

**EFFECTIVENESS OF METHODS OF TEACHING CHRISTIAN RELIGIOUS
EDUCATION IN INSTILLING THE VIRTUE OF RESPECT IN PUBLIC
SECONDARY SCHOOL STUDENTS IN RACHUONYO
NORTH SUB-COUNTY, KENYA**

BY

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DECLARATION

Declaration by the Candidate

This research thesis is my original work and has not been submitted for the award of any Certificate, Diploma or Degree in any institution.

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DEDICATION

This work is dedicated to my grandmother, the late Juliana Apinde Otieno who supported me at childhood, she was my mentor. I will forever remember her.

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 in Rachuonyo North Sub-County. This study evaluated the effectiveness of methods of teaching CRE in instilling the virtue of respect in public secondary school students in Rachuonyo North Sub-County, Kenya. Specifically, the study examined the link between teacher-centred, learner-centred, and eclectic methods of teaching and instilling the virtue of respect in students. The study was guided by the Piaget cognitive theory. A descriptive survey design was adopted. The study population comprised 50 CRE teachers and 1,615 Form Four students taking CRE in 49 public secondary schools in Rachuonyo Sub-County. Simple random sampling technique was used to select 15 teachers, and 485 Form Four students from the accessible population. Interviews were used to collect data from teachers while questionnaires were used to collect data from students. The instruments were critiqued and corrected by experts at Maseno University to determine their face validity. Piloting of the instruments was done to ensure their usefulness in collecting data and reliability coefficient of 0.74 was recorded. Quantitative data from questionnaire were analyzed with the aid of Statistical Package for Social Sciences (SPSS) Version 20.0 using descriptive statistics as well as inferential statistics and presented in tabular form. Data from interviews was analyzed qualitatively and presentation was done in narrative form. The study found that teacher-centered method, learner-centered method, and eclectic method of teaching CRE were all very effective in instilling the virtue of respect in public secondary school students. The latter method was, however, established to be the most critical with regard to instilling the virtue of respect in the aforesaid students. It was concluded that adoption of eclectic method played a crucial role in improving the level of the virtue of respect instilled in students. Though important, embracing teacher-centred method when teaching CRE in these schools was inferred not to have as much effect as either learner-centred or eclectic teaching methods on instilling the virtue of respect in public secondary school students. The study recommended that teachers should be assisted to acquire competence in correct C.R.E syllabus interpretation. This would enable them to adapt varied methods of teaching, each time varying learning stimuli so that the experience remains attractive to the learners. Teachers should also encourage more group work, class discussions and other applications that are student centered. More importantly, teachers need to emphasize approaches such as role playing, mental modeling, and student conversation when teaching C.R.E to the learners. Teachers should be conversant with eclectic/ or various approaches of teaching and for those who may find it difficult in applying the method should be helped in terms of organizing workshops and seminars on pedagogical practices in teaching.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
C.R.E	-	Christian Religious Education
D.E.O	-	District Education Officer
HIV	-	Human Immune-deficiency Virus
K.I.C.D	-	Kenya Institute of Curriculum Development
KJV	-	King James Version
MOEST	-	Ministry Of Education Science and Technology According to the
NACADA	-	National Campaign against Drug Abuse
OT	-	Old Testament
QASO	-	Quality Assurance and Standards Officer
ROK	-	Republic of Kenya
RONI	-	Republic of Northern Ireland
RSV	-	Revised Standard Version
UNDCP	-	United Nations Drug Control Programme
WHO	-	World Health Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Respect is defined as a positive feeling of esteem for a person or institution (Kimmel, 2010).

It is characterized by specific actions and conduct that demonstrate esteem. Respect for property, tradition, other people, oneself and legitimate authority has been identified by Marshall and Moulden (2002) as one of five fundamental moral values of different societies and individuals. One shows respect by considering and taking seriously other peoples' feelings, thoughts, behaviors, and needs (Grimmit, 2005). Respect as a virtue is taught to people culturally in the community and through formal education systems in the society.

Mutual respect and trust are the critical elements in any successful relationship (Njoroge and Nyabuto, 2014). In the absence of respect, there is humiliation, contempt, dishonesty, bullying, feeling that one is not heard, and feeling misunderstood (Bird, 2002). Many therapists believe that one cannot respect others until one respects oneself. Those lacking in self-respect are focused on pleasing and getting others to like them and not taking care of their own needs (Grimmit, 2005). Njoroge and Nyabuto (2005) state that people with self-respect like themselves because of who they are not because of who they know, what they can do, or how much social power they have. People with self-respect assert themselves to others and do not allow themselves to be made fun of or treated rudely or badly. People with self-respect are true to themselves, can handle criticism, are content with themselves, can forgive themselves, and are selfless.

The current global scenario indicates declining levels of respect amongst the school going age and the society at large (Marshall, and Moulden, 2002). Print and televised media show various cases of disrespect in the society such as violence in schools, hate speech, ethnic violence, robbery with violence, murder among others. For instance, students burning and

destroying school properties, the recent shootings in Baltimore USA, and the Garissa University College attacks are indicators of disrespect to human life. Lack of respect and even an unintentional ignorance of the requirements of respectful behavior may undermine interventions of the value of respect (Marshall et al., 2002). In Sweden, a study done by Witkowska and Menckel (2005) on sexual harassment, revealed that sexual harassment in schools is recognized as a key public health problem for girls. Sexual harassment of students by teachers has been reported in Sweden though it has been attended to within the process of guidance and counselling but did not look at possibilities of including such instructions in the syllabus.

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 of respect among the learners. The present study sought to establish the effectiveness with emphasis on its methods of teaching and how it influences the virtue of respect among the students.

In South Africa, from 1948 to 1994, the entire education system was based on racial separation and inequality with an assumed hierarchy of racial groups. This impacted negatively on the blacks who felt disrespected by the white (Harber, 2004). An audit of 90 desegregated schools across nine provinces published in 1999 showed that racism in schools continues to be pervasive (Vally & Dalamba, 2013). The recent xenophobic killings of non-South Africans went against the Christian culture which advocates for universal oneness in

Christ regardless of race, ethnic background and gender as taught in C.R.E. However, studies by Harber (2004) and, Vally and Dalamba, (2013) only emphasized on racism and apartheid as a form of disrespect in the country but did not capture how teaching Christian Religious Education in South African schools would be effective in instilling the virtue of respect among the learners. The present study sought to establish the effectiveness with emphasis on its methods of teaching and how it influences the virtue of respect among the students.

In Uganda, cases of pornography dominated the youthful age until the year 2012 when the Ugandan parliament drafted anti-pornography bill to deal with promiscuous habits among some citizens. The bill was introduced in parliament when Macedonian pedophile, Emin Baro, was arrested for luring underage Ugandan girls to perform sex acts for him on camera in the year 2012 (Namulondo, 2013). Republic of Uganda (2014) made a law that toughens penalties against gay marriages and indecent dressing habit with reason that the acts go against the Ugandan culture.

Kenya has experienced rising cases of cultural disrespect in different ways of life and behavior. Ocholla-Ayayo (1997) states that morality begins with the self, with valuing your own person as a human being and then having regard for the worthiness of others. This creates a norm of mutual respect that promotes each other's self-esteem and partly enabling others to feel known and positively valued by others (Kowino, 2011) and (Obiero-Owino, 1994). These acts of hate speech, violence and killings of people is antisocial-economic expectations in Kenya as per the educational objectives is concerned. This raises the question of how students are prepared to fit in the society through acquisition of the virtue of respect.

Rachuonyo North Sub-County is located in the greater Homa Bay County. According to reports, the County is leading in cases of sexual abuse among the students and teacher student

relationships (Rugendo, 2016). Some of the C.R.E students have been involved in sex related cases. The Teachers Service Commission (TSC) county director reported in an interview with the Nation Media on Sunday 28, 2014 that Rachuonyo Sub-County is the leading Sub-County with cases of teachers abusing students sexually. In the year 2015, the teachers who were sacked and deregistered from the TSC were 126. Out of this number, Homa Bay County formed 25% with majority coming from Ndhiwa and Rachuonyo North sub-counties.

In 2016, again 22 teachers were sacked due to sex related scandals. A report from Rachuonyo North Police station (2014), indicate that alcohol abuse is rampant in the Sub-County especially in West-Rachuonyo Division. Most of the victims arrested were due to alcohol or drunken related cases, where about 20% were school going students. Indicators of low levels of Respect include; rioting, sexual violence, strikes, fighting, bullying among others. (Poipoi, Agak & Kabuka, 2011). The fact that students within Rachuonyo North sub-county have hitherto been involved in the aforementioned cases, raises the question of the state of virtue of respect in secondary schools.

Teaching of the virtue of respect in Kenya, is mostly done through the curriculum of Religious Studies (RS) of which includes Christian Religious Education (C.R.E) (Grudem, 2007). Training on RS is done in primary, secondary and post-secondary institutions mostly through C.R.E. Despite the efforts of virtue education through RS, Kenya is coming to terms with the increasing behavioral problems among the students in public secondary schools (NACADA, 2012). For instance, there is rampant use of drugs and other substances of abuse in secondary schools (Rugendo, 2016). A study conducted in Kenya found out that commonly abused drugs in schools were alcohol, cigarettes, bhang and miraa (Kimani, 2012, Simatwa et al., 2014). These findings were confirmation of an earlier finding by Otieno and Ofulla (2009) which showed that there was rampant abuse of substance in secondary schools

with 57.9% having had consumed drugs. However, most of the studies done in Kenya only emphasized on drugs and alcohol abuse among the students but failed to capture how teaching Christian Religious Education in Kenyan schools would be effective in instilling the virtue of respect among the learners. The present study sought to establish the effectiveness with emphasis on its methods of teaching and how it influences the virtue of respect among the students.

Teaching of C.R.E in secondary schools is meant to produce individuals who will be men and women of integrity (Mbiti, 2002). C.R.E 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 C.R.E has an academic component, it is important in character formation, both at the attitudinal and behavioural levels (Onyango, 2017). C.R.E occupies a key position in the 8-4-4 curriculum in that, it enhance the understanding and respect for own and other people's cultures and their place in contemporary society (ROK, 1999). Respect as a virtue of Christian living is one of the important pillars in the learning of C.R.E 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 (Mumbi, 2000).

Republic of Kenya (ROK, 1964), highly recommended the promotion of respect for culture and unity among the Kenyan people. Republic of Kenya (ROK, 1999) report, recommended the teaching of C.R.E in Kenyan curriculum due to its value addition in the learner's moral life. The secondary education syllabus (KIE, 2002) provides seven objectives of teaching CRE of which one is to enhance learner acquisition of the basic principles of Christian living and develop a sense of self-respect and respect for others. Republic of Kenya (Sessional Paper No.1 of 2005) further recognizes the strategic importance of improving the overall education level of Kenyans within the context of moral development. The

Government is able to achieve moral development through proper implementation of the curriculum (Mbiti, 2007).

Republic of Kenya, (2012) underscores its commitment to competence based teaching that promote acquisition of skills and attitudes such as critical thinking, creativity, communication, and innovation. However, this commitment appears to be at stake with the increase of riots, strikes, burning of schools or destruction of school property and other forms of indiscipline in secondary schools in Kenya (Mumbi, 2000).

Teaching of values by using C.R.E has been facilitated through the incorporation of African Religious Heritage content in the syllabus. This area of study is rich in moral values making the subject relevant to the contemporary society (Onsongo, 2008). Mbiti (1969) observes that Religious Education in Africa could be traced long before the coming of Christian missionaries who viewed Africans as uncivilized and heathens. Ocholla-Ayayo (1997) observed that Africans lived their religion culturally. Every stage of life was monitored and those who were found contravening the customary laws were heavily punished.

Mbiti (1969) analysed African religion, and observed religion as the strongest element in the traditional background that exerted the greatest influence upon the living and the people concerned. Mbiti (1969) continues to note that religious education bore the responsibility of inculcating in each generation those forms of knowledge, values and attitudes which the society needed in order to prosper and provide mankind with moral values by which to live. In the present society, apart from acquisition of moral values from varied African traditions, new religious beliefs brought along by the Missionaries and the formal Religious education, there are other aspects of co-curricular activities in schools that promote value acquisition. (Onsongo, 2008). Waithira (2014) asserts that despite all other means of value acquisition

the society, Religious education is the discipline entrusted with development life skills for value enhancement.

Schug (2001) identified two teaching methods, which are effective in teaching social studies in elementary and secondary schools. That is teacher centered and learner centered methods. However, the two teaching methods mentioned above are further divided into smaller units (Mykra, 2015). He states that some of these units are more effective in value education. The teaching methods used in teaching values such as respect for varied cultures should be effective and able to enhance moral growth in the learner (Chemutai, 2008). The teacher should effectively aim at developing the affective faculties of the learner in order to make these values part and parcel of the learner's daily living.

Another teaching method that is embraced by teachers in instilling virtue of respect is that of eclectic. It is a peculiar type of educational philosophy which combines all good ideas and principles from various philosophies. It is indeed a conceptual approach that does not hold rigidly to a single paradigm or set of assumptions, but instead draws upon multiple theories, styles, or ideas to gain complementary insights into a subject (Samoore, 2017). The debate about effective teaching method is ancient, which overtime has but gained emphasis. Although it predates Deweyan era, it however found strong emphasis during and after Dewey. Dewey (1963) lays emphasis on the role of method, first in consolidating ideas necessary for a discipline, and second in disseminating same ideas. Nevertheless, it is to be underscored that learning needs to be understood as a social function in which a learner using acquired skills can pick worthwhile experiences as learning. Dewey seems to suggest that the environment in which learning takes place has got numerous experiences. These experiences are the raw materials for learning. The author's analytical view of methodology in general and teaching method in particular, projects the two as the highway

of thought and action, without which the conception of ideas and actions would remain largely disjointed. Consequently, the achievement of learning objectives would not be realized. What remains of great concern, is how these experiences can be sieved in such a manner that the learner can only be able to pick the correct experiences and shun those that can lead to bad behaviour. Dewey is silent on how experiences can be distinguished as to justify which ones are appropriate for what kind of behaviour. This invites a pedagogical approach that is appropriate to such a task so that not every learning which is obtained through experience is regarded as potentially able to lead to good behaviour.

Lack of respect beckons all stakeholders to urgently think about strategies for stopping further escalation of the disrespect of whatever nature. Many researchers contend that lack of appropriate skills, negligence on part of teachers and the politics of grades are to blame. For instance, studies carried out by Walaba (1998), Itolondo (2012) and Kamanga (2013) note with concern, that C.R.E has been made subservient to other subjects and that its teaching has been oriented to examination. What emerges from these concerns is how to bridge the chasm between examinable content and life skill content. There is an emerging problem where to draw the line between these poles as far as the study of CRE is concerned.

C.R.E, 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 virtue of respect among the learners. The present study sought to establish the effectiveness methods of teaching CRE in instilling the virtue of respect among the students in Rachuonyo North Sub County.

1.2 Statement of the Problem

Respect is an important virtue as it makes one a better citizen who is able to interact well with oneself and other members of society. Respect is taught in secondary schools through C.R.E. C.R.E is supposed to equip learners with life skills and inculcate in them respect to effectively contribute towards the well-being of society. Teachers are the implementers of value education curriculum and their teaching strategies towards value education objectives affect the learner instillation of virtues. Most secondary school students in Rachuonyo North Sub County and Kenya in general are disrespectful as evidenced by their unbecoming behaviour towards themselves, colleagues, teachers and society.

Data from the Homabay County Director of Education, 2018 revealed that in the year 2016-2018, 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. In the last three years, the number of students suspended or expelled from secondary schools in Rachuonyo North Sub County as compared to the neighboring sub counties as a result of disrespectful behaviour had been soaring. Table 1.1 shows summarized data on the number of students suspended or expelled from schools over the last three years across the sub counties in Homabay County.

Table. 1.1 : Number of students suspended or expelled from schools over the last three years across the Homabay County.

Sub Counties	2016	2017	2018
Homa Bay Town Sub-County	41	51	64
Kabondo Kasipul Sub-County	28	37	50
Rachuonyo North Sub-County	138	156	174
Kasipul Sub-County	44	52	63
Mbita Sub-County	56	38	51
Ndhiwa Sub-County	112	124	132
Rangwe Sub-County	65	82	94
Suba Sub-County	91	113	127
Total	575	653	755

Source: (Homa Bay County Director of Education, 2018)

According to Table 1.1, there had been an increase in the number of students who have been suspended or expelled over the last three years in all the sub counties for various disrespectful cases. However, by comparing, Rachuonyo North Sub-County registered the highest number of indiscipline/disrespectful cases in the last three years.

Indiscipline/disrespectful cases in the sub county suggests that exposure to C.R.E 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 mould students' behaviour and instill respect in them, 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 effectiveness of teaching methods of CRE in instilling the virtue of respect among the students. For this reason, there was need for a study like this one which examined the effectiveness of methods of teaching C.R.E in instilling the virtue of respect in secondary school students in Rachuonyo North sub-county, Kenya. However, the researcher acknowledges that learners still undergo education and training on issues of virtue development and thus evaluation of effectiveness in this regard is limited to present situation.

1.3 Purpose of the Study

The purpose of the study was to investigate the effectiveness of the methods of teaching C.R.E in instilling the virtue of respect in public secondary school students in Rachuonyo North Sub-County, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

- i. Determine the effectiveness of teacher-centered method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya.
- ii. Establish the effectiveness of learner-centered method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya
- iii. Determine the effectiveness of eclectic method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya

1.5 Research Questions

The study sought to ask the following questions:

- i. How effective is the teacher centered method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya?
- i. How effective is the learner centered method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya?

- ii. How effective is the eclectic method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya?

1.6 Significance of the Study

The study is expected to be of immense benefits due to several reasons which include the following.

- (i) The Christian Religious Education teachers may get insights to improve on their teaching methods of various elements of respect.
- (ii) Kenya Institute of Curriculum Development and other relevant stake holders may benefit from this study in the sense that it may contribute to the ideas on better teaching methods in C.R.E curriculum that may help in achieving the objectives of the C.R.E syllabus.

1.7 Scope of the Study

The study was confined to Rachuonyo North Sub-County, Kenya. It focused on Form Four C.R.E students in public co-educational day schools. The form four students were believed to have gone through instillation of value education more as compared to other classes thus are expected to exhibit the values acquired in their daily lives. Co-educational day schools provided access to students whose learning environment was assumed to be homogeneous. The study analyzed the teaching approaches used through the teacher centered, learner centered and eclectic teaching methods of instilling virtue of respect in the learner using C.R.E to ascertain the effectiveness the mentioned teaching methods.

1.8 Limitations of the Study

The generalizability of this study is limited to only co-educational day secondary schools since only the public co-educational day secondary schools in Rachuonyo North Sub – County were involved in the study. The study only concentrated on the virtue of respect in the society and the teaching methods that instill virtue of respect. It was limited to C.R.E syllabus content and used elements of qualitative study and this could be subject to other interpretations.

1.9 Assumptions of the Study

In this study, it was assumed that:

- i) All teachers of C.R.E are competent in value education.
- ii) All the teaching methods used during the study are the same ones C.R.E teachers normally use during the C.R.E lessons.
- iii) All the co-educational secondary schools selected for the study were homogeneous.

1.10. Conceptual Framework

Conceptual framework is a diagrammatic explanation of the research problem hence an explanation of the relationship among several factors that have been identified as important to the study (Ngechu, 2006). The conceptual framework guiding this study was informed by cognitive theory as proposed by Piaget focuses on the study of how people think, understand, and know curricular need to be developed that take into account the age and stage of thinking of the student. Each time a student is taught something he could have discovered for himself, that student is kept from inventing it and consequently from understanding it completely (Devris et al, 2002). Students are different hence should be taught using a variety of teaching methods. The theory emphasize on the individual's active construction of understanding.

The conceptual framework in Figure 1:1 summarized the features that are related to the study.

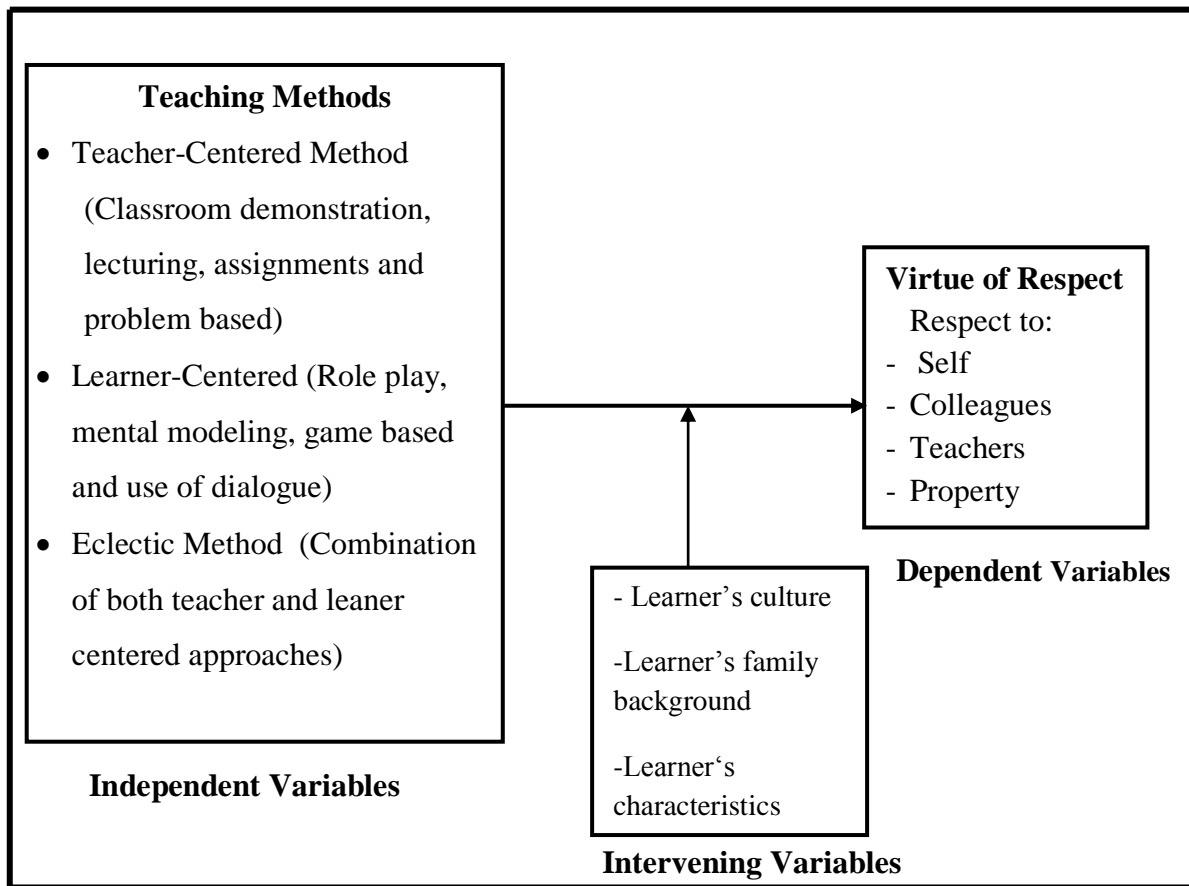


Figure 1.1: Conceptual Framework (Researcher, 2019)

The conceptual framework as shown in Figure 1.1 outlines diagrammatically how variables of the study were presumed to interact. As illustrated there are two distinct set of study variables, that is, independent and dependent variables. Independent variables characterize teaching methods and included teacher-centred method, learner-centred method, and eclectic method. Instilling the virtue of respect in students was the dependent variable. There is the intervening variable to the study that the researcher has not concentrated on since the syllabi stress mainly on the approaches of teaching virtue of respect as indicated in the independent variable. It was hypothesized that the aforementioned teaching methods influenced instilling of the virtue of respect in students taking CRE in public secondary schools in Rachuonyo North Sub-County. It is on this presumption that this study was carried out.

This study aimed at assessing the effectiveness of methods of teaching C.R.E in instilling the virtue of respect in secondary school students. Teacher centered method of teaching enhances learner's skill of the virtue of respect to self and colleagues through feedback seeking and guidance offered by the teacher. Learner centered method encourages participation of the learner and adds dynamism to the classroom, which further leads to retention of learned material. Finally, the eclectic approach, which is a combination of both learner and teacher centered draws upon multiple theories, styles, or ideas to gain complementary insights into a subject and thus, allows for holistic transformation of the learner.

1.11 Definition of Operational Terms

Christian Religious Education: This refers to a discipline used as a tool for spiritual and value education within the framework of Christian ethics in secondary school curriculum

Eclectic method: This refers to a method of teaching that combines various approaches and methodologies to teach CRE as a discipline, depending on the aims of the lesson and the abilities of the learners. Different teaching methods are borrowed and adapted to suit the requirement of the learners during the CRE lesson.

Effectiveness: This is defined as the capability of teaching methods to produce a desired result or the ability to produce desired output, which in this context, instilling the virtue of respect among the students.

Learner-centered method: In this study, it refers to the methods of teaching that shift the focus of instruction from the teacher to the student. That is: Role play, mental modeling, game based and use of dialogue

Respect: This is described as a positive feeling of esteem for a person or institution, positive behaviors and attitudes that are acceptable in communities within Rachuonyo North sub-county.

Syllabus: In this study, syllabus refers to the secondary school C.R.E curriculum as provided by Kenya Institute of Curriculum Development

Teacher-centered method: This refers to a teaching method comprises the principles and methods used for instruction to be implemented by the teacher to achieve desired learning by students. That is: Classroom

demonstration, lecturing, assignments/homework and problem based

Teaching:

In this study, teaching refers to the process of instilling virtue of respect in the learner by C.R.E teacher by use of teacher centered, learner centered and eclectic methods of teaching

Teaching Methods

These constitute the composition of the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by students. That is: teacher centered, learner centered and eclectic methods of teaching

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of past empirical studies with regard to various teaching methods (teacher-centred method, learner-centred method, and eclectic method) and instilling the virtue of respect.

2.2 Teacher-Centred Method and Instilling the Virtue of Respect

A study was carried out by Lak, Soleimani and Parvaneh (2017) on the effect of teacher centered method on reading comprehension in Iran. The study aimed at investigating what affected the teacher-centered method on studying of concepts. A sample of 120 Iranian EFL (English as Foreign Language) learners were selected. Inferential statistics were used to analyze the collected data with the aid of the SPSS. The results revealed that teacher-centered groups were positively related to improvement of Iranian EFL learners' reading comprehension performance. The study concluded that teacher-centered approach did not improve Iranian EFL learners' reading comprehension. However, the study investigated what affects the teacher-centered methods on studying of concepts, its main focus was on English as foreign language and therefore its findings cannot be generalised to other subjects.

A study conducted in Indonesia and India by Emaliana (2017) centred on the subject of the learning approach that promoted learning. The general objective of the study was to investigate the learning needs of students drawn from the English department by taking into consideration their attitude towards student-centered approaches and teacher-centered

approaches. With the use of questionnaires, data as collected from undergraduate and postgraduate students. One way ANOVA was used to analyse the data. The findings of this study illustrated that students' learning needs should be an input to syllabus and material planning and demonstrated the importance of good understanding of students. The study concluded that both Teacher-centered method and student –centered method should be implimented. However, this was a case study research which even though is multimodal and holistic in nature, cannot be generalised due to its singularistic nature beacause its sample size is too small.

A study on evaluation of teacher-centered and learner-centered methods for instructional delivery of senior secondary schools financial accounting was carried out in Rivers State by Ubulom and Ogwunte (2017). The study sought to evaluate the process of the reliability of teacher-centered and learner-centered approaches in respect of instructional delivery of financial accounting in secondary schools. Evaluation research design and the process evaluation component of the Stufflebeam's were employed during the study. A sample size of 250 respondents constitute the unit of analysis. The study revealed that teacher-centered instructional method was ineffective while learner-centered method was found to be effective in teaching accounting subjects in all secondary schools in Rivers State. The study concluded that although learner-centered methods had better returns in terms of learning achievement, teacher-centered approach could not be disposed off altogether. This study however was a

longitudinal study which does not give room for new knowledge to be generated apart from what existed before and due to the researcher being fatigued.

A study carried out by Odundo and Gunga (2013) examined the application of instructional methods on achievement of learners in Kenya. The main objective of this study was to explain which approach to teaching would best favor students' performance and its effects. Primary data was collected from a sample of students across the country. Both probability and non-probability sampling procedures were used to select the sample, that is the students and teachers who were to be included in the study. The results of the study indicated that teacher-centered methods were linked to insufficient motivation to students' capacities of innovation, inquiry and scientific thinking, cramming of facts, poor knowledge and retention of studied work and high dependancy rate among graduates. It was concluded that learning achievement was influenced by the teacher-centered instructional methods which included dictation, lectures and notes. However, this study was primarily a quantitative research. Even though it could establish the causal effect, the study could not describe peoples opinions and views or situations in their natural setting. Secondly, though the study looked at the teacher-centered teaching methods, it failed to address the same in the context of instilling the virtue of respect to public secondary school students.

Another study conducted by Atancha (2012) in Manga Division analyzed the effectiveness of teaching methods on students understanding of concepts. The purpose of the study was to examine the selection of teaching methods and acquisition of skills. Descriptive survey

design was adopted. Stratified random sampling technique was used in drawing a sample of 10 teachers from the study population. Data collection tools used included questionnaires and interviews. The findings indicated that many teachers had not embraced child-centered methods of teaching because they did not attend workshops and seminars due to late disbursement of free secondary school funds and lack of effective communication to teachers in case of new courses. However, the study revealed that many teachers had not embraced child-centered methods of teaching because they did not attend workshops and seminars due to late disbursement of free secondary school funds and lack of effective communication to teachers in case of new courses. The major shortcoming of this study was that it address learner-centered teaching method in stead of the teacher-centered methods of learning.

2.3 Learner-Centred Method and Instilling the Virtue of Respect

A study on views of teachers to student-centred learning approach was carried out by Seng' (2014) in Canada. The study sought to investigate what teachers had to say about the student-centred method of learning. The study explored on the individual in-depth inteviews to get the teachers view. The findings of the study provided evidence that the approach made students to get actively engaged in the learning process, be aware of their own responsibilities and autonomy in learning. The study concluded that the use of the learner-centred method contributed to active engagement of students in learning and enhancing students' responsibility. However, the study was mainly ex-post facto. As a result, it could not establish issues as they are happening or as was about to occur.

A study was done by Lak, Soleimani, and Parvaneh (2017) to compare the results of learner-centredness and teacher-centredness methods of learning among the Iranian learners. Inorder

to carry out the study, samples of learners were taken and data was analysed using SPSS. The results illustrated that learner-centred approach had positive results on enhancement of Iranian learners' reading comprehension performance. Therefore, it was concluded that student-centred method was more effective compared to teacher-centred method.

A study to determine whether learner-centered approach improved high school learners' understanding of the topic on acids and bases was conducted by Mutlifa and Kapenda (2017) in Namibia. The objective of the study was to prove the effectiveness of student-centered approach. With a sample of learners, quasi experimental design was used to collect pertinent data. Descriptive statistics were used to analyse the quantitative data from the test scores. The study results indicated that using the learner-centred measures attracted learners' interests in learning and understanding acids and bases. The study concluded that student-centred method improved understanding of learners.

A study conducted in Kilimanjaro, Tanzania by Salema (2015) assessed the attitude of teachers and students towards learner-centered pedagogy in secondary schools. The study focused at exploring the thoughts of teachers and students on the implementation and application of the student-centered method in both private and public secondary schools in the area. Samples of teachers and students were taken. The study used questionnaires, interviews and observations to collect requisite data. The results of the study showed that students and teachers alike had a positive attitude towards the aforesaid implementation. Nonetheless, teachers in public schools had a lower attitude toward the implementation as compared to the private school teachers. The study concluded and recommended that all the stakeholders in the education sector had a role to play for the implementation to be successful. The foregoing could have been realized through provision of adequate resources, training of teachers and motivating both the students and the teachers with regard to

application of learner-centered approach. The study was however sponsored by the Religious organization thus it only collected data from the schools that are affiliated to the religious organizations. This leaves a chasm of what goes on in the non-religious sponsored schools. Further, it makes the generalisation of the study to be weak.

A study conducted by Mwangi (2014) in Kinangop Sub-County, Kenya examined the influence of learner-centered strategies on performance of students in Biology in the Kenya Certificate of Secondary Education. This study purposed to examine the subject's performance in the final examination with the aim of assessing the extent to which the attitude of teachers towards learner-centered approach influenced students' performance in Biology. Descriptive survey design was adopted. The study targeted Biology teachers and students who were in their final year of study in public schools. Samples were taken and data analysis involved qualitative and quantitative techniques. According to the study findings, it was revealed that teachers had a positive attitude towards learner-centered approach. The study, therefore, concluded that learner-centered strategies had positively influenced students' performance in Biology in KCSE. The foregoing study, however, did not link learner-centered methods with instilling the virtue of respect in public secondary schools.

A study carried out by Makewa and Metto (2014) investigated whether learner-centered teaching method could work in Kenyan public schools or not. The study sought to find out if learner-centered strategy could be effective in public primary schools. A review of past literature with regard to learner-centredness method was carried out. The study revealed that many teachers continued to use the teacher-centered method regardless of the benefits the learner-centered method had hitherto accrued. In addition, teachers failed to use this method due to high population of students, insufficient teachers and scarcity in learning materials. The study recommended that the government should ensure learner-centered method is used

by employing qualified teachers and also planning and implementing teachers training on the learner-centered method. Even though the study revealed that many teachers continued to use the teacher-centered method regardless of the benefits the learner-centered method had hitherto accrued, it however failed to address the theme virtue of respect installation in public secondary school students.

2.4 Eclectic Method and Instilling the Virtue of Respect

In India, a study conducted by Varghese (2018) assessed the effectiveness of eclectic method in learning chemistry among students. One of the objectives of the study was to determine the impact of eclectic method of learning chemistry. The study employed experimental method. The study sample comprised of 120 students from four secondary schools. The study found out that the eclectic method for teaching and learning chemistry was more effective than the conventional method. The study also noted that the eclectic method helped in improving the performance of students in chemistry.

Another study conducted by Al-Jarrah, Alkhanous, Talafhah, Al-Jarrah, Mansor and Al-Jarrah (2019) investigated the eclectic approach as a therapy for teaching English as a foreign language to the Arab students. The aim of the study was to examine the eclectic method of teaching English as a foreign language to Arab students in the country. The study adopted the experimental research method which involved both the qualitative and quantitative data. The study sample comprised of 61 students in seventh grade. The study established that the eclectic method enabled the teachers to use the modern teaching aids such as audio-visual aids. The study therefore concluded that the eclectic teaching method was effective for language teaching and learning.

A study conducted by Olugbenga and Olusegun (2010) evaluated the effects of tri-polar eclectic teaching approach on students' academic performance in social studies in Nigeria.

The main goal of the study was to determine the impact of tri-polar eclectic teaching method on the performance of students in social studies. The study employed the experimental research method. The sample population comprised of 50 students of Adeyemi secondary school. Two groups of 25 students were taught the same content within six weeks using conventional and tri-polar eclectic approach. The results of the study showed that the students taught using tri-polar eclectic approach performed better than students taught using conventional method.

An empirical examination conducted by Mwanza (2016) analyzed eclecticism in the teaching of English grammar in selected secondary schools in Zambia. The main objective of the study was to establish how teachers understood and applied eclecticism in teaching English language. The study used both quantitative and qualitative research methods. Questionnaires, classroom observations, interviews and document analysis were used to obtain data. The sample population comprised of 90 teachers and 18 lecturers who were selected by use of purposive sampling technique. The findings of the study were that there was poor application of the eclectic teaching method and that some teachers did not have any understanding of what it entails. The study further established that there was challenges that faced those teachers who used the method in teaching which included limited time, lack of teaching materials and poor or low proficiency in English among learners.

An empirical investigation on the role of eclectic teaching method in learning and teaching English in public primary schools was conducted by Kattam, Chebet and Kipkemboi (2016) in Kenya. The study sought to establish the use of eclectic method in enhancing teaching and learning in public primary schools in Eldoret East Sub-County. The study used stratified random sampling to select 31 schools, simple random sampling to select English teachers in secondary schools and purposive sampling to select key resource teachers from the selected

schools. Data were collected using classroom observations and interviews. The findings of the study acknowledged that eclectic teaching method made teaching innovative and enjoyable and enhanced the achievement of learning objectives. The study also indicated that eclectic method makes teaching English practical and facilitates retention in learners. The two studies which were conducted by Mwanza (2016) and Kattam, Chebet and Kipkemboi (2016) conducted a study on the role of eclectic teaching method in learning and teaching English in public primary schools. The study acknowledged that eclectic teaching method made teaching innovative and enjoyable and enhanced the achievement of learning objectives. Nevertheless, the study was conducted in public primary schools.

A study conducted by Masibo, Napwora, Jesse and Barasa (2017) assessed the perceptions of English language teachers and learners about an effective English language teacher in Kenyan secondary schools. The study examined the perceptions of teachers and learners of English about an effective English teacher. The study employed a qualitative research approach. Stratified, simple random and purposive sampling techniques were used to obtain the sample. Data were collected using in depth interview and focus group discussion from learners and teachers. The results of the study revealed that the teachers perceived that for learning and teaching to be effective teachers should adopt the reflective and collaborative approaches and be eclectic in the use of teaching methods. Even though the study assessed the perceptions of English language teachers and learners about an effective English language teacher, it was noted that the teachers perceived that for learning and teaching to be effective teachers should adopt the reflective and collaborative approaches and be eclectic in the use of teaching methods. The study did not clearly and comprehensively address the theme of eclectic method in specifically Kenyan public secondary schools

2.5 Instilling the Virtue of Respect in Students

A study conducted by Gholani and Tirri (2012) examined the perceived dimensions of caring teaching. The purpose of the study was to describe the basic components of teachers' perceived caring practice in order to gain insight on the moral aspect of aspect of teaching. The study used a qualitative research approach. The sample population comprised of 556 teachers. The study findings identified nurturing of students character and respectfulness as dimensions of caring teaching.

An empirical examination conducted by Sun and Shek (2012) evaluated the students classroom misbehavior and teachers perception in Hong Kong. The study sought out to identify the most common disruptive and unacceptable student problem behaviors from the teacher's perspective. The study obtained data by conducting 12 individual interviews with teachers from three schools. The study revealed that the most unacceptable problem behavior among students was disrespecting teachers in terms of disobedience and rudeness. The study also noted that teacher's expect respect, obedience, order and discipline in the classroom.

In Cameroon, an examination conducted by Ngwokabueni (2015) assessed the types, causes and possible solutions of student's indiscipline in secondary schools in the country. The purpose of the study was to examine the common forms, the causes and possible ways to curb indiscipline in schools. Descriptive survey research design was utilized for the study. Stratified and simple random sampling techniques were used for the study. Descriptive statistics and analysis of variance were used in data analyses. The study found out that the students were disobedient to their teachers and had unacceptable habits. The study also revealed that the school should include moral leadership, moral education and behavior accountability in order to curb indiscipline.

A study conducted by Onyinye and Tyough (2018) investigated the influence of students disciplinary problems on the management of secondary schools in Nigeria. The study was delimited to Kwande local Government area of Benue State. The study sought to examine the impact of student's disciplinary problems on secondary schools management in the area. The study adopted descriptive survey research design with a sample population of 300 teachers. Structured questionnaires were used to collect data. Descriptive and inferential statistics were used in data analyses. The results of the study established that student's cult activities and truancy had an effect on the management of secondary schools in Benue State.

A study conducted by Oyieyo (2012) analyzed the influence of guidance and counseling on students discipline in public secondary schools in Kabondo Division in Kenya. The aim of the study was to determine how guidance and counselling affected students discipline in the region. The study employed descriptive survey research design. The study sample comprised of 20 secondary school principals, 20 teacher counsellors and 144 form four students. Data were analyzed using descriptive statistics. The study findings showed that guidance and counselling services had enhanced discipline among students which has in turn led to better academic achievement. Against this backdrop however, the study did not address the link the methods used to teach CRE to installation of the virtue of respect in students.

Another study conducted in Kenya by Ekombe (2010) assessed the methods used to enhance students discipline in public secondary schools in Kamukunji division. The objective of the study was to determine the discipline of students and the effectiveness of methods used to enhance students discipline in public secondary schools. Stratified random sampling was used for the study and data were collected using self-constructed questionnaires. The results of the study indicated that the types of indiscipline that existed in schools include truancy, drug abuse, foul language, sneaking and stealing. The study also identified guidance and

counselling as an effective method that is used to enhance discipline in public secondary schools in the division. Against this backdrop however, the studies did not address the methods used to teach CRE to installation of the virtue of respect in students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology, design, locale of the study, target population, sample and sampling procedures, instruments and instrumentation, validity and reliability of instruments, data collection procedures, data analysis techniques, and presentation.

3.2 Research Design

The study adopted a descriptive survey design. Nkpa (1997) affirms that descriptive survey is a research procedure, which involves depicting a situation as it exists in detail. The investigation is normally conducted within a cross section of the society. Descriptive survey design is appropriate for this study in that it allows use of various methods of data collection like questionnaire and interview methods (Owen, 2002). Cohen and Manion (2006) state that a combination of methods compensates for inadequacies that other research tool might have, thus the study used a number of data collection methods. The descriptive survey design according to Kothari (2004) fitted well with the intention of this study, which sought to investigate the effectiveness of methods of teaching C.R.E in instilling the virtue of respect in secondary schools students in Rachuonyo North sub-county, Kenya and give the description of the situation as it is.

3.3 Location of the Study

The study was carried out in Rachuonyo North Sub-County. The Sub-County is found in Homa-Bay County in the republic of Kenya. It borders Sub-Counties such as Rachuonyo South to the South, Nyakach to the East, and Homa-Bay to the west. It also boards Lake Victoria to the Northern side. It lies between latitude 0 26'24'' South and longitude 34' 44'' and 20' 04'' East. It has an elevation of 1,399 meters (4,590 feet).

The Sub-County covers a total area of approximately 412.50 square kilometers and has two administrative units, namely East Karachuonyo and West Karachuonyo (ROK, 2009). The major economic activity in the area is fishing along the lake region, farming and trade (Appendix IV). The remaining lot is employed in the formal sector as civil servants and also in the Non-Government organizations. The overall population of the sub-county is 162,045 people.

The poverty index is 51%. This is a clear indication that more than half of the population is in some state of poverty. Even though this is not the focus of this study, it is good to note that the report released by the National Aids Control Council (2014) shows Homa-Bay County with high prevalence of the virus. It is leading with highest number of people living with HIV and AIDS at 12,000 people out 88,000 people in the whole county representing 14% (ROK, 2012). This happens against a backdrop of strong religiosity manifested within the area occupants whom majority are Christians whose children attend Christian sponsored schools and some of learn C.R.E in schools. Going by descriptions herein, there exists need to establish why the school going age seems not to be having the intended virtues articulated in the CRE school curriculum.

3.4 Target Population

The study targeted 50 C.R.E teachers in 50 public secondary schools and 1,615 form four secondary school C.R.E students within Rachuonyo North Sub-County. C.R.E teachers were targeted because they are the implementers of C.R.E curriculum in secondary schools. The Form Four students were selected to participate in this study because it is in this level of learning in the 8-4-4 system of education that the topics of social ethics and behavior are taught, and it is at this stage of psychosocial development that making moral decision is challenging. This was so because Kathuri and Pals (1993) and Kothari (2004) states that

when a researcher is interested in a certain or specified information, only respondents with such characteristics should be selected.

3.5 Sample and Sampling Procedure

In determining the sample size, Krathwohl (1997) and Creswell (2003) suggest that a 30% sample of the total population will be more representative. Rachuonyo North sub-county is divided into two major divisions; that is East Rachuonyo and West Rachuonyo. The study used stratified sampling technique to sample co-educational schools and simple random sampling technique to sample 15 C.R.E teachers who were used in the study as suggested by Krathwohl (1997) and Creswell (2003). As such seven out of 22 C.R.E teachers in East Karachuonyo and eight out of 28 C.R.E teachers in West Karachuonyo were selected for the study using simple random sampling, bringing the total number of C.R.E teachers selected for the study to 15 out of 50 within the sub-county. Besides, 212 out of 705 form four C.R.E students from East Rachuonyo and 273 out of 910 form four C.R.E students from West Rachuonyo were selected for the study using simple random sampling, bringing the total number of C.R.E students selected for the study to 485 out of 1,615 within the sub-county. This was so because Kathuri and Pals (1993) and Kothari (2004) state that when a researcher is interested in certain or specific information, only respondents with such characteristics should be selected.

The population sample is as shown in Table 3.6.

Table 3.1: Study Population and Sample Size

Category of Respondents	Population	Sample	Percentage (%)
CRE Teachers	50	15	30
Form Four	1,615	485	30
CRE Students			

Source: QASO'S Office Rachuonyo North Sub-County (2019)

3.6 Instruments and Instrumentation

The following instruments were used in this study; interview schedule for CRE teachers and questionnaire for CRE students.

3.6.1 Interview Schedule for Teachers

This instrument required C.R.E teachers to state the respect levels of their learners and factors affecting the instilling of virtue of respect. It sought to determine how C.R.E teachers develop the valuing skills in the learner. The instrument sought to establish how C.R.E teachers use both teacher and learner centered methods to articulate skills that develop in the learner the virtue of respect for the rich and varied Kenyan cultures by putting the study objectives into focus (Kerlinger, 2003). This interview guide was constructed in form of questions and the items were put in sequence to allow orderliness in providing and recording information as suggested by Kothari (2004). (See appendix II). The unstructured interview was preferred because Nkpa, (1997) states that it is flexible and allows the researcher to gather more information on the study. The interview schedule for teachers was therefore administered in order to confirm the consistency of what the teacher said with his/her practical content delivery observed by the researcher while teaching in a C.R.E classroom.

3.6.2 Questionnaire for CRE students

Questionnaire was administered to collect quantitative data. The questionnaires were structured in five Likert scale to measure the effectiveness of teaching methods in instilling the virtue of respect to students. The Likert scale ranges from Very Effective (VE), Effective (E), Moderately Effective (ME), Least Effective (LE) and Not Effective (NE). The results were interpreted as per the Cronbach's Alpha whereby the following interpretations were applied.

Table 3.2: Cronbach's Alpha Measures

Cronbach's alpha	Level of Effectiveness
$\alpha \geq 0.9$	Very effective
$0.8 \leq \alpha < 0.9$	Effective
$0.7 \leq \alpha < 0.8$	Moderately effective
$0.6 \leq \alpha < 0.7$	Least effective
$0.5 \leq \alpha < 0.6$	Not effective

Source: Gliem and Gliem (2003)

It helped in finding out more about learning activities they get to be involved during C.R.E lesson. In order to overcome problems with answering and analyzing the questionnaire had close ended questions (Hawkes and Rowe, 2008). Mugenda and Mugenda (2003) affirm that close ended questions are appropriate since each item will be followed by an alternative answer. The questionnaire consisted of structured and unstructured questions. The structured questions provided a predetermined alternative for the respondents to select appropriate alternative, for instance whether the respondent is a male or a female. Unstructured questionnaires allowed the respondents to freely give their opinions to certain questionnaire items (Nkpa, 1997). The questionnaire for students was administered to students to clearly prove whether the learner is active in classroom, aware of the values enhanced in them by the C.R.E teacher and finally whether there is impact of enhanced values in their lives.

3.7 Validity and Reliability of the Instruments

3.7.1 Validity of the Instruments

Validity is the degree to which results obtained from the analysis of data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). For a data collection instrument to be considered valid, the content selected and included must be relevant to the need or gap established (Kothari 2004). Before the actual study, the instruments developed were pre-

tested. The face validity of observation rating scale was determined through seeking advice from the supervisors within the school of Education who evaluated and critiqued the instrument with a view to determining its soundness in collecting data for the study.

3.7.2 Reliability of the Instruments

The researcher administered a pilot study on 44 CRE students, 22 from each of the two divisions of the sub-county and two teachers for CRE of which one teacher is from each of the two divisions of the sub-county. This sample was selected outside the sampled population for the study within the sub-county to establish reliability of the tools. A test-retest was administered to same individual twice within a span of two weeks to see whether the same score could be realized over a given time period in order to ascertain the reliability of the instrument as proposed by Mugenda and Mugenda (1999). 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. Reliability coefficients were estimated using the SPSS computer package. The reliability of the questionnaire were 0.74. The instruments were deemed reliable since their coefficients were above the recommended 0.7 threshold (Fraenkel and Wallen, 2000).

3.8 Data Collection Procedure

The researcher obtained authorization letter (see appendix v) from Maseno University, school of graduate studies and Rachuonyo North sub-county director of education, to collect data. Appropriate time was allocated to meet with the respondents and share with them about the importance of the study. The instruments were administered to the respondents by the researcher. Kothari (2004) states that self-administration of instruments helps in overcoming the possibility of respondents discussing among themselves the correct answers to write. It also ensures that the data received by the researcher is first hand. Questionnaires were

individually given to 485 students who responded on the spot and handed them back to the researcher. The researcher sat with each of the 15 C.R.E teachers and conducted the interviews using the interview schedule (see appendix II)

3.9 Data Analysis and Presentation

Data that was generated by this study were both qualitative and quantitative. Descriptive and inferential statistics was therefore used in the data analysis in this study. Quantitative data was analyzed using descriptive statistics, like frequencies and percentages. To investigate the relationship between the variables, both regression and correlation analysis was used. For correlation analysis, Pearson correlation test was used test the strength of association or correlation between the variables i.e how teaching methods (teacher centered, student centered and Eclectic/various approaches) correlate with instilling the virtue of respect. Linear regression analysis was also used to assess the associations between the variables and the findings summarized in models and coefficient tables. The general equation for the linear regression was;

$$Y_i = \beta_0 + \beta_1 x_i + \varepsilon_1$$

Where ; Y_i = Instilling the Virtue of Respect

β_0 = Constant Term

β_i = Coefficient of the independent variable either X_1 , X_2 or X_3

X_i = Independent Variable

Qualitative data obtained from the interviews with the CRE teacher, was analyzed thematically by arranging responses according to the research questions and objectives. 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 22.0. In order to make reliable references from the data, the statistical tests was subjected to tests of significance level of 0.05 (Orodho, 2005).

3.10 Ethical Considerations

The researcher was guided in the research by adhering to 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 was obliged to ensure that the research participant's rights and welfare were not violated before, during and after conducting the research. The researcher urged participants to provide honest, valid and reliable information. To enhance informed consent, participants were thoroughly 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 clarified and their voluntary involvement in the research was fully guaranteed. The principle of beneficence was observed and the researcher treated the information obtained with confidentiality so as to minimise the possible harm to the participants. Great care was taken to avoid identification of real participants in the study against their derived information.

The researcher was cautious on the questions posed to SCQASO whose identity could not be concealed since he/she is the only Quality Assurance and Standards officer in the sub county by asking purely policy oriented and not personal questions. The raw data from the field were kept under lock and key where only the investigator could access. The processed data were kept in computer encrypted by password accessible to only the principal investigator.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter covers the results emanating from the analysis of the data collected from a survey of students and interviews of teachers in public secondary schools in Rachuonyo North Sub-County in the greater Homa Bay County. The first part outlines the response rate. This is followed by the results of descriptive and inferential statistics respectively. The latter results were in conformity to objectives of the study which sought to link teaching methods (teacher-centred, learner-centred, and eclectic methods) to instilling the virtue of respect in students of the aforesaid schools. Quantitative data collected through student surveys (questionnaires) were analyzed using both descriptive and inferential statistics and with the aid of the Statistical Package for Social Sciences (SPSS) programme. The results to this effect were presented in tabular form where measures of distribution (frequencies and percentages), measures of central tendencies (means), and measures of dispersion or variation (standard deviations) constituted the descriptive statistics. Pearson's Product Moment Correlation Coefficient and multivariate regression encompassed inferential statistics. Qualitative data were analyzed using thematic content and was presented in narrative form. Triangulation was employed to harmonize the results of quantitative and qualitative data analyses.

4.2 Response Rate

Response rate is described as the proportion of participants who actually takes part in a study vis-à-vis the total number of projected participants. In survey studies, a response rate of 75.0% is considered adequate and thus acceptable (Nulty, 2008). This study projected to have a total of 485 students undertaking CRE in their respective schools and 15 teachers of CRE.

As illustrated in Table 4.1, 444 students duly filled the questionnaires and returned them for analysis while all the 15 teachers participated in the study. The foregoing resulted in 91.55% and 100.0% response rate for students and teachers respectively. The response rates were deemed acceptable.

Table 4.1: Response Rate

Respondents	Unit of Observation	Total Participants	Response Rate
CRE Teachers	15	15	100.00
Students	485	444	91.55

Source: Researcher’s Data (2019)

The high response return rate was attributed to conducting the surveys and interviews with the respondents by the researcher in person. The objectives of the study and importance of participating in the study were clarified to the respondents hence their enhanced willingness to take part. According to Saunders (2003), a response return rate of at least 50% is acceptable in social science research. Therefore, the present study surpassed the minimum threshold.

4.3 Demographic Information of Students and Teachers

The various attributes which were definitive of students and teachers participating in the study were put into perspective. The results to this effect are presented and discussed hereafter.

4.3.1 Demographic Information of the Students

The gender and the age of students who participated in the study were analyzed. The form four students took part in the study. These students were crucial to this study given that they were the primary customers in the study. Moreover, it is in this level of learning in the 8-4-4 system of education that the topics of social ethics and behaviour are taught, and it is at this stage of psychosocial development that making moral decision is challenging. In addition,

they have interacted with most of the value education through C.R.E than any other class in secondary school. They are in a position to tell the success and problems they are encountering that influence their discipline behavior and respect in public secondary schools, what they need, what they miss and the real situation during the teaching of CRE. This makes them more instrumental in providing quantitative information on the effectiveness of teaching methods of CRE in instilling virtue of respect and good behavior among the students in public primary schools. The results of demographic characteristics of the students are presented in Table 4.2.

Table 4.2: Distribution of Students by Demographic Characteristics

Gender	Frequency	Percentage
Male	232	52.3
Female	212	47.7
Total	444	100.0
Age of the Student in Years		
Less than 17	54	12.2
17-21	322	72.5
More than 21	68	15.3
Total	444	100

Source: Researcher’s Data (2019)

It was imperative to investigate gender of the students to establish how students’ behavior related with gender and also to establish gender parity in education, whose information will be significance to the government for policy decision making. The study found that more than half of the students (52.3%) were male while the rest (47.7%) were female. The results showed that gender parity in education was almost being achieved as the ratio of boys to girls was close to balancing out.

The study found that majority of the respondents at 72.5% were between the age of 17-21 while less than 17 years, were only represented by 12.2%. According to MoE (2013) on

National Education Policy Framework, the age at which students are expected to commence secondary education in Kenya is 15 years and are expected to be in form four at the age of 18 years. The researcher also sought to establish the age of students in order to establish whether the age of the students would also influence their behaviour and character especially in reference to instilling the virtue of respect in students.

4.3.2: Demographic Information of the Teachers

The CRE teachers were also involved in the study because they had good knowledge on effectiveness of teaching methods they employed with regard to instilling the virtue of respect in students in public secondary school. The demographic characteristic of the teachers are as shown in Table 4.3.

Table 4.3: Distribution of Teachers by Demographic Characteristics

Gender	Frequency	Percentage
Male	9	60
Female	6	40
Total	15	100
Highest Educational Qualifications		
Masters/PhD	5	33.3
Bachelors	10	66.7
Total	15	100.0
Teaching Experience		
Less than 5 years	3	20
5-10years	5	33.3
10 and above years	7	46.7
Total	15	100

Source: Researcher's Data (2019)

The study found that out of the 15 CRE teachers that took part in the study, the number of male teachers and that of female teachers were almost equal. Male teachers were 60%, while female teachers were 40%. This shows that there was gender balance in teaching profession, thanks to many affirmative action programs empowering female gender. In terms of

education, more than two thirds had BED education, while 33.3% had Masters/PhD. The study also established that most of the teacher counselors at 46.7% had taken more than 10 years in teaching profession, 33.3% indicated 5-10 years, while 20.0% indicated less than 5 years. This shows that most of the teachers had enough experiences on effectiveness of teaching methods on instilling behavior among the CRE students in public secondary school.

4.4 Descriptive Results, Interpretations and Discussion

The study analyzed the views of a sample of students enrolled with public secondary schools in Rachuonyo North Sub-County with regard to various teaching methods and virtue of respect. The methods examined were teacher-centred, learner or student-centred, and eclectic methods or approaches. The objective was to establish how these methods influenced instilling the virtue of respect in the aforementioned students.

The data collected to this effect were on a 5-point Likert scale where;

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neither Agree nor Disagree (NAND), 4 = Agree (A) and 5 = Strongly Agree (SA).

The descriptive statistics used here were measures of distribution represented by percentages, measures of central tendencies represented by means, and measures of variation or dispersion represent by standard deviations.

4.4.1 Teacher-Centered Method and Instilling the Virtue of Respect

The first study objective sought to determine the effectiveness of teacher-centered method of teaching C.R.E in instilling the virtue of respect in students attending public secondary schools in Rachuonyo North Sub-County.

The data obtained was analyzed using descriptive statistic. The results to this effect are presented in Table 4.4.

Table 4.4: Descriptive Statistics for Teacher-Centered Method

	1	2	3	4	5			
	SA	A	NAND	D	SD		Mean	Dev.
	n	(%)	(%)	(%)	(%)	(%)		
Teacher's use of assignment and homework approach in teaching CRE enhance the acquisition of virtue of respect.	444	21.6	67.6	5.4	2.7	2.7	4.19	.456
Teacher's strategic use lecture/teacher talk approach in teaching CRE enhances the acquisition of virtue of respect.	444	24.3	66.2	4.1	4.1	1.4	4.08	.750
Teacher's strategic use of classroom approach in teaching CRE is content based hence enhance the acquisition of virtue of respect that comes with understanding the subject.	444	20.3	70.3	4.1	4.1	1.4	4.04	.726
Teachers strategic use of problem based approach in teaching CRE enhance the acquisition of virtue of respect.	444	21.6	67.6	5.4	2.7	2.7	4.03	.789

Source: Researcher's Data (2019)

The results shown in Table 4.4 indicated that most of the surveyed students (89.2%) held the opinion that the use by teachers of assignment and homework approach in teaching CRE enhanced the acquisition of virtue of respect. Majority of the students were further found to admit (90.5%) that teachers' strategic use of lecture or talk approach in teaching CRE enhanced the acquisition of virtue of respect. It was also noted that, the respondents were in concurrence (90.6%) that teacher's strategic use of classroom approach in teaching CRE was content-based thus making it to be very effective in enhancing the acquisition of virtue of respect that comes with understanding the subject. On the same perspective, there was admission by most of the students (89.2%) that teachers' strategic use of problem-based approach in teaching CRE enhanced the acquisition of virtue of respect. It is important to

note that, with regard to the foregoing propositions on teacher-centred methods, the surveyed students were, generally, in agreement (mean ≈ 4.00), that their views regarding these propositions were largely similar (std dev < 1.000).

These findings were in agreement with observations made in a previous study conducted by Bergmann and Sams, (2012) who also found that assignments and homework help learners in mastering procedural Knowledge processes so that the procedure occurs rapidly and with little conscious effort. Such allows learners not to commit substantial memory to the process. Moreover, it frees up cognitive capacity for higher level activity that is, reconstructing and making meaning of knowledge that is more complex.

During the interview with the teachers of CRE, it was found that teacher-centered approach promote discipline among the students and good behavior because the teachers are in control of the class teaching and watching over the students. For instance, here is what one of the teachers had to say;

“Teacher centeredness approach occurs in a situation that the teacher plays the main role in the process of learning and teaching. Accordingly, teacher-centered approach is a teaching style in which instruction is closely managed and controlled by the authority of the classroom (i.e., the teacher), where CRE students often respond in agreement to teacher questions, and where whole-class instruction is preferred to other methods” (Interview, CRE teacher, 13, 06/01/2019).

This kind of method has the teacher as the primary communicator of knowledge and the learners as the end users. Salfano, (2011) also documented that the teacher to directly manage the pace and sequence of instruction through talking to the learners. The teacher can improve learners’ skills using this method through seeking feedback; offering guided lectures; use of demonstration, and discussions respectively

“Cases and assignments given by teachers to learners are also of great importance as revealed from the interview that was conducted by the researcher. It emerged from the findings that such assignments and homework impart into the learners a greater sense of introspection which further leads to full grasp of the content intended in learning. Learners take stand on a given concept based on the research carried out

and share freely with the teachers on the topic of inquiry” (Interview, CRE teacher 9, 06/01/19).

The method places the teacher as the head starter in knowledge acquisition and provides avenues to be explored by the learners as the masters of association.

“Problem based approach of teacher centered is closely related to assignment technique though not the same. It poses the problem, which requires teachers and learners to closely examine and provide solutions to. The teacher however, remains at the center of the entire learning process with the learner being a tuned to becoming a critical thinker through the use of problem solving techniques at his/her disposal Interview, CRE teacher,” 11, 06/01/19.

Problem based method according to Salfano (2011) has been widely accepted as the best method of instilling virtue of respect in learners since by getting to know, the learner gets to appreciate himself/herself hence, respecting all in their respective capacities.

4.4.2 Learner-Centered Method and Instilling the Virtue of Respect

The study also examined the views of students with regard to student-centred method employed when teaching CRE, and how such influences the virtue of respect. The views were on a 5-point Likert scale ranging from strongly disagree to strongly agree. The pertinent descriptive results are as shown in Table 4.5.

Table 4.5: Descriptive Statistics for Learner-Centered Method

	1	2	3	4	5		
	SA	A	NS	D	SD	Mean	Std. Dev
	n	(%)	(%)	(%)	(%)		
Use of game based approach enhances the acquisition of virtue of respect.	444	16.2	74.3	5.4	2.7	1.4	4.01 .668
Use of mental modeling approach enhance the acquisition of virtue of respect	444	18.9	71.6	4.1	2.7	2.7	4.01 .763
Use of student conversation approach enhance the acquisition of virtue of respect	444	18.9	70.3	4.1	4.1	2.7	3.99 .798
Use of role play approach enhances the acquisition of virtue of respect.	444	16.2	71.6	5.4	2.7	4.1	3.93 .828

Source: Researcher’s Data (2019)

According to the results illustrated in Table 4.5, it is evident that most of the surveyed students (90.5%) were in agreement that use of game-based approach enhanced the acquisition of virtue of respect. An equal proportion (90.5%) of the students were in admission that use of mental modeling approach enhanced the acquisition of virtue of respect. It was also revealed that, majority of these students (89.2%) concurred that use of student-conversation approach enhanced the acquisition of virtue of respect. Moreover, it was established that most of the respondents (87.8%) of the students agreed that use of role play approach enhanced the aforesaid acquisition of virtue of respect.

“Mental modeling and game based approaches scored high on the interview as teachers concurred that they are highly effective in instilling the virtue of respect in learners. Mental modeling being the concept of awakening the minds of the learners in a repeated manner, makes learners to comprehend the concept of virtue and where necessary communicate them to others; a concept fully found in game based approach and works similarly” (Interview, CRE teacher, 11, 07/01/19).

It is clear, that the students, on average admitted the virtue of respect was positively influenced by use of game-based approach (mean = 4.01), mental modeling approach (mean = 4.01), student-conversation approach (mean = 3.99), and role play approach (mean = 3.93). Moreover, with regard to the foregoing approaches enhancing the virtue of respect, the surveyed students held largely similar views (std dev < 1.000). The findings of this study mirrored previous observations made in a study by Horell (2004) that religious education gravitates around making meaning out of one’s religious experiences, and that religious educators have since adopted more objective and empirical skills for teaching approaches and skills that lead to enhancement of value acquisition.

4.4.3 Eclectic Method and Instilling the Virtue of Respect

Eclectic method is defined as a combination of various learning or teaching approaches (Floresar, 2008). It is characterized by application of different methods in addressing a

particular subject (Kattam, Chebet, & Kipkemboi, 2016), say CRE, where the teacher communicates with a learner. The opinions of students regarding eclectic method of teaching in public secondary schools were examined in light of instilling the virtue of respect in students. The relevant descriptive results are presented in Table 4.6.

Table 4.6: Descriptive Statistics for Eclectic Method

	1	2	3	4	5	Std.	
	SA	A	NAND	D	SD	Mean Dev	
	n	(%)	(%)	(%)	(%)	(%)	
Use of Eclectic/Various Approaches in Teaching CRE Provide Pupils With Opportunities to Develop Their Own Skills, Reasoning and Good Behavior.	444	10.8	79.7	5.4	2.7	1.4	3.96 .625
Use Of Eclectic/Various Approaches in Teaching CRE Enhance Teacher-Students Relationship and Respect.	444	12.2	77.0	4.1	2.7	4.1	3.91 .792
Eclectic/Various Approaches in Teaching CRE Caters for Individual Needs in Understanding the Subject that is Associated with Molding Student Behavior.	444	12.2	75.7	4.1	4.1	4.1	3.88 .822
Use of Eclectic/Various Approaches in Teaching CRE Makes Learners Become Attentive to Tenets of The Subject that Comes with Molding their Behavior.	444	12.2	75.7	4.1	4.1	4.1	3.88 .822

Source: Researcher’s Data (2019)

The study findings (Table 4.6) indicated that most of the students (90.5%) admitted that use of eclectic or various approaches in teaching CRE provided pupils with opportunities to develop their own skills, reasoning and good behaviour. On average, respondents agreement with this proposition (mean = 3.96), and their view regarding the same were to a large extent similar (std dev = 0.625). Similarly, 89.2% of the surveyed students concurred that the

aforementioned teaching method enhanced the relationship and respect between teachers and students. Generally, the students were in agreement (mean = 3.91) with this statement and their opinions did not vary significantly (std dev = 0.792).

Majority of the students (87.9%) agreed that this teaching approach catered for individual needs in understanding CRE subject as it is associated with moulding the behaviour of students. Besides the respondents generally agreeing with the foregoing (mean = 3.88), the statement attracted similar views (std dev = 0.822). While only 8.2% of the students disputed that the use of eclectic approaches in teaching CRE made learners to become attentive to tenets of the subject that comes with molding their behaviour, majority of them (87.9%) were in concurrence with the statement. In reference to the aforesaid proposition, students were, on average, in agreement (mean = 3.88) and their views were expectedly similar (std dev = 0.822).

During the interview session with the teachers of CRE, it was established that eclectic approach teacher's understanding of an educational context, for instance, in terms of the composition of the student population; which enables the teacher to plan, implement and evaluate the teaching and learning process while transforming the subject matter into a form that will facilitate student learning. This is what the teacher had to offer,

“Mastery of the content knowledge is vital since it enables the teacher to confidently and satisfactorily deliver the various concepts as well as plan, implement and assess its delivery to students. This knowledge is of critical importance especially for C.R.E teachers since they cover a curriculum that consists of different aspects and are expected to master it perfectly in order to impart some information on to the learners in an effective and efficient manner” (Interview, CRE teacher, 8, 10/01/2019).

Similarly, according to Baumert and Blum, (2008), teachers need this knowledge in order to enable them to understand and use students' existing conceptions and prior knowledge since they provide valuable insight into the implicit knowledge of the latter. Awareness of typical

misconceptions and difficulties that students encounter in the learning process where they are able to diagnose typical errors as well as being able to provide explanations why certain techniques can or cannot work should be the teachers' great concern

4.4.5 Instilling the Virtue of Respect

The study put into perspective the opinion of a sample of students drawn from public secondary schools in Rachuonyo North Sub-County regarding instilling the virtue of respect by their teachers. The views of the students to this effect are presented in Table 4.7.

Table 4.7: Descriptive Statistics for Instilling Virtue of Respect

	n	1 SA (%)	2 A (%)	3 NS (%)	4 D (%)	5 SD (%)	Mean	Std. Dev
I Am Well Equipped with Arbitration Skills I Acquire During CRE Lessons.	444	12.1	78.4	5.4	2.7	1.4	3.97	.637
I Have Good Intermediating Skills Thanks to My CRE Lessons.	444	8.1	83.8	5.4	1.4	1.4	3.96	.557
I Am Well Equipped with Conflict Analysis Skills I Acquire During CRE Lessons.	444	9.5	79.7	6.8	1.4	2.7	3.92	.674
I Am Well Equipped with Tolerance Skills that My CRE Lesson Has Taught Me	444	10.8	77.0	6.8	2.7	2.7	3.91	.721
I Have Acquired Peace Building Skills Thanks to My CRE Lessons.	444	9.5	75.7	9.5	2.7	2.7	3.86	.724

Source: Researcher's Data (2019)

According the descriptive results shown in Table 4.7, most of the sampled students (90.5%) agreed that they were well-equipped with arbitrations skills they acquired during CRE lessons. In general terms, the respondents were in concurrence with this statement (mean = 3.97) and their views on the same issue were largely similar (std dev = 0.637). Out of the 444 sampled students, 91.9% admitted that they had good intermediary skills which they had

acquired from CRE lessons. On average, the students concurred with this statement (mean = 3.96), and their views had minimal variation (std dev = 0.557).

It was further admitted by a majority of the students (89.2%) that they were well-equipped with conflict analysis skills they acquired during CRE lessons. The results of the mean (3.92) and standard deviation (0.674) indicated that, on average, they agreed with the statement, and that their view regarding the same did not vary significantly. According to the results, it was also established that 87.8% of the sampled students admitted to being well-equipped with tolerance skills which they obtained from CRE lessons. Expectedly, there was a general agreement on the same (mean = 3.91). Student views on this proposition were also found to be largely similar (std dev = 0.721). Lastly, most of the students (85.2%) agreed that they had acquired peace building skills instilled in them during CRE lesson. Regarding the same issue, the respondents were generally in agreement (mean = 3.86) and their opinions on the same subject were to a large extent similar (std dev = 0.724). The findings herein concurred with the results made by previous studies conducted by Itolondo (2012) and Kamanga (2013), where it was observed that teaching of Christian Religious Education not only focused on examinations but more so on moulding the characters of students.

4.5 Inferential Results, Interpretations and Discussion

The study examined the relationship between the various teaching methods and instilling of the virtue of respect in public secondary school students in Rachuonyo Sub-County. Moreover, the effect of the aforementioned methods on virtue of respect was analyzed.

4.5.1 Relationship between Teaching Methods and Virtue of Respect

The relationship between the various teaching methods employed by public secondary school teachers and instilling of the virtue of respect in students. The Pearson's Product Moment

Correlation Coefficient (PPMCC) was used to determine the aforementioned relationship. The correlation results are presented in Table 4.8, Table 4.9, and Table 4.10.

Table 4.8: Correlation between Teacher-Centered Methods and Instilling Virtue of Respect

		Instilling Virtue of Respect
Teacher Centered Methods	Pearson Correlation	.876**
	Sig. (2-tailed)	.000
	N	444

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher’s Data (2019)

The results shown in Table 4.10 indicate that there existed a positive, strong and statistically significant relationship between teacher-centred methods and instilling virtue of respect in students ($r = 0.876$; $p < 0.05$). The results were interpreted to mean that the more the aforementioned methods were embraced in teaching of CRE in public secondary schools, the greater the likelihood of enhanced instilling of virtue of respect in students. The results underlined the importance of teacher-centred methods in ensuring that students in public secondary schools acquire requisite virtue of respect.

Table 4.9: Correlation between Learner-Centered Method and Instilling Virtue of Respect

		Instilling Virtue of Respect
Learner-Centered Method	Pearson Correlation	.953**
	Sig. (2-tailed)	.000
	N	444

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher’s Data (2019)

It was revealed as shown in Table 4.11 that the relationship between learner-centred method and instilling virtue of respect in students was positive, strong and statistically significant ($r = 0.953$; $p < 0.05$). Interpretatively, as CRE teachers used learner-centred methods, the higher

the chances of substantially instilling virtue of respect in public secondary schools in Rachuonyo Sub-County. The importance of teaching methods focusing on learners or students is in concurrence to findings of a previous study which indicated that students learn both morals and issues bordering on immorality through personal practice and through what they see as opposed to what they hear (Curwin & Mendler, 2008). This justifies the importance of learner-centred method in teaching CRE to students in public secondary schools.

Table 4.10: Correlation between Eclectic Method and Instilling Virtue of Respect

		Instilling Virtue of Respect
Eclectic Method	Pearson Correlation	.978**
	Sig. (2-tailed)	.000
	N	444

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher’s Data (2019)

According to the correlation results illustrated in Table 4.12, it was evident that there existed a positive, strong and statistically significant relationship between eclectic teaching method and instilling the virtue of respect in public secondary school students ($r = 0.978; p < 0.05$). The findings meant that as teachers increased their adoption of eclectic method in teaching CRE, the greater the likelihood that the virtue of respect was going to be instilled to a greater extent in public secondary school students in Rachuonyo Sub-County. This teaching method was further found to be of critical importance with regard to instilling the virtue of respect in the aforesaid students. The results herein mirror previous observations where it was indicated that eclectic approach could help in harmonizing conflicting ideologies and blend them together for more effective delivery of teaching students (Samoore, 2017).

4.5.2 Effect of Teaching Methods on Virtue of Respect

Multivariate regression analysis was used to determine the combined effect of teaching methods on instilling virtue of respect in public secondary school students. The parameters used to present pertinent results included the general correlation coefficient (R), the coefficient of determination (R^2), the F-statistic, beta coefficients (β_n), and t-statistic respectively. The results to this effect are presented in Tables 4.13 to 4.15.

Table 4.11: Regression Weights for Overall Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.980 ^a	.959	.959	.12245

a. Predictors: (Constant), Teacher Centered Method, Learner-Centered Method, Eclectic Method

Source: Researcher's Data (2019)

According to the results indicated in Table 4.13, the general relationship between various teaching methods (teacher-centred, learner-centred, and eclectic methods) and instilling of virtue of respect was found to be positive and strong ($R = 0.980$). The results shown in Table 4.14 revealed that the relationship was statistically significant ($p < 0.05$). These findings meant that as the various teaching methods were together embraced, there were higher chances of improving the level of instilling the virtue of respect in students. It was further established that, the examined teaching methods explained 95.9% variance in instilling the virtue of respect in students ($R^2 = 0.959$). The results further reinforced the critically important role played the mentioned teaching approaches in respect of instilling the virtue of respect in students enrolled with public secondary schools in Rachuonyo North Sub-County.

Table 4.12: Significance Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	155.980	3	51.993	3467.663	.000 ^a
Residual	6.597	440	.015		
Total	162.577	443			

a. Predictors: (Constant), Teacher Centered Method, Learner-Centered Method, Eclectic Method

b. Dependent Variable: Instilling Virtue of Respect

Source: Researcher's Data (2019)

The results of F-statistics shown in Table 4.14 were used to test the significance and hence suitability of the adopted multivariate regression model. The F-statistics results ($F_{3, 440} = 3467.663$; $p < 0.05$) implied that the sample data fitted the model. Therefore, the model was deemed to be significant and consequently suitable for use in determining the effectiveness of methods of teaching CRE in instilling the virtue of respect in public secondary school students in Rachuonyo North Sub-County.

Table 4.13: Results of Overall Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.875	.050		17.645	.000
Teacher-Centered Methods	-.116	.039	-.117	-2.979	.003
Learner-Centered Methods	.294	.054	.359	5.450	.000
Eclectic Approach	.602	.032	.736	18.725	.000

a. Dependent Variable: Instilling Virtue of Respect**Source: Researcher's Data (2019)**

The results of the overall model shown in Table 4.15 were used to interpret the adopted multivariate regression model as illustrated hereunder.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

The above equation was substituted as follows;

$$Y = 0.875 - 0.116 X_1 + 0.294 X_2 + 0.602 X_3$$

The regression results were interpreted to mean that a unit change in instilling the virtue of respect in students (Y) was subject to -0.116 unit change in teacher-centred method (X₁), 0.294 unit change in learner-centred method (X₂), and 0.602 unit change in eclectic method (X₃), while at the same time, other factors ($\beta_0 = 0.875$) which did not constitute this study were held constant. The findings indicated that amongst all the teaching methods which were examined, eclectic method was established to be the most critical with regard to instilling the virtue of respect in public secondary school students in Rachuonyo North Sub-County. Though also crucial, teacher-centred approach was found to be the least important among the three teaching methods. The teacher-centred method ($t = -2.979$; $p < 0.05$), learner-centred

method ($t = 5.450$; $p < 0.05$), and eclectic method ($t = 18.725$; $p < 0.05$) were found to have statistically significant effect on instilling the virtue of respect in students. These results further cemented the importance of various teaching methods in inculcating the necessary virtue of respect in the aforementioned students.

Conclusively, adoption of various ways of teaching, characteristic of eclectic method, play a crucial role in improving the level of the virtue of respect instilled in students of the aforesaid schools. On the other hand, albeit important, embracing teacher-centred methods when teaching CRE in these schools did not have as much effect as either learner-centred or eclectic teaching methods on instilling the virtue of respect in public secondary school students. It is, therefore, recommended that, CRE teachers in public secondary schools and other related learning institutions ought to put greater emphasis on eclectic teaching methods in order for them to inculcate the virtue of respect in students more effectively.

The above findings were found to be in agreement with Simuchimba's (2001) study which had established that Christian Religious Education had been used as an evangelical tool with the view of linking the students to the belief in God in addition to enabling them to develop values. A more recent study had also made similar revelations where teaching methods were observed to be important in enhancing values (Dorgu, 2014).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of key findings obtained from both descriptive and inferential statistics. It also outlines the conclusions drawn from the study findings. This is followed by recommendations in line with the conclusions drawn. The summary, conclusions and recommendations tally with the objectives of the study. Areas for further research are further suggested.

5.2 Summary of Findings

The summary of main findings was based on the objectives of the study. As such, results pertinent to various teaching methods and instilling of the virtue of respect are summarized in this section.

5.2.1 Teacher-Centered Method and Instilling the Virtue of Respect in Students

The first study objective sought to determine the effectiveness of teacher-centered method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County. The study revealed that in teaching CRE, teachers generally used assignment and homework approach, and lectures or talk approach which facilitated enhancement of instilling the virtue of respect in students. It was also revealed that strategic use of classroom approach was not only content-based, but enhanced acquisition of the virtue of respect in students. Equally, problem-based approach enhanced acquisition of virtue of respect by secondary school students. Perhaps, the effectiveness of teacher-centred approach in instilling the virtue of respect was premised on the observation that, the method promoted discipline among the students. This was due to the fact that, the method is associated with increased control of the class teaching and watching over students. It was further revealed

that there existed a significant relationship between teacher-centred methods and instilling virtue of respect ($r = 0.876$; $p < 0.05$).

5.2.2 Learner-Centered Method and Instilling the Virtue of Respect in Students

The second objective sought to establish the effectiveness of learner-centered method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County. Part of the key findings indicated that use of mental modeling approach, student-conversation approach, and role play approach enhanced acquisition of virtue of respect by the aforesaid students. The foregoing observation was evident across the surveyed public secondary schools. The relationship between learner-centred method and instilling virtue of respect in students was found to be positive, strong and statistically significant ($r = 0.953$; $p < 0.05$).

5.2.3 Eclectic Method and Instilling the Virtue of Respect in Students

The third study objective sought to establish the effectiveness of eclectic/various approaches of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County. The study revealed that the eclectic teaching approach provided opportunities to students to harness their skills, reasoning and good behaviour. The various teaching approaches which are characteristic of eclectic teaching method, were established to enhance the relationship and respect between teachers and students. Eclectic approach was found to address individual needs of students in reference to understanding CRE due to the fact that it was linked to moulding the behaviour of students. Embracing this approach made students to be more attentive in class during the CRE lessons, and consequently the learners were able to acquire behavioral changes. The method further enabled teachers to plan, implement and evaluate the teaching and learning process. There existed a positive, strong and statistically significant relationship between eclectic teaching

method and instilling the virtue of respect in public secondary school students ($r = 0.978$; $p < 0.05$).

5.2.4 Instilling the Virtue of Respect in Students

Students taking CRE subject in public secondary schools in Rachuonyo North Sub-County were found to be well-equipped with arbitration skills which they acquired during CRE lessons. The students also had intermediary skills acquired during CRE lessons. It was further established that, the students were adequately equipped with conflict analysis skills which they had acquired during CRE lessons. It was further noted that students were well-equipped with tolerance skills obtained from CRE lessons. Moreover, students had acquired peace building skills inculcated in them during CRE lessons. The examined teaching methods explained 95.9% variance in instilling the virtue of respect in students. Amongst all the teaching methods which were examined, eclectic method was established to be the most critical with regard to instilling the virtue of respect in public secondary school students in Rachuonyo North Sub-County.

5.3 Conclusions

Several conclusions were drawn from the study findings and in respect of the study objectives.

5.3.1 Conclusions on Teacher-Centred Method and Instilling the Virtue of Respect

The study concluded that a number of teacher-centred strategies were employed in teaching CRE in public secondary schools in Rachuonyo North Sub-County. Assignment, homework, and talks were inferred to be some of the approaches embraced by the secondary school teachers with the view of instilling the virtue of respect in students. Strategic use of classroom approach was concluded to be essential in acquisition of virtue of respect in students. Moreover, it was concluded that teacher-centred method played a critical part in

instilling the virtue of respect in public secondary school students in the aforementioned Sub-County.

5.3.2 Conclusions on Learner-Centred Method and Instilling the Virtue of Respect

It was inferred that several approaches including mental modeling, student conversation, and role play enhanced acquisition of the virtue of respect by public secondary schools in Rachuonyo North Sub-County. The study further deduced that adoption of strategies focusing more on the students when teaching the Christian Religious Education subject was likely to enhance the extent to which the virtue of respect was inculcated in students of the foregoing schools.

5.3.3 Conclusions on Eclectic Method and Instilling the Virtue of Respect

In addition, the study underlined the importance of eclectic method or the use of various approaches in teaching of CRE with regard to instilling the virtue of respect in public secondary school students. It was concluded that using the eclectic teaching method provided opportunities to the students taking CRE subject to hone their skills and reasoning abilities and as such, acquire good behaviour. The relationship between teachers and students especially with regard to the respect they had towards each other was advanced by embracing eclectic teaching methods by CRE teachers. The method was further deduced to inculcate positive behaviour in students and consequently enhanced instilling the virtue of respect in students.

5.3.4 Conclusions on Teaching Methods and Instilling the Virtue of Respect

Public secondary schools in Rachuonyo North Sub-County who pursued CRE as an examinable subject were inferred to have well-equipped arbitration skills which they had acquired in class. In addition to this, the students were also concluded to be in possession of adequate conflict analysis skills which they had acquired during CRE lessons. The study

concluded that adoption of eclectic method, play a crucial role in improving the level of the virtue of respect instilled in students of the aforesaid schools. On the other hand, though important, embracing teacher-centred methods when teaching CRE in these schools did not have as much effect as either learner-centred or eclectic teaching methods on instilling the virtue of respect in public secondary school students.

5.4 Recommendations

The following recommendations were made for policy and practice based on study findings.

5.4.1 Recommendations on Teacher-Centred Method and Instilling the Virtue of Respect

On the first objective, the study established that teacher centered approaches of teaching CRE was very effective in instilling the virtue of respect among the learners. Hence the study recommends that teachers should be assisted to acquire competence in correct C.R.E syllabus interpretation. This will enable them adapt varied methods of teaching, each time varying learning stimuli so that the experience remains attractive to the learners. This could be achieved by means of workshops and seminars on pedagogical practices in C.R.E curriculum. Moreover, approaches such as lecturing or direct instruction, problem-based approach, and assignments and homework should be frequently used to enhance value acquisition especially the virtue of respect in learners. In this way, schools will be able to strengthen their role as centres for citizenry education.

5.4.2 Recommendations on Learner-Centred Method and Instilling the Virtue of Respect

The second objective investigated the effectiveness of learner centered method of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya. The findings were that learner centered approach of teaching CRE was very effective in instilling the virtue of respect among the students. The study therefore

recommends teachers to encourage more group work, class discussions and other applications that are learner centered. More importantly, teachers need to emphasize approaches such as role playing, mental modeling, and student conversation when teaching C.R.E to the learners. Class interaction will help in boosting the skills and mould the character of the students for good behavior.

5.4.3 Recommendations on Eclectic Method and Instilling the Virtue of Respect

The third study objective sought to establish the effectiveness of eclectic/various approaches of teaching C.R.E in instilling the virtue of respect in public secondary schools students in Rachuonyo North Sub-County, Kenya. The study found that when properly used by teachers, eclectic/various approaches of teaching C.R.E was very effective in instilling the virtue of respect in public secondary schools. Therefore, the study recommend that teachers should abreast themselves with eclectic/various approaches of teaching and for those who may find it difficult in applying the method should helped in terms of organizing workshops and seminars on pedagogical practices in teaching. It is, therefore, recommended that, CRE teachers in public secondary schools and other related learning institutions ought to put greater emphasis on eclectic teaching methods in order for them to inculcate the virtue of respect in students more effectively.

5.5 Suggestion for Future Research

Based on the study findings, conclusions and recommendations, it was suggested that it would be imperative to carry our further studies need on the following aspects:

- i) Analysis of the effectiveness of teacher-centered methods in instilling the virtue of respect and other values in students attending private secondary schools in Kenya
- ii) Challenges facing the effectiveness of students centered teaching methods in instilling the virtue of respect and other values in students

iii) Constraints facing the effectiveness of eclectic/various teaching methods in instilling the virtue of respect and other values in students

It was recommended that similar studies be carried out in other sub-counties in Kenya and juxtapose their results to the findings obtained by this study.

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APPENDICES

Appendix I : Interview Schedule for Teachers

Thank you for accepting to be interviewed for the study to be undertaken by the researcher. The information obtained from this interview shall be treated with high degree of confidentiality.

Part (A) Background Information

- i) Gender.....
- ii) Age.....
- iii) Work experience.....
- iv) Designation.....
- v) Qualification.....

Part (B) Information on C.R.E. Teacher's teaching methods that instill virtue of respect

1. What are the objectives of teaching C.R.E in Kenyan Secondary Schools?
2. What is your understanding of the concept of respect as stated in C.R.E syllabus?
3. How can the elements of respect be instilled in a C.R.E student?
4. What is your understanding of the under-listed teaching methods and instilling virtue of respect in as far as C.R.E is concerned?
 - a) Kindly explain the effectiveness of Teacher Centered Method based on the following aspects in instilling the virtue of respect among the students
 - i) Use of lecture/teacher-talk approach
 - ii) Use of assignments and homework approach
 - iii) Use of problem based approach
 - b) Kindly explain the effectiveness of Learner Centered Method based on the following aspects in instilling the virtue of respect among the students
 - i) Use of role playing approach
 - ii) Use of mental modeling approach
 - iii) Use of game based approach
 - iv) Use of student conversation approach
 - c) Kindly explain the effectiveness of Eclectic approach in instilling the virtue of respect among the students

5. What are the Conflict resolution skills that instill respect?
6. What value assessment methods do you use in assessing the learner acquisition and appreciation of the virtue of respect for rich and varied cultures among Kenyan people?

Appendix II: Questionnaire For Students

Dear Student,

The intention for this questionnaire is to collect data for a research on the effectiveness of methods of teaching C.R.E in instilling virtue of respect in secondary school students. You are requested to answer the questions by putting an X in the most appropriate bracket with sincerity. You are assured of confidentiality of your response. The results will only be used for the research by the researcher. Do not write your name on this questionnaire.

Part A: General information

Gender:

Age:

Part (B) Effectiveness of teacher Centered teaching methods in instilling the virtue of respect in a C.R.E lesson

The following statements seek to establish the effectiveness of Teacher Centered Method of Teaching C.R.E in instilling the virtue of respect among the students. Kindly show your response as measured using a 4- item 5-point Likert scale as 1 = Not Effective (NE), 2 = Least Effective (LE), 3 = Moderately Effective (ME), 4 = Effective (E) and 5 = Very Effective (VE).

Statements	VE	E	ME	LE	NE
Teacher's strategic use of classroom approach in teaching CRE is content based hence enhance the acquisition of virtue of respect that comes with understanding the subject					
Teacher's strategic use lecture/teacher-talk approach in teaching CRE enhance the acquisition of virtue of respect					
Teacher use of assignments and homework approach in teaching CRE enhance the acquisition of virtue of respect.					
Teacher's strategic use of problem based approach in teaching CRE enhance the acquisition of virtue of respect					

Part (C) Learner/Student Centered teaching methods and instilling of the virtue of respect in a C.R.E lesson

The following statements seek to establish the effectiveness of Learner/Student Centered Method of Teaching C.R.E in instilling the virtue of respect among the students. Kindly show your response as measured using a 4- item 5-point Likert scale as 1 = Not Effective (NE), 2 = Least Effective (LE), 3 = Moderately Effective (ME), 4 = Effective (E) and 5 = Very Effective (VE).

Statements	VE	E	ME	LE	NE
Use of role play approach enhance the acquisition of virtue of respect					
Use of mental modeling approach enhance the acquisition of virtue of respect					
Use of game based approach enhance the acquisition of virtue of respect					
Use of student conversation approach enhance the acquisition of virtue of respect					

Part (D) Eclectic approach and instilling of the virtue of respect in a C.R.E lesson

The following statements seek to establish the effectiveness of Eclectic approach Method of Teaching C.R.E in instilling the virtue of respect among the students. Kindly show your response as measured using a 4- item 5-point Likert scale as 1 = Not Effective (NE), 2 = Least Effective (LE), 3 = Moderately Effective (ME), 4 = Effective (E) and 5 = Very Effective (VE).

Statements	VE	E	ME	LE	NE
Use of eclectic/various approaches in teaching CRE enhance teacher-students relationship and respect					
Use of eclectic/various approaches in teaching CRE provide pupils with opportunities to develop their own skills, reasoning and good behavior					
Use of eclectic/various approaches in teaching CRE makes learners become attentive to tenets of the subject that comes with molding their behavior					
Eclectic/various approaches in teaching CRE caters for individual needs in understanding the subject that is associated with molding student behavior					

Part (C) Teacher instilling skills that enhance respect in the C.R.E student

The following statements seek to establish the in instilling of the virtue of respect among the students. Kindly show your response as measured using a 5- item 5-point Likert scale as 1 = strongly disagree (SD), 2 = disagree (D), 3 = Not Sure (NS), 4 = agree (A) and 5 = strongly agree (SA).

STATEMENT	SA	A	NS	D	SD
I am well equipped with conflict analysis skills I acquire during C.R.E lessons					
I am well equipped with tolerance skills that my C.R.E lesson has taught me					
I am well equipped with arbitration skills I acquire during C.R.E lessons					
I have good intermediating skills thanks to my C.R.E lessons					
I have acquired peace building skills thanks to my C.R.E lesson					

THANK YOU

Appendix III:Map of Rachuonyo-North Sub-County

MAP OF RACHUONYO SUB-COUNTY



Source: Rachuonyo North Sub-County hospital, 2014

Appendix IV : Research Approval Letter



REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

STATE DEPARTMENT OF EDUCATION

Email: deorachuonyonorth@gmail.com
Telephone: 0208080584

*SUB COUNTY EDUCATION OFFICE,
RACHUONYO NORTH,
P.O BOX 185 – 40301,*

KENDU BAY

23TH JUNE, 2018

When replying please quote

REF: RNSC/ADM/RESEARCH/VOL: 2/60

TO: PRINCIPALS

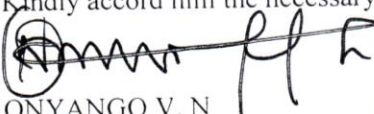
SECONDARY SCHOOL –RACHUONYO NORTH

**RE: RESERCH AUTHORIZATION; ANTON PETER WACHIANJI ADM:
PG/MED/06021/2011**

This is to inform you that the above individual who is a student at Maseno University has the authority of this office to carry out research within Rachuonyo North Sub-County secondary Schools.

This is in line with his study requirements.

Kindly accord him the necessary assistance.


ONYANGO V. N
SUB COUNTY DIRECTOR OF EDUCATION
RACHUONYO NORTH

**DIRECTOR OF EDUCATION
RACHUONYO NORTH SUB-COUNTY
P.O. Box 185-40301, KENDU-BAY**

Office: Sign:

Appendix V: Research Approval Letter



MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Office of the Dean

Our Ref: PG/MED/06021/2011

Private Bag, MASENO, KENYA
Tel: (057) 351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 15th February, 2016

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR ANTON PETER WACHIAJI—
PG/MED/06021/2011**

The above named is registered in the Master of Education in Pedagogy Programme of the School of Education, Maseno University. This is to confirm that his research proposal titled "Christian Religious Education Teaching Methods for Enhancing Secondary School Students' Acquisition of Virtue of Respect in Rachuonyo North Sub County, Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

Prof. P.O. Owuor
DEAN, SCHOOL OF GRADUATE STUDIES

