and the average variance extracted are each also more than 0.5 as shown in Table 3.3.

Table 3.3: Validity Tests

Variable	KMO	Average Factor Loading (AFL)	Variance Extracte d (VE)	Correla tion	Correlati on square
Values Enhanced	0.758	0.749	0.561	0.480	0.230
Teachers perception	0.656	0.844	0.713	0.380	0.144
Valuing methods	0.622	0.739	0.547	0.387	0.149
Assessment methods	0.618	0.816	0.666	0.387	0.149
Values acquisition	0.820	0.910	0.822	0.174	0.030

In order to assess the construct validity, the items are examined by principal components extraction with varimax orthogonal rotation. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is established to be greater than 0.6 hence the sample is adequate and therefore Factor Analysis could proceed. Approximate Chi-Square and Bartlett's test of Sphericity was all conducted in accordance to Field's (2005) recommendations and it was established that the p-value (Sig.) of $.000 < 0.05$, in all instances, therefore the Factor Analysis is valid.

The degree to which several measurements that are theoretically unconnected are really practically unrelated is known as discriminant validity, or divergent validity (Hair, Ringle, & Sarstedt, 2011; Hair, Black, & Babin, 2010). The square root of each construct's AVE is compared to the absolute value of the standardized correlations with the other constructs in the study to determine the discriminant validity. The square root of AVE must be larger than the standardized correlations of every other construct in the analysis to ensure discriminant validity (Fornell & Larker, 1981).

From the table above, for each of the variables, it was established that variance extracted are greater than the correlation square hence discriminant validity established.

The establishment of discriminant validity means that this is a way of avoiding multicollinearity issues of the latent variables. The assessment of discriminant validity is of utmost importance in research that involves latent variables along with the use of several items or indicators for representing the construct. This is to ensure that the latent constructs used for measuring the causal relationships under study are truly distinct from each other.

3.8.2 Reliability of Research Instruments

Reliability is the degree to which a research instruments yield consistent results (Mugenda & Mugenda, 2013). The reliability of the research instruments of this study was established through a pilot study basing on three indices; the average score index for each item; the “undecided index” or the frequency of undecided responses made on each item; the “ambiguity index” or the number of respondents who considered an item ambiguous. Suitable items to be used in the final tool are those which received a high average score, a low undecided index, and a low ambiguity index.

To further test the reliability of the questionnaire a test-retest method was used. A pilot study was conducted and 24 CRE students and 5 teachers for CRE were used from national schools. This sample was selected outside the sampled population. The test-retest method was used whereby instruments were administered to the same respondents twice within a period of two weeks to see whether the same score would be realized over a given time period.. Cronbach’s coefficient alpha with a reliability

coefficient of not less than 0.7 was used as a criterion for establishing the reliability of the instrument as established by Fraenkel & Wallen, 2000). Lincoln and Guba (1985) rely on four general criteria in their approach to trustworthiness. These are credibility, transferability, dependability, and confirmability. We consider each of these factors and add perspectives from others who have written on trustworthiness in qualitative research. In this study the researcher analyzed data based on the objectives and research questions. Prior to conducting the investigation, the researcher discussed the tools with supervisors and experts to ensure that the qualitative data will measure what is needed.

3.8.2.1 Reliability Test Results

To make sure that all respondents would understand the questionnaire's items and that they are stated clearly, pre-testing of the instruments was conducted. According to Tavakol and Dennick (2011), reliability is the degree to which an instrument measures the same way every time it is used with the same subjects and under the same conditions. If a person scores similarly on the same exam twice, it is said to be a reliable measure. It's critical to keep in mind that reliability is estimated rather than measured. The internal consistency technique was employed in the study as a reliability test (Tavakol & Dennick, 2011). Internal consistency is a measure of how closely all of the test's items measure the same idea or construct, and it is thus related to how closely the test's items are related to one another. Scores from a single test that the researcher gives to a sample of respondents are used to establish the internal consistency of data (Sekaran, 2008).

The study used the most common internal consistency measure known as Cronbach's alpha (α). It indicates the extent to which a set item can be treated as measuring a

single latent variable (Cronbach, 1951). Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The recommended value of 0.7 should be used as cut-off reliabilities. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale (Gleim & Gliem, 2003).

Table 3.4: Construct Reliability Test

Construct	Number of items	Composite	Cronbach's	Average variance
		reliability ≥ 0.7	alpha ≥ 0.6	extracted (A.V.E.)
Values Enhanced	10	0.873	0.862	0.618
Teachers perception	11	0.7	0.824	0.415
Valuing methods	11	0.8	0.821	0.561
Assessment methods	11	0.7	0.846	0.559
Values acquisition	9	0.691	0.689	0.774

From Table 3.4 above, it was established that the Cronbach alpha are almost all greater than 0.6 and the composite alpha are also either equal to or greater than 0.7, hence the reliability is established. Again, Average Variance Extracted (AVE) measures the level of variance captured by a construct versus the level due to measurement error, values above 0.7 are considered very good, whereas, the level of 0.5 is acceptable, hence reliability has been established.

3.9 Data Collection Procedure

The researcher obtained authorization letter from Moi University, School of Education, Department of Curriculum, Instruction and Educational media, the Sub-County Director of Education in the affected county, and the National Council of

Science, Technology and Innovation (NACOSTI), respectively to collect data. Appropriate time was allocated to meet with the respondents and share with them about the importance of the study.

Administration of the data collection tools involved the procedures for gathering the data. In qualitative research, much discussion in the literature is directed toward reviewing and anticipating the types of issues likely to arise “in the field” that yielded less-than-adequate data. Issues such as the time to recruit participants, the researcher’s role in observing, the adequate performance of recording equipment, the time to locate documents, and the details of the proper placement of videotaping equipment illustrate the types of concerns that need to be addressed. Also, the researcher needs to enter sites in a way that is respectful and does not disrupt the flow of activities. Ethical issues, such as providing reciprocity to participants for their willingness to provide data, handling sensitive information, and disclosing the purposes of the research, apply to both qualitative and quantitative research. The procedures of data collection need to be administered with as little variation as possible so that bias is not introduced into the process.

A useful way to conceptualize data collection among the mixed method design is to consider data collection as occurring concurrently or sequentially. In this study concurrent data collection was used, the quantitative and qualitative data was collected at roughly the same time in the triangulation.

Kothari (2019) states that self-administration of instruments helps in overcoming the possibility of respondents discussing among themselves the correct answers to write. It also ensured that the data received by the researcher is first hand. Questionnaire were individually given to the 1295 students who responded on the spot and hand

them back to the researcher and his assistants. The researcher sat with each of the 67 CRE teachers and administered the research tools.

3.10 Data Analysis and Presentation

Data generated by this study were both qualitative and quantitative. Descriptive and inferential statistics were therefore be used in the data analysis in this study. Quantitative data was analyzed using descriptive statistics, like frequencies and percentages. The results from quantitative data were analyzed and presented using frequency distribution tables. The data analysis was done with the aid of computer software-statistical package for social sciences (SPSS) version 23.0.

Qualitative data obtained from the interviews with the CRE teachers, was analyzed thematically by arranging content responses according to the research questions and objectives and presented in themes and frequencies and percentage.

Triangulation of the data collected was done in order to produce a more comprehensive set of research findings. The analyzed results were presented using descriptive statistics such as tables, line graphs and bar graphs. Interpretation and analysis of the findings were subjected to a review by the supervisors and peer researchers.

Observation schedules were analyzed through closely examining the objective of the lesson or activity and how well the objective is met. This was done through focusing on the connection between the student interaction and the obvious indicator the student interaction is addressing. The researcher made sure to support the claims with specific examples from the student interaction.

Document analysis is a form of qualitative research in which the documents was interpreted by the researcher to give voice and meaning around the assessment topic in this case use of valuing pedagogy in CRE on learner value acquisition. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2009).

Table 3.5: Data analysis strategy

Objective	Research tool	Analysis technique
To examine the values CRE teachers enhance through the teaching of CRE content	Interview schedules, Questionnaire, Observation Guide and Document analysis	Qualitative Data Analysis, Quantitative Data Analysis, Content analysis
To assess CRE teachers' perception on the use of valuing methods for learner value acquisition	Interview schedules, Questionnaire, Observation Guide and Document analysis	Qualitative Data Analysis, Quantitative Data Analysis, Content analysis
To examine CRE teachers' use of valuing methods for learner value acquisition	Interview schedules, Questionnaire, Observation Guide and Document analysis	Qualitative Data Analysis, Quantitative Data Analysis, Content analysis
To establish the assessment methods CRE teachers use to assess learner value acquisition	Interview schedules, Questionnaire, Observation Guide and Document analysis	Qualitative Data Analysis, Quantitative Data Analysis, Content analysis

3.11 Ethical consideration

The researcher was guided in the study by observing the procedures in research design during data collection and analysis so that the chance for misleading results is minimized and to ensure that the sole aim of contributing to the development of systematic and verifiable knowledge in research is maintained. The researcher

obtained a research permit and authorization from NACOSTI prior to reporting to County Commissioners and County Directors of Education in all affected counties where the research took place.

The researcher was indebted to ensure that the research participant's rights and welfare are not violated before, during and after conducting the research. The researcher urged respondents to provide honest, valid and reliable information. To enhance informed consent, the respondents were briefed beforehand on the research problem, the need for a scientific research on the problem, the reasons for the area of study and the benefits of the study. Their rights and risks or dangers associated with their participation were explained and their voluntary involvement in the research were fully guaranteed.

The principle of confidentiality was observed and the researcher treated the information obtained with in confidence so as to minimize the possible harm to the participants. Great care was taken to avoid identification of real respondents in the study against their resulting information. In addition; all the cited materials were shown on the reference list to avoid ethical issues related to plagiarism and names of respondents or schools were indicated.

3.12 Chapter Summary

This Chapter has described the research design and methodology that was adopted for the study. It has specifically outlined the area of study, target population, sample size and sampling procedures, data collection procedures, ethical considerations, and data analysis procedures.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

The purpose of this study was to investigate the use of valuing pedagogy in Christian Religious Education for learner value acquisition. It was based on the pragmatic research philosophy and the convergent parallel design also known as triangulation design that allows the incorporation of findings from qualitative and quantitative data sources. The study was guided by four objectives namely: to examine the values CRE teachers enhance through the teaching of CRE content, to assess CRE teachers' perception on the use of valuing methods for learner value acquisition, to examine how CRE teachers use valuing methods for learner value acquisition and to establish the assessment methods CRE teachers use to assess learner value acquisition. This chapter presents the research findings of the study. It presents analyses, interprets and discusses the findings in relation to each study objective.

In the first section of this chapter, a description of the response rate and the demographic information of the study respondents are presented. In order to facilitate data for analyses, presenting and interpreting, the researcher put in mind the use of varied methods of data generation. The research used a questionnaire for CRE teachers and students; the interview schedule to attain in-depth information from a selected sample of teachers whose classes had been observed, indicating that data for this study was also gathered using the observation schedule. Document analysis was used to probe the actual teaching/learning activities taking place in the CRE classrooms. This was to engross triangulation of data in the study. According to

Cohen *et al* (2018), triangulation is the use of two or more methods of data generation in a study to fully explain a given phenomenon.

4.1 Response Rate

From 67 questionnaires administered to teachers 50 were returned while from students 1295 administered to CRE form four students, 993 were fully filled and returned and therefore there were 1043 fully filled questionnaires for teachers and students as shown in table 4.1.

Table 4.1: Response Rate

Details	Sample	Frequency	Percentage
Questionnaire			
Teachers	67	50	76.62
Students	1295	993	76.56
Total	1364	1043	76.46
Interviews			
Teachers	15	15	100%

The researcher used stratified sampling and whole strata sampling to sample out 67 CRE teachers and 1295 students from form four students in national schools in the Counties. For teachers 76.62% and Students 76.56% response rate was attributed to the use of self-administered questionnaires. The target of 15 teachers who were observed and interviewed was achieved and therefore a response rate of 100%. Edward *et al*, (2002) suggested that a response rate of 60 per cent is good, 70 per cent very good and 50 per cent adequate for analysis. Richardson (2005) supports the percentages by noting that a response rate as large as 50 per cent is adequate in social research.

4.2 Demographic Information

Demographic information allows the researcher to better understand certain background characteristics of the respondent such as their age, gender, education and work experience. In this section of the study, the researcher presents the demographic information of the respondents.

4.2.1 Respondents Gender

Findings showed that there were 27(54%) female and 22(44%) male teachers in the schools. Also, according to the study 280(28%) of the students were male while 713(71.8%) were female as shown in table 4.2.

Table 4.2: Respondents Gender

Details	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Female	27	54.0	280	28.2
Male	22	44.0	713	71.8
No response	1	2.0		
Total	50	100.0	993	100.0

The findings indicate that the female teachers were slightly higher than the male teachers while the students' majorities were female students. This could imply that most male students did not choose CRE as a subject of choice since CRE is elective at form four level (KICD, 2018). Chemutai (2013) found that whereas boys preferred to take the perceived harder science-based disciplines, girls tended to choose CRE since it was perceived to be simpler for them.

4.2.2 Teachers Academic Qualifications

When teachers were asked to indicate their academic qualifications, 24(48%) indicated a master's degrees and 26(52%) a bachelor's degree as shown in table 4.3. This implies that all the teachers in the study had qualifications for the teaching profession. In Kenya currently, to teach in secondary schools, the minimum is a diploma degree and thus in this study the teachers surpassed the requirements since all had either a bachelors or a master's degree. They therefore had basic knowdge to teach CRE as the requirements by TSC.

Table 4.3: Highest Academic Qualification

Teachers		
Details	Frequency	Percentage
Degree (Bachelor)	26	52.0
Masters	24	48.0
Total	50	100.0

4.2.3 Years of Teaching in Secondary School

Teaching experience refers to the period the teacher has taken in handling a specific area and has thus developed in it. Teaching experience is a valuable asset since it contributes to the knowledge, skills and attitudes needed for a teacher's development and builds on the training a teacher acquired. A teacher is said to be experienced after completing two years of probationary period and thereafter confirmed on permanent and pensionable terms. Teachers in this study had adequate experience to manage school programmes since all had passed the expected two years. Most of the teachers were in the group of 2-3 years teaching 26(52%), 9(18%) between 3-5 years, 6(12%)

6-8 years and 9(18%) above 9 years as shown in table 4.4. This implies that most of the teachers have been in the secondary school teaching for 2-3years as compared to the rest. The study interpreted this to mean that according to the previous years those teaching CRE were paid less compared to those who were teaching sciences and mathematics and therefore discouraged teachers from teaching the subject.

Table 4.4: Years of Teaching in Secondary School

Teachers		
Details	Frequency	Percentage
2 -3years	26	52.0
3-5 years	9	18.0
6-8 years	6	12.0
above 9 years	9	18.0
Total	50	100.0

4.3 Values CRE Teachers Enhance Through the Teaching of CRE Content

The first objective of the study was to examine the values CRE teachers enhance through the teaching of CRE content. The objective's data was collected using a questionnaire for CRE students and teachers, teacher interviews and document analysis were also used. The findings are illustrated in the sections that follow.

4.3.1 Thematic Content Areas and their Value enhancement in Teaching of CRE

The teaching of CRE content in secondary schools is structured into four thematic content areas namely- the Old Testament, New Testament, African Traditional Religion and Contemporary Christian Living content (CCLC) (KICD, 2018). The study sought to establish from CRE teachers the extent to which the four thematic areas enhance learner value acquisition. They were asked in the questionnaire to rate

these areas (by ticking [✓] in relation to the content that enhances learner value acquisition using three indicators- enhances learner value acquisition a great deal (1), Enhances learner value acquisition moderately (2) and does not enhance learner value acquisition at all (3). Table 4.5 presents the study findings:

Table 4.5: Thematic Content Areas in Teaching of CRE

Thematic content areas in CRE	1	2	3
The Old Testament content	20(40%)	21(42%)	9(18%)
The New Testament content	30(60%)	20(40%)	None
The African Traditional Religious content	33(66%)	12(24%)	5(10%)
The Contemporary Christian Living content	39(78%)	11(22%)	None
(N=50)			

4.3.1.1 Old Testament content

According to the CRE teachers 20(40%) noted that the Old Testament content enhances learner value acquisition a great deal, 21(42%) agreed that the Old Testament content enhances learner value acquisition moderately, while 9(18%) stated that it does not enhance learner value acquisition at all. This implies that majority of teachers acknowledged that the Old Testament content had values to enhance in learners a great deal or moderately 41(82%). The study interpreted the 9(18%) who noted that the Old Testament content does not enhance learner value acquisition at all to mean those teachers who teach CRE content only for examination purposes or those who themselves are not keen on what they are teaching and fail to implement the life approach recommended for the teaching of CRE. Learners learn

from the mistakes made by the Israelites from the Old Testament content and the story of salvation starts with the Old Testament and definitely has guides to the New Testament which has rich Christian values. Interviews revealed that the Old Testament does not enhance learner value acquisition at all because of the following reasons as indicated from selected teacher's excerpts;

- *“The syllabus is overcrowded with content that needs to be covered in time; there is no time to explore what may not be examinable: (Interview, CRE teacher, 6).*
- *“The Old Testament content is far reached from the experiences of the learners”. (Interview, CRE teacher, 8).*
- *“Using the recommended life approach is difficult with the Old Testament content”. (Interview, CRE teacher, 11).*
- *“The syllabus does not explicitly bring out these values from this content” (Interview, CRE teacher, 7).*

The reasons why some teachers felt that the Old testament content did not enhance learner value acquisition included an overloaded curriculum content that was examination oriented, content being far removed from the experiences of the learners and that the syllabus had insufficient guidance in relation to particular values to be enhanced through the content.

4.3.1.2 New Testament content

According to the New Testament content, 30(44%) CRE teachers noted that the content enhances learner value acquisition a great deal, 20(40%) agreed that the content enhances learner value acquisition moderately, while none indicated that it does not enhance learner value acquisition at all. The study interpreted this to mean that CRE teachers appreciated the New Testament content as enhancing learner value acquisition as compared to the Old Testament content where a few teachers seemed to have failed to acknowledge the content in relation to value enhancement as shown in

table 4.5. The New Testament is based on Christian living through the life of Jesus Christ and thus its teachings encourage learners to emulate a Christian way of life and therefore a modification of behavior. This could help them adopt Christian values that are deemed to be leading to good life. The CRE teachers according to the interviews conducted supported this as noted from the following selected excerpts:

- *“The New Testament is rich in Christian values because of the teachings of Jesus Christ who Himself was virtuous”* (Interview, CRE teacher, 4).
- *“Most Christian values are located in the New Testament content”* (Interview, CRE teacher, 7).
- *“The parables told by Jesus are a source of many virtues that can be enhanced in learners”*. (Interview, CRE teacher, 1).
- *“The New Testament content applies easily to the use of the life approach which helps to relate what is taught to the learner’s experience”*. (Interview, CRE teacher, 12).
- *“Learners are able to learn values from many role models explained in the Bible”* (Interview, CRE teacher, 15).

4.3.1.3 African Traditional Religious content

When asked if the African traditional religious content (ATRC) enhances value acquisition, 33(66%) agreed that it enhances learner value acquisition a great deal while 12(44%) enhances learner value acquisition moderately, 5(10%) agreed that it does not enhance learner value acquisition at all. The study interpreted this to mean that most CRE teachers appreciated the African Traditional Religious content as enhancing learner value acquisition 45(90%). The 5(10%) who noted that it does not enhance learner value acquisition at all was interpreted by the study as teachers who simply taught the subject for examination purposes and failed to be creative in using the life approach to make content applicable to the immediate experiences of the

learners. This was deduced from excerpts such as the following from the teacher interviews:

- *“ATRC is far removed from the learner’s experiences and finding areas to encourage application of content taught is difficult.”* (Interview, CRE teacher, 14).
- *“When teaching this content, I many times feel it has been by passed by time-the Christian faith has tended to wipe out the reality of most African traditions”.* (Interview, CRE teacher, 13).
- *“I normally teach the ATRC from a historical perspective-just to give the learners a glimpse of what used to happen in the past”.* (Interview, CRE teacher, 9).
- *“Using the life approach to teach ATRC is not easy because tracing the human experiences in the introduction or organizing the application section is difficult.”* (Interview, CRE teacher, 2).

4.3.1.4 Contemporary Christian Living content

In relation to the Contemporary Christian Living content (CCLC) 39(78%) agreed that the content enhances learner value acquisition a great deal, 11(22%) noted that it enhances learner value acquisition moderately while none stated that it does not enhance learner value acquisition at all. This implies that a majority of teachers acknowledged that the CCLC had values to enhance to learners a great deal. The study interpreted this response to mean that CRE teachers found the CCLC easier in relation to visibility of values that it is expected to enhance as compared to all the other content areas. This is because it scored the highest percentage in enhancing values a great deal and also that it did not have any teacher stating that it did not enhance values at all. From the interview schedule, the teachers supported the CCLC in enhancing learner values as noted from the following excerpts:

- *“The CCLC is about Christian living therefore any form of living will always have something to do with values”.* (Interview, CRE teacher, 10).

- *“It is true that the CCLC is rich in values however in relation to learner value acquisition, it depends on how the teacher structures and delivers this content”. (Interview, CRE teacher, 12).*
- *“The teachings and life of Jesus Christ who is at the centre of this CCLC are a source of many virtues that can be enhanced in learners”. (Interview, CRE teacher, 8).*
- *“The CCLC is rich in providing teachers opportunities to guide learners on issues related to Christian values” (Interview, CRE teacher, 5).*
- *“The CCLC applies easily to the use of the life approach which helps to relate what is taught to the learner’s experience and therefore bring out aspects of application to the expectations of Christian living”. (Interview, CRE teacher, 3).*

To gather more data on this issue on the thematic Content areas in teaching of CRE there was an unstructured section in the CRE teacher’s questionnaire which expected them to give reasons for the choices they made pertaining to content areas and value enhancement. These were analyzed using themes and sub – themes as presented in table 4:6

Table 4.6: Themes and Sub- themes Elicited on the Thematic Content Areas in Teaching of CRE

Questions	Themes (N=50)	Sub- Theme
Reasons for the Selection of Content Area in relation to enhancement of values	The Old Testament content selection on enhancing learner value acquisition a great deal and moderately	-When the Old Testament content is taught using the life approach, then the teacher finds a way of assisting the learners to apply content taught and usually, certain values are involved. -Learners learn from the mistakes made by the Israelites from the Old Testament content. -The story of salvation starts with the Old Testament and definitely has guides to the New Testament which has rich Christian values
	The Old Testament content selection	-The syllabus is overcrowded with content that needs to be covered in time; there is no time to explore what may not be

on not enhancing learner value acquisition at all	examinable. -The Old Testament content is far reached from the experiences of the learners. -Using the recommended life approach is difficult with the Old Testament content. -The syllabus does not explicitly bring out these values from this content
The New Testament content selection on enhancing learner value acquisition a great deal and moderately	-The New Testament is rich in Christian values because of the teachings of Jesus Christ who Himself was virtuous -. Most Christian values are located in the New Testament content. -The parables told by Jesus are a source of many virtues that can be enhanced in learners. -The New Testament content applies easily to the use of the life approach Which helps to relate what is taught to the learner`s experience. -Learners are able to learn values from many role models explained in the Bible
The African Traditional Religious content selection on enhancing learner value acquisition a great deal and moderately	-Value teaching was considered an important part of a child`s education values; (Obedience, Respect, Honesty, Self-control, Mutual concern and sharing, Responsibility, Courage, Hard work, Patriotism, Hospitality, Loyalty and Thankfulness) -Life is the greatest thing in the whole world. -Indigenous education was essentially an education for living; its main purpose was to train the youth for adulthood within society. -Indigenous education inculcated a religious attitude of life. Religion, which was concerned with morality, gave support to the laws and customs of the community and its accepted rules of conduct which included courtesy, generosity and honesty -Man`s humanity has an inalienable worth -The good of the individual is a function of the good of the community -The solidarity of the extended family is supreme -The universe is friendly and this implies a belief in a benevolent creator, God.
The African Traditional	-The syllabus is overcrowded with content that needs to be

Religious content selection on not enhancing learner value acquisition at all	covered in time; there is no time to explore what may not be examinable. -The African Traditional Religious content is far reached from the experiences of the learners. -Using the recommended life approach is difficult with the African Traditional Religious content.
The Contemporary Christian Living content selection on enhancing learner value acquisition a great deal and moderately	-Learners get to learn from what is happening globally and relate to their life -Learners are not limited to traditional teaching methods -Learners get to apply role models that they identify with in real life and virtually (social media and other technology related medias) -The content is not structured and keep changing with times -The learners are not restricted to bible examples and therefore they can be creative

4.3.2 Values enhanced through the teaching of CRE content.

The teaching of CRE in secondary schools goes a long way in enhancing values (Onsongo, 2008). The Contemporary Christian Living Content (CCLC) taught in form four aims at enhancing certain values. The study sought to establish the values enhanced by five topics taught in the Contemporary Christian Living Content (CCLC) theme. The main research instrument used was a questionnaire that asked teachers and students to relate the topics taught to the values listed from (1) to (10). Document analysis was also used. The findings from the questionnaire are presented on table 4.7 and the sections that follow in cooperates the findings from the other instrument.

Key: Obedience (1), Orderliness (2), Honesty (3), Perseverance (4), Industriousness (5), Patience (6), Responsibility (7), Fairness (8), Generosity (9) and Humility (10).

Table 4.7: Values enhanced through the teaching of CRE content According to Teachers.

Values enhanced through the teaching CCLC Topics Teachers												
CCLC Topics			1	2	3	4	5	6	7	8	9	10
Introduction to Christian Ethics	T	Freq	10	38		1		1				
		%	20	76		2		2				
Human Sexuality	T	Freq	21	23	5				1			
		%	42	46	10				2			
Responsible sexual behavior	T	Freq		46	2			1				1
		%		92	4			2				2
Marriage and family	T	Freq	12	33	3			2				
		%	24	66	6			4				
Christian Approaches to work and leisure	T	Freq	14	33				1				
		%	28	66				2				
Christian approaches to wealth, money and poverty	T	Freq	12	37				1				
		%	24	74				2				
Christian approaches to law order and justice	T	Freq	2	46		1		1				
		%	4	92		2		2				
Christian approaches to modern science, technology and environment	T	Freq	38	6	5	1						
		%	76	12	10	2						

4.3.2.1 Introduction to Christian Ethics (ICE): The form four syllabus on the topic on *Introduction to Christian Ethics* is the first topic which has two sub-topics and two objectives as indicated on table 4.8. An analysis on this document indicates that there is no explicit mention of a value that CRE teachers in the process of teaching are expected to enhance other than the mention in general of “*Christian Ethics*.” It is also noted that there is no objective stated pointing to the affective domain. However, the course books and teacher’s guides seem to imply values such as humility, chastity, perseverance and love. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of 4 values with differing numbers of teachers selecting each value. The value that was selected by most of the teachers was orderliness 38(76%) and obedience 10(20%), followed by Industriousness and Patience which were selected by only one teacher-1(2%) as shown in table 4.7.

4.3.2.2 Human sexuality (HS): Human Sexuality is part of the second topic in the form four syllabus with a total of five sub-topics and five related objectives as indicated on table 4.8. An analysis of the sub-topics and objectives fail to show explicit values that teachers are expected to enhance in learners, however some objectives use the verb “*appreciate*” which implies an emphasis of the affective domain though it is noted that there is no verb standing alone pointing to the affective domain. The course books and teacher’s guides seem to imply values such as *Obedience, Perseverance, chastity and responsibility*. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of 4 values with differing numbers of teachers selecting each value. The values that were selected by most of the teachers were orderliness 23(46%) and Obedience 21(42%) followed by Honesty 5(10%) and responsibility 1(2%).

4.3.2.3 Responsible sexual behavior (RSB): Responsible sexual behavior is one of the sub-topics of the topic -Christian Approaches to Human Sexuality, Marriage and Family in the syllabus. In the syllabus it has two sub-sections with two objectives as indicated in table 4.7. The syllabus did not directly point out any values to be enhanced by the CRE teacher on this sub-topic however, the subject books and teacher`s guides implied values such as *perseverance, responsibility, love and Chastity*. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of 4 values with differing numbers of teachers selecting each value. The value that was selected by most of the teachers was orderliness 46(92%) and honesty 2(4%), followed by patience 1(2%) and Chastity1 (2%).

4.3.2.4 Marriage and family (MF): Marriage and family is one of the sub-topics of the topic- Christian Approaches to Human Sexuality, Marriage and Family. In the syllabus it has eight sub-sections with nine objectives as indicated on table 4.8. The syllabus does not explicitly point out any values to be enhanced by the CRE teacher on these sub-topics however, the subject books and teacher`s guides implied values such as *obedience, orderliness, honesty and patience*. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of 4 values with differing numbers of teachers selecting each value. The values that were selected by most of the teachers were orderliness 33(66%) and Obedience 12(24%) followed by 3(6%) honesty and Patience 2(4%) as shown in table 4.7.

4.3.2.5 Christian Approaches to work (CAW): Christian Approaches to work is the third topic in the form four syllabus with a total of seven sub-topics and seven related objectives as indicated on table 4.7. An analysis of the sub-topics and objectives

shows an implication of enhancement of values through the content for instance by objectives such as *“By the end of the topic, the learner should be able to explain virtues related to work.”* This implies that the CRE teacher is expected by the syllabus to bring out certain values from the content while teaching. The subject books and teacher’s guides in relation to this objective suggests virtues such as diligence, honesty, integrity, faithfulness, responsibility and tolerance. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of 3 values with differing numbers of teachers selecting each value. The values that were selected by most of the teachers were orderliness 33(66%) and Obedience 14(28) followed by patience 1(2%) as shown in table 4.7.

Table 4.8: Topics, Sub-topics and Objectives in the CRE Syllabus CCLC

Topic	Sub-topic	Lesson Objectives	Identified Values to be Enhanced (from syllabus and subject books)
1.Introductory to Christian Ethics	1. Meaning of Christian ethics.	a) explain the meaning of Christian ethics;	Humility Chastity Perseverance
	2.Basis of Christian ethics	b) Explain the basis of Christian ethics.	love
2.Christian approaches to human sexuality, marriage and family	1. Definitions of human sexuality, marriage and family.	a) define human sexuality, marriage and family;	Obedience, Sincerity
	2. Traditional African understanding of human sexuality.	b) explain the traditional African understanding of human sexuality;	Patience Orderliness
	3. Christian teaching on human Sexuality.	c) explain Christian teaching on human sexuality;	Perseverance Responsible
		d) explain traditional African practices related to male/female relationships;	
		e) explain Christian teaching on male/female relationship at various levels;	

	4. Traditional African practices related to male/female relationships at various levels.	f) explain Christian teaching on responsible sexual behaviour; g) explain Christian teaching on irresponsible sexual behaviour and their consequences; h) explain traditional African understanding of marriage;	
	5. Christian teaching on male/female relationships at various levels.	i) explain Christian teaching on marriage;	
	6. Christian teaching on responsible sexual behaviour		
3.Christian Approaches to Work	1. Definition of the term s ‘work’ and ‘vocation’.	a) Define the term s ‘work’ and ‘vocation’; b) explain the traditional African attitude towards work;	Obedience, Sincerity Patience Orderliness
	2. Traditional African attitude to work.	c) Explain the role of professional ethos, ethics and code in society;	
	3. Christian teaching on work.	d) Explain virtues related to work; e) Discuss the moral duties and responsibilities of employers and employees;	
	4. The roles of professional ethos, ethics and codes in society.	f) Discuss Christian approaches to issues related to employment.	

This section was interpreted by the study to mean that much as the CRE teachers are conscious of certain values that the content is to transmit to the learners and that they are aware that a particular content may not only transmit a single value but many depending on how it is facilitated, they are not keen on being specific on the content as is specifically related to the values.

Values enhanced through the teaching of CRE content According to Students

Key: Obedience (1), Orderliness (2), Honesty (3), Perseverance (4), Industriousness (5), Patience (6), Responsibility (7), Fairness (8), Generosity (9) and Humility (10).

Table 4.9: Values enhanced through the teaching of CRE content According to Students

CCL C Topic s			1	2	3	4	5	6	7	8	9	10
ICE	S	Freq	250	95	116	90	294	22	44	52	8	6
		%	25.2	9.6	11.7	9.1	29.6	2.2	4.4	5.2	0.8	0.6
HS	S	Freq	176	332	110	55	47	21	23	72	31	4
		%	17.7	33.4	11.1	5.5	4.7	2.1	2.3	7.3	3.1	0.4
RSB	S	Freq	207	141	38	70	78	27	204	13	91	42
		%	20.8	14.2	3.8	7	7.9	2.7	20.5	1.3	9.2	4.2
MF	S	Freq	276	80	285	78	18	24	12	24	12	14
		%	27.8	8.1	28.7	7.9	1.8	2.4	1.2	2.4	1.2	1.4
CAW	S	Freq	186	151	102	8	252	56	16	16	20	4
		%	18.7	15.2	10.3	0.8	25.4	5.6	1.6	1.6	2	0.4

The finding from the questionnaire on this topic shows that the CRE students selected a total of 10 (all values listed) values with differing numbers of students selecting each value as indicated on table 4.9. Unlike the teachers, students' values were spread among all the topics listed and therefore they believed that they had gained all the values given through teaching of CRE. The study interpreted this to mean that the students were not keen as to relate the topic to the specific value and were randomly

placing any value on any topic such that the exercise was not very fruitful to the study.

4.4 Teachers' Perception on the use of Valuing Methods for Learner Value Acquisition

The second objective of the study was to assess CRE teachers' perception on the use of valuing methods for learner value acquisition. A questionnaire was used for CRE teachers and triangulated with the use of an interview schedule. Table 4.10 presents the findings from the questionnaire with use of numbers 1-5 indicating *Strongly Agree* (1), *Agree* (2), *Undecided* (3), *Disagree* (4) and *Strongly Disagree* (5).

Table 4.10: CRE teachers' perception on the use of valuing methods for learner value acquisition

Teachers	1	2	3	4	5
In my teaching of CRE content, I use valuing methods of teaching which include methods such as the self-exploratory Exercise (SEE), Group Enquiry, the value clarifying Response, thought Sheet and Diary Writing, the value sheet, Project Method, Comprehension Exercises and Volunteer Interview.	10 (20%)	8 (16%)	2 (4%)	20 (40%)	10 (20%)
Valuing methods are a set of heuristic, critical and creative techniques used by teachers to help learners develop valuing skills which in the long run leads to them acquiring values.	37 (74%)	10 (20%)	1 (4%)	1 (2%)	1 (4%)
Enhancing valuing skills through use of Valuing methods enables learners to make rational assessment of value aspects and go through the valuing process before they consider any value.	None	9 (18%)	41 (82%)	None	None
My college training really assisted me such that now I make use of valuing methods very effectively.	10 (20%)	12 (22%)	None	23 (45%)	5 (10%)
CRE content lends itself favorably for the use of valuing methods.	22(44%)	21(42%)	3(5%)	2(4%)	2(4%)
The life approach is an approach that applies well with valuing methods	28 (58%)	19 (38%)	2 (4%)	1 (2%)	none

4.4.1 Self-exploratory Exercise (SEE), Group Enquiry, the value clarifying Response, thought Sheet and Diary Writing, the value sheet, Project Method, Comprehension Exercises and Volunteer Interview:

When teachers were asked if in their teaching they use valuing methods of teaching which include methods such as the self-exploratory Exercise (SEE), Group Enquiry, the value clarifying Response, thought Sheet and Diary Writing, the value sheet, Project Method, Comprehension exercises and Volunteer Interview, most of them 20(40%) disagreed while 10(20%) strongly disagreed, this implied that majority of the teachers 30(60%) disagreed with the statement compared to those who agreed to the use of the methods 18(36%). The study interpreted this to mean that either the teachers were aware of the valuing methods and didn't use them or were not aware of them at all. The findings from the teacher interviews brought out excerpts that pointed to the two possible deductions:

- “I’m not really conversant with these methods because I rarely use them. I can only remember them distantly from college. Here the pressure to cover the syllabus content is high and I don’t have the pleasure of trying out methods that don’t quickly transfer knowledge for examination grade improvement. (Interview, CRE teacher, 7).
- “To be honest, I have never used these methods, but all the same my students do well in this subject and they are also well behaved meaning that the content I teach plus of subject all the other school subjects and activities contribute to them acquiring values that shape their character”. (Interview, CRE teacher, 13).
- “We rarely get the privilege of in-service training to help us sharpen our teaching methods to keep up with the changing trends. Value education is an area that requires constant upgrade in relation to how to handle it considering the changing nature of learners and even societal expectations. (Interview, CRE teacher, 3).
- “For me I usually find it difficult to easily isolate values that should be taught from the general content to be taught, so I simply teach using the common methods so long as my students pass their exams, nobody really follows up with me”. (Interview, CRE teacher, 14).

- “These valuing methods as you call them have a lot of disadvantages especially in an overcrowded curriculum like this one. One is that they really are not designed to cover content as such but to help the student interact more with the content already covered. They require quite a lot of time which in most cases I don’t have considering the class sizes, marking and all!” (Interview, CRE teacher, 2).

On the other hand, a few teachers agreed that they used these methods 18(36%).

Positive comments that supported this from the interviews are represented by the following selected excerpts:

- “I would say that could be I use some of them without even being conscious because it is a habit developed over the years and also shaped by experience. Take for example where learners have to read the Bible and get teachings from it, this is not only text reading but also a comprehension exercise. A method like the value clarification response comes naturally to a teacher who’s keen to have learners be clear with what they hold as values”. (Interview, CRE teacher, 2).
- “Group inquiry is a very good method of teaching if it is well planned and implemented. This is because learners learn from one another and also learn through assignments even after class time. I use this alot in my class”. (Interview, CRE teacher, 1).
- “I like encouraging my students to keep a thought Sheet in the form of a diary. This helps them to write their own private thoughts related to topics that we cover. The only difficulty associated to this is the construction of what learners are to write because if a teacher is not careful, it kind of becomes too cognitive oriented which may not really be any different from the other assignments and therefore not helpful to the learner”. (Interview, CRE teacher, 12).

From the above excerpts; the study deduced that continuous use of recommended methods provides teachers with worthy experiences which they use over time to perfect their practical know-how to the advantage of their learners. The teachers who were not making use of the methods could largely be more a matter of attitude than anything else. With a positive attitude and effort, all other challenges can be overcome.

According to Otunga and Namunga (2012), in-service training is appropriate and necessary for teachers because it helps them to make up for skill deficiencies. This allows the teachers to adapt to new demands in their subject areas as well as new approaches and methodologies that aim to improve teaching and learning.

4.4.2 Valuing methods are a set of heuristic, critical and creative techniques: The study further sought to establish the CRE teacher's perception in relation to significant characteristics of valuing methods of teaching. They were asked to rate the following statement; *“Valuing methods are a set of heuristic, critical and creative techniques used by teachers to help learners develop valuing skills which in the long run leads to them acquiring values”*. The study findings indicated that 37(74%) of the teachers strongly agreed with the statement while 10(20%) agreed. This implied that majority of the teachers 47(97%) were able to agree with this characteristic of valuing methods. The study interpreted this to mean that much as majority of the teachers do not use valuing methods, they however perceive them as having positive characteristics that can enrich content acquisition by learners. It also means that if the challenges the teachers mentioned related to why they don't use the methods such as the overcrowded curriculum, insufficient in-service training and the seeming neglect of the affective domain in teaching and examinations, the teachers may learn to appreciate the methods and therefore make use of them to the learner's advantage in value acquisition.

4.4.3 Valuing methods enables learners acquire valuing skills: The study also sought to find out the CRE teacher perception about the ability of Valuing methods in enhancing valuing skills by requesting them to rate the statement *“Enhancing valuing skills through use of valuing methods enables learners to make rational assessment of*

value aspects and go through the valuing process before they consider any value”.

The findings indicated that majority of the teachers 41(82%) were undecided. The study interpreted this to mean that since the majority of the teachers did not use the methods as shown in section 4.4.1, then they may have forgotten issues related to valuing skills due to a lack of practice. This was confirmed from the interview schedule where it was discovered that out of all the 15 teachers interviewed, there was no teacher who was able to mention even one valuing skill that they are expected to enhance in their learners using the content that they were teaching.

**4.4.4: Pre-service Training and CRE Teacher`s use of Valuing Methods.** The study designed a statement that was meant to seek the CRE teachers` perception on their pre-service training in relation to valuing methods of teaching. They were asked to rate the following statement *“My college training really assisted me such that now I make use of valuing methods very effectively”*. The findings indicated a somehow even distribution of responses with 10(20%) strongly agreeing with the statement and 12(22%) agreeing totaling to 22(42%). Those who disagreed with the statement were slightly higher with disagree being 23(45%) and 5(10%) strongly disagreeing respectively totaling to 33(55%). The study interpreted this to mean that these teachers graduated from different teacher training colleges and thus rated what they received as valuing methods differently. It also meant that those who had initially noted that they did not use valuing methods in section 4.4.1 who were a majority could be in this case in the disagreeing group. The interview schedule had a question that sought to find out the CRE teachers` opinions of their pre-service training as was specifically related to valuing methods. Some excerpts that point to reasons for the affirmation of the statement and those of a contrary opinion are listed below:

- “Nowhere in my pre-service training was I taken through methods such as those you call valuing. All I know are the common pool of methods which all teachers seem to be using”. (Interview, CRE teacher, 15).
- In my university we were so many in the lecture halls such that sometimes it was not easy to get what was really being taught. Could be we were taught these methods then but I may not have really internalized them”. (Interview, CRE teacher, 15).
- It’s been long since my university training. What I can say is that if I’m not using these methods as at now then my pre-service training was not impactful in that direction. (Interview, CRE teacher, 5).
- Time erases knowledge especially if it is not put into practice or even updated. I wouldn’t really say I did not accumulate knowledge about these methods in college, but the circumstances related to practice is different. (Interview, CRE teacher, 4).
- I really love teaching this subject because I’m aware of the impact it can have on the youth who are in a significant stage of growing up. I appreciate my college training because it opened up my mind to so many methods that can be used in the classroom. I’m also one who reads and researchers on new possibilities. I find these valuing methods very useful in enhancing values in learners”. (Interview, CRE teacher, 2).
- I appreciate my colleague training because it is here that I was first introduced to these methods. I can even remember the practical tutorials we were taken through to practice the methods before teaching practice. Over the years I have gained more experience and I must say I use the methods *now more effectively*”. (Interview, CRE teacher, 11).

From the above excerpts; the study deduced that the college a teacher trains in during pre-service is significant when it comes to what is emphasized in a course and also the teacher’s own personality in relation to commitment to the task at hand including the development of self through research for practice purposes.

4.4.5 CRE Content and the use of Valuing Methods: The study also sought to find out the CRE teachers’ perception on the nature of CRE content and the ease of use of valuing methods. The statement that was designed for rating for this purpose was that “*CRE content lends itself favorably for the use of valuing methods*”. The study findings were on the positive since majority of the responses supported the statement

with 22(44%) strongly agreeing and 21(42%) agreeing. This gave a total of 43(86%) in the affirmative. The study interpreted this to mean that the CRE teachers acknowledged the presence of values in the CRE content and were aware that valuing methods were essential to enhance these values.

4.4.6 The Life Approach and its relationship to Valuing Methods: The study sought to find out the CRE teacher perception about the life approach and its relationship to the teacher's use of valuing methods by requesting them to rate the statement that "*the life approach is an approach that applies well with valuing methods*". The findings indicated that majority of the responses supported the statement with 28(58%) strongly agreeing and 19(38%) agreeing. This gave a total of 47(96%) in the affirmative. The study interpreted this to mean that the CRE teachers acknowledged the recommended use of the life approach in the teaching of CRE content and were aware that valuing methods could be used alongside it.

To gather in-depth information regarding the CRE teachers' perception of the life approach and valuing methods, there were questions in the interview schedule that are analyzed using themes and sub-themes as indicated on table 4.11.

Table 4.11: Themes and Sub-themes Elicited on the CRE Teacher`s Perception on the Life Approach and its Relationship to the use of Valuing Methods

Questions	Themes(N=15)	Sub – themes: Reasons:
-Did you use the life approach in this lesson? Why	-Implementation of the life approach in the teaching of CCLC content	-It is the recommended approach for teaching CRE by KICD -It's an effective approach because it helps the teacher to make content applicable to the learner -From habit through experience I always use this approach
	-Yes-Responses (f=7, (46.7%)	-It is an approach that makes teaching interactive-increases learner involvement in learning which is my style -The learners understand the content better because their experiences as is related to it are awakened. The teacher gets the opportunity to even provide guidance through this content. -This approach makes content relevant to the learner which is important in the teaching of any subject. -I'm a committed teacher and I like doing my work to the best of my ability even with no supervision
	-No-Responses (f=8(53.3%)	-The approach is time consuming and does not allow me cover much content -It requires a lot of time in relation to preparing and thinking which I don't have. -Nobody really bothers if I use it or not, so I take the easy way out. -My students still pass their exams whether I use it or not. -With pressure to produce higher grades in examinations, I find drilling able to work well for me. -I don't see the need of using it really and over time I seem to have forgotten how to implement it.
-Does the life approach make it easier for a teacher to use valuing methods?	Relationship between the Life approach and the use of valuing methods	-During teaching, the life approach structures presentation into sections which can prompt the teacher to use a number of these methods in one lesson.
	Yes-Responses (f=10(66.7%)	-Valuing methods relate well in this approach for instance the self-exploratory exercise at the human experience section of the lesson -The content of CCLC is easier for a teacher to come up with the learner experiences in the

		human experience section and also the application section, for instance when teaching human sexuality. -There must be a good relationship between the two because the approach is recommended for use with the knowledge that these methods are to be used as well. -The life approach encourages learner participation in the learning process all through the different stages and the valuing methods are also learner centered thus they both complement each other and work well together. Contrary Responses (f = 5 (33.3%)) – -I have not really taken time to think about the relationship between the two for I don't use valuing methods. -The life approach is time consuming and I sometimes apply it though not in a complete way, but if I was keen maybe they would relate well.
-What recommendations would you give for the continued adherence of teachers to the use of the life approach and valuing methods in the teaching of CRE	Recommendations for the continued adherence of teachers to the use of the life approach and valuing methods in the teaching of CRE	-The KICD to still relook at the amount of content in the syllabus and reduce it to give us space to use these methods. -There is need for continuous in-servicing so that we refresh our methodology. -There is need for the KNEC to change the way of assessment especially in subjects rich in values so that teachers do not teach for examination purposes but for value acquisition. -CRE teachers should be motivated may be by a pay rise so that they put extra effort. -There should be more supervision of what teachers do in their classroom.

The results presented in the thematic analysis on table 4:11 assembles CRE teachers' perceptions on the life approach and its relationship to the use of valuing methods in the teaching of CRE. The study grouped the aspects mentioned into three themes from related points indicated by the teachers. This included the implementation of the life approach in the teaching of CCLC content, the relationship between the life approach and the use of valuing methods and the teacher's recommendations for the continued adherence to the use of the life approach and valuing methods in the teaching of CRE.

Each theme is presented in relation to the study findings in the subsections that follow.

4.4.6.1 Implementation of the life approach in the teaching of CCLC content:

The study sought to find out the reasons behind the use or none use of the life approach by the teachers. The advantage of this question to the study was that it was asked immediately after the classroom observation meaning that the researcher already was aware of the status of this use. From the 15(100%) lessons observed, 7(46.7%) were able to use the approach while 8(53.3%) failed to do so. The reasons for use brought out the advantages of the life approach to the CRE teacher which included that it encouraged learner participation in the lesson, prompted the teacher to teach in a way to make content applicable, relevant and better understood by the learners and that it gave teachers the opportunity to provide guidance through the content. Also mentioned was the requirement of teacher commitment, continuous use for improvement and the acknowledgement that it was an approach recommendation by KICD (2017). Those who did not use the approach gave reasons pointing to the disadvantages of the approach such as that it is time consuming in relation to lesson preparation and implementation, the examination-oriented nature of the curriculum, lack of supervision and inadequate refresher training.

Those who were not in agreement, Mwashigadi (2012) also found the following reasons as to why CRE teachers didn't use life themes pedagogy (life approach) which included- 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. The author explained that 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 study also found out that textbooks don't follow life approach in their content, leaving the teacher with the task of coming up with suitable experiences for discussion in the human experience section and that there is hardly enough time to go through all the four steps in life approach in 35 minutes.

4.4.6.2 Relationship between the Life approach and the use of valuing methods:

The study sought to find out the relationship between the life approach and the use of valuing methods. The advantage of this question to the study was that it was asked immediately after the classroom observation meaning that the researcher already was aware of the status of this relationship as was used in the classroom. From the 15(100%) lessons observed, 10(66.7%) were positive about the relationship and 5(33.3%) were of a contrary opinion. The reasons that were given in the positive include that during teaching, the life approach structures presentation into sections which can prompt the teacher to use a number of these methods in one lesson, valuing methods relate well in this approach for instance the self-exploratory exercise at the human experience section of the lesson, the content of CCLC is easier for a teacher to come up with the learner experiences in the human experience section and also the application section, for instance when teaching human sexuality, that there must be a good relationship between the two because the approach is recommended for use with the knowledge that these methods are to be used as well and that the life approach encourages learner participation in the learning process all through the different stages and the valuing methods are also learner centered thus they both complement each other and work well together. The reasons given for those who were against were that

they have not really taken time to think about the relationship between the two for they don't use valuing methods and that the life approach is time consuming.

4.4.6.3 Recommendations for the continued adherence of teachers to the use of the life approach and valuing methods in the teaching of CRE: Respondents were asked to give recommendations for the continued adherence of teachers to the use of the life approach and valuing methods in the teaching of CRE. and following were the recommendations; that KICD to still relook at the amount of content in the syllabus and reduce it to give as space to use these methods, that there is need for continuous in-servicing so that we refresh our methodology, that there is need for the KNEC to change the way of assessment especially in subjects rich in values so that teachers do not teach for examination purposes but for value acquisition, CRE teachers should be motivated may be by a pay rise so that they put extra effort and that there should be more supervision of what teachers do in their classroom.

4.5 CRE Teachers' Use of Valuing Methods for Learner Value Acquisition

The third objective of the study was to examine how CRE teachers use valuing methods for learner value acquisition. The data for this objective was collected using a questionnaire and triangulated with the use of an interview schedule, document analysis and classroom observations. The findings from the questionnaire are presented on Table 4.12 which used statements that CRE teachers were to rate using Very Frequently (VF), Frequently (F) and Not Used (NU) depending on their use of the valuing methods.

Table 4.12: Valuing Methods that Teachers use for Learner Value Acquisition
According to Teachers

Key: *Very Frequently (VF), Frequently (F) and Not Used (NU)*

Teachers	VF	F	NU
Self-exploratory exercise – The teacher allows learners to explore their inner selves by asking questions which they do not really have to answer but which helps them examine themselves in relation to the lesson's sub-topic	T 19(38%)	30(60%)	1(2%)
The group enquiry- Teachers allow learners to work in groups especially when dealing with sensitive issues where protecting the individual from public exposure is necessary.	T 5(10%)	4(8%)	41(92%)
The Value Clarifying Response Skill- The teacher will use statements which help learners to clarify issues they mention with value indicators.	T 0	2(4%)	48(96%)
Thought Sheet and Diary Writing- Teachers give students assignments to write the thoughts most precious to them related to significant value issues under discussion on a regular basis that forms a student diary.	T 0	4(8%)	46 (92%)
Informal Lecture method- The teacher gives learners lectures on the topic of the day then give them assignments	T 43(86%)	7(14%)	0
(N=50)			

4.5.1 Self-exploratory exercise: According to Were (2016), the method of self-exploratory exercise is the method where the teacher encourages learners to examine their thoughts, feelings, behaviors and motivations. It means looking for the origins of the preferences they hold and finding answers to questions about one self. This study sought to find out the status of use of the self-exploratory exercise in the teaching of CRE for learner value acquisition. From the study, 19(38%) of the teachers stated that they use the method very frequently, 30(60%) frequently use it while 1(2%) do not use it. This implies that most of the teachers 49(98%) used the method. The study interpreted this to mean that since the method incorporated the use of the questioning technique which is a common method that teachers use, it was easy for the teachers to recognize and thus indicate that they used it. However, from the lesson observation, the researcher noted that the questions used by the teachers were not designed to specifically encourage learners to explore their inner selves as the method recommends but most were more of teaching questions. To confirm this, the document analysis was not able to locate this method in the teachers' scheme of work or lesson plans. The interview schedule had a question that sought to find out the CRE teachers use of the self-exploratory exercise in relation to what it is and how it is used. Some excerpts are listed below:

- “I don't think I have heard of such a method, but if it incorporates the use of questions, I'm good at asking them.” (Interview, CRE teacher, 14).
- “From the sound of it, I think it's a method that I may be using without really knowing the actual procedure; from here I will research on it such that now I can purposefully use it.” (Interview, CRE teacher, 6).
- “I remember it distantly from college but I must say I rarely use it nowadays due to the pressure of syllabus coverage. Methods that transmit content faster are effective and bring out tangible results in relation to student performance”. (Interview, CRE teacher, 9).
- “I'm well aware of this method and I use it whenever the content is favorable. It helps me instill valuing skills in my learners because it focuses on learners

reexamining their preferences in the light of new knowledge from the content that we cover” (Interview, CRE teacher, 8).

These excerpts were an indication that some teachers were confusing the method with the question answer technique and that they were willing to use it if they had the know-how or if there was no pressure from syllabus coverage. One response was impressive since it indicated a teacher who was keen on the method and may have perfected the skill as a result of experience.

According to findings from the student questionnaire, 435(43.8%) agreed that teachers very frequently used self-exploratory exercise, 428(43.1%) agreed that teachers use it frequently while 130(13.1%) agreed that teachers do not use the method. This implies that most of the students 863(86.9%) were in agreement compared to 130(13.1%) who were not. The study interpreted this to mean that possibly learners did not understand what the method really meant and they thought it was the questions and answer method and therefore majority acknowledged its use by teachers.

The use of the question and answer method is supported by KIE (2006) because it helps to encourage the mental growth of the learner and Lierop (2020) goes further to say that this method stimulates the mental growth of the learner and also encourages them to be active in searching for the truth. However, its only when the questions are designed appropriately to encourage learners to examine their thoughts, feelings, behaviors and motivations that the Self-exploratory exercise as a valuing method can be said to have been implemented (Were, 2006).

4.5.2 The Group Enquiry; The group enquiry when used as a valuing method is geared to finding out what the members of a group think of a certain sensitive issue,

while protecting the individual from public exposure where necessary (Onsong, 2008). In less sensitive issues the teacher can hold a simple vote before a topic is discussed in depth. The same procedure can be used at the end of the topic to see if there are any changes in learner opinions or attitudes. The method encourages learners to identify unreasoned preferences which they hold as a group enabling them to compare their own preferences with those of fellow learners. To find out if the CRE teachers made use of this method in enhancing learner value acquisition, the researcher designed the statement *“The Group Enquiry- Teachers allow learners to work in groups especially when dealing with sensitive issues where protecting the individual from public exposure is necessary”*. According to the study findings from the questionnaire, 5(10%) stated that they used it very frequently while 4(8%) stated that they frequently use it, 41(92%) of teachers agreed that they did not use this method. This implies that most of the teachers 41(92%) did not use group enquiry while 9(18%) use it. The study interpreted this to mean that the method is not popular among most of the teachers especially when used as a valuing method. Teacher interviews revealed that teachers used the method more for general group work where learners were expected to complete their academic assignments in groups and participate in group discussions and not really for exercising valuing skills as indicated by the following exhort:

- *“I frequently use the group enquiry method especially in encouraging students to do extra reading for revision, however, the way you have explained the method here it seems it’s different and I may say I don’t really use that one”*. (Interview, CRE teacher, 1).
- *“I really have no idea about valuing skills as you relate it to group enquiry as a method. For me I use group work mainly for assignments and it has served me well especially where peer consultation is concerned.”* (Interview, CRE teacher, 8).

- *“Content covering sensitive issues are very rare and when I come across them I handle them more from the academic point of view, after all, this is what matters in the learner`s exams”. (Interview, CRE teacher, 15).*

During classroom observation, the researcher was unable to point out any lesson that used the group enquiry as a valuing method; however, there were group assignments given in 6(40%) lessons. Document analysis failed to pick out this method from the teachers schemes of work and lesson plans.

According to the students 563(56.7%) agreed that teachers in their class used the group enquiry method very frequently, 340(34.2%) agreed that it is used frequently while 99(10%) agreed that it is not used. This implies that 903(90.9%) of the students were in agreement that group enquiry method is adopted by CRE teachers compared to 99(10%) who said it was not adopted. The study interpreted these findings to mean that much as the majority of students were in support that group enquiry was being used by the teachers as compared to the teachers themselves; the students may have assumed this to be the usual group work or group discussions that were commonly used.

In teaching moral reasoning skills in students, enquiry into controversial and sensitive social issues arising from the content being taught should be facilitated by the teacher (Were, 2006). Kruger, (2012) explains that a controversial issue is any issue of public debate about which there is an argument, agreement or disagreement, and in which values and emotions are invested. It creates reflective dialogue between students having opposing points of view. The group enquiry as a valuing method has the advantage of sharpening the learners' awareness of their position in relation to the group`s position in these controversial and sensitive issues while hiding the individuals standing.

4.5.3 The Value Clarifying Response Skill: The Value Clarifying Response Skill as a teaching skill refers to the teacher's responses, with statements that promote the valuing process, to statements students mention which contain value indicators (Were, 2006). It is used to encourage the development of valuing skills by teachers helping learners to have a critical assessment of what lies behind their comments in relation to issues discussed in the classroom (Onsongo, 2008). The study sought to find out if the CRE teachers made use of this method in enhancing learner value acquisition. The researcher designed the statement- *"The Value Clarifying Response Skill- The teacher will use statements which help learners to clarify issues they mention with value indicators"* which teachers and students to rate in their questionnaires. The study findings indicated that no teacher (0) stated that they used it very frequently while 2(4%) stated that they frequently use it, 48(96%) of teachers agreed that they do not use this method. This implies that most of the teachers 48(96%) do not use the Value Clarifying Response Skill. The study interpreted this to mean that the method is not popular among most of the teachers especially when used as a valuing method. Teacher interviews revealed that teachers lacked awareness of the method and failed to relate it with enhancement of valuing skills. The interview schedule had a question that sought to find out the CRE teachers use of the Value Clarifying Response Skill in relation to what it is and how it is used. Some excerpts are listed below:

- *"This method is one I'm not sure I have heard about or even thought of using in my teaching." (Interview, CRE teacher, 2).*
- *"What do you really mean by a value indicator? How am I expected to identify this in a classroom situation?" (Interview, CRE teacher, 13).*
- *"Much as I wouldn't say for sure that I use the method, maybe I use it without being very conscious of because if it's about clarifying student value comments then that happens frequently in my class. Guess I should read more about it and begin using it visibly". (Interview, CRE teacher, 10).*

During classroom observation, the researcher confirmed the minimal use of the Value Clarifying Response Skill by CRE teachers since lessons were characterized by use of teacher-centered instructional methods that did not give learners much opportunity to use value indicators. Whenever value indicators came up in some lessons, teachers were not keen enough to handle them as expected by the Value Clarifying Response Skill. Document analysis failed to pick out this method from the teachers schemes of work and lesson plans a further indication that the method was rarely used.

All levels of education. The instructors are making use of this method in imparting knowledge to the students. On the other hand, the students are also required to give presentations as a part of evaluation method. In giving presentations, the individuals make use of technologies in most cases, as Power Point presentations are common presentation method is the method that is regarded as worthwhile and efficacious at all levels of education. The instructors are making use of this method in imparting knowledge to the students. On the other hand, the students are also required to give presentations as a part of evaluation method. In giving presentations, the individuals make use of technologies in most cases, as Power Point presentations are common all levels of education. The instructors are making use of this method in imparting knowledge to the students. On the other hand, the students are also required to give presentations as a part of evaluation method. In giving presentations, the individuals make use of technologies in most cases, as Power Point presentations are common presentation method is the method that is regarded as worthwhile and efficacious at all levels of education. The instructors are making use of this method in imparting knowledge to the students. On the other hand, the students are also required to give

presentations as a part of evaluation method. In giving presentations, the individuals make use of technologies in most cases, as Power Point presentations are common.

When asked about the teachers use of the Value Clarifying Response Skill, the students' questionnaire indicated that 57(5.7%) of learners also agree that it is adopted very frequently, 66 (6.6%) frequently and 870 (87.6%) stated that their teachers do not used the method. This implies that most of the learners 870 (87.6%) of the learners agreed that the CRE teachers do not use the Value Clarifying Response Skill and this agrees with the teacher responses. The study interpreted this to mean that much as the student may not have been familiar with the method, the statement that was used after the method for their rating did no trigger much recognition apart from a few students 123(12.5%).

The results corroborate research by Musotso (2004) and Kimosop (2015), which found that when teachers use expository strategy methods such as lectures, they are depriving students of the chance to actively participate in the process of discovering new information. Since the courses are supposed to enhance value acquisition and create acceptable character in learners, failing to use methods that enhance value acquisition is a setback in the teaching of subjects rich in values (Were, 2006).

4.5.4 Thought Sheet and Diary Writing-The thought sheet refers to a special kind of assignment of students to write, perhaps on a weekly basis, half a page describing the thought most precious to them related to issues under discussion in the classroom (Were,2006). The thought sheets are handed in to the teacher, who checks which of them are valuable for discussion and can keep the source of the thoughts confidential. The other thought sheets are read, remarked on in writing, signed and returned to their

authors. The remarks usually given to students take the form of written value clarifying responses. Diary writing is much like a daily thought sheet, but there could be continuity in thought from one day to another (Were,2006). The study sought to find out if the CRE teachers made use of this method in enhancing learner value acquisition. The researcher designed the statement- *“Thought Sheet and Diary Writing- Teachers give students assignment to write the thought most precious to them related to significant value issues under discussion on a regular basis that forms a student diary.”* which teachers and students rated in their questionnaires. The study findings indicated that no teacher (0) stated that they used it very frequently while 4(8%) stated that they frequently use it, 46(92%) of teachers agreed that they do not use this method. This implies that most of the teachers 46(92%) do not use the thought Sheet and Diary Writing method. The study interpreted this to mean that the method is not popular among most of the teachers especially when used as a valuing method. Teacher interviews revealed that teachers lacked awareness of the method and failed to relate it with enhancement of valuing skills. The interview schedule had a question that sought to find out the CRE teachers use of the thought Sheet and Diary Writing method in relation to what it is and how it is used. Some excerpts are listed below:

- *“This to me does not sound like a method of teaching. Due to the pressure of syllabus completion, there is no time to use methods that do not push content forward”* (Interview, CRE teacher, 4).
- *“I help my students think while we are here in class; the assignments I give later are serious ones to help me improve on mean grades.”* (Interview, CRE teacher, 7).
- *“What are these valuing skills you keep talking about? “Are they really possible to enhance them in a classroom setting?”* (Interview, CRE teacher, 3).

During classroom observation, the researcher confirmed the rare use of the thought Sheet and Diary Writing method since no assignment pointing to learners writing their thoughts were given. Document analysis failed to pick out this method from the

teachers schemes of work and lesson plans a further indication that the method was rarely used.

According to the students' questionnaire, 30(3.0%) agreed that CRE teachers in their class used the **thought Sheet and Diary Writing** method very frequently, 45(4.8%) agreed that it is used frequently while 918 (92.4%) agreed that it is not used. This implies that of the majority of students were in agreement with their teachers that **thought Sheet and Diary Writing** is rarely used by CRE teachers 75(7.5%). The study interpreted these findings to mean that most of the students did not keep diaries or write on them as indicated by the teacher.

4.5.5 Informal Lecture method; This kind of instruction includes the instructor verbally presenting the material, which is typically supplemented by student answers via exercises, watching videos, or answering questions (Mwaka *et al*, 2014). It asks questions, provides clarifications, and challenges the lecture's substance (Onsongo, 2008). This lecture method can also be interspersed with discussion (Onsongo, 2008). The study sought to find out if the CRE teachers made use of this method in enhancing learner value acquisition. The study findings indicated that 43(86%) of teachers agreed that it is very frequently used and 7(14%) that it is frequently used. No teacher (0) stated that it is not used. This implies that all the teachers 50(100%) agreed that they use informal lecture method in presenting their CRE content. From the 15 lessons observed, all the teachers used this method however; document analysis revealed that this method was not mentioned in the schemes of work or lesson plans. The study interpreted this to mean that teachers were aware of the disadvantages attached to the method in relation to learner class participation and did

not want to accept in written that it was in use. The interview schedule revealed this and other reasons as is indicated by the selected exhort:

- “I have used this method because it helps me cover extensive content within a short time and with the overloaded content of the syllabus; I feel this serves me best.” (Interview, CRE teacher, 6).
- “Over the years, I have discovered that even the lecture method is an ok method of teaching because if students pass the exam at the end of it, why really bother with so many other burdensome methods....and since it’s not a pure lecture I just find it ok.” (Interview, CRE teacher, 11).
- “The informal lecture has the advantage of in cooperating a number of other methods and it means I can still involve learners to some extent in learning”.
- Lecturing is about passing information. For me I use it because even for values to develop in students they have to first gather information relevant to the value, then over time if they reason and see the significance they can make it part of their character”. (Interview, CRE teacher, 14).

According to the students 655(66%) of learners agree that teachers very frequently use informal lectures on the topic of the day then give them assignments, 215(21.7%) stated that it was frequently used while 123(12.5%) of students agree that teachers do not use lecture method, this implies that majority of students 875(88.1%) agreed that teachers adopt the informal lecture method to instill values in learners through the CRE content. The study interpreted the learner responses to mean that learners were in support of the teachers responses who also rated the use of the informal lecture highly meaning that the method was mainly used especially to transmit content which was one of the aspects required for value acquisition, however, Straughan (2002:52) who is against the lecture method notes that the way learners are made to acquire knowledge should not be through *"rote learning or in a superficial way,"*. The methods used should actively involve the learner- knowledge properly learnt and used can lead to improvement in attitude and thus acquisition of values.

Salfano (2011) provides evidence that when the lecture technique is used, the instructor directly controls the flow and structure of the lesson by conversing with the students employing this strategy, the instructor can help students become more proficient by asking for comments, providing guided lectures, employing demonstrations, and holding discussions. The findings of this study support those of Daniel (2013), who contended that because lecturing can cover a lot of material in a short amount of time, it is one of the most popular teaching methods.

Table 4.13: Valuing Methods that Teachers use for Learner Value Acquisition

According to Students

Key: *Very Frequently (VF), Frequently (F) and Not Used (NU)*

Students		VF	F	NU
Self-exploratory exercise – The teacher allows learners to explore their inner selves by asking questions which they do not really have to answer but which helps them examine themselves in relation to the lesson's sub-topic	S	435(43.8%)	428(41.2%)	130(13.1%)
The group enquiry- Teachers allow learners to work in groups to assist one another in solving problems.	S	563(56.7%)	340(34.2%)	99(10%)
The value clarifying response- The teacher will use statements which help learners to clarify issues they mention with value indicators.	S	57(5.7%)	66 (6.6%)	870 (87.6%)
Thought Sheet and Diary Writing- Teachers give students assignments to write the thoughts most precious to them related to significant value issues under discussion on a regular basis that forms a student diary.	S	30(3.0%)	45(.04.8%)	918 (92.4%)
Informal Lecture method- The teacher gives learners lectures on the topic of the day then give them assignments	S	597(60.1%)	208(20.9%)	170(17.1%)
(N=993)				

4.6 Assessment Methods CRE Teachers use to Assess Learner Value Acquisition

The fourth objective of the study was to establish the assessment methods CRE teachers used to assess learner value acquisition. The data for the objective was collected using a questionnaire that expected CRE teacher to answer statements given through use of three measures; Very Frequently (VF), Frequently (F) and Not Used (NU). This was triangulated using the interview schedule, observation and document analysis. Table 4.14 presents data from the questionnaire which is then followed by data from the other instruments:

Table 4.14: Assessment Methods CRE Teachers use to Assess Learner Value Acquisition

Key: *Very Frequently (VF), Frequently (F) and Not Used (NU)*

	VF	F	NU
Use of Observation to detect behavior that reflects value acquisition	10(20%)	40(80%)	0
Deigning project work that helps bring out the values of the learners during their working	2(4%)	6(12%)	42(84%)
Use of attitude and value scales which learners respond to according to their personal preferences which helps to reflect the values they hold	2(4%)	2(4%)	46(92%)
Use of comprehension exercises that point to the values the learners hold	45(90%)	3(6%)	2(4%)
Use of check lists to follow up change of behaviors of learners	2(4%)	3(6%)	45(90%)
Use of the formal classroom tests recommended by the school	45(90%)	0	5(10%)
(N=50)			

4.6.1 Observation Method; According to Onsongo (2008), a teacher is in a great position to see students in a variety of learning environments and take note of their attitudes, sentiments, interests, and behavioral patterns. She does, however, also

emphasize the necessity for educators to hone their observational skills in order to get objective data using this methodology. In order to evaluate CRE instructors' use of observation as a technique of assessment for the development of learner values through classroom subject learning, the researcher in this study gave them a statement “Do you use observation to detect behavior that reflects value acquisition?”. The study revealed that the observation method was frequently used by teachers at 40(80%) and 10(20%) stating that they use it very frequently. There was no teacher who indicated that the method was not used. The study interpreted this to mean that CRE teachers use observation as a method to assess learner value acquisition.

The observation scheduled supported this finding in that the researcher was able to note that during all the classroom lesson presentations the CRE teachers were keen in observing the reaction of students to what was being taught and also in keeping order and class control. However, whether this was actually to gather data on value acquisition was not really tangible since most of the content presented was leaning towards the cognitive domain. Document analysis also revealed that out of the 15 (100%) Schemes of work analyzed, only 2(13%) did not indicate observation as a method of assessment. The teacher interviews that were done after the classroom observation revealed a number of issues related to this method when specifically used to assess learner value acquisition as indicated from the following selected teacher's excerpts:

- “Observation is a method of assessment every teacher uses while teaching since the teacher has to note from facial expression whether the content is being understood or not however more than that is a bit difficult in that the affective domain is a covert area and really not observable” (Interview, CRE teacher, 2).
- “Observation is good as far as a teacher is seeking to enhance the aspects of the cognitive domain especially when this is incorporated with oral questions, but to assess learner value acquisition through instant observation

during content delivery may not really be possible since this may require more time than just a single lesson and even a practical situation where the learner is not even aware that they are under observation” (Interview, CRE teacher, 14)

- “The problem is that many aspects of the affective domain are prone to dishonesty and manipulation. What the teacher may observe may not necessarily be the truth as portrayed by the learner. The learner may be aware of what the teacher is looking for and thus pretend in order to be assessed favorably” (Interview, CRE teacher, 9).
- “Value acquisition to be assessed requires a practical environment where they can be displayed. Like for example, the values of hard work, diligence and cooperation, I frequently observe in the learners class work through the efforts they put” (Interview, CRE teacher, 1).
- From teaching my class over time, I would say there are learners who actually appreciate the values that the content encourages and they put effort to work on acquiring them” (Interview, CRE teacher, 5).

The interview schedule brought out challenges CRE teachers encounter when using observation method to assess learner value acquisition as listed:

- The interaction with learners in a single lesson does not give sufficient time to provide learners with mentorship in values from the content taught.
- The aspects of the affective domain are covert and not easily observable, also that they are prone to dishonesty and manipulation.
- The classroom environment may be a bit restrictive and may not allow learners to portray most of the values taught through the CRE content.

In support of this study findings, a study by Graham (2011), revealed that observation is accepted as a legitimate source of recording and reporting students’ demonstrations of learning outcomes in early childhood education, however as the student progresses to later years of schooling less and less attention is given to use of observation and more attention is given to formal assessment procedures. However, he continues to

note that teacher observation is capable of providing substantial information on student demonstration of learning outcomes at all levels of education if well designed and purposefully used. According to research conducted in Nigeria by Omare *et al.* (2016), teachers are not proficient in using the observation method, which prevents the approach from being utilized to successfully assess the accomplishments in the affective domain. The study concluded that regular professional development for instructors was necessary to help them acquire values.

4.6.2 Designing project work

A project is a problem-oriented assignment designed for learners with the aim of the achievement of set learning outcomes (Mwaka *et al.*, 2014). The authors continue to point out that project work is used in instruction to expose learners to learning activities that enable them to apply knowledge acquired and create new knowledge. The study respondents were asked if they designed projects to assess learner value acquisition and the responses were 6(12%) of the teachers said they used it frequently with 2(4%) saying they used it very frequently. There were 42(84%) teachers who stated that they did not use the method. This shows that majority of the CRE teachers did not design project work that helped to bring out the values of the learners during their working. Through the classroom observations there was no lesson that gave learners a project to undertake and the document analysis of the observed teacher's schemes of work did not also indicate any planned project work. The study interpreted this to mean that the CRE teachers knew that projects were significant in assessing the affective domain attributes but they usually are time consuming and not easy to design. They also require input in terms of resources depending on the type of project. This was confirmed from teacher interviews as portrayed from the following selected excerpts:

- “Designing projects is a time-consuming undertaking and I’m not good at it especially those that relate to the topics that I teach” (Interview, CRE teacher, 2).
- “Due to the fact that project work takes up time and resources, I prefer to have my learners do their project work during the school holidays. Like last holiday on the topic of leisure and work I asked them to read on the various forms of leisure activities and using pictures select those that they engaged in during the holiday giving their advantages and disadvantages (Interview, CRE teacher, 4).
- “With the pressure to cover the syllabus content in time for revision, designing projects that focus on limited content is according to me a waste of time”. (Interview, CRE teacher, 2).
- “I’m aware that project work if well designed is able to give learners opportunities to practice the values they have acquired apart from the application of knowledge and skills, the only problem is that if a teacher concentrates here the syllabus coverage is at risk of incompleteness and the learners may fail to do well in their final examination” (Interview, CRE teacher, 3).

The study noted that CRE teachers would prefer to use the project method to not only assess learner value acquisition but to also enhance learning. Though, they are frequently constrained by aspects such as the wide scope of the syllabus, time projects take to complete, resources required and the summative evaluations which tend to be cognitive oriented. These findings are in agreement with observations made in a previous study conducted by Bergmann and Sams, (2012) who found that much as project work help learners in mastering knowledge, skills and attitudes, they are not frequently used due to their time-consuming nature.

4.6.3 Use of attitude and value scales: The use of attitude and value scales aims specifically at learners establishing what they are inclined to hold in terms of aspects of the affective domain (Onsongo, 2018). She explains that they consist of short sets of questions asking for what learners are inclined to hold on a specific topic or issue, or questions the answers to which can be given by self-rating on a scale. This can be

done by filling in the scales in groups or by individual learners for personal involvement.

The Study sought to establish if teachers use attitude and value scales in assessing learner value acquisition and the results indicated that 46(92%) of teachers do not use this method while only 2(4%) use it frequently and 2(4%) use it very frequently. The study interpreted this to mean that CRE teachers are not keen at assessing their learners' values and attitudes on aspects they teach. The use of such a method has advantages like tracking changes in learners' attitudes at the beginning of a lesson before the content is taught and at the end after the content has been covered (Onsongo, 2018). From lesson observation, the researcher noted that the teachers asked questions to gauge the learner's perception towards attitudes held but there were no actual attitude and value scales used. Document analysis was also not able to identify anywhere where a teacher was to use this method in the assessment column in the scheme of work. From the CRE teacher interviews the study was able to gather data on the possible reasons why this method was rarely used as is reflected in the following selected excerpts:

- “What are attitude and value scales....I don't think I really know what they are later on using them in my class. I may have learnt them way back in my pre-service training but due to their underuse, I may have forgotten about them” (Interview, CRE teacher, 11).
- “In the final exam, attitudes or values that touch on the learners directly are rarely asked. So, I put more effort on what I feel matters more considering the time constraints and pressure in mean grades” (Interview, CRE teacher, 15).
- “My wish is that we would have these scales designed for us so that all we do is use them. Otherwise for now, I have too much work and using these scales will really not bring in any added advantage to my end of year examinations results” (Interview, CRE teacher, 11).
- “I'm aware of this method but I don't use it because it's not easy to construct the scales and with the huge number of students I teach, I prefer to

concentrate on other aspects related to boosting the subjects mean grade” (Interview, CRE teacher, 10).

- “I try my best to use these scales whenever I’m able to design them because it makes me feel I’m a good CRE teacher. Once I design one for a topic, I can use it over some time by simply modifying them slightly (Interview, CRE teacher, 8).

The interview schedule brought out the reasons why CRE teachers rarely use the attitude and value scales method to assess learner value acquisition as summarized below:

- Insufficient knowledge and skill on the design and use of attitude and value scales.
- Final examinations do not question much about learner attitudes and values.
- Pressure to attain high mean scores in the final exams which are usually cognitive oriented.
- Overloaded curriculum which has to be completed in time to allow revision.

Different researchers suggest similar steps in the process of developing scale (DeVellis, 2017). Five-point Likert Scale was used for the items in the scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). Besides, negative statements were included in the items of the scale in order to prevent participants’ bias. Creating an expert panel to review items: In order to provide proof of content validity of the items in the scale for attitudes towards values acquisition.

4.6.4 Use of comprehension exercises: **Comprehension exercise** is a method of teaching where the teacher provides learners with a passage of text with a set of questions about its content (Onsongo, 2018). Usually the questions go well

beyond mere comprehension, incorporating questions asking learners to be critical and occasionally creative. In the teaching of CRE this method is of particular importance for the study of biblical texts with a considerable depth of meaning (Were, 2016). The Study sought to establish if CRE teachers used comprehension exercises to assess learner value acquisition. The results indicated that 45(90%) of teachers used it very frequently and 3(6%) indicating they used it frequently. Those who did not use it were only 2(4%) and the study interpreted this to mean that these teachers did not relate this method with text reading of the bible which every CRE teacher must use. The finding was deduced to mean that CRE teachers make use of comprehension exercises to teach and assess learner value acquisition. Contrary to this however, the document analysis was not able to locate this method in the scheme of work but through the interview schedule realized that this method was the text reading method used by CRE teachers in the biblical stage of the life approach. From interviews teachers supported this approach more for teaching and less for assessment as is indicated in the selected excerpts:

- *“In the teaching of CRE the use of comprehension exercises is frequently used because the bible has to be understood and therefore readings from it are analyzed”* (Interview, CRE teacher, 2).
- *“I use text reading in the biblical section of the life approach which I believe is a form of a comprehension exercise, however, I may not be very sure if this is a method I can use to assess learner value acquisition”* (Interview, CRE teacher, 15).
- *“Through comprehension of biblical texts, learners internalize messages and I’m sure this speaks to them and shapes their character over time. However, as for using this method to assess acquisition of values themselves, this may not be easy because this may require a more practical approach* (Interview, CRE teacher, 5).
- *“Asking questions after reading a biblical passage helps to enhance learner comprehension of the intended bible teachings. The section of application in the*

life approach moves this further in guiding learners on how to apply the teachings to their everyday experiences” (Interview, CRE teacher, 4).

The study conducted by Jingblad and Johansson (2017) implies that lack of motivation prevails in students, due to which students are required to be intrinsically motivated as a means to develop autonomous and engaging reading habits. It can help in improving reading comprehension in EFL learners while keeping them intrinsically engaged in reading activities that improves their extent of comprehension. Similarly, Protacio (2017) has suggested that reading engagement accounts for students’ motivation to read, participate in social activities that promote reading, use learning strategies while reading and developing meaning from texts.

4.6.5 Use of check lists: Burke (2014) describes a checklist as a strategy to monitor specific skills, behavior or dispositions of individual learners in class. He says that it’s a simple technique used to determine the behavior of a learner during the lesson and usually contains a list of attributes of behavior which the teacher is required to observe and tick whenever the behavior is displayed by the learner. As one of the methods used to assess learner acquisition of values the study sought to find out if CRE teachers made use of this method. The findings revealed that majority of the teachers did not use the method 45(90%) with only 3(6%) noting that they used it frequently and 2(4%) saying they used it very frequently. The study interpreted this to mean that CRE teachers rarely use the checklist as a method of assessing learner value acquisition. This was confirmed by document analysis and observation where it was noted that no teacher had indicated in the scheme of work this method on the column of assessment nor used it during teaching. The teacher interviews reveal some reasons why teachers do not make use of this method from the following selected excerpts:

- “For me I feel this method is ineffective because of the short time I’m in class and what we do with learners at that time....it’s mainly interaction through syllabus content which is most of the time on the cognitive level” (Interview, CRE teacher, 4).
- “The use of a checklist to monitor learner affective characteristics at this level may not work because all that the learners do in my class is sit on their desks, listen and participate in the lesson could be through discussions, questions or any other method used” (Interview, CRE teacher, 15).
- What would I really be checking in relation to behavior touching on values here? May be this would work better at early childhood level (Interview, CRE teacher, 11).
- “Designing and implementing checklists for evaluating the affective domain requires time and skill which I must confess is difficult to have especially in the face of an overloaded curriculum and pressure on mean grades” (Interview, CRE teacher, 9).
- “If only these checklists would be designed for us or even made available in bookshops, I would be willing to try and use them” (Interview, CRE teacher, 8).

This approach facilitates both the way students take information and the way they store and apply this information to deal with novel situations (Herrera *et al.*, 2007). This means that, in addition to eliciting constructed responses, performance-based assessment incorporates authentic tasks that need higher level of thinking and application of skills. Herrera *et al.* (2007) interpret performance- based assessment as an opportunity that “tap(s) into the depth and breadth of students’ learning.

4.6.6 Use of Formal Classroom tests: Classroom tests are predetermined collection of questions or tasks to which predetermined types of responses are to be sought (Mwaka *et al.*, 2014). They are meant to measure the performance and capabilities of a learner in class in relation to the learning previously undertaken. When asked if the CRE teachers used formal classroom tests to assess learner acquisition of values, it was revealed that 45(90%) of the teachers agreed they very frequently use Formal Classroom tests and 626(63%) of students agreed that teachers use it very frequently

as shown in table 4.13. This indicated that the study showed that teachers use Formal Classroom tests recommended by the school. From document analysis Formal Classroom tests is used to gauge the learners' performance and school sometimes organize regional Formal Classroom tests to know their performance compared to others. From interviews teachers supported this approach as is indicated in the selected excerpts:

- *“The use of Formal Classroom tests in many cases have instilled values such as: corruption cause schools and parents collude to cheat, dishonesty in learners, impatience because they become impatient, lack of respect to rules and laws and courage to face challenges in life”* (Interview, CRE teacher, 11).

Formal Classroom assessment on the other hand comes at the end of the course or programme, for example KCSE that is done after completing four years in secondary school (Okech and Asiachi, 1992). The two broad methods of assessing pupils, that is, formative and summative assessments/evaluation are applicable to all subjects, including CRE (KIE, 2002). These methods could equally be used to assess the understanding of the CRE concepts among students in secondary schools who undertake the same curriculum.

4.7 Chapter Summary

This chapter presents the study findings based on the data collected from the field. The analyzed data was discussed based on the findings and deduction presented. The quantitative data was analyzed and presented in percentages and frequencies while the qualitative data was analyzed and presented in themes. The next chapter presents the study summary, conclusion and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study arrived at through findings presented in chapter four. The chapter starts with the summary of findings based on the objectives the study set to establish followed by an outline of the conclusions the study made. Also highlighted in this chapter are possible suggestions for further research and recommendations for policy and practice.

5.2 Summary of Findings

The study findings on demographic information from the respondents revealed that Majority of the form four CRE student respondents 713(71.8%) were female while the CRE teachers the female category was slightly higher 27(54%). This gave an indication that female students opt more for CRE as compared to the male students which was also reflected in the CRE teachers. The study findings indicated that CRE teacher respondents with the academic qualification of a bachelor's degree were the majority 26(52%) which is the above the minimum qualification to teach at secondary school, while the rest had a master's degree 24(48%) which is encouraged as additional training for teachers. All the CRE teacher respondents in this study meet the threshold of teaching CRE at the secondary school. On teaching experience, all the CRE teachers had 2 years and above which is the expected two years of probation period.

The findings of the study illustrate the use of valuing pedagogy in Christian Religious Education for learner value acquisition in relation to values CRE teachers enhance through the teaching of CRE content, CRE teachers' perception on the use of valuing methods for learner value acquisition, CRE teachers use of valuing methods for learner value acquisition and assessment methods CRE teachers use to assess learner value acquisition as summarized in the next section.

5.2.1 Values CRE teachers Enhance through the Teaching of CRE Content

The first objective of the study was to examine the values CRE teachers enhance through the teaching of CRE content. The teaching of CRE content in secondary schools is structured into four thematic content areas namely- the Old Testament, New Testament, African Traditional Religion and Contemporary Christian Living content (CCLC). The study sought to establish from CRE teachers the extent to which the four thematic areas enhance learner value acquisition. Majority 39(78%) of CRE teachers acknowledged that the CCLC had values to enhance to learners a great deal. This meant that CRE teachers found the CCLC easier in relation to visibility of values that it is expected to enhance as compared to all the other content areas. This was followed by the content of the New Testament at 30(44%) which was a show that CRE teachers appreciated the New Testament content as enhancing learner value acquisition. The African Religious content came third at 33(66%) with 5(10%) in this category indicating that the content does not enhance learner value acquisition. This meant that some CRE teachers were not keen in this content and felt that it was far reached from the experiences of the learners. The Old Testament content came last in relation to enhancing learner value acquisition with teachers 9(18%) noting that it does not enhance learner value acquisition at all.

The Contemporary Christian Living Content (CCLC) taught in form four aims at enhancing certain values. The study sought to establish the values enhanced by five topics taught in the CCLC themes. The form four syllabus on the topic *Introduction to Christian Ethics* is the first topic which has two sub-topics and two objectives. An analysis of the stated objectives in the syllabus indicates that there is no explicit mention of a value that CRE teachers in the process of teaching are expected to enhance other than the mention in general of “*Christian Ethics*.” However, the course books and teacher’s guides seem to imply values such as Humility, Chastity, Perseverance and Love. The values that were selected by most of the teachers were orderliness 38(76%) and obedience 10(20%), followed by Industriousness and Patience which was selected by only one teacher-1(2%).

The topic Human Sexuality is part of the second topic in the form four syllabus with a total of five sub-topics and five related objectives. An analysis of the sub-topics and objectives fail to show explicit values that teachers are expected to enhance in learners, however some objectives use the verb “*appreciate*” which implies an emphasis of the affective domain though it is noted that there is no verb standing alone pointing to the affective domain. The course books and teacher’s guides seem to imply values such as *Obedience, Orderliness, Perseverance, chastity and responsibility*. The values that were selected by most of the teachers were orderliness 23(46%) and Obedience 21(42%) followed by Honesty 5(10%) and responsibility 1(2%).

Responsible sexual behavior is one of the sub-topics of the topic -Christian Approaches to Human Sexuality, Marriage and Family in the syllabus. In the syllabus

it has two sub-sections with two objectives. The syllabus did not directly point out any values to be enhanced by the CRE teacher on this sub-topic however, the course books and teacher's guides implied values such as *perseverance, responsibility, love and Chastity*. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of 4 values with differing numbers of teachers selecting each value. The value that was selected by most of the teachers was orderliness 46(92%) and honesty 2(4%), followed by patience 1(2%) and Chastity1 (2%).

Marriage and family is one of the sub-topics of the topic- Christian Approaches to Human Sexuality, Marriage and Family. In the syllabus it has eight sub-sections with nine objectives. The syllabus does not explicitly point out any values to be enhanced by the CRE teacher on these sub-topics however, the subject books and teacher's guides implied values such as *obedience, orderliness, honesty and patience*. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of 4 values with differing numbers of teachers selecting each value. The values that were selected by most of the teachers were orderliness 33(66%) and Obedience 12(24%) followed by 3(6%) honesty and Patience 2(4%).

Christian Approaches to work is the third topic in the form four syllabus with a total of seven sub-topics and seven related objectives. An analysis of the sub-topics and objectives shows an implication of enhancement of values through the content for instance by objectives such as "*By the end of the topic, the learner should be able to explain virtues related to work.*" This implies that the CRE teacher is expected by the syllabus to bring out certain values from the content while teaching. The subject books and teacher's guides in relation to this objective suggests virtues such as

diligence, honesty, integrity, faithfulness, responsibility and tolerance. The finding from the questionnaire on this topic shows that the CRE teachers selected a total of three values with differing numbers of teachers selecting each value. The values that were selected by most of the teachers were orderliness 33(66%) and Obedience 14(28) followed by Responsibility 1 (2%) as shown in table 4.7.

The study interpreted the section on topics and identification of related values from the teachers to mean that much as the CRE teachers are conscious of certain values that the content is to facilitate to learners and that they are aware that a particular content may not only transmit a single value depending on how it is transmitted, they are not keen on being specific on the content as is specifically related to the values. The finding from the questionnaire on this section from students showed that the CRE students selected a total of 10 values (all values listed) with differing numbers of students selecting each value as indicated on table 4.9. Unlike the teachers, students' values were spread among all the topics listed and therefore they believed that they had gained all the values given through teaching of CRE. The study interpreted this to mean that the students were not keen as to relate the topic to the specific value and was randomly placing any value on any topic such that the exercise was not very fruitful to the study.

5.2.2 Teachers' Perception on the use of Valuing Methods for Learner Value Acquisition

The second objective of the study was to assess CRE teachers' perception on the use of valuing methods for learner value acquisition. The study revealed that majority of the CRE teachers disagreed to using valuing methods of teaching which include

methods such as the self-exploratory Exercise (SEE), Group Enquiry, the value clarifying Response, thought Sheet and Diary Writing, the value sheet, Project Method, Comprehension exercises and Volunteer Interview. The main reasons perceived by the teachers to this nonuse was noted as overcrowded curriculum, insufficient in-service training and the seeming neglect of the affective domain in teaching and examinations. However, in relation to the CRE teachers' awareness of the characteristics of valuing methods being a set of heuristic, critical and creative techniques to help learners develop valuing skills which in the long run leads to them acquiring values, majority of the teachers 47(97%) were able to agree with these characteristics of valuing methods. Much as majority of the teachers do not use valuing methods, they however perceive them as having positive characteristics that can enrich content acquisition by learners. It also means that if the challenges the teachers mentioned related to why they don't use the methods are eliminated, the teachers may learn to appreciate the methods and therefore make more use of them to the learner's advantage in value acquisition.

The study sought to find out the CRE teacher perception about the ability of valuing methods in enhancing valuing skills. The findings indicated that majority of the teachers 41(82%) were undecided. This meant that since the majority of the teachers did not use the methods than they may have forgotten issues related to valuing skills due to a lack of practice. The study also sought to find out the CRE teacher's perception on their pre-service training in relation to valuing methods of teaching. From the findings, the study deduced that the college a teacher trains in during pre-service is significant when it comes to what is emphasized in a subject and also the

teacher's own personality in relation to commitment to the task at hand including the development of self through research for practice purposes.

On the CRE teacher's perception on the nature of CRE content and the ease of use of valuing methods, the findings was on the positive since majority of the responses supported a positive relationship between CRE content and the use of valuing methods with a total of 43(86%) in the affirmative. This meant that the CRE teachers acknowledged the presence of values in the CRE content and were aware that valuing methods were essential to enhance these values. Further, the study sought to find out the CRE teacher's perception about the life approach and its relationship to the teacher's use of valuing methods. The majority of the CRE teachers, a total of 47(96%) responded in the affirmative to a positive relationship. This meant that the CRE teachers acknowledged the recommended use of the life approach in the teaching of CRE content and were aware that valuing methods could be used alongside it.

5.2.3 CRE Teachers' Use of Valuing Methods for Learner Value Acquisition

The third objective of the study was to examine how CRE teachers use valuing methods for learner value acquisition. In the light of the study findings, it was revealed that the use of valuing methods for learner value acquisition are in use to a varied extent as shown by the teachers' indication of their use - self-exploratory exercise -49(98%), group enquiry -7(18%), the Value Clarifying Response Skill - 2(4%), the thought sheet and diary -4(8%) and informal Lecture method-50(100%). The findings indicated that valuing methods are not popular among most of the teachers due to reasons such as ignorance of the methods' procedures, methods

inadequacies in speedy content coverage, overcrowded classrooms, lack of in-serve training and the examination-oriented curriculum.

5.2.4 Assessment Methods CRE Teachers use to Assess Learner Value Acquisition

Assessment is the process undertaken by teachers to determine whether there has been a change in learner's behavior as a result of instruction. In the light of the study findings, it was revealed that the use of assessment methods to assess learner value acquisition are in use to a varied extent as indicated by the teacher's responses on their use of specific assessment methods-observation-50(100%), project work-8(16%), attitude and value scales-4(8%), check lists-5(10%), comprehension exercises-47(96%) and formal classroom tests-5(10%) The challenges teachers face in the implementation of these methods include the schools 'overconcentration on the cognitive domain, inadequate in-service training and an overloaded curriculum. There was also a lack of appropriate commitment by the teachers and an environment that does not favor the use of these methods to a large extent.

5.3 Conclusion

Based on the findings of the study, the following conclusions were made:

1. On issues related to learner value acquisition in secondary schools, the female gender was more involved compared to the male gender.
2. There is inadequate in-service training for CRE teachers on aspects related to VBE.
3. The CRE Content is a significant avenue for the enhancement of values through the four thematic content areas namely, the Old Testament, the African Religious content, the New Testament and the Contemporary Christian Living

content. Values enhanced through these themes vary and are dependent on the keenness of a teacher to emphasize them while teaching and also on how the content is designed and presented to the learners.

4. The CRE syllabuses is not explicit in mentioning particular values in relation to particular teaching content for better teacher guidance in relation to learner value acquisition.
5. CRE teachers are conscious of certain values that the CRE content is to facilitate to learners and are aware that particular content may not only transmit a single value depending on how it is facilitated- they are however not keen on being specific on relating particular content to particular values.
6. Majority of the CRE teachers indicated a position of non-use valuing methods of teaching which include methods such as the self-exploratory Exercise (SEE), Group Enquiry, the value clarifying Response, thought Sheet and Diary Writing, the value sheet, Project Method, Comprehension exercises and Volunteer Interview. The main reasons perceived by the teachers to this non-use was noted as overcrowded curriculum, insufficient in-service training and the seeming neglect of the affective domain in teaching and examinations.
7. Much as majority of the teachers do not use valuing methods, they however perceive them as having positive characteristics that can enrich content acquisition by learners. It also means that if the challenges the teachers mentioned related to why they don't use the methods are eliminated, the teachers may learn to appreciate the methods and therefore make more use of them to the learner's advantage in value acquisition.
8. In relation to the use of valuing methods for learner value acquisition, the college a CRE teacher trains in during pre-service is significant when it comes

to what is emphasized in a subject and also the teacher's own personality in relation to commitment to the task at hand including the development of self through research for practice purposes.

9. The use of assessment methods to assess learner value acquisition were used to a varied extent as -observation-50(100%), project work-8(16%), attitude and value scales-4(8%), check lists-5(10%), comprehension exercises-47(96%) and formal classroom tests-5(10%) The challenges teachers face in the implementation of these methods include the schools 'overconcentration on the cognitive domain, inadequate in-service training and an overloaded curriculum. There was also a lack of appropriate commitment by the teachers and an environment that does not favor the use of these methods to a large extent.

5.4 Recommendations

Based on the study findings, the researcher made the following recommendations:

1. Frequent in servicing of teachers teaching subjects rich in values to ensure their continued competencies in teaching and assessment for learner value acquisition. The study recommends that if these workshops and seminars are not feasible, the school head teachers and senior heads of departments should monitor teachers in their departments and offer constructive advice especially on matters of pedagogy. Resources such as text books can be purchased by the school to help the teachers keep up with teaching skills and how best to handle their students in value acquisition. The head teacher can also encourage teachers to enroll in parallel programmes on school based, part time and distance learning.

2. The ministry of Education through KICD and KNEC to provide an enabling environment for the teaching and testing of value acquisition in schools. KICD subject panels for instance can develop measuring tools that teachers can use in schools to measure the affective domain in form of formative assessments. The KNEC to also include more aspects of the affective domain in their final certification examinations to reduce the teachers over reliance on the cognitive domain.
3. The Ministry of Education to improve CRE teacher remuneration at the secondary school so as to motivate them to put more effort and commitment in using the CRE content for learner value acquisition.
4. The syllabus is not explicit in mentioning particular values in relation to particular teaching content. On this note the study recommends that KICD should work very closely with CRE subject specialists to ensure that the affective domain in the teaching of CRE is given adequate guidance.
5. The Ministry of Education and other stakeholders in teacher education should ensure that teachers of CRE are adequately prepared during their pre-service training to enable them be able to cope with the expertise required to effectively implement the process of teaching and assessment in schools for learner value acquisition.

5.5 Suggestions for Further Research Studies

Value Based Education is a broad-based area of teaching and learning and the current study only surveyed a small portion of it related to the teaching of CRE. Through the publications made by the researcher the study contributes to the existing studies done in the area of specialization and therefore interested learners can read and gain

knowledge from the study findings. There is still a substantive need for further research in the following areas:

1. A study can be done on particular values in relation to particular CRE topics in the secondary school teaching and learning.
2. Noting that RE is not the only subject in schools responsible for the enhancement of values, a study can be designed to investigate the enhancement of values across the secondary school curriculum
3. A study can be designed to investigate the valuing pedagogy pre-service colleges instill in their CRE teacher trainees.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Ing'ollan Daniel Nawose

Moi University,

P.O. Box 3900-30100

Eldoret.

Tel: 0724 768 604

Dear Respondents,

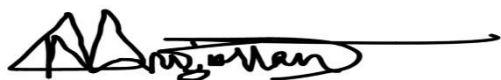
I am a post graduate student at Moi University pursuing a Doctorate Degree in Religious Studies Education. The title of the study is: **“USE OF VALUING PEDAGOGY IN CHRISTIAN RELIGIOUS EDUCATION FOR LEARNER VALUE ACQUISITION: A STUDY OF NATIONAL SECONDARY SCHOOLS IN KENYA.”**

As part of the PhD program requirement, I am supposed to collect data and would be grateful if you would consent to participate in this survey, through filling the questionnaire provided.

The information provided will only be used for academic purposes only and will be treated with uttermost confidentiality.

Thank you for consenting to participate in this study.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Ing'ollan Daniel Nawose', with a long horizontal line extending to the right.

Ing'ollan Daniel Nawose.

APPENDIX II RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 751131	Date of Issue: 28/January/2022
RESEARCH LICENSE	
	
This is to Certify that Mr.. Daniel Nawose Ing'ollan of Moi University, has been licensed to conduct research in Baringo, Bomet, Bungoma, Busia, Elgeyo-Marakwet, Kakamega, Kericho, Kisumu, Nakuru, Nandi, Siaya, Transnzoia, Turkana, Uasin-Gishu, Vihiga, Westpokot on the topic: USE OF VALUING PEDAGOGY IN CHRISTIAN RELIGIOUS EDUCATION FOR LEARNER VALUE ACQUISITION: A STUDY OF NATIONAL SECONDARY SCHOOLS IN KENYA for the period ending : 28/January/2023.	
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APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information about the role of CRE in Learner value acquisition among students in national schools. Answer the questions as honestly as possible in the spaces provided or tick [☐] against the appropriate response (s) from the alternatives given.

Part A: Demographics Information

1. a) Give your gender?

Male [☐] Female [☐]

2. Give your highest academic qualification?

Degree/ Bachelor [☐] Masters [☐]

PhD [☐]

Others, specify _____

3. The time that you have been teaching in secondary school?

Below 2 years [☐] 3-5 years [☐] 6-8 years [☐] above 9 years [☐]

Part B: Values enhanced through the teaching of CRE content.

7. It is normally believed that the teaching of CRE in secondary schools contributes to enhancing learner acquisition of values. Below are some reasons for this belief. Kindly rate them by ticking (✓) using **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree and **SD**-Strongly Disagree on each statement according to your assessment.

Contribution of CRE content to learner value acquisition	SA	A	U	D	SD
--	----	---	---	---	----

1. CRE content is blended with appropriate content from the bible which can be used to guide learners towards acquisition of Christian values

2. CRE content can reinforce change of behavior towards acceptable code of conduct through instilling in learners' moral values.

3. CRE content has been structured in such a way as to equip learners with knowledge, skills and attitudes to help them make

correct judgment in life leading to value acquisition.

4. The approach used in teaching CRE content contributes to enhancing values in learners because it assists them to learn how to apply the content taught to their daily experiences.

5. CRE teachers are role models in issues of values so that learners learn from them even by example.

6. The teaching aids selected for use in teaching CRE content are appropriate in enhancing learner value acquisition.

7. The evaluation of learner performance in the teaching of CRE content contributes to enhancement of learner value acquisition.

Any other reason, please specify:

8. The teaching of CRE content in secondary schools is structure into four thematic content areas. Rate these areas (by ticking [✓]) in relation to the content that enhances learner value acquisition. Use the three indicators shown and give reasons for the choice selected.

Thematic content areas in CRE	Enhances learner value acquisition a great deal	Enhances learner value acquisition moderately	Does not enhance learner value acquisition at all.	Reasons for your choice
The Old Testament content				
The New Testament content				
The African Traditional Religious content				
The Contemporary Christian Living content				

9. The teaching of CRE in Secondary Schools goes a long way in enhancing values. The Contemporary Christian Living Content (CCLC) taught in form four aims at enhancing certain values. Kindly indicate the values you help learners acquire (by ticking [√]) when teaching the topics listed below on the values numbered as listed. Obedience (1), Sincerity (2), Orderliness, (3), Honesty (4), Perseverance (5), Industriousness (6), Patience (7), Responsibility (8), Justice (9), Generosity (10), Humility (11), Chastity, (12), Respect (13), Diligence (14), Tolerance (15), **Loyalty(16)**, Patriotism (17), Sociability (18), Modesty (19),Hard working(20).

Topics	on	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	2	
CCLC											0	1	2	3	4	5	6	7	8	9	0

Introduction

to Christian

Ethics

Human

Sexuality

Responsible

sexual

behavior

Marriage and

family

Christian

Approaches

to work and

leisure

Christian

approaches to

wealth,

money and

poverty

Christian

approaches to

law order and

justice

Christian

approaches to

modern

science,

technology and

environment

10. Despite the teaching of CRE content, there is still an increase in incidences that indicate inadequate value acquisition of values by learners in secondary school. The table below indicates the probable reasons why the teaching of CRE content may not be achieving the objective of value acquisition. Kindly rate them by ticking (✓) using- **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**- Disagree and **SD**-Strongly Disagree on each statement according to your assessment.

Probable reasons why the teaching of CRE content may not be achieving the objective of enhancing learner value acquisition	SA	A	U	D	SD
--	----	---	---	---	----

1. CRE content is blended with appropriate content from the bible which can be used to guide learners towards value acquisition however teachers teach the content only for examination purposes using drilling strategies

2. CRE content alone may not achieve its objective especially in relation to enhancement of moral values because other stakeholders do not cooperate and lend a hand.

3. CRE teachers have challenges in stating affective domain objectives and also in implementing the Application/Response section of a lesson which are the core pillars in enhancing learner value acquisition in the teaching of CRE content.

4. Teachers do not really apply the life approach in teaching CRE content which contributes to enhancing value acquisition in learners because it assists them to learn how to apply the content taught to their daily experiences. This is because they find it

time consuming yet the syllabus workload is huge.

5. CRE teachers are really not role models in issues of values so that learners do not learn from their example.

6. CRE teachers lack creativity in the selection, design and use of teaching aids in teaching CRE content therefore unable to enhance learner value acquisition.

7. In the teaching of CRE content, there is a visible neglect in schools on evaluation of learner performance in the affective domain which contributes to the enhancement of learner value acquisition.

Any other reason, please specify:

11. Apart from the teaching of CRE content, what are other activities that have been put in place in your school to enhance learner value acquisition? Also indicate the specific values these activities are hoped to achieve.

- i).....
- ii).....
- iii).....
- iv).....
- v).....

12. As a CRE teacher, what would you recommend such that the teaching of CRE content can contribute effectively to enhancement of learner value acquisition in secondary schools?

.....

.....

.....

.....

Part C: Teachers' Perception on the Use of Valuing Methods

13. The table below provides statements related to the CRE teachers' perceptions towards the use of valuing methods for learner value acquisition. Give your opinion on the statements listed using the scales strongly agree (SA), agree (A), Undecided (U), disagree (D) or strongly disagree (SD)

Teachers' perceptions towards the use of valuing methods for learner value acquisition.	SA	A	U	D	SD
---	----	---	---	---	----

1. In my teaching of CRE content, I use valuing methods of teaching which include methods such as the self-exploratory Exercise (SEE), Group Enquiry, the value clarifying Response,

thought Sheet and Diary Writing, the value sheet, Project Method, Comprehension Exercises and Volunteer Interview.

2. Valuing methods are a set of heuristic, critical and creative techniques used by teachers to help learners develop valuing skills which in the long run leads to them acquiring values.

3. Enhancing valuing skills through use of Valuing methods enables learners to make rational assessment of value aspects and go through the valuing process before they consider any value.

4. My college training really assisted me such that now I make use of valuing methods very effectively

5. CRE content lends itself favorably for the use of valuing methods.

6. Valuing methods require more interactive time between the student, teacher and content which I do not have due to

the demanding nature of the CRE content coverage.

7. Due to the school's demand for high mean grades, I resort more to expository methods for content coverage and revision rather than use of valuing methods which are time consuming yet cover little content.

8. The life approach which is an approach that applies well with valuing methods is time consuming therefore I rarely use it

9. The values that learners have acquired through the learning of CRE content is rarely evaluated in the final exams so why should I put a lot of effort in using valuing methods.

Any other opinions, please specify:

14. a) In teaching Contemporary Christian Living Content (CCLC), the following are valuing activities CRE teachers involve in their learners in class. Kindly indicate your response using Very Frequently (VF), Frequently (F) and Not Used (NU) on the table below:

Valuing Activities	VF	F	NU
Self-exploratory exercise – The teacher allows learners to explore their inner selves by asking questions which they don't really have to answer but which helps them examine themselves in relation to the lesson's sub-topic. The group enquiry- Teachers allow learners to work in groups to assist one another in solving problems. The value clarifying response- The teacher will use statements which helps learners to clarify issues related to what they feel is			

important.

Lecture method- The teacher gives learners lectures on the topic of the day then give them assignments

Discussion method- The teacher lets learners discuss the topic on their own

Class presentation – The teacher makes learners give a presentation in class on the topic

Audiovisual method- The teacher uses computers, TV and radio while teaching

Library research method- The teacher makes learners go to the library to do their own research on the topic

b). Any other activities not mentioned above, kindly indicate on the space below.

Part D: Assessment methods used by CRE teachers to assess learner value acquisition

15. Assessment is the process undertaken by teachers to determine whether there has been a change in learner's behavior as a result of instruction. In helping learners acquire values through the teaching of CRE content, how do you assess this acquisition? Kindly indicate on the assessment methods listed below your response using Very Frequently (VF), Frequently (F) and Not Used (NU) on the table below:

Assessment Methods	VF	F	NU
Use of Observation to detect behavior that reflects value acquisition.			
Designing project work that helps bring out the values of the learners			

during their working.			
Use of attitude and value scales which learners respond to according to their personal preferences which helps to reflect the values they hold.			
Use of oral questions while teaching especially questions that relate to the learner's attitudes, interests, feelings and values.			
Use of a questionnaire to determine the learner's attitudes, interests, feelings and values of a topic taught.			
Use check lists to follow up change of behaviors of learners			
Use of comprehension exercises that point to the values the learners hold.			
Use of the common exams recommended by the school			
Any other, Please specify:			

16. The assessment of learner value acquisition severally provides challenges to CRE teachers because of a number of reasons. Give your opinion on the challenges listed using the scales strongly agree (SA), agree (A), Undecided (U), disagree (D) or strongly disagree (SD).

Challenges CRE teachers face in assessing learner value acquisition.	SA	A	U	D	SD
--	----	---	---	---	----

1. Value acquisition **involves personal disposition** (attitudes, interest, values) that are not measurable or observable this poses difficulties in construction of test items.

2. This domain of learning is **prone to dishonest** because learners usually when responding to test items is already aware of what the examiner is after which may not be the true reflection of the nature of the learner.

3. The content taught for learner value acquisition may usually require **a longer duration to be achieved** than just a

single lesson thus trekking this achievement poses difficulties

4. This domain of learning consists of a number of **subjective** aspects that makes it difficult to design objective tests to bring out an effective assessment of learner value attainment.

5. The content taught for learner value acquisition is **usually very dynamic, changing with situations**, making it difficult to stabilize I for objective assessment.

6. School examinations do not bother much to include assessment of learner value acquisition and this has affected my focus in assessing my learners.

Any other opinions, please specify:

Thank you

APPENDIX IV: INTERVIEW SCHEDULE FOR CRE TEACHERS

1. Enumerate long have you been teaching CRE?

2. List and explain the values that your lesson sought to achieve

3. In comparison to all the other thematic areas taught in CRE, rate the content that you were teaching in relation to learner value acquisition and give reasons for your rating.

4. In your teaching of this sub topic, comment on what is said that CRE content can reinforce change of behavior towards acceptable code of conduct through instilling in learners' moral values

5. What approach were you using in your class? How does this approach contribute to enhancing values in learners?

6. Did you use the life approach in this lesson?...Why

7. Does the life approach make it easier for a teacher to use valuing methods?

8. Explain the valuing methods that you find suitable in teaching CRE?

9. Enumerate if you assess your CRE students frequently?

10. If 'Yes', explain?

11. Explain in what ways the teaching of CRE be improved to promote Values in learners?

12. What recommendations would you give for the continued adherence of teachers to the use of the life approach and valuing methods in the teaching of CRE

Thank You

APPENDIX V: OBSERVATION SCHEDULE

1 General information

Topic..... Sub Topic.....

No. of students.....

2. Put a tick $\checkmark$ where appropriate in either Yes or No

Lesson Organization		
Statement	Yes	No
State the objective of the current lesson		
Quality of introduction: captivating/capture learners' interest.		
Content Delivery		
Mastery of content in line with the syllabus		
Teaching with lesson notes and lesson plan		
Covering the lesson within the stipulated time (Started on time and ended on time).		
Teaching Methods/Techniques		
During the lesson the teacher used the following methods 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		
Use of appropriate teaching/learning aids		
Use of varied teaching methods		
Demonstrate innovation		

and creativity in teaching		
Ability to simulate learners		
Learner Involvement and Communication		
Answering and asking question		
Observation		
Discussion and presentation		

Others specify_____

What solutions do you suggest for the problems above_____

Thank You

APPENDIX VI: DOCUMENT ANALYSIS GUIDE

Date_____

The following statements are expressions regarding use of valuing pedagogy in Christian Religious Education for learner value acquisition in the documents which are used to teach Christian Religious Education. Put a tick where appropriate against the statements which concur with your impression?

Statement	Tick
Schemes of work show inclusion of valuing Methods	
Lesson plans details teaching/learning activities towards learner value acquisition	
Test items in the internal and examination measure learner value acquisition	
Teaching/learning resources used have adequate content on learner value acquisition	
Records of work indicate coverage of learner value acquisition	
Time allocated for teaching CRE in school master timetable adequate for learner value acquisition	

Any other observation_____

Thank You

APPENDIX VII: QUESTIONNAIRE FOR FORM FOUR CRE STUDENTS

This questionnaire is designed to gather information about the role of CRE in Learner value acquisition among students in national schools. Answer the questions as honestly as possible in the spaces provided or tick [✓] against the appropriate response (s) from the alternatives given.

Part A: Demographics Information

1. a) The type of your school

Boys boarding	[]	Girls boarding	[]
Mixed boarding	[]	Mixed day	[]

2. a) Give your gender?

Male [] Female []

3) Give your orientation in relation to Religion?

4. If you are a Christian, state whether you are:

Saved Christian [] Church -goer []

Part B: Values enhanced through the teaching of CRE content.

5. It is normally believed that the learning of CRE in secondary schools contributes to enhancing learner acquisition of values. Below are some reasons for this belief. Kindly rate them by ticking (✓) using **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree and **SD**-Strongly Disagree on each statement according to your assessment.

Contribution of CRE content to learner value acquisition	SA	A	U	D	SD
--	----	---	---	---	----

1. CRE content is blended with appropriate content from the Bible which can be used to guide learners towards acquisition of Christian values

2. CRE content can reinforce change of behavior towards

acceptable code of conduct through instilling in learners' moral values.

3. CRE content has been structured in such a way as to equip learners with knowledge, skills and attitudes to help them make correct judgment in life leading to value acquisition.

4. The approach used in teaching CRE content contributes to enhancing values in learners because it assists them to learn how to apply the content taught to their daily experiences.

5. CRE teachers are role models in issues of values so that learners learn from them even by example.

6. The teaching aids selected for use in teaching CRE content are appropriate in enhancing learner value acquisition.

7. The evaluation of learner performance in the teaching of CRE content contributes to enhancement of learner value acquisition.

Any other reason, please specify:

6. The learning of CRE content in secondary schools is structure into four thematic content areas. Rate these areas (by ticking [√]) in relation to the content that enhances learner value acquisition. Use the three indicators shown and give reasons for the choice selected.

Thematic content areas in CRE	Enhances learner value acquisition a great deal	Enhances learner value acquisition moderately	Does not enhance learner value acquisition at all.	Reasons for your choice
The Old Testament content				
The New Testament content				
The African Traditional Religious content				
The Contemporary Christian Living content				

7. The learning of CRE in Secondary Schools goes a long way in enhancing values. The Contemporary Christian Living Content (CCLC) taught in form four aims at enhancing certain values. Kindly indicate the values you acquired (by ticking [√]) when you learnt the topics listed below on the values numbered as listed.

Obedience (1), Sincerity (2), Orderliness, (3), Honesty (4), Perseverance (5), Industriousness (6)

Topics	on	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	2	
CCLC											0	1	2	3	4	5	6	7	8	9	0
Introduction to Christian Ethics																					
Human Sexuality																					
Responsible sexual behavior																					
Marriage and family																					
Christian Approaches to work and leisure																					
Christian approaches to wealth, money and poverty																					
Christian approaches to law order and justice																					
Christian approaches to modern science, technology and environment																					

Patience (7), Responsibility (8), Justice (9), Generosity (10), Humility (11), Chastity, (12), Respect (13), Diligence (14), Tolerance (15), Loyalty(16), Patriotism (17), Sociability (18), Modesty (19), Hard working(20).

8. Despite the teaching of CRE content, there is still an increase in incidences that indicate inadequate value acquisition of values by learners in secondary school. The table below indicates the probable reasons why the learning of CRE content may not

be achieving the objective of value acquisition. Kindly rate them by ticking (✓) using- **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**- Disagree and **SD**-Strongly Disagree on each statement according to your assessment.

Probable reasons why the teaching of CRE content may not be achieving the objective of enhancing learner value acquisition	SA	A	U	D	SD
--	----	---	---	---	----

1. CRE content is blended with appropriate content from the Bible which can be used to guide learners towards value acquisition however teachers teach the content only for examination purposes by letting us cram the possible responses to possible questions.
2. CRE content alone may not achieve its objective especially in relation to enhancement of moral values because parents, the media and peers do not cooperate and lend a hand.
3. CRE lessons are very boring and taught only for examination purposes and not really for learner value acquisition.
4. CRE Teachers do not really use interactive methods of teaching or help us apply what we learn to our every day experiences.
5. CRE teachers are really not role models in issues of values so that learners do not learn from their example.
6. CRE teachers rarely use teaching aids in teaching CRE therefore it is not easy for me to see how what they teach applies directly to me later on help me acquire values.
7. In my school there is no way in which the CRE teacher can test whether I have acquired a value or not from their teaching therefore I just concentrate more on what will be tested in the examination.

Any other reason, please specify:

-
9. Apart from the teaching of CRE content, explain if there are other activities that have been put in place in your school to enhance learner value acquisition? Also indicate the specific values these activities are hoped to achieve.

- i).....
- ii).....
- iii).....
- iv).....
- v).....

10. As a CRE student, what would you recommend such that the teaching of CRE content can contribute effectively to enhancement of learner value acquisition in secondary schools?

.....

.....

.....

.....

Part C: Valuing Activities for value acquisition

11. a). In learning Contemporary Christian Living Content, the following are valuing activities teachers involve in with the learners in class. Kindly indicate your response using Very Frequently (VF), Frequently (F) and Not Used (NU) on the table below:

Valuing Activities	V	F	N
	F		U

Self-exploratory exercise – The teacher allows learners to explore their inner selves by asking questions which they do not really have to answer but which helps them examine themselves in relation to the lesson's sub-topic.

The group enquiry- Teachers allow learners to work in groups to assist one another in solving problems.

The value clarifying response- The teacher will use statements which helps learners to clarify issues related with what they feel is important.

Lecture method- The teacher gives learners lectures on the topic of the day then give them assignments

Discussion method- The teacher lets learners discuss the topic on our own

Class presentation – The teacher makes learners give a presentation in class on the topic

Audiovisual method- The teacher uses computers, TV and radio while teaching

Library research method- The teacher makes learners go to the library to do their own research on the topic

b). Any other activities not mentioned above, kindly indicate on the space below.

Part D: Assessment methods used by CRE teachers to assess learner value acquisition

15. Assessment is the process undertaken by teachers to determine whether there has been a change in learner`s behavior as a result of their teaching. In helping learners acquire values through the teaching of CRE content, how do your CRE teachers assess this acquisition? Kindly indicate on the assessment methods listed below your response using Very Frequently (VF), Frequently (F) and Not Used (NU) on the table below:

Assessment Methods	VF	F	NU
Use of Observation -CRE teachers are very keen while teaching and able to detect learner's behavior.			
Design project work that helps them bring out the values of the learners during their working.			
Use of attitude and value scales which learners respond to according to their personal preferences. These helps to reflect the values I hold.			
Use oral questions while teaching –These includes especially questions that relate to the learner's attitudes, interests, feelings and values.			
Use of a questionnaire to determine the learner's attitudes, interests, feelings and values of a topic taught.			
Use check lists to follow up change of behaviors of learners			
Use of comprehension exercises that point to the values the learners hold.			
Use of the common exams recommended by the school			
Any other, Please specify:			

Part E: Challenges encountered by CRE teachers in the use of valuing methods for learner value acquisition

25. In learning Contemporary Christian Living Content (CCLC), the following are challenges you encounter in your learning process. Kindly indicate your response using Very True (VT), True (T), Not Sure (NS), Slightly True (ST) and Not True (NT) on the table below:

Challenges encountered in learning CCLC	VTT	T	NS	ST	NT
1. There are very many learners in class such that not all of us can get equal opportunities to participate actively in class activities. can be given					
2. The textbooks and other learning aids are few such that even the assignments given, learners have to struggle to find reference.					
3. The work learners cover is so much compared to the time available which makes the teachers to teach by lecturing most of the class sessions					
4. The values that learners have acquired through the learning of CRE content is rarely tested in the final exams so I do not put a lot of effort in acquiring them.					
5. What the students learn is really only for examination purposes because the teacher does not emphasize what learners should apply to their lives and even how they should do so.					
Any other challenges, please specify:					

18. On each of the challenges rated on the table above, kindly note down your recommendations in relation to what can be done to overcome the challenges.

Challenges encountered by CRE students	Possible Recommendations
1. There are very many learners in class such that not all of us can get equal opportunities to participate actively in class activities. can be given	
2. The textbooks and other learning aids are few such that even the assignments given, learners have to struggle to find reference.	
3.The work learners cover is so much compared to the time available which makes the teachers to teach by lecturing most of the class sessions	
4. The values that learners have acquired through the learning of CRE content is rarely tested in the final exams so I do not put a lot of effort in acquiring them.	
5. What the students learn is really only for examination purposes because the teacher does not emphasizes what learners should apply to their lives and even how they should do so.	
Any other recommendations, please specify	

Thank you

PPENDIX VIII: MAP SHOWING COUNTIES IN KENYA



APPENDIX IX: LIST OF ALL NATIONAL SCHOOLS PER COUNTY

REGION	COUNTY	NATIONAL SCHOOLS
RIFT VALLEY (A)	UasinGishu County	Moi Girls, Eldoret
	Trans Nzoia County	St. Joseph’s Kitale
	Turkana County	Lodwar High
		Turkana Girls
	West Pokot County	Chewoyet Boys High
		St. Cecilia Tartar Girls
	Narok County	Ole Tipis Girls
		Kilgoris Boys
	Kajiado County	Oolaiser Boys
		Moi Girls Isinya
	Nakuru County	Nakuru Girls
		Utumishi Academy
	Bomet County	Kaplong Girls’
		Tenwek Boys
	Kericho County	Kipsigis Girls
		Kabianga Boys
ElgeyoMarakwet County	St PatricksIten	
	Moi Girls Kapsowar	
Nandi County	Kapsabet Boys	
	St. Joseph Chepterit Girls	
Baringo County	Baringo Boys	
NYANZA (B)	Homa Bay County	Mbita High School
		Asumbi Girls
	Siaya County	Maranda High
		Ngiya Girls
	Nyamira County	Nyambaria Boys
		Sironga Girls
	Kisii County	Kisii School
		Nyabururu Girls
	Kisumu County	Maseno School
		Kisumu Girls
Migori County	Moi Nyabohanse Girls	
	Kanga High	
NAIROBI (C)	Nairobi County	Pangani Girls
		Starehe Boys Centre
		Starehe Girls Centre
		Kenya High
		Lenana School
		Nairobi School
CENTRAL (D)	Kiambu County	Alliance Girls
		Alliance Boys
		Mang’u Boys
		Loreto Limuru
		Limuru Girls

		Mary Hill Girls
	Murang'a County	Murang'a High
	Kirinyaga County	Baricho Boys
		Kabare Girls
	Nyeri County	Bishop GatimuGandu
	Nyandarua County	Kirima Girls
		Nyandarua High School
	Laikipia County	Nanyuki High School
EASTERN (E)		Njonjo Girls
	TharakaNithi County	Chogoria Girls
		Ikuu Boys
	Embu County	Moi High School Mbiruri
		Siakago Girls
	Meru County	Meru School
		St. Mary's Girls Igoji
	Isiolo County	Isiolo Girls
		Garbatula Boys
	Makueni County	Makueni Boys
	Machakos County	Kathiani Girls
		Mbooni Boys
NORTH EASTERN (F)	Kitui County	Kitui High
		Muthale Girls
	Marsabit County	Moi Girls, Marsabit
		Moyale Boys
	Garissa County	NEP Girls
		Garissa High School
COAST (G)	Mandera County	Mandera Boys
		Moi Girls, Mandera
	Wajir County	Wajir Boys
		Wajir Girls
	Mombasa County	Shimo La Tewa Boys
		Mama Ngina Girls
	TaitaTaveta County	Kenyatta High School
		Bura Girls
	Lamu County	Mpeketoni High
		Lamu Girls
	Tana River County	Ngao Girls
		Hola Boys
WESTERN (H)	Kwale County	Kwale High School
		Matuga Girls
	Kilifi County	Bahari Girls
		Ribe Boys
	Kakamega County	St. BrigidsKiminini
		Kakamega High School
		Butere Girls
	Vihiga County	Chavakali High School
		Bunyore Girls
	Busia County	Sa Kolanya Girls
	Bungoma County	FriendsSchoolKamusinga
		Lugulu Girls
		Butula Boys High School

**APPENDIX X: TABLE FOR DETERMINING SAMPLE SIZE OF KNOWN
POPULATION**

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

Source: (Krejcie& Morgan, 1970)