

Christian Religious Education Teachers' Perception on the use of Valuing Methods for Learner Value Acquisition in National Secondary Schools in Kenya

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ABSTRACT

There are rising cases of disrespect in Kenyan society amid efforts by Christian Religious Education (CRE) in secondary schools to make the learner appreciate and respect their own, and other people's cultural beliefs and practices. The morals of the secondary school graduates enrolled in colleges and society do not reflect the acquisition of values learnt through CRE. Despite the exposure of students to the Christian Religious Education curriculum, cases of disrespect, for instance, drug abuse, abortion, arson in schools, hate speech, religious and ethnic hatred continue being witnessed everywhere. The purpose for this study was to examine the Christian Religious Education teachers' perception on the use of valuing methods for learner value acquisition in National Secondary Schools in Kenya. The objective of the study was to establish the Christian Religious Education teachers' perception on the use of valuing methods for learner value acquisition and to find out the challenges they face in the process. The study was based on the Theory of Development of values. The study adopted mixed methods under the convergent parallel design. The target population of the study was 95 national secondary schools in Kenya with a total of 224 CRE teachers. However, 30% of schools and teachers were sampled. The study sample size was 67 CRE teachers. The study employed stratified and simple random sampling to select the schools for study and purposive sampling technique to select CRE teachers to participate in the study. Data was collected through the questionnaire, document analysis, and interview and observation schedules. The validity and reliability of data collection instruments was done through use of experts and piloting respectively. The quantitative data was analyzed using descriptive statistics presented in frequencies and percentages while the qualitative data was analyzed in thematic coding. The study revealed that 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. 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. 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. Study recommends that the syllabus be 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.

Key words: Perception, Value Acquisition, Christian Religious Education

INTRODUCTION

Education is one of the foremost tools for stimulating all abilities of children to develop them into good human beings (Ali et al., 2022). In fact, education is not only meant to enhance knowledge, but its ultimate goal is to develop balanced individuals capable of autonomously pursuing personal-growth, independent critical-thinking and self-reflection (Ste'ç & Kulik, 2021; Asif et al., 2020). Education is one of the foremost tools for stimulating all abilities of children to develop them into good human beings (Ali et al., 2022).

In fact, education is not only meant to enhance knowledge, but its ultimate goal is to develop balanced individuals capable of autonomously pursuing personal-growth, independent critical-thinking and self-reflection (Ste'ç & Kulik, 2021; Asif et al., 2020). Moral education is considered as a major part of students' holistic development; as such, religious education can be an important aspect in instilling moral values (Hasanah et al., 2022).

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important aspect in instilling moral values (Hasanah et al., 2022). There is a close relation between religion and morality and different nations follow their distinct code of conduct based on their religious and cultural values (Naz & Kashif, 2020; Shah et al., 2021). Teachings of all religions such as Christianity, Hinduism, Judaism (Ste'ç & Kulik, 2021) and Islam (Khan et al., 2021) promote values and good living standards (Iwuagwu, 2018).

In the United States of America, the School Survey on Crime and Safety (2000) noted that 71% of public and elementary schools experienced violent incident such as rape, battery, gun crime or sexual assault. These cases of violent incidences like rape are indicators of cultural disrespect. However, both the studies by Witkowska and Menckel (2005) and Crime and Safety (2000) only emphasized on sexual harassment as a form of disrespect in the society but did not bring out the how teaching Christian Religious Education in schools would be effective in instilling the virtue.

Christian Religious Education (CRE) is an important subject in instilling desirable moral behavioral changes and character building in learners. This is indicated by the objectives of teaching CRE in secondary schools. Gichaga and Kerre (2004) memorandum was that CRE is an effective regulator of the children's behavior and act as a channel through which the moral demands of the society are conveyed to the child. CRE is, therefore, a strong instrument in instilling discipline among students. Events of strikes and general indiscipline in secondary schools seem to contradict the objectives of teaching CRE in secondary schools in Kenya. Teaching of CRE in secondary schools is meant to produce individuals who will be men and women of integrity (Mbiti, 2018). 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 the right moral character. In as much as CRE has an academic component, it is important in character formation, both at the attitudinal and behavioural levels (Onyango, 2017). CRE occupies a key position in the 8-4-4 curriculum in that, it enhances the understanding and respect for own and other people's cultures and their place in contemporary society (Republic of Kenya [ROK], 1999). Respect as a virtue of Christian living is one of the important pillars in the learning of CRE because it thrives in all spheres of life and may form students to be better citizens who are able to deal with life challenging issues (Mbiti, 2018).

BACKGROUND OF THE STUDY

Teachers by themselves have a stake in the transmission of morals. Buchner (2017) argues that teachers ought to be good role models to the learners. He observes that during adolescence age, learners are in need of role models, and they tend to take on these models from all professions that are close to them; whether mass media, parents and family or their teachers. Thus, Kumar (2020) appeals to teachers to uphold moral values since they are found to be the

catalyst of social change. The study found that learners tend to acquire several character traits from teachers such as responsibility, tolerance, justice, honest, care among others.

According to (Eric, 2015), Religious Education has been a significant subject in helping students to be aware of what it means to live in a multi-faith community. Religious studies have been known to help students to understand and respect the beliefs and practices of others and thereby strengthen social organization. Mbiti (2018) records that Religious Education bore the responsibility of inculcating in each generation forms of knowledge, values and attitudes which the society needs in order to prosper. He further observes that religion provides mankind with moral values by which to live. Therefore, the formal teaching of Religious Education held a central position in Kenya since the coming of early missionaries who opened the first school in 1846. Formal Education began through the work of Christian missionaries whose main aim was to convert Africans to Christianity (Barret et al., 2019). According to Sifuna (2020), missionaries used schools as means of recruiting people in the church, especially children.

Again, Ngussa and Makewa (2018) recorded that the rate of disciplinary cases in all ten cases was higher in schools where Christian Religious Education is not taught than in schools where Christian Religious Education is taught. They contended that the rate of disciplinary cases was higher in schools where Christian Religious Education is taught than in schools where the subject is not taught. This is because the general perception of teachers, particularly on students' disciplinary cases, premarital relationships, and dodging obligatory tasks, was high in schools where the subject is not taught and low in schools where the subject is taught. Further, they argued that sabotage, student suspension, pregnancy cases, riots, fighting, drug abuse, and violence cases were low in schools where Christian Religious Education is taught and in schools where the subject is not taught. However, they said that the rate of the incidences was higher in schools that do not teach Christian Religious Education. Accordingly, they concluded there is a huge difference in teachers' rating on the frequency of disciplinary cases between schools that teach Christian Religious Education and schools that do not teach the subject.

Kenya has experienced rising cases of cultural disrespect in different ways of life and behavior. These acts of hate speech, violence and killings of people is anti-social-economic expectations in Kenya as per the educational objectives is concerned. Data from the Homabay County Director of Education (2018) show that between 2016 and 2018, there had been an increase in indiscipline cases among the secondary school students as manifested in various forms such as drug and alcohol abuse, theft, fighting, destruction of school property, refusal riots and demonstrations and these behavior problems could culminate into suspension and expulsion. Between 2016

and 2019, 468 students have either been suspended or expelled from schools in Rachuonyo North Sub County as compared to the neighboring sub counties. This situation suggests that exposure to CRE has not achieved its objective of imparting the virtue of respect to learners. While there were many factors that could be attributed to ineffectiveness or failure of CRE to mold students' behavior and instill respect in them, its teaching methods could also contribute as well, yet had been largely ignored (Kieti, 2018).

Teachers have much advice on how to tackle values in teaching practice; however, lack of review studies exist determining the prior held perceptions and perspectives of these teachers towards values education. Key stakeholders need to understand the challenges and barriers faced by teachers to implement values education. Other than that, all stakeholders need to identify teachers support to effectively implement values education for their students. For empower teachers abilities to teach values education, it is very imperative to look deeper into their perceptions, views and perspectives towards values education. According to Li et al. (2016), teachers' perception might influence teacher' attitudes, behaviour and methods to the practice of civic education in schools (Li et al., 2016). Teachers' perception is the mental process by the individual teachers to acquire knowledge from the surrounding environments, interprets the information, classifies it into their mental framework and related to their teaching (Yavuz et al., 2017). Teachers' perception also associated with teachers' attitudes and teachers' behavior towards values education implementation.

On perception there is negative view towards CRE, this negative feeling towards the subject has also affected CRE teachers in that some shy away from the subject while others feel it is a subject for the female (Ogula, 1994). This requires a re-examination of the subject in order to establish what has tainted its image. A study by Ogula (1994) to examine the attitude of parents, primary teachers and pupils in Kenya towards Social Studies curriculum in relation to pupils' achievement has found out that most teachers used the lecture method which made lessons boring making students develop a negative attitude towards the subject. This poses a challenge to the teaching and learning process of any subject and particularly CRE. Nzomo (2011) urges teachers to improve their competence through training since it helps one develop skills, character and ultimately better their profession. Nzomo (2011), however, notes that basic teacher training is weak in Kenya because they are not re-trained and targeted training is very limited. There is thus need to organize in-service courses for CRE teachers in order to boost their morale and improve their teaching skills.

Goble and Porter (1977) has reported that in-service training is necessary to remedy deficiency that teachers have discovered in their professional skills and in some specialized skills to keep pace with the changing demands of a given curriculum. Ondiek (1995) also adds that if teachers are to take full responsibility of their duties, then

they should be prepared beyond mere planning of a series of lessons and be able to justify the input and value added to the learner. Another challenge facing the use of CRE to convey values is the negative influence from print and electronic media and the internet which many youths have been hooked to. These channels have introduced the young people to foreign, conflicting values and immoral practices. There is a worrying trend of increasing cases of addiction to internet pornography in Kenya among children and youth through mobiles phones and computers. The situation is worsened by the general moral decadence in the society evidenced by cases of robbery, violence, rape and defiling, murder, corruption even among top government officials such as the Goldenberg, Anglo leasing and the Nairobi City Council cemetery scams. Ndarwa (2007) makes similar observations in her study on the role of CRE in students' moral development. Wambua et al. (2017) expressed that the continuous increase in various degrees of delinquency, greed, drug abuse, indecent dressing, fracas and feud among children was due to ineffective moral education in schools and homes. Negative student attitudes, peer pressure, family background and the influence of an immorality society are also possible causes.

STATEMENT OF THE PROBLEM

Christian Religious Education (CRE), as taught in secondary schools, is not a tool for evangelization as much as it utilizes same source of values with the Evangelists, and therefore should utilize approaches that enable the learner to think and process values (Itolondo, 2012). Indeed its primary role is premised on ability to inculcate values and skills in the learner. The methods used by teachers should remarkably be different in essence from the method that an Evangelist may use. However, most of the empirical studies in CRE done in Kenya only emphasized on evangelical aspects of Christian Religious Education in Kenyan schools but not how effective the subject is in instilling the virtues among the learners. Past studies such as Mutheu (2018) argues that more researches should be done in schools to find out ways through which other denominations inculcate moral values among students. Othoo (2022) argues that teachers should promote an atmosphere of trust and act as role models in order to encourage and motivate students to learn CRE. Kiambi (2020) recommended a revision of the subject (CRE), embracing more teaching methods, maintaining teachers' positive attitude and purchasing more teaching materials to create more positive impact on student behavior change.

However, it is becoming increasingly evident that a discrepancy exists between what students learn in CRE and how they behave. Core values such as respect, responsibility, honesty, chastity hard work and tolerance do not seem to have been internalized by the students. CRE consumers are expected to use the knowledge and skills gained to bring positive change in behavior but the subject seem to be lacking competence in helping students attain the same. The teaching and learning of CRE is meant to not only

mould one spiritually but also to contribute positively to transformation of self and the society as a whole (Gichaga & Kerre, 2004).

Indiscipline/disrespectful cases in the sub county suggests that exposure to CRE has not achieved its objective of imparting the virtue of respect to learners. While there were many factors that could be attributed to ineffectiveness or failure of CRE to mold students' behavior, its teaching methods could also contribute as well, yet had been largely ignored by many past studies. Therefore, there is inadequate scholarly material or empirical literature on the teacher's perception on the use of valuing methods for learner values acquisition among the students. For this reason, there was need for a study like this one which examined the Christian religious education teachers' perception on the use of valuing methods for learner value acquisition in National Secondary Schools in Kenya.

THE PURPOSE OF THE STUDY

The purpose for this study was to examine the Christian Religious Education teachers' perception on the use of valuing methods for learner value acquisition in National Secondary Schools in Kenya.

THE OBJECTIVE OF THE STUDY

The objective of the study was to establish the Christian Religious Education teachers' perception on the use of valuing methods for learner value acquisition and to find out the challenges they face in the process.

THEORETICAL FRAMEWORK

This research was based on theory of value development. Rathes et al (1986) in their valuing theory argue that due to the increasing number of experiences and the inability to dictate the nature of these experiences due to the changing nature of society, it's wise when dealing with values among the youth to work towards their acquisition of valuing skills other than the values themselves. The theory emphasizes on the skills required to arrive at responsible value choice so as to eventually arrive at the values themselves. These valuing skills are acquired through the valuing process which is a systematic process that has seven steps which should be adhered to: guiding the learner to choose freely, choose from among alternatives, choose after thoughtful consideration of the consequences of each alternative, prize and cherish the choice, affirm the choice, act repetitively upon the choice and finally internalizing the chosen value.

Raths's theory of value development is connected to the purpose of this study as it includes encouragement and paying attention to the valuing process which suggests issues of methodology (Raths, 1986). The teacher may assist the learners understand for themselves what their value is by encouraging active learner participation through interaction with the content rich in values using suggested methods such as the

self-exploratory exercise (SEE), group enquiry, the value clarification response skill (VCRS), thought sheet and diary, value sheet, project method, comprehension exercise and voluntary interview (Raths et al, 1986). In using these methods, the teacher promotes valuation and assessment using the valuing process and avoids as much as possible direct inculcation of values. In promoting the formation of values, two aspects are emphasized: the choices and thought factors. If there is no fullness and free choice, anything other than appreciation is likely to occur at that time. The learners must be encouraged to ponder and select in order to build values. And thus this theory will be applicable in examining the Christian religious education teachers' perception on the use of valuing methods for learner value acquisition in National Secondary Schools in Kenya.

CONCEPTUAL FRAMEWORK

A conceptual framework is a model of presentation where the researcher represents the relationships between variables in the study and shows their relationships diagrammatically (Orodho, 2009). The conceptual framework in this study was designed to link the roles of CRE teachers in learner value acquisition through the independent variables with learner value acquisition as the dependent variable. The study sought to examine the Christian religious education teachers' perception on the use of valuing methods for learner value acquisition in National Secondary Schools in Kenya. If these variables were well manipulated by the CRE teachers the dependent variable which is learner value acquisition is realized. The study intervening variables were such that effectiveness on the part of the teachers may be reduced by the challenges they encounter in using valuing and assessment methods. Figure 1 has been designed to illustrate the relationship between the study variables.

LITERATURE REVIEW

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

Teacher perceptions, as defined by Ashton and Webb (1986), 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 topic 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

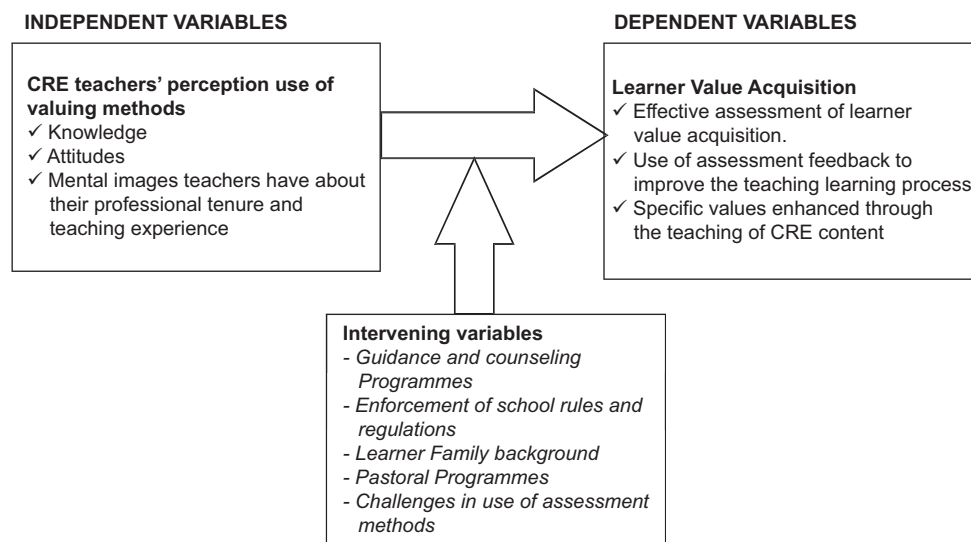


Figure 1. Conceptual framework

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, p. 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. The researcher 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 (2020) 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 arrange 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, 2020).

In the area of visual art appreciation, Wahid et al. (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. 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 et al. (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 et al. (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 (Prinsloo, 2010). 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 (2010), 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.

Mutheu (2018) found out that pastoral programme positively creates a good environment for perception of moral values by the student who learn in the schools. Policies of the Roman Catholic Church are important in inculcation of moral values as they play a big role of emphasizing teaching of religion, rituals and symbolism in that they guide the programmes of inculcation of moral values in the schools while its guidance and counselling plays a role of controlling the government-initiated programme which also inculcates moral values among students. It is also evident that the churches efforts in inculcating moral values are fruitful since students from the catholic schools have in the past recorded better performance compared to the others. The Roman Catholic

Church is supportive of interfaith in inculcation of moral values that teachers can use.

Kiambi (2020) argues that the Ministry of Education should work together with teachers and parents to revise the syllabus so as to include more contents of student's specific sub-topics on positive behavior change. The CRE subject teachers through school management should organize for student's trainings, Christian Union official's trainings and learners' camps where Christianity is taught as well as guidance and counselling. That would help learners in proper coverage of the subject. Teachers could embrace more other teaching methods such as lecturing, storytelling, use of audio-visual presentation, text reading, group discussion, song & dance method, question & answer method and project work so as to impact student more on behavior change. Teaching materials need to be made available as they are essential for CRE subject coverage, source of information and behavior change of students.

METHODOLOGY

This section presents the materials and the methodology adopted by the paper.

RESEARCH DESIGN

This study employed the pragmatic research philosophy and adopted the concurrent triangulation mixed methods design which allows the researcher to merges qualitative and quantitative data to provide a comprehensive analysis of the research problem. Collecting diverse data types best provides a complete understanding of the research problem than quantitative or qualitative data alone (Creswell & Poth, 2018).

STUDY AREA

The study was conducted in national secondary schools in Kenya. Kenya is a nation which is administratively subdivided in 47 counties. Within these counties are found national secondary schools. The researcher believes that these schools can provide a suitable environment for studying the use of assessment methods by CRE teachers to assess learner value acquisition considering the overall positive characteristics these schools are known for. This was because it provided the ideals of what is actually happening in schools that are endowed with teaching facilities, experienced teachers and highly performing students.

SAMPLING METHODS AND SAMPLE SIZE

In determining the sample size, Creswell and Poth (2018) suggest that a 30% sample of the total population was more representative. Stratified sampling was used to sample out the national schools for this study which had a target population of 95 schools at the time of the study. Schools in the counties were divided into 8 strata in terms of regions to enable the study capture a representative sample in terms of the total schools per region. After this, simple random choice of the schools was taken 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. Table 1 indicates the sample size of the study.

DATA COLLECTION INSTRUMENTS

The data collection instruments for this study included the questionnaire, document analysis, interview and observation Schedules. All these instruments were designed to generate data from the CRE teachers and served well in triangulating the findings for an in-depth understanding of the research problem (Creswell & Plano, 2018).

DATA ANALYSIS

Data generated by this study were both qualitative and quantitative. Quantitative data was analyzed using descriptive statistics, like frequencies and percentages. Qualitative data obtained was analyzed thematically by arranging content responses according to the research objective.

VALIDITY AND RELIABILITY

Content validity entails verification of items in the research collection tools to ensure that the items measure what the research questions seek to answer. To establish this validity, the instruments of this study, once carefully designed in relation to the research objectives and questions, were given to experts to evaluate the relevance of each item and to provide guidance and advice on each item. The suggestions were incorporated to enhance the validity of the instruments. This was followed by a pilot study where the researcher's aim among others being to examine the clarity and the ambiguity of items in the research instruments. Methods triangulation was also used to assess the validity of the data collected in this study. Methods triangulation refers to the use of more than one method of data collection instrument within the same study (Creswell &

Table 1. Sample size

Schools				Teachers			
Region	f	%	n	Region	f	%	n
A	21	30%	6	A	45	30%	14
B	12	30%	4	B	26	30%	8
C	6	30%	2	C	18	30%	5
D	14	30%	4	D	31	30%	9
E	15	30%	5	E	35	30%	10
F	6	30%	2	F	22	30%	7
G	12	30%	4	G	24	30%	7
H	9	30%	3	H	23	30%	7
Total	95		30		224		67

Source: Ministry of education data (2022)

Guetterman, 2019). 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.

The reliability of the research instruments of this study was established through a test-retest method study basing on three indices; the average score index for each item. A pilot study was conducted and 15 teachers for CRE were used from national schools. This sample was selected outside the sampled population. The test-retest method 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.

Ethical Considerations

The researcher observed ethical aspects in the research process. The research study was carefully designed to ensure that all aspects pertaining to data collection was adhered to. Permission to carry out the research was sought from concerned authorities. During the actual administration of the research instruments, informed consent was sought from the respondents who were assured of confidentiality in relation to the data that was collected. 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

RESULTS AND DISCUSSION

This section covers data presentation, analysis, interpretation and discussion of data generated by this study. In the first section, 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 in this chapter, the researcher put in mind the use of varied methods of data generation. The researcher used a questionnaire for CRE teachers, the interview guide was used to attain responses from a small sample of teachers who had been treated with an observation schedule. Document analysis was used to probe more from the teachers' teaching plans with content rich in values. The analysis of data was presented, analyzed and interpreted under the study objectives.

RESPONSE RATE

Study sought to establish the questionnaire response rate and from 67 questionnaires administered to teachers 50 were returned. The researcher used stratified sampling and whole strata sampling to sample out 67 CRE teachers in national schools in the Counties. For teachers 76.62% response rate was attributed to the use of self-administered questionnaire. The targets of 30 teachers were interviewed but only 25 were available and therefore response rate was 83.3% Respondents were also assured of confidentiality of the

information provided. 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), argued that a response rate as large as 50 per cent is adequate in social research.

The 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 as indicated in Table 2.

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

- *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 course 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 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 expectation. [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 exhort:

- *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*

Table 2. 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

Key: Strongly Agree (1), Agree (2), Undecided (3), Disagree (4) and Strongly Disagree (5)

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 a lot 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 exhort; 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 Namunga and Otunga (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.

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 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.

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.

CONCLUSION

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. 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. 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 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.

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.

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