Christian Religious Education Teachers' Use of Valuing Methods for Learner Value Acquisition, A Study of National Secondary Schools In Kenya.

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Abstract: *The teaching and learning of Religious Education including Christian Religious Education offered within the school curriculum are founded upon the need for value education. This is a form of education that stresses the acquisition of living values by learners. Religious Education inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness. This paper sought to establish CRE teachers' use of valuing methods for learner value acquisition in National Secondary Schools in Kenya. The target population of the study was 95 national secondary schools in Kenya with a total of 224 CRE teachers. 30% of schools and teachers were sampled. The study employed Stratified and simple random sampling to select the schools for study and purposive sampling technique to select CRE teachers to participate in the study. Data was collected by use of the questionnaire, document analysis, interview and Observation schedules. The quantitative data was analyzed using descriptive statistics presented in frequencies and percentages while the qualitative data was analyzed in themes. From the study findings it was concluded that many CRE teachers prefer to teach using other methods such as discussion, class presentation and library research. In addition, a good number of teachers find verbal communication or discussion method easy in light of the short time to prepare for and deliver lessons. Because of these factors, CRE in secondary schools in the Country is not achieving its objective of imparting moral values in students and the entire society. There is need for the teachers to be asked to use the valuing methods of teaching which include methods such as the self-exploratory exercise, group enquiry, the value clarifying response, thought sheet and diary writing, the value sheet, project method, comprehension exercises and volunteer interview. The teachers need to develop valuing methods that are a set of heuristic, critical and creative techniques to help learners develop valuing skills which in the long run leads to them acquiring values.*

KeyWords*: Value Acquisition, Valuing Methods, Christian Religious Education.*

I.   Background of the study

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

Asare-Danso (2017) evaluated tutors of Religious and Moral Education (RME) in Ghanaian educational institutions on their ability to comprehend technology pedagogical content. Fifty tutors from Ghana's 38 public colleges of education took part in the study, which responded to a five-point Likert questionnaire with forty-five items. RME tutors in Ghana's educational institutions displayed knowledge and mastery of technological, pedagogical, and topic expertise, according to the study's findings. Additionally, they demonstrated their capacity to use their pedagogical and subject-matter expertise in a cleanroom environment. On the other hand, college tutors demonstrated their incapacity to incorporate technology into their training due to technological resources. According to the poll, college instructors should attend periodic workshops to stay current on RME themes, and instructional practices. Second, RME tutors were encouraged to develop their instructional materials. The Ministry of Education's Curriculum Research and Development Division (CRDD) should offer schools instructional materials. Finally, the Institute of Education at the University of Cape Coast in Ghana should reorganize the RME course to familiarize faculty members with contemporary pedagogical strategies such as Concept Cracking and Gift to the Child.

The CRE curriculum is expected to expose learners to critical thinking which is essential for moral reasoning. However, despite exposure to the curriculum, many secondary school graduates are still unable make responsible moral choices (Kowino, Agak and Kochung, 2012). Mwalulu (2007) noted that it is the school leavers who are normally used by politicians to cause mayhem in the society. Oyaro (2009) adds that Kenyan reform institutions are full of the students who should belong to secondary schools rather than penitentiary. Many problems in schools are therefore attributed to students' bad behavior, negative attitudes and lack of moral (Ming'yue, 2013). The Wangai led commission of 2001 report on causes of indiscipline in schools in Kenya observed that problems plaguing schools were mainly due to lack of the teaching of moral reasoning skills. Sahu (2013) attributes lack of moral reasoning skills to poor instructional methods used in the teaching of moral education. Achola and Pillai (2001) observed that most students concentrate on CRE not because of moral benefits associated with it but to boost their overall performance in KCSE examination. Itolondo (2011) noted that ineffectiveness of moral education was due demotivated teachers who felt that they are not given recognition by the government. The teachers accused the government of undermining implementation of the CRE curriculum and where responsible for the escalation of moral decadence in the country because it places more emphasis on and science subjects.

The CRE curriculum stipulates that students who interact with CRE content should acquire social; spiritual and moral insights to think critically; and make appropriate moral decisions in a rapidly changing society, appreciate and respect their own; and other peoples' culture, promote international consciousness through the understanding of universal brotherhood and sisterhood; and contribute positively to the transformation of self and society as a whole (Nyamosi 2019). However, majority of secondary school students are teenagers and are at the stage of learning by experimenting and trying to seek freedom. This makes most of the students become victims of moral decadency. Some common immoral behavior in secondary schools include; alcohol and drug abuse, bullying, cheating in examination, stealing, raping, among others. Kenya National Examination council [KNEC] (2014) reported that cheating and other examination irregularities during the Kenya Certificate of Secondary Education (KCSE) increased significantly from 2,927 cases in 2011 to 5,101 in 2016. The KNEC report states that in 2016, there were numerous reported cases of examination cheating which led to the arrest of twenty university students and three principals in 2015.Ndarwa (2007), noted that there is little or no emphasis on moral education enhanced through CRE in most of the schools despite the moral role CRE as a subject is expected to play (Nyamosi 2019).

1.1 Statement of the Problem
Values are the fundamental principles affecting the behavior of individuals. Values are positive human potential and principles that guide in the choice of good and bad, right and wrong. It also teaches about what is more or

less significant and what is valuable if a resolution fulfills one of its values (www.dictionary.com). Therefore, the teaching of values to students requires appropriate pedagogical strategies to enable their acquisition. Harding (2015) observed that there is a worldwide value crisis that indicates that the function of education in values should not be neglected by schools.The teaching of values in schools has become a serious global problem (Mcphail, 2016). This issue is caused by increasing evidence that behavior is socially irresponsible.

The greatest gift and working tool a nation can offer its youth is education. A healthy society is nurtured through the provision of quality education that is accessible and relevant (Kowino et al, 2012). Education therefore, is the cornerstone of all human societies. World governments recognize this and have factored education in their policies and budgetary allocation (Mwaka, et al, 2011). The teaching and learning ofReligious Education (R.E) including Christian Religious Education (CRE) offered within the school curriculum are founded upon the need for value education. This is a form of education that stresses the acquisition of living values by learners. Religious Education inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness. This helps in nurturing balanced individuals with the aim of creating a humane society. Values are what promote human beings to personhood. These values are inherent in all people and acting contrary to them negates one's personhood. Scholars have pointed out that there are three basic institutions that influence value education the home, church/religious institution and the school.

1.2 The Purpose and Objective of the Study
The purpose of the study was to investigate the Christian Religious Education (CRE) teachers' use of valuing methods for learner value acquisition, a study of National Secondary Schools in Kenya. The objective was therefore to establish the CRE teachers' use of valuing methods for learner value acquisition**.**

II.   Summary of Literature Review
The Christian Religious Education subject covered three key parts: The Bible (both Old & New Testaments), African religious culture and modern Christian living (Moore, 2018). The CRE subject's purpose is creating awareness in the learner's life and forging a connection with God. The style accepted for the study of these inclusive areas was thematic. This approach needed learning situations which connect the learner together with the teacher when someone wishes to critically analyse, evaluate situations, make judgments and determine the implications of the matters raised. The study of the subject was progressive in that it commenced with the establishment of the universe, the fall of man, the promise of salvation and its fulfillments in Jesus Christ (NIV, Bible). The Kenya Institute of Curriculum Development (KICD) is a proven body which has played a significant role in CRE subject expansion (GoK, 2017). The Kenya Institute of Curriculum Development (2015) contended that CRE subject should target the inculcation of faith to the minds of the learners both in the current and future generation.

Values are among the most precious gifts which a person can experience and learn. Out of experiences may come certain general guides to behaviour. These guides tend to give direction to life and may be called values. Our values show what we tend to do with our life and energy. A value is only produced by a person's own behaviour and has a lot to do with the person's own opinions (Aspin & Chapman, 2007). Having values affects a person's behaviour. The most important need is to inculcate the core values such as truth, righteousness, peace, love and nonviolence among the people to make them good human beings in true sense (Kalita, 2015). Education should foster universal and eternal values, and be oriented towards the unity and integration of our people. It is therefore, essential to explore and identify the concrete devices for the incorporation of values in education.

The CRE curriculum stipulates that students who interact with CRE content should acquire social; spiritual and moral insights to think critically; and make appropriate moral decisions in a rapidly changing society, appreciate and respect their own; and other peoples' culture, promote international consciousness through the understanding of universal brotherhood and sisterhood; and contribute positively to the transformation of self

and society as a whole. However, majority of secondary school students are teenagers and are at the stage of learning by experimenting and trying to seek freedom. This makes most of the students become victims of moral decadency. Some common immoral behavior in secondary schools include; alcohol and drug abuse, bullying, cheating in examination, stealing, raping, among others. Many problems in schools are therefore attributed to students' bad behavior, negative attitudes and lack of moral (Ming'yue, 2013). The Wangai led commission of 2001 report on causes of indiscipline in schools in Kenya observed that problems plaguing schools were mainly due to lack of the teaching of moral reasoning skills. Sahu (2013) attributes lack of moral reasoning skills to poor instructional methods used in the teaching of moral education. Achola and Pillai (2001) observed that most students concentrate on CRE not because of moral benefits associated with it but to boost their overall performance in KCSE examination. Itolondo (2011) noted that ineffectiveness of moral education was due demotivated teachers who felt that they are not given recognition by the government. The teachers accused the government of undermining implementation of the CRE curriculum and where responsible for the escalation of moral decadence in the country because it places more emphasis on and science subjects.

A child grows in an environment having moral values previously. A child grows in a cultural environment along with physical environments required for his/her life from birth, and tries to adapt to both environments. Inability to adapt to either environment causes unhappiness of individual. Hence, it is required that individuals realize some basic values, adapt required values, acquire new values, turn these acquired values into personality and form a behavioral change (Yaman, 2012). Values acquisition is a life-long process with the effect of daily in-life interactions and socialization tools such as family, peer groups and mass communication tools (Yaman, 2012).

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

Eric (2014) points out that religious education is a priority for several states in the United States. It improves pupils' morality and spiritual growth. Many government departments and local schools have formed religious education authority and rules. Tritter and Taylor (2013) observed that the acquisition of values for secondary pupils into the United States is an essential aspect of religious education. They claim that it might be more vital to achieve success than true knowledge to develop the respective concepts, attitudes and values. The National Council for Social Research (NCSS) highlights that religious knowledge is not just educational, but is vital to understanding and to live in a world of diversity (Eric, 1994).

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

Ivorgba (2016) states that education was officially created by missionaries in most African countries. From 1922 to 1925, when the Commission of Phelp Stokes toured Africa, it recommended for the foundations of continuous religious education and moral guidance. For instance, PE and CRE in Nigeria have been employed in particular to promote a peace culture. Nwomah (1998) has identified behaviors ranging from immorality in the study of the Nigerian situation about the need for CRE and important research. Distressed behaviour, such as dishonesty, greed, unfairness, egotism, sexual oppression and covert religious practices, has been discovered. He advises that school should begin moral teaching as the best institution in the society.

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

Onyino (2014) notes that included with the transmission of values from the older generations to teens is the result of the extended family system in traditional African surroundings. This helped parents to overcome the challenge of transmitting their children's values, whereas young people have an understanding of the morality of how many difficulties they are facing in their lives. Onyino further argues that in order to pass on values from one generation to another, adapted to a changing reality, a similarly organized provision may be imposed today to replace the processes of moral education which have been currently destroyed by cultural change. Thus, young people and parents in Africa can be released only by reacting, in practice, to the demand for positive attributes from the complexity of social change. The teaching of morals in schools will gain good features and it will be noted that cultural changes emerge from the growth of society. These development changes should not be overlooked since they influence the lives of individuals (Hebman, 2018).

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

Indeed, a high moral and religious value was one of the aims of education (KIE, 2006). Chesaro (2003) reports that CRE attempts to do so by fostering a good attitude to learners towards God, ourselves, others and the environment. This, he adds, allows students to develop independence and self-control. All citizens as Barrett et al. (2015) suggest that property helps make excellent citizens by establishing character and promoting high moral standards. This prepares learners in society for their due role. Similarly, Ochard (2008) emphasized that societies do not require training which prepares learners for academic brilliance and talents. Rather, society needs morally prepared education for learners, to offer themselves and their nation helpful and purposeful services and to live as God demands. In the upper secondary curriculum thus, formal and moral training is vital.

The Kenya Commission for the Study of Education Systems (Republic of Kenya, 1999) research indicated that CRE education is not successful if it is not implemented in the daily lives of the people. Such practices

include worship, dressing and seduction rituals. In the study, CRE enables pupils to learn and express gained values. Furthermore, as CRE is one of the most important tools for implementing social values and ethics, the right circumstances must be created by educational institutions. Motivation for reasonable strategy is provided by CRE (Chesaro, 2003).

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

The curriculum for Christian Religious Studies (CRS) inculcates values and virtues in learners to modify their behavior and reshape their minds. The submission of GoK (2015) on religion as the basis for the moral foundation of every society, CRS explain how moral education imparts or delivers the teaching of Christian beliefs and doctrines to promote moral values in children. The moral knowledge involved is not limited to teaching, learning and other processes of inculcating values, rules, principles, habits and attitudes, but is also helpful in supporting educational development. The secondary school CRE syllabus has been established with the aim of improving spiritual and academic development of the learners. Paramount of its content is derived from the 8-4-4 curriculum which is currently being used but is under review to 2-6-3-3 system. This review was primed because there is a wide range of Christian topics that can be offered in a CRE curriculum. Parents also recognize the importance of CRE class for the religious and moral training. As an academic subject, CRE is inadequate in scope concerning time distribution in school timetable and therefore, cannot exchange the entire content of religious and moral teachings offered in a CRE class (Craft, 2011). It should be assigned equal amount of teaching hours same as the other art subjects (Ministry of Education Report, 2017).

In Kenya, moral education is provided to secondary school students to equip them with moral reasoning skills to foster good morals (KIE, 2002). Major changes in the school curriculum in 2002 left CRE with almost the exclusive responsibility of promoting moral development among the youth which was effected following a recommendation by the Wangai commission on causes of indiscipline in secondary schools in Kenya (GoK, 2001). The Basic Education Curriculum Framework in Kenya (GoK, 2016), also emphasis that moral and ethical values through Christian Religious Education be taught in a more detailed way both in junior and senior secondary school. Through this, learners will be provided with opportunities to practice their faith by applying Biblical principles to daily living, such as love for God, self and others. Consequently, the knowledge, skills and attitudes gained here will help the learner to cope with the challenges of life.

CRE is a compulsory subject in Christian Religious inclined public secondary schools in Kenya in the first two years and an elective in the third and fourth years (Kenya National Examination Council [KNEC], 2016). This means that all in Christian Religious inclined secondary school students have been exposed to some moral education. Despite this, the moral reasoning level of most students is relatively low which is reflected in the unbecoming behaviour observed in schools and society. The low moral reasoning level maybe due to inappropriate CRE curriculum, inadequate instructional materials and lack of qualified and experienced teachers (Sahu, 2013; Kowino, Agak&Kochung, 2012; Rao,2008). Teaching methods may also be a possible cause as they affect learning outcomes. Felder, & Brent (2005),) asserts that use of appropriate teaching methods assist learners develop their ability analyze issues and situations besides gathering knowledge and skills. Akaranga and Simiyu (2016) demonstrated that moral education is influenced by the instructional methods used in the classrooms.

According to Corm et.al, (2012), intercultural moral reasoning skills help students to live and work with others who come from very different cultural backgrounds. Moral reasoning enables one to adjust behavior as he/ she moves in and out of cultures in order to meet the implicit and explicit expectations of each culture's framework. Due to increasing cultural diversity within many countries, people are constantly called upon to make personal decisions on ethical issues that have the potential to harm or help others whether directly or indirectly. For example, the life-and death encounters are typically considered to be moral dilemmas such as euthanasia and abortion among others (KIE, 2002). Mugambi, (2002) points out that African culture and religious heritage is to be found integrated in all aspects of African life. It should not be taught as an isolated component rather there is need to examine contemporary life to discern how it is influenced and shaped by traditional African values, views, customs and practices. It would probably have been easier to teach ATR on its own, the present situation is that it is taught as part of CRE.

III. Methodology-Research Design

This study employed the pragmatic research philosophy and adopted the concurrent triangulation mixed methods design which allows the researcher to merges qualitative and quantitative data to provide a comprehensive analysis of the research problem. Collecting diverse data types best provides a complete understanding of the research problem than quantitative or qualitative data alone (Creswell, 2014).Data was collected by use of the questionnaire, document analysis, interview and Observation schedules. The quantitative data was analyzed using descriptive statistics presented in frequencies and percentages while the qualitative data was analyzed in themes.

3.1 Study Area

The study was conducted in national schools in Kenya. Kenya is a nation which is administratively subdivided in 47counties. Within these counties are found national secondary schools. National secondary schools in Kenya are the most prestigious high schools in the country. The researcher believes that these schools can provide a suitable environment for studying on the use of valuing pedagogy in the teaching of CRE considering the overall positive characteristics these schools are known for. This is because it provided the ideals of what is actually happening in schools that are endowed with teaching facilities, experienced teachers and highly performing students. These schools admit the best candidates from the Kenya Certificate of Primary Education (KCPE) examinations.

3.2 Sampling Methods and Sample size

In determining the sample size, Creswell (2014) suggest that a 30% sample of the total population was more representative. Stratified sampling was used to sample out the national schools for this study which had a target population of 95 schools at the time of the study. Schools in the counties were divided into 8 strata in terms of regions to enable the study capture a representative sample in terms of the total schools per region. After this, simple random choice of the schools was taken from each region. Simple random sampling was used because it gave a representation of relevant strata thus increasing the efficiency of the population represented in the sample in proportion to their number in the population in each stratum. With random selection, each population had an equal opportunity to be selected and the sample gave data that can be generalized to a larger population. Table 1 indicates the sample size of the study.

Table 1: Sample Size

Schools				Teachers			
Region	No of Schools	%	Sample size	Region	No of teachers	%	Sample size
A	21	30%	6	A	45	30%	14
B	12	30%	4	B	26	30%	8
C	6	30%	2	C	18	30%	5
D	14	30%	4	D	31	30%	9
E	15	30%	5	E	35	30%	10
F	6	30%	2	F	22	30%	7
G	12	30%	4	G	24	30%	7
H	9	30%	3	H	23	30%	7
Total	**95**		**30**		**224**		**67**

Source: Ministry of Education Data (2022)

3.2 Research Instruments and Data Analysis

The data collection instruments for this study included the questionnaire, document analysis, interview and observation Schedules. All this instruments were designed to generate data from the CRE teachers and served well in triangulating the findings for an in-depth understanding of the research problem (Creswell, 2014). Data generated by this study were both qualitative and quantitative. Quantitative data was analyzed using descriptive statistics, like frequencies and percentages. Qualitative data obtained was analyzed thematically by arranging content responses according to the research objective.

3.3 Ethical Considerations

The researcher observed ethical aspects in the research process. The research proposal was carefully designed to ensure that all aspects pertaining to data collection was adhered to. Then

Permission to carry out the research was sought from concerned authorities. During the actual administration of the research instruments, informed consent was sought from the respondents who were assured of confidentiality in relation to the data that was collected.

IV.   Summary of Findings, Conclusions and Recommendations

4.1 Response Rate

Regarding the response rate, the researcher administered 67 questionnaires to CRE teachers in National Schools selected from 95 schools in Kenya. The researcher further aimed at observing and interviewing 30% of the teachers. Out of 67 questionnaires distributed to 50 questionnaires were correctly filled and returned. These gave a response rate of 76%. The researcher was able to Observe and interview 15 teachers giving a response rate of 100%. This is consistent with Mugenda&Mugenda's (2007) recommendation that a response rate of 50% is sufficient for analysis and reporting, 60% is acceptable, and 70% and above is good.

4.2CRE Teachers' Use of Valuing Methods for Learner Value Acquisition

The third objective of the study was to examine how CRE teachers use valuing methods for learner value acquisition. The data for this objective was collected using a questionnaire and triangulated with the use of an interview schedule, document analysis and classroom observations. The findings from the questionnaire are presented on Table 2 which used statements that CRE teachers were to rate using Very Frequently (VF), Frequently (F) and Not Used (NU) depending on their use of the valuing methods.

Table 2: Valuing Methods that Teachers use for Learner Value Acquisition According to Teachers
Key: *Very Frequently (VF), Frequently (F) and Not Used (NU)*

Teachers		VF	F	NU
Self-exploratory exercise – The teacher allows learners to explore their inner selves by asking questions which they do not really have to answer but which helps them examine themselves in relation to the lesson`s sub-topic	T	1(2%)	19(38%)	30(60%)
The group enquiry- Teachers allow learners to work in groups to assist one another in solving problems.	T	15(30%)	6(12%)	28(56%)
The value clarifying response- The teacher will use statements which helps learners to clarify issues related to what they feel is important.	T	21(42%)	0	29(58%)
Informal Lecture method- The teacher gives learners lectures on the topic of the day then give them assignments	T	43(86%)	0	7(14%)
Discussion method- The teacher lets learners discuss the topic on their own	T	2(4%)	40(80%)	8(16%)
Class presentation – The teacher makes learners give a presentation in class on the topic	T	18(36%)	26(52%)	6(12%)
Audiovisual method- The teacher uses computers, TV and radio while teaching	T	2(4%)	40(80%)	8(16%)
Library research method- The teacher makes learners go to the library to do their our own research on the topic	T	2(4%)	26(52%)	22(44%)

(N=50)

i)Self-exploratory exercise: According to Were (2016), the method of self-exploration is the practice of taking a look at one's own thoughts, feelings, behaviors and motivations and asking why. It means looking for the roots of who one is and finding answers to questions about one self. This study sought to find out the status of use of the self-exploratory method in the teaching of CRE. From the study, 30(60%) of the teachers stated that they do not use the method, 19(38%) frequent use it while 1(2%) use it very frequently, this implies that most of the teachers 30(60%) do not use the method compared to 20(40%) of them who have adopted this method, this was interpreted to mean that although 60% have not adopted the 40% was also significant number, this was interpreted to mean that those who have not adopted the method could be because it is involving and takes planning and time and thus the method is not popular. This was learnt from teachers interviews after lesson observation. Some of the exhorts to imply this are listed below;- These teachers supported this approach as is indicated in the selected exhorts:

- *"As a CRE teacher I understand the self-exploratory as teaching method to enhance the students' values acquisition especially in the 21st century where there is globalization through technology and social media"* (Interview, CRE teacher, 9).

According to 435(43.8%) of the learners agree that teachers very frequently use self-exploratory exercise, 409(41.2%) agree that teachers use it frequently while 130(13.1%) agree that teachers do not use the method, this implies that most of the students 844(85%) were in agreement compared to 130(13.1%) who were not. This implies that according to teachers the self-exploratory exercise as a teaching method is not used in classroom and a few use it frequently while according to learners most of them said that self-exploratory exercise is used by teachers because it allows learners to explore their inner selves by asking questions which they do not really have to answer but which helps them examine themselves in relation to the lesson`s sub-topic. This was interpreted to mean that self-exploratory exercise as a teaching methods by CRE teachers is not well adopted by

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the teachers while learners did not understand what the method meant and they thought it was answer and questions methods and therefore thought it was being used by the teachers.

From observations the teachers were mainly using the teacher centered approach where learner's involvement was limited. Also document analysis support this findings since the curriculum completion by the teachers was main goals so as to allow revision in preparation for examinations and this is the only time where discussions was encouraged. A study by Victoroff (2012), in India found that students who were exposed on self-exploratory displayed confidence and positive behavior.

These findings were also in agreement with observations made in a previous study by Bergmann and Sams, (2012) who reported that assignments and homework help learners in mastering procedural knowledge processes so that the procedure occurs rapidly and with little conscious effort. Such allow 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.

ii) The group enquiry; According to Abdul Rahim Abdul Rashid (1989),group enquiry as a teaching method is a way learners present their work in the classroom. He goes further to say that, this method is the essence of teaching and learning in the social science program to develop the learning skills that are meaningful to students. (Abdul Rahim Abdul Rashid 1989). Onsongo, (2018) also supports this method as a student-centered teaching and learning method. He continues by saying that the method emphasizes knowledge related to "how" and not "about," which means how knowledge is acquired and not about knowledge, whereby the inquiry method is trying to instill curiosity among individuals about something. He goes further to say that this method requires a student to question the truth and accuracy of the information obtained. The importance of this method requires students to make sense of what they have learned (Onsongo, 2018).

According to study 26(56%) of teachers agreed that they do not use group inquiry, 15(30%) very frequently use it while 6(12%) frequently use it in class, this implies that most of teachers 26(56%) do use group inquiry while 21(42%) use it, this was interpreted to mean that the method is not popular among most of the teachers. However, some who find the method beneficial to students for values acquisition have also adopted it, the difference between those who have adopted and those who have not is not significantly different. From the interviews the researcher gathered that the lack of adoption of this method is because of its methodology which is complicated and time consuming and teachers do not have time to prepare for its use in classroom. According to the students 563(56.7%) agreed that very frequently the teachers allow learners to work in groups to assist one another in solving problems, 340(34.2%) agreed that it is used frequently while 72(7.3%) agreed that it is not used, this implies 903(90.9%) of the students were in agreement that inquiry method is adopted by CRE teachers compared to 72(7.3%) who said it was not adopted. This findings implies that also group inquiry methods was not used mainly by the teachers, however, students are in support that group inquiry is used by the teachers in most cases, the students agreement with this method could be because teaching methods was teachers domain and they do not understand it or they could be mixing it with group work or group discussions in classroom.

Findings from interviews and observations as mentioned earlier, the teachers mainly use teachers' centered lecture methods. It was noted that teachers in their content presentation of values did not use this skill as revealed by the findings. They did not expose learners to the basic skills of reasoning such as investigating and labeling of the attributes of religious issues at hand. In this instance, the teachers did not engage the learners in those discussions that could enable them to discover the moral truths that are taught using C.R.E. In addition to the above, information concerning moral practices such as honesty were not given to the learners adequately. In inculcating critical thinking skills in the learner, the instructor should appeal to consistency in argument on the issue at hand, the use of logic and appeal to precision in reasoning (Nyasani, 2007). This involves the methods

of comparison of things to notice similarities and differences in them. It involves taking note of the characteristics of issues at hand and considering the order, causal and logical connections in them. The foregoing should be followed with determining whether the learner has used the principles of reasoning or not and also establishing the reliability and accuracy of moral facts being advanced.

iii). The value clarifying response: According to MIE (2013), Value clarification teaches that behavior is not morally good or evil, rather wise or foolish actions that can vary according to time, place, and circumstances. Value clarification has to be a rational process. Important aspect of value clarification in education is moral development of a child. Moral development of a child can be achieved through various techniques (MIE, 2013). When asked on values clarity 29(58%) of teachers say it's not used while 21(42%) of them use it frequently, this findings implies that although there is varied response, the margin difference is not significant, this that value clarifying response method is adopted and used in schools by teachers. However, it was interpreted to mean that the those teachers who have not adopted the method were not funding it friendly cause it is time consuming and involves answering a lot of questions from the learners and may also find its preparation tedious. According to students 387(39%) of students agree that it's very frequently used, 240(24.2%) frequently while 355(35.8%) agreed that it is not used, this implies that most of students 627(63.3%) were in support that group inquiry is used compared to those who disagreed who were (355(35.8%). This findings implies that some teachers are using statements which helps learners to clarify issues related to what they feel is important while some of them have not adopted the inquiry method the students although most of them support that the method is used could be because some of the teachers are allowing them to ask questions. This was interpreted to mean that although some of the teachers have adopted value clarifying response for the learners a number of them have not adopted this methods which means that every teacher adopts their own method. Through lessons plans documents analysis researcher revealed that apart from using the CRE books the teachers have their own summarized notes that is clear and straight to point. They have picked the main points and values that they expect to impart in every subject and this could be why learners agree that the teachers clarify subjects in the class lessons.

The moral structures of the teacher can in effect be imposed on the learner. A teacher who employs this belief in his/her instructional practices can be a good influence in the moral development of his/her learners. Values on the other hand should not be imposed on anybody; instead, learners should be subjected to serious mental rumination so that once accepted, the learner is able to account for them. For this reason and the need to enable the learner live responsibly with religion the K.I.E (2003) saw it reasonable to advise that the secondary school student be trained to think critically. In training a learner to think critically, the teacher must ensure that the students are encouraged to value the authority of their own-reasoning capabilities, consider it natural that people may differ in their beliefs and points of view, to question their own reasoning and the reasoning of others.

iv). Informal Lecture method; Lecture is the most commonly used method of instruction in Kenya (MIE, 2013). This method is a one-way communication where teacher talks to students in an authoritarian way and in its pure form, the student have no opportunity to ask questions or offer comments during the lesson (MIE, 2013). The advantages of a lecture method are; it is useful when introducing new subject matter or presenting overview summaries to student, it can be used for teaching a group of any size and the teacher to cover a lot of content in short span of time. Lecture method by teachers of CRE in acquisition of values, this method is used mostly to develop the listening skill and speaking skill. Through it is one-way communication it is an important method because internal thinking and reasoning is carried out. Students listen in order to repeat and understand. The listening to the lecture, students imitate and memorize linguistic items such as words, idioms and sentences. In listening to understand, students may be involved in question- oriented response model of learning or in the task- oriented model of learning. In the question oriented response, students may be asked to listen to a sentence, a dialogue, a conversation or lecture and asked to answer question presented.

When asked if informal lecture method is used 43(86%) of teachers agree that it is very frequently used and 7(14%) not used, this implies that majority of the teachers 43(86%) agreed that they use lecture method

compared to 7(14%) who do not use it, this implies that according to teachers lecture methods is popular. According to the students 455(45.8%) of learners agree that teachers frequently give learners lectures on the topic of the day then give them assignments, 305(30.7%) very frequently use lecture method while 223(22.5%) of students agree that teachers do not use lecture method, this implies that majority of students 760(76.5%) agreed that teachers adopt lecture method to instill values in CRE while 223(22.5%) feel that lecture method is not used. This implies that according to the teachers most of them agree that they use lecture method which the leaners are in support that the teachers adopt lecture method. This was interpreted to mean that the teachers were in support that they are using lecture method which also the researcher confirmed after observation that most of them were using lecture method. When asked why teachers 7(14%) thought the method was not lecture method they argued that their teaching methods were blended and included several techniques as shown in table 4.13. The results from observation, researcher noted that majority of teachers applied teachers centered/lecture (lecture method) approach and they give assignments and group work after lessons.

During the interview with the teachers of CRE, it was found that teacher-centered approach promotes discipline among the students and good behavior because the teachers are in control of the class and watching over the students. For instance, these teachers supported this approach as is indicated in the selected exhorts:

- *"CRE teachers should approach teaching on a one to one basis other than using collective teachings of CRE. Students should be allocated teachers to teach them on morals throughout their stay in school"* (Interview, CRE teacher, 3).
- *"The teachers only teach to pass the examinations when the examinations are nearing but they are not teaching learners to acquire the values that CRE should be imparting to them"* (Interview, CRE teacher, 15).
- *"The assignments that CRE teachers give to the learners plays a great role as was shown by the interviews conducted in this research".* (Interview, CRE teacher, 8).
- *"It was shown that assignments are very important because it gives learners a sense of achievement and also understanding of the contents being taught in class. Also the learners are given group questions to do and share with others in class in form of presentations"* (Interview, CRE teacher, 15).

CRE teachers should select methods which aim at making teaching learner- centred and help to bring about positive behaviour change (Kenya Institute of Education, KIE, 2006). One of such recommended methods is discussion. According to KIE (2006), this method gives the learners an opportunity to express their ideas in the topic being taught. This enhances the learner's participation and arouses their interest in the lesson. Chesaro (2021) complements that discussion in CRE leaves the teacher assured that the students are not only gaining academically, but are also molded spiritually and morally. However, according to Groenewegen (1993), many teachers do not use this method citing a reason that it breeds rowdiness, time wasting, disturbances, and excessive noise.

Generally, students feel that teachers should have a more personal relationship with students so that they may help them out of their problems as well as forestalling their problems and acquire values. 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 directly manages 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. Daniel (2013) argued that lecturing, practical and audio visual presentations were among the best methods in teaching. With 19.6 indicating they had not used it in class, there was need to enhance it as it was appropriate to enable students to enhance understanding and to retain more of what they learnt for positive behaviour change.

The results of this study complement the observation of Obanya (2004) that learner-centred teaching approach builds in the student good attitude, respect for others; and the aura to appreciate the society and to interact properly with the teacher thereby turning the class into a better learning environment. CRE being an abstract subject could be discussed and understood better if the students are given the opportunity to share ideas and

different views on conflicting issues. Furthermore, constructive teaching methods according to Njoku (2002) increases students' self – esteem, motivation and empathy.

v). Discussion method: Kochhar (1985) states that**,** Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. It also involves sharing of ideas and experiences, solving problems and promoting tolerance. He goes ahead to say that, Discussion method is suitable in many situations and can be used in many situations of teaching and learning. There are different forms of discussion that can be used in the classroom. Kochhar (1985) identifies two major types of discussion which are formal and informal.

When asked about discussion adoption in class most of teachers 40(80%) agree that it is used frequently, 8(16%) very frequently used while 2(4%) is not used, this implies that majority of teachers 42(84%) agreed that they have adopted discussion method compared to 2(4%) who have not adopted it. This was interpreted to mean that discussion method was very popular among the CRE teachers. According to students 597(60.1%) of learners agree that it is very frequently used, 208(20.9%) frequently and 170(17.1%) not used as shown in table 413, this implies that most students 805(77.2%) were in support that group discussion is adopted by teachers in CRE lessons compared to 208(170(17.1%) who disagreed. This implies that teachers frequently let learners discuss the topic on their own, this method is adopted by majority of the teachers in teaching of CRE for value acquisitions in the schools. It was interpreted to mean that discussion method is very common and adopted by the teachers, this could be because the method is one of the recommended methods in the teacher's guide for teaching and it also ensure that teachers covers a lot in short period of time.

From the observations, the teachers when not attending the classes the learners use groups to discuss questions and prepare the answers and some instances teachers engage the learners to attempt certain topic of discussion. These results are in harmony with the recommendations of the Scottish Government (2012) that advocate frequent use of discussions and life experiences during CRE lessons. Dinama (2013) study indicated that teachers used various teaching techniques in their classrooms such as group work, role plays and debates which was supported by the results of this study. Dimana asserts that these methods are deliberately chosen because they are students centered and give learners an opportunity to explore the environment. From interviews teachers supported this approach as is indicated in the selected exhorts:

- *"The mental modelling through teaching approaches such as discussion of concepts taught in class enables the learners to build deeper understanding"* (Interview, CRE teacher, 8).
- *"The leaners are able to retain what has been taught for a long period and not studying for examinations only, discussions make learners to comprehend the concept of virtue and where necessary communicate them to others"* (Interview, CRE teacher, 6).

Cummings, Maddux, Cladianos and Richmond (2010) advocate for classroom discussion as one of the instructional method for teaching moral reasoning. Discussing moral issues in the classroom provides an excellent opportunity for students to develop positive attitudes such as tolerance, respect, open-mindedness and autonomy by stimulating critical-thinking skills (Stewart, 2011). Students have to learn how to reason about morality as morality is considered to be a cultural practice in which students must learn how in to participate (Goodin& Pettit, 2006). However, though discussion method is seen to be important in promoting moral reasoning, relatively few studies elaborate on the question of how to engage students in discussion. A recurrent plea is for teachers to use classroom discussions using the topics in the syllabus. Uguw and Ezema (2016) argue that while discussing the topics, students develop critical-thinking skills and ethical decision-making skills. The absence of discussing controversial topics in classroom is a negation of participation as citizens in a democracy (Ajiboye, 2009).

Question and answer method cited by the KIE (2006) makes the mental growth of the learner encouraged. Lierop (2020) discerns that this method stimulates the mental growth of the learner and also encourages them to be active in searching for the truth. Kerry (2017), perceives that this method helps to create good relationship between the teacher and the learners. According to Maudho (2021), role play is widely supported by educationists since it encourages learners to work as a group thus promoting leadership skill. This method enables one to disclose his potential and to socialize with the others while learning to be independent. Lierop (2020) detects that this method offers an excellent means for the Christian educator to build moral and spiritual values in character formation. Role play provides an opportunity for cooperation, planning and judging, making moral and religious ideas more concrete and real.

In support for discussion Awan (2014), states that in order to achieve a level of balanced participation during a lesson, it is necessary to actively draw all students into the discussion. A good way to promote discussion is to provide opportunities for various kinds of group discussions, such as pairs, conversation circles, panels, fishbowls and cooperative learning (Barton &Levstik, 2011). In teaching moral reasoning skills in students, discussion of controversial social issues arising from the topic being taught should be facilitated by the teacher. According to Kruger, (2012) a controversial issue is any topic of public debate about which there is an argument, agreement or disagreement, and in which values and emotions are invested. It creates reflective dialogue between students having opposing points of view.

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

Presentation method is related to presenting of information in a clear and well-understood manner (Okello, 2014). The implementation of this method up-grades the competencies and abilities of the individuals to get their point across. In educational institutions at all levels, the instructors are making use of this method in imparting knowledge and understanding to the students in terms of academic concepts. On the other hand, the instructors are also making use of this method in evaluating the performance of students. The students are required to make presentations in class, as an evaluation method. In educational institutions at all levels, there are organization of seminars and workshops.

When asked about class presentation in teaching of CRE contents most of teachers 26(52%) agree that it's adopted frequently, 18(36%) very frequently and 6(12%) not used, this implies that most of teachers 44(88%) have adopted class presentation in instilling values in CRE teaching compared to 6(12%) who haven't adopted class presentation method. According to the students 499(50.3%) of learners also agree that it is adopted frequently, 334(33.6%) very frequently and 150(15.1%) not used by the teachers, this implies also most of the learners 833(83.9%) of the learners agreed that the CRE teachers have adopted class presentation compared to 150(15.1%) who agreed that teachers have not adopted this method. This implies that the class presentation method is also a common teaching method for values acquisition by leaners in CRE, this also goes hand in hand with group discussion since leaners present what they have done individually or as a group. This was interpreted to mean that this is a common method that allows leaners built on their confidence and also enable them participate in the learning process and since it's one of the recommended methods in teacher's guide this means the method is well implemented by the teachers. From the observation this was second most used technique by the CRE teachers after teacher centered approach, the learners presented their group work in class and discussed with others.

Table 3: Valuing Methods that Teachers use for Learner Value Acquisition According to Students
Key: *Very Frequently (VF), Frequently (F) and Not Used (NU)*

Students		VF	F	NU
Self-exploratory exercise – The teacher allows learners to explore their inner selves by asking questions which they do not really have to answer but which helps them examine themselves in relation to the lesson`s sub-topic	S	435(43.8%)	409(41.2%)	130(13.1%)
The group enquiry- Teachers allow learners to work in groups to assist one another in solving problems.	S	563(56.7%)	340(34.2%)	72(7.3%)
The value clarifying response- The teacher will use statements which helps learners to clarify issues related to what they feel is important.	S	387(39%)	240(24.2%)	355(35.8%)
Lecture method- The teacher gives learners lectures on the topic of the day then give them assignments	S	305(30.7%)	455(45.8%)	223(22.5%)
Discussion method- The teacher lets learners discuss the topic on their own	S	597(60.1%)	208(20.9%)	170(17.1%)
Class presentation – The teacher makes learners give a presentation in class on the topic	S	334(33.6%)	499(50.3%)	150(15.1%)

V.   Conclusion

From the study findings it was concluded that many CRE teachers prefer to teach using other methods such as discussion, class presentation and library research. In addition, a good number of teachers find verbal communication or discussion method easy in light of the short time to prepare for and deliver lessons. Because of these factors, CRE in secondary schools in the Country is not achieving its objective of imparting moral values in students and the entire society.

Recommendations

There is need for the teachers to be asked to use the valuing methods of teaching which include methods such as the self-exploratory Exercise (SEE),Group Enquiry, the value clarifying Response, thought Sheet and Diary Writing, the value sheet, Project Method,   Comprehension Exercises and Volunteer Interview. The teachers need to develop valuing methods that are a set of heuristic, critical and creative techniques to help learners develop valuing skills which in the long run leads to them acquiring values. There is need for teacher's colleges to ensure teachers are taught valuing skills that will help them use of valuing methods very effectively. The teachers should be encouraged to adopt life approach techniques of valuing in CRE because although they are time consuming compared to others they will produce the desired results. The schools should consider the values evaluation of what learners have acquired through the learning of CRE content which is rarely evaluated in the final exams so that the teachers can put a lot of effort in using valuing methods.

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