

**TEACHER PREPAREDNESS IN CURRICULUM DELIVERY PROCESSES
FOR EFFECTIVE CHRISTIAN RELIGIOUS EDUCATION INSTRUCTION IN
PUBLIC SECONDARY SCHOOLS IN Baringo County, Kenya**

BY

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**THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS FOR THE AWARD
OF DOCTOR OF PHILOSOPHY DEGREE IN CURRICULUM, INSTRUCTION
AND EDUCATIONAL MEDIA**

MOI UNIVERSITY

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JULY, 2014

DECLARATION

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DEDICATION

First, to the great teacher, Jesus Christ in whom our success in all our endeavours depends on Him.

Secondly, to my parents, Peter Kimosop Chesire and Sarah Tarkok Kimosop for their thorough support and encouragement during my school life.

Thirdly, to my husband Gideon K. Aengwo and my children Kelvin Kiprop Aengwo, Charity Jeruto, Felly Kiprono and other family members and friends for their patience, understanding and prayers during the period of my studies.

ACKNOWLEDGEMENT

The support of individuals and institutions during my thesis writing resulted to a ample time during my study.

I sincerely thank my university supervisors, Professor. Chris W. Mukwa and Rev. Professor Aggrey A. Walaba both of the department of Curriculum, Instruction and Educational Media for having guided and supported my research work.

I am thankful to the Baringo county DQASO's in charge of secondary schools who willingly participated with patience to give information relevant to the study despite their busy schedules on daily official duties.

I am also grateful to the form four C.R.E teachers and students of the selected schools visited, who spared their time to fill in questionnaires and be interviewed. Credit also goes to the principals who gave a ample time to enable the study collect the relevant data required.

I am indebted to my husband Gideon K. Aengwo, my children Kelvin Kiprop Aengwo, Charity Jeruto, Felly Kiprono and my relatives Caroline Kimosop, Zipporah Chemjor, Hellen Kimosop, and my beloved parents who not only morally encouraged me but became patient, understanding during the period of my studies.

I can't forget to register my appreciation to Nancy of Ossen African Inland Church, who devoted her time to type my thesis tirelessly.

ABSTRACT

This study sought to examine teacher preparedness in curriculum delivery processes for effective C.R.E instruction in public secondary schools in Baringo County, Kenya. There has been a relatively low performance of C.R.E in the county, and thus the question of what ails in the teaching and hence performance of the subject is of great concern. According to K.N.E.C reports of the years 2006-2010, the performance of C.R.E has not also been steady nationally. This was attributed to poor coverage of the syllabus, poor approaches of teaching among others. The objectives examined whether teachers : set instructional objectives ;structured the content to be delivered; covered the syllabus adequately ; used adequate resources ; selected appropriate teaching method(s)/learning activities ; varied assessment/feedback measures. The study was a survey research and utilized a combination of simple random and purposive sampling techniques to select the participants in the study. The respondents included forty five (45) C.R.E teachers and three hundred (300) C.R.E students of form four, and six (6) DAQSO's in the six districts in the county. The instruments utilized in data collection were questionnaires administered to teachers and students, interview schedules administered to teachers before and after teaching and the DQASO's of the six districts in the county, class observation schedules, and document analysis. Data analysis was facilitated by the use of SPSS which helped obtain the frequencies of data which guided in description and interpretation of data. The qualitative data was also quantified by coding after classifying the responses in the various issues or topics studied. The study revealed that; there were no objectives stated prior to teaching ,content was never structured, poor coverage of syllabus at form 1 and 2, few instructional resources were utilized, teaching was dominated by teacher centered methods, inadequate assessment methods were used and inadequate supervision by DQASO's. Therefore, teachers need to strengthen their pedagogical skills to achieve quality teaching. It is a hope that the results obtained will assist curriculum developers come up with guidelines to assist teachers improve on classroom instructional processes and help policy makers consider the ultimate needs of the learners and MOEST to show greater responsibility to ensure teachers become responsible in teaching, provide material for teaching and to strengthen supervisory roles of DQASO's. Successful curriculum delivery rests on the teachers' conducive environment and provision of the necessary support to make teaching realistic, this calls for all stakeholders to uphold quality education standards based on good service delivery by teachers.

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ABBREVIATIONS USED IN THE STUDY

C.R.E	-	Christian Religious Education
K.C.S.E	-	Kenya Certificate of Secondary Education
K.N.E.C	-	Kenya National Examination Council
K.I.E	-	Kenya Institute of Education
M.O.E.S.T	-	Ministry of Education Science and Technology
D.Q.A.S.O	-	District/Directorate of Quality Assurance and Standards Office
Q.A.S.O	-	Quality Assurance and Standards Officer
T.S.C	-	Teachers Service Commission
C.B. E	-	Curriculum Based Establishment
S.P.S.S	-	Superior Performing Statistical Software

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The C.R.E syllabus covers three main areas: the Bible (Old and New Testament), African Religious Heritage and Contemporary Christian Living. The approach adopted for the study of these areas is thematic. This calls for a learning situation in which the learner together with the teacher uses Christian insights to critically analyse, evaluate, judge and discover the implications of issues raised for their own life's. The above areas require teachers' preparation so as to properly co-ordinate it's teaching. The teacher is compelled by necessity to challenge the learner to seek information, think, react, analyse, synthesize, fantasize, speculate, philosophize and join in the learning process. The missionaries mode of teaching was mainly evangelization whereby the learner of the catechist was a passive listener or recipient. Religious education ideal way of teaching is learner centered, where the teacher should use life approach. The learner is the pivotal centre of the teaching - learning process (Walaba, 2008). The teacher is to harmonize the teaching of the three areas through proper curriculum delivery processes.

Teacher preparedness in teaching has shown to have an important influence on curriculum instruction and it plays a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers: No wonder an effective teacher has been conceptualized as one who

produces desired results in the course of his/her duty as a teacher (Uchefuna, 2001). For this to be realized, the teacher has to prepare adequately so as to accomplish the planned endeavors.

1.1 Background of the study

Gillard, (1988) in his book ‘The History of Education in England’ reiterates that teachers had an increasing measure of control over the curriculum, that is over what was taught and how it was taught. In England in the middle years of the 20th century the curriculum became known as ‘the secret garden’. Education was seen as being concerned with the needs and interests of the individual child, a curriculum consisting of experiences developed from learners’ needs and characteristics (as opposed to the needs of society), and that the teacher must prepare to implement it towards the right direction. It was in 1987 that they entered the word ‘delivery’ which seemed to sum up the role of the teacher in the age of their National Curriculum whose major role was to deliver what had been prepared.

There was a legislation passed which indicated that, ‘...there must be space to accommodate the enterprise of teachers, offering them sufficient flexibility in the choice of content, adapt what the teacher attends to the needs of individual pupils, to try out and develop new approaches and to develop in pupils those personal qualities which cannot be written into a programme of study or attainment target’ (Gillard, 1988).

Most teachers in 1960's were trained to work in single classrooms, their knowledge of curriculum delivery was based on whole-class instruction and small-group instruction with groups often formed on the basis of ability or achievement level.

Miller, (1990) posits that if a teacher fails to address differences in learning abilities among learners the effectiveness of instruction suffers. He elaborated by emphasizing that responsibility should be cultivated among learners on their own learning, but also their willingness to help one another learn. Singh et.al.(2008) pointed out that teacher professionalism is a critical quality which a teacher must possess to enhance and have a true devotion to teaching. In the course of a teaching career a teacher does not often have the opportunity to consider the very basic principles of his/her craft in the classroom. Smith (1995:59) reiterated that: "All teachers do good things some of the time, and all good teachers do bad things some of the time. The differences among teachers lie not only in the proportions of the good and bad, but also in their awareness of the effects of what they are doing and their readiness to share this awareness with their students".

Specific teaching methods like discussion was used in schools in the United States in Multigrade classrooms (classrooms that combined grades) which was a small-scale schooling, it considered how it had an effect on student achievement and attitude, and the requirement on teaching and learning.

In 1960's and 1970's 'open education' and individualized instruction became influential, and instructional models, energized by developmental theories of learning ,and student

centered models of instruction and open education became a major educational innovation. The studies revealed effectiveness of 'open' classrooms with student centered ethos and methods, that included open discussions which required prior knowledge of the teacher and commitment to hard work (Miller, 1989).

Schweitzer & Boscki, (2005) in their studies conducted in Europe, Australia and the United States of America, mainly focused on students' and perception of teachers' on Religious Education, but not on what teachers do in their classrooms. White, (2005) further elaborated that the existing literature revolved whether Religious Education has a place or not in the curriculum, while other studies focused on the content and teaching approach that is, which religion should form the content and which approach teaching befits Religious Education, but hardly on teaching processes.

According to Ajao, (2001) the issue of poor academic performance of students in Nigeria has been of much concern, the problem is so much that it has led to the widely acclaimed fallen standards of education in Delta State and Nigeria at large. Over time pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and their teaching.

Ofoegbu, (2004) further elaborated that the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standards of education in Nigeria. This was linked to poor teachers' performance in terms of accomplishing the teaching tasks, poor

teaching habits and scarce resources available for teachers. Similarly, in Kenya the K.N.E.C reports (2006-2010) on performance of CRE identifies areas of weaknesses like students misinterpreting questions and not able to answer some correctly as pointed out by examiners showing inefficiencies on classroom instruction.

The Sub-Saharan African (SSA) regional workshop for African teachers held on September, 2007 at Safari Park hotel, (Kenya) whose theme was “challenge of ensuring quality teaching in every classroom in Africa” was organized to help participating countries develop appropriate policies for managing the teaching force which in most countries constitutes the largest resource in the education system to help strengthen classroom practices.

In performance based teacher education, precise objectives are set in the essential skills involved in teaching and the student is assessed on the basis of his ability to perform these at an acceptable level of competence. Effective education system presupposes effective curriculum delivery carried out by teachers during classroom instruction. The teacher resource is one of the most important inputs into education system. Onyeachul, (1996) hinted that teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspect of teacher preparedness such as subject mastery, lesson preparation and presentation. Therefore teachers are increasingly being expected to help support formal programme of education for they are agitators of classroom instructional activity, they determine quality education through classroom instruction which is measured by student learning achievements.

Teaching is a complex endeavour, involving classroom management, lesson preparation and organization of teaching and learning activities creating and maintaining a certain climate, evaluation and feedback.

Kirk (1986) agrees that the experience of working with the learners enables teachers plan activities that take them to achieve educational needs, this makes teachers professional and hence have competency in delivering the curriculum. The autonomy of the teacher is the power to determine, what and how he/she teaches (Farrant, 1980).

Pedagogical skills like question and answer, reinforcement, interaction which are one of the most important elements in teaching as used in the curriculum delivery process can best be defined as the type of principles and methods used for instruction. There are many types of teaching skills, depending on what or skill the teacher is trying to convey. However the researcher established that teachers rarely used these skills exhaustively and when teachers are deciding on them, they need to be flexible and willing to adjust their styles according to the ability of the students. Students' success in the classroom is largely based on effective teaching and adequate preparation by teachers. Rosenshine et.al (1995) indicated that planning should be the first thing a teacher should do when beginning to teach and meeting a group to teach for the first time, which is also an indicator to achieve educational goals.

Kelly (1982:140) indicates that this measure of freedom for both the teacher and the learner is a necessary condition for education of the kind, teachers have the classroom

experience necessary for appropriate curriculum development and implementation. In Kenya the MOEST is responsible for formulating the curriculum and overseeing its implementation, whereas the classroom instruction is facilitated by the teacher who sees to it that it is implemented towards the right direction.

The K.I.E develops the curricular support materials, and the K.N.E.C is responsible for student assessment and curriculum evaluation. The teaching of C. R .E in Kenya over the years has undergone tremendous changes, its placement in the curriculum dates back to the coming of the European missionaries who taught to gain Christian converts, the method used entailed rote learning. It was later placed in the school curriculum under different names such as Catechism, Scripture, Bible knowledge, Divinity, Religious Knowledge, and Christianity (Shiundu and Omulando, 1992).

The syllabus required a systematic textual study of the Bible from which they could relate what they learnt to contemporary life. Originally, Religious Education was treated as the core subject of the Missionary curriculum, other subjects were gradually allowed into the curriculum. Religious Education was the only subject that was not open to discussion (Groenewegen,1990:14).This type of teaching seemed to have influenced the current method of teaching C.R.E. hence warranting the researcher to establish the appropriate pedagogical skills to be used.

Ogoma, (C.C.E.A, 1995) in her seminar paper on the teaching of C.R.E in a changing society, observed that, the subject should be taught not only from a biblical perspective

but should be given an experimental and existential touch. Groenewegen, (1990) in his findings indicated that there are many methods at the teachers disposal, but discussion being a neutral method is majorly used in teaching C.R.E because it facilitates all the learning dispositions as the method carries teacher - learner interaction. He reiterated that the curriculum delivery processes requires mastery of content, good communication and the use of resources. All these require adequate preparation by the teacher so as to uplift good classroom instruction.

A number of studies on the teaching of C.R.E in schools have been carried out, for example, Wainaina, (1984) carried out a research on the problems facing teachers in implementing the new C.R.E curriculum in primary schools in Thika municipality, the research revealed that the area of methodology which requires teachers' preparation was found to be a major hindrance in the implementation of the new syllabus. Teachers had difficulties to use the recommended methodologies due to lack of time, heavy teaching loads, poor professional guidance and supervision in the subject. All these were unveiled by the study and attributed it to poor planning by the teacher.

The MOEST carried out an evaluation in 2002 and established that, some schools had inadequate number of teachers, schools burden learners with frequent continuous assessments at the expense of learning due to the high stakes placed on summative examination and no adequate preparation on the side of the teacher.

Other consequences of this situation include private tutoring, extra-tuition, remedial teaching and use of commercially developed examination papers which at times do not conform to the curriculum or what the teacher has taught. This has made teachers teach hastily and complete the syllabus basing on unstructured objectives by drilling students to pass exams and using few methods of teaching.

In Kenya, to realize effective curriculum delivery, the DQASO's are expected to visit schools regularly, organize seminars and in-service courses for the teachers and to provide advisory services to schools on how best to improve their teaching among other activities.

Teachers with little or no training tend to use authoritarian and inefficient methods of instruction that make learners see the school as a repressive place with little to enjoy, and also teachers use a small number of methods, typically teacher talk, question and answer and textbook assignment (Jones et. al. 1987). They advocate that teachers should use a variety of methods besides planning and structuring the teaching to accomplish instructional goals.

Kochhar, (1992:343) stated that, 'The most perfect syllabus remain dead unless quickened into life by the right methods of teaching. It, in fact, forms the most important link in the total teaching, learning chain which has on one hand the goals and purposes and, on the other, results and values'. He further stated that the teacher should be able to use permutations and combination of methods, devices and techniques to make teaching of different subjects interesting, vital and living.

The rapid technological changes currently taking place in Africa in an effort to improve education standards are placing considerable strains on teachers because of limited training and traditional concepts of teaching has lead to a considerable number of teachers being unaware of the range of roles that are required of them even in conventional teaching, and to their being unable to fulfill these roles adequately even when they are aware of them.

Teachers need more and better training in order to maintain a strong teaching profession, so as to realize proper education progress, which has been presented with new problems brought about by knowledge explosion, curriculum development, new concepts of education and new methods of teaching (Farrant, 1980).The central effectiveness of the teacher in the curriculum delivery processes is reflected in the fact that, “The teacher in the school interprets the objectives and the content in curriculum plan and manages the learning situation through which intention is transformed into actual practice”(Hawes 1979:121).

To many educators, the teacher is an important person in the classroom. He/she has a great influence over the students’ in terms of motivation, confidence, attitudes to learning and beliefs about learning, hence quality education depends on teachers as reflected in the performance of their duties, this can be made possible if the teacher prepares adequately.

1.2 Statement of the problem

According to KNEC reports of 2006-2010 on C.R.E performance, there was an indication of unsteady and relatively low performance of the subject as compared to other subjects. This was attributed to poor coverage of the syllabus, poor approaches of teaching and the students lacked content in some areas which led to misinterpretation of questions. Initially the subjects performance has been outshining other subjects but currently that is not the case. The researcher focused mainly on teacher preparedness for effective classroom instruction on whether the teacher was delivering the content by following the required processes.

Walaba, (2008) indicates that the area of pedagogy has been a major area of concern in C.R.E which has been claimed to be lacking. Teachers are nearly being reduced to preachers, because they do not give adequate preparation that it deserves for orderly teaching.

The subject's performance has also been threatened by the belief that it is a booster subject pursued by average students academically so as to boost their grades hence lacks the seriousness it deserves from both teachers and students, where they assume that it can be passed even with less input.

Loukes, (1965) advocated for life approach in teaching C.R.E that is starting to teach with real and concrete examples considering the present situation of the learners and

letting them arrive at a religious understanding of those experiences, more often teachers do not use this for they do not prepare their teaching adequately.

Teaching/learning is a dialogical process (Njoroge & Bennaars, 1986). A competent teacher will attend to the needs and interests of every learner, permit the learner to learn at their own pace, encourage learning through doing. All these warrants teachers to be prepared adequately in the curriculum delivery processes, for they have to use different approaches to cater for individual learner differences. It was observed that most teachers were content syllabus driven, thinking that covering the syllabus is the same as teaching. Teachers who have good content mastery take time to prepare, plan and think about the delivery process with their students in mind. Such teachers are sequential in their teaching and most often student centered as compared to those who lack content mastery to the extent of students' ability, hence may mislead students unconsciously. Many researches centered much on what deters instructional processes but little on the role of the teacher to effect effective classroom instruction

In most cases, teachers are blamed for examination failures whereby parents, and the general public attribute failure to teachers' laxity (Quality Assurance and Standards Circular No.1 2009). This was believed to be contributed by poor curriculum delivery and poor teachers' involvement on issues pertaining to classroom instruction resulting to the varied results in different schools which leaves one to wonder the disparities yet the instructions are done by same teachers who underwent same training programmes.

The study focused on the teachers input in planning their classroom instruction to enhance effective curriculum delivery of C.R.E. The study's findings would help educationists arrest the threats that are affecting the present classrooms by emphasizing teachers' role in imparting knowledge to the learners through the right procedures to achieve uniform classroom instruction.

1.3 Purpose of the study

The main purpose of the study examined how teachers planned their curriculum delivery processes for effective C.R.E instruction.

1.4 Objectives of the study

The following objectives were used for the study:-

1. To gather data on whether the teacher sets the objectives to be used prior to classroom instruction.
2. To obtain data on how the teacher structures the content to be delivered.
3. To describe the amount of the content coverage in the syllabus of CRE.
4. To obtain data on whether teachers used adequate resources to support curriculum instruction.
5. To determine whether teachers selects appropriate teaching methods/learning activities to support curriculum instruction.
6. To establish the type of assessment/feedback measures used by teachers during and after curriculum instruction.

The above objectives were geared towards influencing the accomplishment of effective classroom instruction.

1.5 Research questions

The research questions that helped to answer the above objectives and gave the direction of the study were;

1. What relevant objectives were set by teachers before curriculum instruction?
2. How was the content structured to be used for curriculum instruction?
3. What is the extent of the content covered in the syllabus achieved by teachers?
4. Do teachers select appropriate teaching and learning resources to enhance curriculum Instruction?
5. What kind of teaching methods/learning activities used by teachers to enhance curriculum instruction?
6. What kind of assessment/feedback measures used by teachers during and after curriculum instruction?
7. What professional documents do teachers possess to support curriculum instruction?
8. Do teachers possess relevant academic and professional qualifications to enhance curriculum instruction?

1.6 Assumptions of the study

1. All stakeholders supported teachers to effectively deliver the curriculum.
2. All teachers had professional records to support curriculum delivery in C.R.E.
3. All respondents cooperated and provided reliable responses.

1.7 Justification of the study

For Kenya to realize a globally competitive quality education system, qualified teachers are needed in the classrooms at all levels. The teaching of Religious Education helps the learners to understand the world in which they live and grow, it helps them reflect on what they like and what they dislike, what is important to them and why they do things they do. It is a core subject and a vital element of curriculum where individuals are to develop themselves intellectually, physically, socially, emotionally and spiritually, especially in current wake of moral decay in societies.

Many curriculum Projects in Africa have ignored the role of the teacher and the end result has usually been a disastrous failure. Teacher training curricular do not adequately address issues pertinent to secondary school teaching, hence requiring teachers to be resourceful and creative to use curriculum delivery practices that best address their own situation for academic achievement of their learners.

Shulman, (1986) argued that developing general pedagogical skills was insufficient for preparing content teachers as was education that stressed only content knowledge, in his view, the key to distinguishing the knowledge base of teaching rested at the intersection of content and pedagogy.

Calderhead, (1984) posited that teachers' responsibility on all that takes place in class are held responsible and that learning outcomes are made possible if teacher's are fully committed to their work, which may "reflect external influences and constraints and be at

odds with their preferred practice”. He elaborated by stating that it is the place where a lot of events take place, which conforms to what they acquired in their training colleges, it is how they do that matters and thus the MOEST, the school and parents expect a lot from them.

According to the Quality Assurance and Standards Circular No.1 2009 whose subject was “effective supervision of curriculum delivery”. The circular indicated that recent field visits and assessment by senior officers from the Ministry of Education and particularly QASO’s have revealed cases of serious laxity in teacher preparation, these preparation ceased in many at a time when they did their teaching practice.

The MOEST through the QASO’s are mandated with the responsibility of ensuring that there is effective implementation and delivery of the curricular in all institutions. It is mandatory that QASO’s assess the quality of day to day curricular delivery processes, these assessments are critical to the achievement of required knowledge, skills and competencies amongst the learners. Effective curriculum delivery is possible if the following areas are strengthened by both teachers and the various stakeholders. Hence:-

1. Curriculum specialists must utilize the say that ‘no education system is better than its teachers’.
2. It is the teachers who translate the broad general curriculum goals into instructional objectives.
3. It is the teacher who finally decides the arrangement of learning experiences and methods of presenting content (Tyler, 1949).

Gross et. al. (1971) observed that for effective curriculum, there is need to consider the quality of implementers (teachers) who are charged with the responsibility of putting the curriculum into practical terms. The fact that C.R.E curriculum emphasizes students' centeredness instead of teacher centeredness means it has major implications in the way C.R.E teachers and students interact.

Nwagwu (Undated: 26) argues that : expertise of curriculum designers and developers is not enough to bring success. Success becomes possible only with the co-operation and active involvement of teachers who are the sole executors of the curriculum in their respective classrooms. Such participation by the teachers must be enlightened and based on a conviction, and coerced, half- hearted involvement.

Recent K.N.E.C (2010) reports, on C.R.E performance indicated that teachers had not covered the syllabus adequately. The specific areas candidates performed poorly was the African Religious Heritage and that the subject's performance was not steady. The Report stated that the poor performance was due to lack of objectivity on the side of the teachers and the candidates lacked the ability to apply their academic knowledge to real life situations.

It was recommended that the teaching of the subject should go beyond the presentation of facts. Walaba, (2004) cited some of the problems associated with the teaching of C.R.E, these included; negligence of traditional beliefs and culture, teaching methods were not

child or learner centred, the competency of the subject teachers was questionable and effective teaching methods were not yet well developed.

Kimosop, (2008:140) in the study of “factors impacting curriculum implementation of C.R.E in Baringo district”, observed that students shunned C.R.E because teachers used boring methods like reading Bible texts throughout the lesson which was a monotony and that the subject is meant for those aspiring to become Bishops, Reverends ,Pastors and Evangelists. In the same study, the principals expressed concern over shortage of Geography, History and Government and C.R.E teachers. To them, this affected the quality of teaching hence lowering academic performance.

However, all teachers should be able to understand that they are not an island unto themselves, the educational philosophy and the uniqueness of their schools should be the guiding force behind what takes place in their classrooms.

1.8 Significance of the study

Even as research began to document that teachers matter, there is less certainty about what attributes of teachers that make the most difference in raising the learners’ academic achievement through adequate preparation in curriculum instruction. Numerous studies have estimated the relationship between teachers’ characteristics such as work experience and academic performance and their value added to learners’ academic achievement, but, few have explored whether teacher preparedness enhances instructional practices.

Curriculum implementation requires updated research so as to consider changes that can be used to effect changes in its review and adoption. The study revealed some of the areas that can guide achieve this. In an effort to improve quality education, the stakeholders can use the study to come up with better ways to improve current or future curriculums for example the need for teachers to plan for better classroom instruction and to accomplish the required instructional objectives together with the intended content. Classroom instruction can be inadequate without adequate resources and appropriate teaching methods/learning activities, the findings from the study would help teachers consider this so as to improve their classroom instruction. The research findings on assessment and feedback measures used by teachers can be a challenge to academic achievement .The Kenya National Examination Council can use this to advice teachers on how to improve evaluation measures used during their classroom instruction.

The Kenyan teacher ought to use their pedagogical skills acquired during their training to strengthen quality classroom instruction for better acquisition of knowledge by the learners. Therefore basing on the above significances:-

1. This study has unearthed the needy gritty areas which C.R.E teachers may require to reflect once again on their instructional practices and to devise methods of making their lessons clearer.
2. The study is also of help to the QASO's for they will strengthen their supervisory roles so as to advice teachers on ways of improving classroom instruction to improve on quality education.

3. The findings of the study would help in improving the pedagogy of C.R.E. Some of the areas to be addressed that threatens the performance of C.R.E include, inadequate coverage of the syllabus, negative attitude of the students towards C.R.E, poor teaching by C.R.E teachers and inadequate use of teaching /learning resources.
4. It would help curriculum developers come up with guidelines to assist teachers improve on classroom instructional processes.
5. It would also act as a base of knowledge for future research in Kenya.
6. The study would help policy makers in education and curriculum developers to;
 - i. Advice on how C.R.E teachers should implement the C.R.E curriculum in Kenya especially where the objectives have not been achieved.
 - ii. Give advice on the challenges faced by C.R.E teachers in their classrooms as they adhere to educational policy reforms initiated by MOEST.
 - iii. Include in their in-service, workshops and seminars some relevant skills that teachers require during curriculum delivery.
 - iv. Understand better the practices that teachers incorporate while teaching and to inform them about the teachers' professional knowledge, in terms of their content, pedagogical and curricular knowledge, this will lead to improved and relevant classroom practices, that will lead to improved performance and valuing of the subject by students.
7. The results would help curriculum developers to look into issues affecting the teachers so as to solve them for effective curriculum delivery.

1.9 Scope of the study

This study was basically concerned with establishing teacher preparedness in curriculum delivery processes for effective instruction in C.R.E, it was confined to teachers instructional preparation procedures before, during and after teaching. It majorly considered the parameters that helped boost proper classroom instruction for example the use of instructional resources, proper selection of appropriate teaching methods/learning activities and setting of the instructional objectives. This lead to confirmation of the extent of the syllabus coverage.

The study was conducted in forty five (45) selected schools out of a possible fifty five (55) schools who had done K.C.S.E for a consecutive period of five years using simple random and purposive sampling to select the participating schools and the study population. Forty five (45) form four CRE teachers and three hundred (300) form four students and six(6) DQASO's participated in the study. The data was collected using questionnaires, interview schedule, observation and document analysis.

1.10 Delimitations of the study

Many factors contribute to effective teaching, but the study limited itself to the teacher preparedness in curriculum delivery processes for effective instruction in C.R.E in Baringo county public schools which involved majorly on teaching /learning processes.

It was limited to teacher preparation and content presentation using various pedagogical skills and delivery practices in the advent of achieving instructional objectives, which was based on the assumption that teachers were knowledgeable in. The learners academic

attainment was depicted by documented evidence in form of mean grades of C.R.E in K.C.S.E for the various schools for the last five years. Students' and teachers' responses were largely relied upon in the provision of the information.

There is a dearth in literature on curriculum delivery practices in C.R.E, many areas researched dealt with teaching methodologies and basically the review was drawn within and outside Kenya.

1.11 Theoretical framework

The theoretical framework of the study was based on Clandinin and Connelly's, (1995) notion of teachers' "Professional knowledge Landscape".

They used landscape as a metaphor to mean an area that can be seen when looking across, and having 'a sense of expansiveness, and the possibility of being filled with diverse people, things and events in relationships'.

They reiterated that professional knowledge is rooted in their multiple identities, thus the study tackled various areas that not only concentrated on knowledge but various issues that are related to the teachers' work. Using the metaphor 'landscape' the study examined the teachers' work which included realization of the objectives during curriculum delivery with the help of organization of appropriate objectives, structuring the content to be presented, the amount of the syllabus coverage, selection of relevant teaching methodologies/learning activities and the type of assessment/feedback measures used by teachers. All these were geared towards influencing effective curriculum

instruction, the influence largely depended on teachers' competence on delivery of the curriculum, and this searched for answers to a question posed by Smith, (1995), as to what do effective teachers do in the classroom? All these are a major part of the landscape.

Clandinin and Connelly, (1987) explored different terms and understanding of teachers' knowledge. They implied teachers' understanding to mean "beliefs about a curriculum and students in terms of classroom activities and teachers' learning priorities for children and the connections between them"(Clandinin and Connelly, 1987:489). They further indicated that in their teaching, teachers have some principles that guide them in their interactive behaviour as they deliver the curriculum.

They observed that the teacher is the agent in the curriculum implementation process, and as professionals, the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus, they refer to this as the "teachers' professional knowledge", this puts teachers to be involved in curriculum delivery process. The professional knowledge involves the teachers' knowledge of students on what students need and what the curriculum is expected to achieve from them. They further observed that when teachers deliver the curriculum, they involve various activities in their teaching.

The above theory is supported by Piaget's theory expounded by Wadsworth, (1984) which suggested that teaching methods and materials should be consistent with children's level of development, these mental interactions of the child with the environment that

permit construction are school related factors in cognitive development. The act of constructing is the essence of the intellectual development that is related to the teacher's curriculum delivery where they take charge of the learning experiences in class by deciding on the teaching approaches that best suits learners of different levels.

This is in line with Blooms (1956) taxonomy of learning that deals with objectives which involve intellectual (mental) abilities. In education, Piaget stated that:... so we need pupils who are active, who learn early to find out by themselves, partly by their own spontaneous activity ...who learn early to tell what is verifiable and what is simply the first idea to come to them (Piaget ,1964:5).

Piaget's view on cognitive reorganization resulting from assimilation and accommodation can come through the actions of the child, through the help of the teacher. He asserts that assimilation and accommodation of actions are always under internal control and the reorganization of cognitive structures.

This is accelerated during the stage of concrete operations, where manipulation of objects and materials in dealing with concepts are learned, during this stage, concrete experience that result in reflective abstraction generate conceptual development (Wadsworth, 1984). It is the responsibility of the teacher during curriculum delivery to organize the learning process to be more meaningful to the learners as posited by Wadsworth (1984) that ... school experience can have an impact on children's acquisition of knowledge if teaching

practices are brought in line with children's ways of learning ...most Piagetians agree that teachers can help facilitate cognitive development...(Wadsworth ,1984:197).

The theory was related to young growing children, but it is relevant to adults as well, in that the attainment of formal operations, in young children develop logical concepts which use concrete experiences in the development of concepts, this is required in adults when using such experience to develop new physical knowledge, this is aided by the fact that the teacher, while using instructional processes can unearth the learning experiences that enable him/her achieve the learning objectives.

A teacher who is able to recognize this conceptualization in classroom practices can help a poor performer by varying the curriculum delivery practices, Piaget's theory holds that experiences are necessary for intellectual development. The experiences are to be organized by the teacher in order to impart knowledge to the learner to attain learner's academic achievement. Thus the two theories acted as a guide to the present study on how teachers planned their curriculum delivery processes for effective C.R.E classroom instruction considering learner potentialities.

1.12 Conceptual framework

Curriculum implementation which involves teachers' delivery of content entails putting into practice by planning the instruction of the officially prescribed courses of study, syllabuses and subjects to help the learner acquire knowledge. The learner is at the centre stage in the curriculum delivery process. It takes place as the learner acquires the planned

or intended experiences, knowledge, skills and ideas (University of Zimbabwe, 1995:8). Whitaker (1979) asserts in the University of Zimbabwe (1995:6) module that the teacher is the implementer who selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. He elaborates that the teacher translates it into syllabuses, schemes of work and lessons to be delivered to students, and that it is imperative that the teacher understands the curriculum document or syllabus well in order to implement it effectively.

The model below on systems approach by Gerlach and Ely,(1980) shows an approach that guides teachers on classroom practices and their inter-relationships, which involves a systematic design of instruction with clearly stated objectives, proper selection of media based on their potential for implementing those objectives as well as following the sequences of activities.

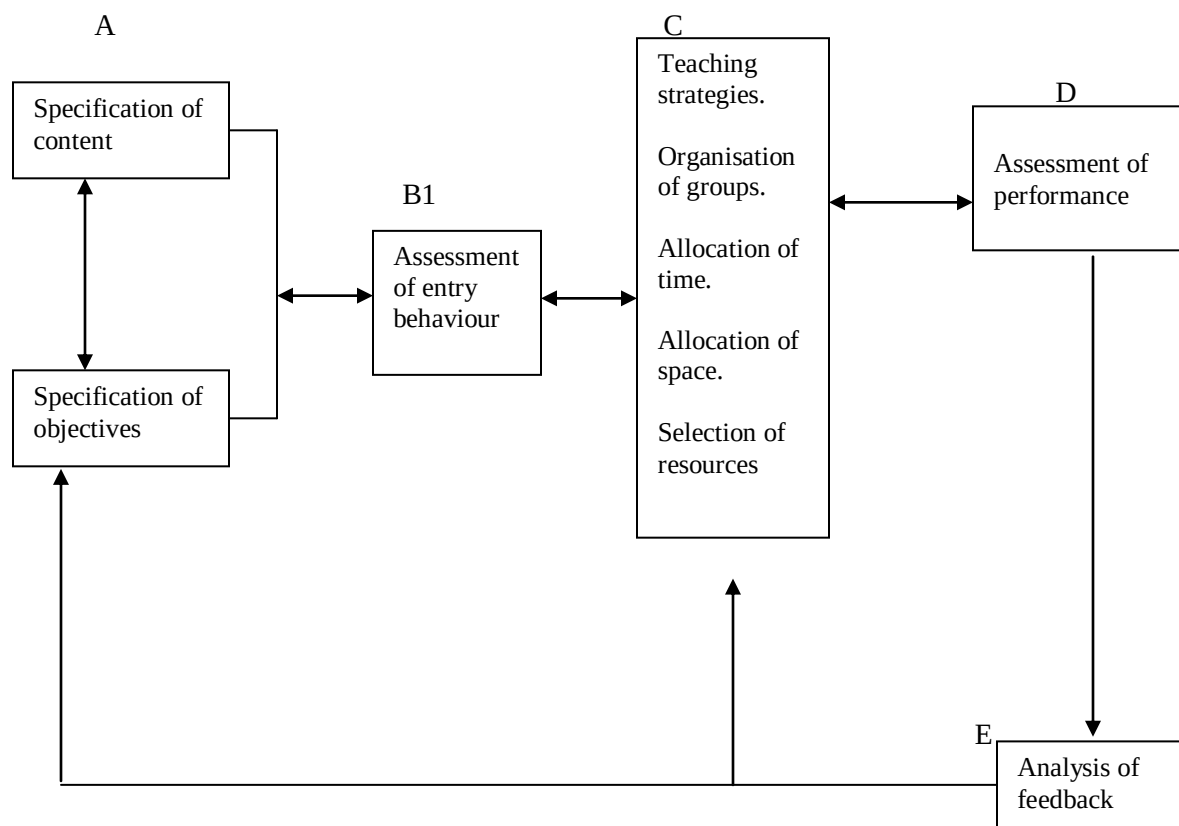


Figure 1.1: A model of systematic approach to classroom teaching

Source: Adopted from Gerlach V.S & Ely D.P (1980)

The system pays attention to the following areas:-

Content

The teacher selects the content to help the students attain the specified objectives. The content is specified in the syllabus book.

Objectives

From the general objectives in the syllabus book, the teacher states the specified objectives of what the learners should achieve at the end of the lesson. It is related to the topic under study.

Entering behaviour

This refers to the background and the level of achievement of the learners. The teacher monitors and finds out what each knows about the topic to be taught.

This helps the teacher know the needs of the learners, to decide where to start and plan accordingly on “what” to teach and “how” to teach it, this will enable the teacher to attend to the needs of individual differences in learners. This can be done using a pre-test to test the entry behaviour before the actual teaching commences.

Teaching strategies

These refers to teacher’s approach to teaching, it involves the selection of the appropriate teaching methods and preparation of learning resources, organizing students into groups, space, time allocation and activities in order to attain the objectives of the lesson. All these elements must work in a harmonious balance so as to achieve the targeted objectives.

Evaluation of performance

The teacher evaluates to find out if the objectives of the learners have achieved the intended objectives, this is done by subjecting the learners to answer questions in class or administering written exercises.

Analysis of performance (feedback)

This is where the teacher examines components A-D, to ensure that he/she has achieved the intended goals of teaching, or establishes where one has not done well.

Feedback information is used as a measure of the degree to which objectives have been achieved. If they have not been achieved, then it calls for the teacher to re-examine an appropriate teaching method, use suitable materials and re-design the objectives.

The application of this system is that, educational administrators, curriculum planners policy makers and teachers need to think in terms of systems approach in order to consider the variables, components and relationships surrounding and contributing to our systems of education. This can be applied in all planning, implementation and evaluation stages to determine the success of instructional objectives using:

1. Definition of objectives
2. Selection of media
3. Coordination of teaching and learning activities
4. Use of appropriate instructional design

The system hence, makes the teachers become decision makers in that it gives them power to select appropriate teaching and learning strategies ,this is made possible if teachers plan their teaching in totality from an open system way of approach, for example in using the syllabus book the teacher will sequence the teaching from one stage to the other.

1.13 Definition of key operational terms

- | | |
|--------------------------------------|---|
| Curriculum | - Planned experiences offered to the learner under the guidance of the school. It is planned to enable the student acquire and develop the desired knowledge, skills and attitudes. |
| Curriculum delivery processes | - Presentation of subject content. |

Curriculum Instruction	- This is the means by which an individual intentionally influences the learning of another individual by structuring the learner's environment so that the latter can acquire some desired objectives.
Efficacy	- The ability to produce desired results by teachers
Implementation	- Putting educational changes or innovations and practices within the school system.
Instructional achievement	- Learning outcomes.
Instructional process	- A sequence of activities that a teacher goes through in teaching a particular topic. They include preparation for teaching and assessment.
Instructional resources	- Anything that facilitates learning. These include teachers, other persons, materials and equipment that may be used by the learner singly or in combination to facilitate learning.
Pedagogy	- Process of teaching where the teacher facilitates learners to actively participate in.
Pedagogical content	- Teacher's interpretation and transformation of subject-matter knowledge in the context of facilitating student learning.
Instructional practices	- Predictable patterns of teacher's behaviour that are recurrent in the process of teaching and learning in various classroom situations in which they endeavour to impart the necessary knowledge and skills .
Teacher preparedness	- Teacher's interpretation of curriculum goals, organization of curriculum content and organizing learning experiences.
Teaching competency	- Ability to plan and prepare lessons well.

Teaching techniques

- The way the teacher presents subject matter to the students.

1.14 Summary

The Introductory part of chapter one shows the different areas that are taught in C.R.E, and provides the appropriate approaches to be used in its teaching, which requires teachers' preparation to deliver effectively, and the subsequent areas indicates the background information, statement of the problem, research objectives and questions, assumptions of the study, justification of the study, scope, limitations, theoretical framework, conceptual framework and operational definition of terms.

The next chapter will deal with discussions of related literature on views of people concerning teacher preparedness on classroom practices that enhances teaching and how it influences academic achievement.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of information from research studies, books, reports, and policy statements on implementation of curriculums, with a major focus on how teachers prepared for effective curriculum delivery processes for effective C.R.E instruction. The discussion was based on the theoretical framework's theme on teachers' "professional knowledge landscape" advanced by Clandinin & Connelly, (1995) where the teachers professional knowledge is linked with multiple identities that are related to the teachers activities in the classroom. It focused on teachers' subject, pedagogical and curricular knowledge which comprised the major part of the landscape in the study.

The following sub-headings helped uncover the main areas of the literature review:

2.2 General literature on pedagogical, curriculum knowledge and effective teaching

Teachers carry a big responsibility in trying to achieve education goals. Students depend on them in realization of their end results. To achieve this, some factors discussed below enable teachers to teach effectively and thus form a foundation for attainment of good classroom instruction.

2.2.1 Teachers' readiness in pedagogical knowledge

Curriculum entails putting into practice the officially prescribed courses of study in the syllabus. The process involves helping the learner acquire knowledge or experience, it cannot take place without the learner, and therefore the learner is the central figure in the curriculum delivery process. It takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitude that are aimed at enabling the same learner to function effectively in a society (University of Zimbabwe, 1995:8).

Mastery of subject matter and pedagogical knowledge explains why some teachers are more effective than others. Darling ,(1999) refers to studies which have correlated teachers' courses in subject matter areas and scores on subject matter tests with student achievement, she concludes that the former show positive effects more frequently than the latter. Byrne, (1983) suggested that subject matter mastery is likely to interact positively with knowledge on how to teach the subject.

Shulman, (1986) criticized the sharp division between subject matter mastery and teachers pedagogical skills where he introduced the concept of pedagogical content knowledge, briefly as 'subject matter knowledge for teaching', he stated that pedagogical content knowledge is about selection of topics, useful forms of presentation, analogies, illustration, examples, explanations and demonstrations.

Pedagogical content knowledge also includes understanding of what makes the learning of specific topics easy or difficult, including knowledge about conceptions and

misconceptions that students bring to the subject, teachers never took heed of the application to classroom instruction. The assumption is that ‘deep knowledge’ about the content and structure of a subject matter area is the crucial precondition for teachers’ reliance on pedagogical content knowledge in their teaching which should be taught in a sequential manner. An additional component by the researcher that links with pedagogy is the knowledge of the appropriate use of strategic knowledge on the application of teaching strategies and its influence on curriculum instruction is lacking in most classrooms.

The main components of pedagogical content knowledge to be filled by the study are:

1. Knowledge of instructional methods
2. The knowledge of tasks to be delivered to the students.
3. Knowledge of prior students’ knowledge.

They established that teachers with pedagogical knowledge when real-life teaching is used tend to have broader repertoire of strategies to make learning better. They also indicated that deep knowledge of the subject matter is indeed the critical precondition for pedagogical content knowledge. All these were not related to how it influenced classroom instruction which the study established.

Research has indicated that teachers’ beliefs about their own level of competence and their sense of self-efficacy affect their practice and students’ performance (Bandura, 1997). He elaborates by saying that when teachers have a high sense of self-efficacy they

are more creative in their work, intensify their efforts when their performance fall short of their goals and persist longer. Teachers' perceived self-efficacy not only affects students' motivation directly but also indirectly via the instructional strategies teachers use to create a supportive learning environment (Dembo and Gibson, 1985).

Most studies have found a positive relation between teachers' efficacy beliefs and student cognitive outcomes, such as achievement in core subjects, performance and skills (Moore and Esselman, 1994). Teachers with an influential sense of efficacy tend to show greater levels of planning and organization, and are more open to new ideas and more willing to experiment new methods, work longer with students who are struggling, and exhibit greater enthusiasm for teaching (Woolfolk, 2001).

Teachers ought to have understanding of the subject content because it makes them deliver the lessons well by structuring the content to be delivered. Teachers' knowledge of the subject matter helps them to make their teaching easy and accessible to the learners (McNeil, 1983:125) , he elaborates by saying that when teachers lack content or the knowledge of the subject, they deliver the content haphazardly, thus creating dominance of knowledge, this may mislead the learners, because they may deliver it in a complex way. The study revealed that teachers never followed any sequence in their classroom instruction.

2.2.2 Teaching effectiveness

Whereas teacher effectiveness deals with characteristics of teachers, teaching effectiveness concern the teaching process. Teaching involves classrooms management, lesson preparation and organization of teaching and learning activities, creating and maintaining a certain climate for evaluation and feedback for attainment of learners' academic achievement. The teacher should be able to achieve this through proper planning.

Brophy (2001) distinguished 12 principles of effective teaching:

1. Supportive classrooms climate: students learn best within cohesion and caring learning communities. The role of the teacher as a model and socializer is emphasized.
2. Opportunity to learn: Students learn more when most of the available time is allocated to curriculum related activities and the classroom management system emphasizes maintaining students' engagement in those activities.
3. Curricular alignment: All components of the curriculum are aligned to create a cohesive programme for accomplishing instructional purpose and goals.
4. Establishing learning orientations: Teachers can prepare students for learning by providing an initial structure to clarify intended outcomes.
5. Coherent content: To facilitate meaningful learning and retention, content is explained clearly and developed with an emphasis on its structure and connections. When making presentations, providing explanations, or giving demonstration, effective teachers project enthusiasm for the content and organize and sequence it so

as to maximize its clarity and “Learner friendliness”.

6. Thoughtful discourse: Questions are planned to engage students in sustained discourse structured around powerful ideas.
7. Practice and application activities: Students need sufficient opportunities to practice and apply what they are learning and to receive improvement –oriented feedback.
8. Scaffolding students’ task engagement: The teacher provides whatever assistance students need to enable them to engage in learning activities productively.
9. Strategy teaching: The teacher models and instructs students in learning and self-regulation are sought in contexts like problem solving and general learning and study skills.
10. Co-operative learning: Students often benefit from working in parts or small groups to build understanding or help one another master skills.
11. Goal – oriented assessment: The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals.
12. Achievement expectations: The teacher establishes and follows through an appropriate expectation for learning outcomes.

The above principles if used well will enable teachers to structure the teaching using instructional strategies to enable them come up with meaningful learning outcomes. Baumert, Blum and Neubrand, (2001) interpret instruction as an opportunity structure for insightful learning by saying that: “This means that instructional materials, task materials, task selection, and instructional process are analyzed from the perspective of whether they foster or obstruct active individual knowledge acquisition ...dimensions of this

opportunity structure include the safeguarding of the social action framework by means of appropriate classroom management; pacing and range of learning opportunities (quantity of instruction ; general instructional quality in particular the didactical quality of the structure and realization of the instruction, and the quality of teacher –student and student relations”. The above quote allows the teacher to plan what is to be taught with the learner in mind so as to achieve instructional goals.

Teachers are responsible for effectively planning and teaching the required curriculum as directed and for assessing student mastery with a variety of assessment tools .To support learning of the required curriculum, teachers should involve students in the learning process, determine students’ learning strengths and needs, communicate learning strengths and needs to students, parents and others, encourage parents to support learning of the curriculum and to participate in the training needed to effectively carry out these functions. The teacher must create a warm and protective environment but at the same time be professional. If students feel secure in the classroom, the result will be shown in the academic progress.

Holt, (1964: 168-179) addressed the question on how children fail and he proceeded to analyze the state of schools and education in the U.S.A. He concluded that schools did not recognize the living quality of education. He highlighted the boring nature of repetitive tasks, the dishonesty of teachers with schooling and with themselves, the limiting knowledge and ultimately the coercive nature of schooling. The study highlighted on the instructional skills used by teachers which can be boring nature of

repetitive tasks. This requires teachers to vary the instructional skills to enable learners understand the content passed to them.

The comments given by Holt (1964) are important for it will reflect a classroom that reflects teachers' knowledge, enthusiasm and the responsibility for creating a learning atmosphere that will make students have a desire to learn and to be inquisitive to know what is offered by the teacher. Teachers need to adjust their thinking about the nature of teaching. He elaborated by saying that, the classroom environment should reflect teacher's reflective practices that would accelerate learning environment, when taking the reflective role, teachers can enjoy the process of teaching by sharing their knowledge through the creation of a reflective classroom. In such an environment the knowledge is shared, students and teachers all become learners, discovering the world of the subject, because the teacher who is willing to share his knowledge unconditionally will be stepping towards the effective classroom.

The passion that a teacher has for the subject will create a good learning atmosphere. If the teacher goes unprepared, unwilling to share, unfocused on the process of encouraging and stimulating interest and a thirst for further knowledge then that teaching is shirking the responsibility of being a teacher (Fried ,1995). He reiterated further that teaching is not only transferring information, but engaging the minds of the student to seek answers in the process of learning, this is possible if teachers are competent in their pedagogical skills. Teachers sometimes fail to do this because they lack the skills to do so as established in the study.

The effective teacher will be one who engages with the students in the class in a way that highlights respect and an acknowledgement of the learning process that is in place. The teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with the members of the class, who is prepared so that he/she is also a part of the learning cycle, will be setting up a relationship which will encourage a good learning environment.

All teachers have a responsibility to contribute to the development and /or refinement of written curriculum, and also to teach the curriculum once written. Teachers are expected to teach and assess the expectations as aligned and articulated in their subject areas, curriculum guides as well as any required activities as directed.

Wolk, (2001 p.59) highlights by emphasizing that teachers ‘who are passionate about learning ...create an infectious classroom environment. Strong et. al (1995:9-11) put forward the acronym SCORE to suggest a model of teachers’ engagement in teaching.

S – The **success** of mastery of the subject that you teach.

C – The **curiosity** that every teacher should have entrenched in their teaching. A teacher who is not curious has lost a critical portion of the passion for learning.

O – **Originality** – a teacher who is passionate about the teaching process will be creative, will be constantly seeking new ways of engaging and challenging students.

R – **Relationships** are central to the effective classroom and teachers are crucial in the nurturing of opportunities for students to engage with subjects that can lead to a life-long interaction with the subject.

E – To maintain this process the teacher needs Energy. This is something that schools do not always provide, and teachers in general need the time to reflect, to re-energize and to regenerate their focus on the learning process. It is an essential ingredient in the effective classroom which is too often ignored.

(SCORE, acronym adapted from Strong et.al (1995: 9 – 11).

2.2.3 The advent of instructional processes

During the ancient education in about 3000 BC, with the advent of writing, education became more conscious or self reflecting, with specialized occupations requiring particular skills and knowledge on how to be a scribe, an astronomer, etc. Philosophy in ancient Greece led to questions of educational method entering national discourse. In his Republic, Plato describes a system of construction that he felt would lead to ideal state. In his Dialogues, Plato describes the Socratic method.

It has been the intent of many educators since then, such as the Roman educator Quintilian, to find specific, interesting ways to encourage students to use their intelligence and to help them to learn (WIKIPEDIA). In medieval education, Comenius; in Bohemia, wanted all boys and girls to learn. In his book ‘The World in Pictures’, he gave the first vivid, illustrated textbook which contained much that children would be familiar with in everyday life, and use it to teach the academic subjects they needed to know. Rabelais described how the student Gargantua learned about the world, and what is in it he elaborates that learning should be through experience or through purposeful activity.

This has influenced education practice in Kenya in that teacher trainees are drilled on the practice of developing the lessons starting from known to unknown and that topics of various subjects take into considerations the learners' interests. Much later, Jean Jacques Rousseau in his *Emile*, presented methodology to teach children elements of science and much more in it, his famously eschewed books, saying, the world is 'one's book'. He is considered the father of child centred education, he believed that the child is the centre of the learning process and that his needs and interests at all times must be considered, the curriculum developers have focused on child's growth and development and even at upper levels of learning.

There was also Johann Heinrich Pestalozzi of Switzerland, whose methodology during Napoleonic Warfare enabled refugee children, of a class believed to be unteachable, to learn and love to learn. He felt the key to have children learn is for them to be loved, but his method, though transmitted later in the school for educator he founded, has been thought "too unclear to be taught today". One result was when he would ask, "children, do you want to learn more or go to sleep?" they would reply, learn more.

He elaborates that the progress should be from concrete to abstract; from particular to general (inductive method) (WIKIPEDIA). The life approach method in the teaching of CRE befits this, however this method as it is recommended has not been used well by CRE teachers (Groenewegen, 1990). This has influenced education in Kenya because the induction method is one of the many methods used in teaching in Kenya, in order to

engage the learner in the learning process the pupil activity is given prominence in lesson planning. The child is still highly regarded in the progress of education.

In the 19th century when education was made compulsory in the Prussian education system, it required additional classroom management skills to be incorporated into the teaching process, this has served as a model in a number of countries like Japan and the United States. In the 20th century, the philosopher, Eli Siegel, who believed that all children are equally capable of learning regardless of ethnic background or social class, stated: “The purpose of all education is to Like the world through knowing it”. (WIKIPEDIA).

This is a goal which is implicit in previous educators, but in this principle, it is made conscious, and with this principle at basis, teachers, predominantly in New York, have found that students learn the curriculum with the kind of eagerness that Pestalozzi describes for his students at Stanz centuries earlier. Many current teaching philosophies are aimed at fulfilling the precepts of a curriculum on Specially Designed Academic Instruction (SDAI) where the learner is at the centre stage of teaching/learning process. This is to be used in regular classrooms in the modern world.

2.2.4 Teacher preparation

Brown et. al. (1994) stated that no matter how kind, amiable and well meaning a teacher may be, he or she cannot possibly succeed unless he/she has a thorough knowledge of the subject matter he/she is teaching and a good general knowledge, this involves curriculum

planning. Teaching does not happen accidentally, and for it to be effective it needs thorough planning and preparation.

Curriculum planning means all the stages of preparation of curriculum documents before they are actually used by the students through the assistance of the teacher. It involves the preparation of the lesson by putting in place a lesson plan, schemes of work, teaching aids and assessment tools, and use of the appropriate methods of teaching. It is expected that curriculum instruction will be based on sound teaching principles grounded in education research. The curriculum instructional process according to Curriculum plan for Eustace ISD (n.d) is to include:-

1. Establishment of a school climate conducive to learning.
2. Implementation of research-based practices/strategies to teach the curriculum.
3. The expectation that all students can be successful and will perform at high levels of learning.
4. Varying the time for learning according to the students' needs.
5. Having both staff members and students take responsibility for learning.
6. Determining students' current skills/learning to guide instruction at appropriate levels.
7. Basing instructional decisional on student achievement data.
8. Matching instructional strategies and assessments to the expectations.
9. Teaching to the expectations using approaches to meet a variety of learning styles.

10. Providing progression to a more challenging level for students who master the expectations.
11. Providing re-teach /acceleration opportunities for students who do not attain mastery.
12. Using technology as a tool to teach and learn the required curriculum
13. On-going assessment of the impact of the design of the curriculum (written, taught and tested) on student achievement.

In this study teachers' preparedness in curriculum delivery processes was measured by the ability of the teacher to interpret, plan and implement the professional documents by following the procedures required and to ensure that the instructional objectives are accomplished by assessing the learner through the right evaluation measures to enable get feedback. The study established that this was not adequately done.

Curriculum instruction entails three main stages and the teacher is the pivotal figure who sees the implementation of these stages where each stage is confirmed by the performance of the other through proper classroom instruction.

(A) Preparation stage, which entailed;

- (i) Identification of the content to be covered in the syllabus and breaking it down into topics
- (ii) Lesson planning
- (iii) Scheming
- (iv) Objective setting

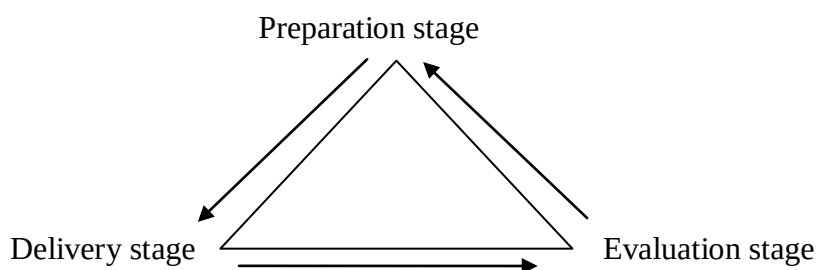
(B) Delivery Stage

- (i) Selection of appropriate teaching methodologies
- (ii) Use of teaching/learning materials

(C) Evaluation stage

- (i) Assessment/evaluation measures used
- (ii) Feedback measures used

The three stages of the curriculum delivery processes is synonymous to a fire place supported by three stones, each stone matters, as it plays equal role as the others.



2.2.5 Empirical literature in support of the theories

Day (1999:22) argues that ‘teaching is more than a craft’, suggesting it is an ‘educational science and pedagogical art’ he further elaborated that a model for reflective professionalism includes the following key words. ‘Learning, participation, collaboration, co-operation and activism’. These are ideas that effective curriculum delivery by teachers should keep as touch stones for their practice, thus teachers’ knowledge “arises from the need to comprehend the complexity of a particular context with sufficient accuracy to be able to act efficaciously in it...(and)...knowledge that works in a classroom involves tacit consensus between the teacher and learners about their mutual expectations”(Bolter, 1983:298).

Learners are critical elements in curriculum delivery, while teachers are the arbiters of the classroom practices, hence must possess knowledge that is to be delivered during their classroom teaching. In relation to the theories, Shulman (1986, 2004) posited that teachers require three categories of knowledge; subject matter, pedagogical and curriculum knowledge. On subject matter, he observed that a teacher must have a mastery of content so as to handle critical questions of the students, their creative ideas, and their own attempts at interpretation and a synthesis in the project method, it is pre-requisite for teaching since they must have adequate content knowledge so as to make teaching meaningful to the learners. Teachers are supposed to guide students in terms of misinterpretations they may hold in the process of learning.

According to Tyler, (1949), learning takes place through experience, which a learner makes reactions to the environments in which a learner is placed, Shiundu and Omulando (1992) elaborated on the experiences to include for example, teaching methods, resource persons and activities that enable the learner to interact within the given setting. Teachers participate in curriculum delivery by deciding how students should actively participate in lessons taught. When teaching, teachers interpret situations, offer solutions and make decisions to classroom problems that come up.

On pedagogical knowledge, Hunkins, (1985:248) puts it that, “those who are planning experiences actually are involved in also planning on what teaching approaches to employ with various students and what educational activities to provide”, this was established in the study on the extent teachers effect curriculum delivery practices, for

example C.R.E teachers were found not efficient with the pedagogical skills that was necessary to disseminate knowledge to the learners for them to realize the intended goals. Paisey and Paisey, (1987:43) noted that: Unless teachers move with times keeping upto date with the knowledge and its associated teaching approaches, the quality of teaching they provide is likely to decline. It is upon the teachers to select the most suitable curriculum delivery processes that befit the topic(s) chosen at hand. Curriculum delivery can only succeed if the right curriculum delivery practices of teaching are applied.

The last form of professional knowledge in the landscape is the curricular knowledge, according to Shulman,(1986,2004) curriculum content consists of the subject matter, which is used as a vehicle for achieving curriculum goals, Shiundu and Omulando, (1992) defined content as knowledge, skills, attitudes and values to be learned. It is the specialized arrangement(s) of knowledge for purposes of curriculum delivery within the curriculum. They observed further that overall curriculum pattern has its implication for the planning of courses and units within it.

They stressed that before processing the ‘what’, the content selected, organized and sequenced is all done so that an individual student will become fully functioning. They elaborated by saying that, the teachers are better placed to deliver the curriculum, because they know their students better, at the same time they are the ones who know the school classroom situation under which a particular curriculum is to be delivered.

Clandinin and Connely (1995) emphasizes the significance of content and pedagogical knowledge. He observed that if teachers have mastery of content knowledge, they will be able to come up with explanations and activities for students, and also be able to cater for individual differences.

Erickson, (1987) argued that curriculum delivery and its organization are made prior to the first day of class and reflect the depth and breadth of a teachers' understanding about the long lasting relevance of selected units of information.

Oberg, (1991:302) added that the primary influence on the teachers' curriculum delivery is their perception on student needs, characteristics, responses and the teachers' own background, preferences and skills. The various forms of teachers' professional knowledge are relevant to the study for it tries to explain how teachers with the use of varied curriculum delivery processes help learners to achieve instructional objectives by changing the learners' behaviour and hence acquire new knowledge that boosts good performance.

The key areas that the theoretical framework have a link within the study are content knowledge, knowledge of learners and learning, knowledge of general pedagogy, knowledge of curriculum and teachers' knowledge of context and knowledge of self.

Grossman, (1995) says that pedagogical general knowledge refers to the teachers' knowledge of the classroom in terms of how they organize and manage their class and how they apply the general methods of teaching, this is relevant to the study for it

elaborates on how teachers used the varied teaching approaches and how it influenced on learners achievement, and the teachers' knowledge of self refers to the teachers' knowledge of their personal values, dispositions, strengths and weakness.

It also involves the teachers' educational philosophy, and their purposes for teaching, for example how do teachers perform in their profession? Do teachers teach to improve learners' achievement? Do teachers correct any weakness in teaching? Teachers' knowledge plays an important role in realizing curriculum goals. Keys, (2007) observed that teachers' curriculum delivery and beliefs can impact on the intended curriculum, which should be seen in the teachers' techniques and strategies in the classroom. The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place. The curriculum that is enacted in classrooms is to a large scale different from the one mandated by MOEST and curriculum developers.

The effective teacher is suppose to orchestrate the music of the classroom, turning 'yeats, foul rag and bone shop' into an environment of excitement and passion for learning (Nuthall, 2001).

2.3 Main themes of the study

The following areas on the main themes of the study were discussed basing on empirical studies within and outside Kenya to determine their support for effective curriculum instruction in C.R.E.

2.3.1 Setting of instructional objectives

According to Mager, (1975), there are essential parts of any behavioural objective.

1. Must be written in terms of learner performance that is they must state what the learner will be able to do as a result of a teaching/learning experience.
2. They must be stated in terms of observable behaviour. Instructional objectives must be measurable.
3. They must be specific on the level of achievement. They must state the conditions which the behaviour is to be performed.

Ogula,(1998) established that planning is the organization, management and administration of the instructional development process while objectives are the learning behaviours expected of learners or which learners are expected to demonstrate after the lesson. Planning for instruction requires creativity, originality and specific expertise that requires training and teaching experience. He further elaborated that it is very paramount that a teacher plans and sets out structural objectives which are derived from the structural goals in the syllabus.

Every syllabus has general objectives that guide the teacher on what should be achieved by the end of the course. General objectives in C.R.E are derived from the national goals of education. The general objectives embrace important aspects of C.R.E such as : how human beings should relate with God, with one another and with the environment. They aim at developing a holistic person. The general objectives are further broken down into specific objectives to be achieved at the end of each lesson.

Briggs, (1997) stated that “Objectives are much more specific, much narrower in scope than goals, they are more precisely stated than goals, he further gave the uses of objectives in teaching;

1. To evaluate instructions: which is a measure of good teaching in student learning.
2. To guide student learning, objectives tell the student what the outcome of their learning should be and provide criteria he/she can use to judge their own learning process.
3. Objectives help in selection of tests to be used to gauge the achievement of Objectives /evaluating the process of instruction.
4. Well designed objectives help in forming the basis for the selection or designing of instructional materials, content or methods.
5. Objectives help one think about what is worth teaching about what is worth time and effort to accomplish, hence serve as a spotlight to illuminate the worth of existing instructions and provide a basis for improving it.

The Wheeler model (adapted by Urevbu, (1985:22) on curriculum design, guides teachers on how its design helps teachers interpret and use it to guide classroom instruction, it contends that:-

1. Aims should be discussed as behaviors referring to the end product of learning which yields the ultimate goals. In C.R.E this are the learning outcomes as stipulated in the general learning objectives (C.R.E , Syllabus book 2002:60).
2. Aims are formulated from the general to specific. This results in the formulation of

objectives aimed at enabling a terminal level. The summative evaluation at K.C.S.E level determines this.

3. Content is distinguished from the learning experiences which determine that content, according to him, evaluation should take place at every stage, this is quite essential in curriculum delivery because the teacher is able to ascertain whether learning has taken place or not, and will enable the teacher to select suitable learning materials so as to achieve the learning objectives. Wheeler elaborated that findings from the evaluation are fed back into the objectives and the goals, which influence other stages.

WHEELER'S MODEL

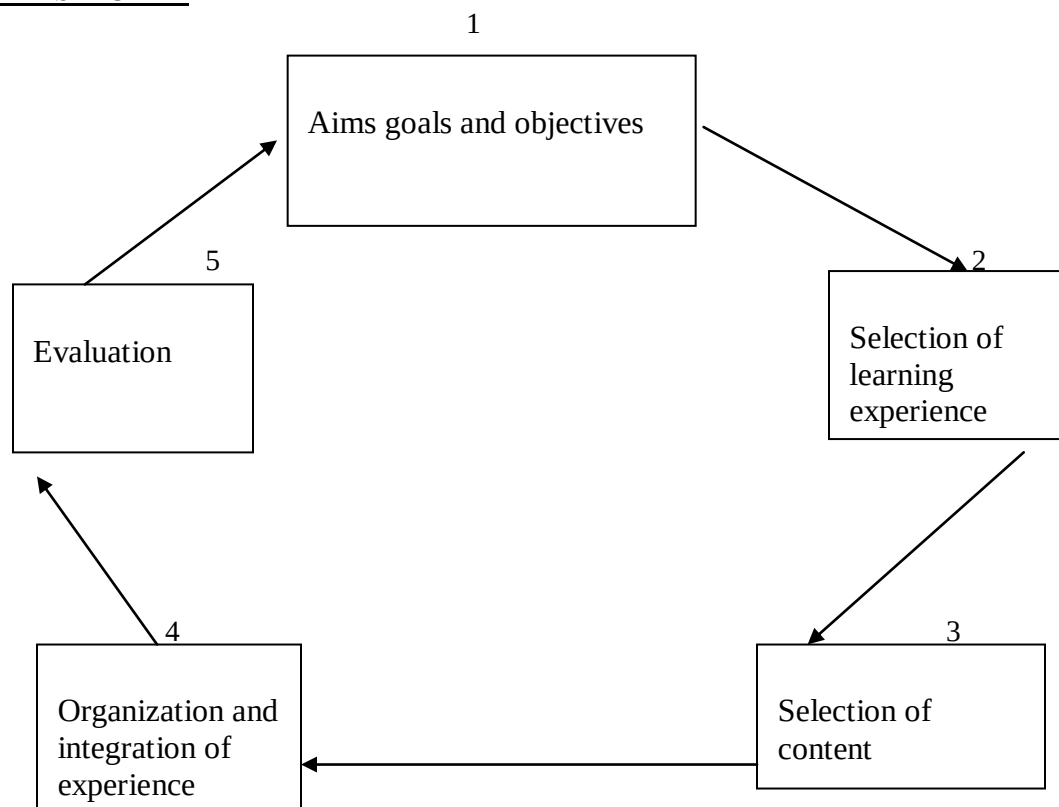


Figure 2.1: Wheeler's model on curriculum design
Adapted from Urevbu, A.O (1985:22) Curriculum Studies.

The above model reflects how the teacher plans every stage to accomplish the learning objectives. stages (1-5) above portrays the intentions of what education is for, and what it aims to achieve, thus supports what a school programme in the field of curriculum through what teachers ought to accomplish. It is cyclic in nature, and every step confirms the other, for it affects what the teacher teaches in class. Urevbu (1985) points out that the teacher's role is to coordinate every step and to ensure that it is achieved before proceeding to another step by selecting appropriate methods. These methods have to be devised carefully by the teacher.

Stage 1 – Teachers' curriculum intentions

Stage 2 – Selection of the learning experiences

Stage 3 – Selection of the body of knowledge to be imparted to the learners.

Stage 4 – Careful dissemination of knowledge

Stage 5 – Confirmation of the learning objectives whether realized or not through summative evaluation.

Basing on the above stages, teachers are required to follow a sequence in their teaching so as to accomplish learning objectives which should be stated in terms of observable behaviour which the learners should be made aware of. Brophy (1983) points out that objectives are useful tools in the curriculum delivery process and it enables to guide evaluation of instructional objectives achieved. He elaborates that teachers should consider the learners needs, abilities and the growth process of the learner, this was not taken seriously as observed by the study.

Many objectives stated did not also take heed of the domains developed by Bloom et.al (1968) which classifies the kinds of behaviour that educators want students to display as a result of the teaching/learning process. The students are supposed to be guided by the teachers to achieve this. They are also useful in pointing to the content and procedures that will lead to successful instructions in helping to manage the instructional process itself and in helping to prepare means of finding out whether the instruction will be successful or not. Teachers rarely confirm this.

2.3.2 How the teacher structures the content to be delivered

Planning to teach

This means deliberate planning and organisation of teaching learning experience in the light of psychological and pedagogical principle with a view to achieving specific goals. It is concerned with the way in which content is presented in instructional environment. It takes into account the entry level of the learner, the age and the ability of the learners, active involvement of the teacher and active participation of the learners to accomplish the intended learning objectives, the following preparations are made after preparing the objectives.

Scheming

A scheme of work is a detailed analysis and sub-division of the syllabus into weeks, terms, and periods for the purpose of orderly and systematic teaching or learning. It indicates the amount of work or ground a teacher is likely to cover during a week, a month, a term or whole year. In other words, scheme of work is simply the survey of the work a teacher intends to cover during a prescribed period.

In order to do this, the teacher must be familiar with the content of the subject he is planning to prepare a scheme of work in (Groenewegen, 1990), he elaborates by saying that a number of schools may be behind schedule, whereas in others teachers try hard to get somewhat ahead of schedule to let students have more time for revision towards the end of the course, this helps to put the syllabus into a fuller form and into a logical sequence. Schemes of work provide supporting information about planning and teaching the subject and form documentary evidence about course delivery which helps to guide subject delivery.

Unplanned course delivery adds to workloads, and as planning tools, schemes of work can also be seen as way makers for course delivery by determining the prerequisites for moving (Grimmitt,1978).Twoli,(2006) considered scheme of work as a serious preparation for instruction. Young ,(1979) and Perrot,(1982) gave the roles played by schemes of work in teaching:-

1. Helps teachers to provide continuity in the lessons and sequence in the learning in an orderly manner. This approach gives students a sense of order in whatever they are learning.
2. Scheme of work encourages a teacher to read widely, plan his/her lessons and develop it well, especially for lessons which require more time and attention in preparation at the beginning and at the course of the term.
3. It ensures that the syllabus is completed or covered within a given period of time, without a scheme of work, a teacher may take a lot of time on one or so lesson topics leaving him with little time to attend to other topics.

4. With a scheme of work, a teacher becomes confident in his work, because he will have consulted a variety of sources of information, selected suitable media and materials for instructions and prepared the appropriate instructional objectives.
5. Having examined the subject syllabus in detail and consulted the relevant source of information the teacher is able to emphasize every part of the syllabus.
6. A scheme of work helps a teacher make, requisition for necessary material and also encourage him/her to check on all the materials available in the school, because they have already been included in the scheme of work.
7. Scheme of work facilitates lesson planning since they give a teacher ready instructional objectives, topic/sub-topic, learning aids, and references.
8. By the end of the course, the teacher can study the scheme of work to see what he/she has taught and what he/she did not teach well and the extent of the syllabus coverage. This will help a teacher make adjustments in the instructional design, for example a teacher could make changes in the techniques and approaches selected to conduct a given topic.

Brophy (2001) points out that teachers should make schemes of work on their so as to master every step planned to enable completion of the syllabus in a systematic way. Currently teachers use commercially made schemes of work. This may prove difficult to apply. Groenewegen, (1990) says that the main factors to be considered while writing the schemes of work of C.R.E are:-

1. Objectives,
2. Teaching/learning activities,

3. Content,
4. Resources for teaching.

Objectives

On objectives, he reiterated that they should be made in such a way that it influences the choice of learning experience and the evaluation, it should also be in terms of learners performance. According to Alton-Lee (2003) the importance of objectives in curriculum takes the stand that; however difficult the clarification of objectives may prove to be, it is an operation that cannot be neglected, for without a statement of the objectives there is nothing to guide decisions which have to be made about the curriculum.

The above areas are lacking in most classrooms because the teacher is aspiring to clear the syllabus within a shorter time as expected, hence curriculum delivery processes adopted is content driven more than learning.

Classroom activities that encourages learning

On learning activities, Groenewegen (1990) states that once the main objectives have been fixed, the rest of the lesson plan is entirely geared in facilitating the achievement of the objectives. The activities are also referred to as teaching and learning experiences in the C.R.E syllabus. The teaching activities refer to the methods the teacher will use to achieve the lesson objectives.

The learning activities refer to what the learners will be doing during and after the lesson that will help them achieve the lesson objectives. He states the procedure that guides

these activities that the teacher is to ensure that the subject content is divided into subtopics with the intended objectives to be accomplished in each.

These activities are based on instructional objectives. Teaching activities are carried out by the teacher where as learning activities are undertaken by the learners during instructional process and it should be geared towards stimulating, challenging and encouraging learners into participating actively in the lesson, and to ensure that every teaching activity has a corresponding activity.

Classroom activities supports an effective learning environment .Strong et.al (1995) asserts that a teacher who brings a passion for teaching to the subject, and takes responsibility for the creation of an environment that allows for the sharing and enjoyment of that knowledge, will be creating an effective learning climate. This will only be possible if a conducive environment will be created by providing adequate learning materials by the teachers. This is lacking in many classrooms as it was observed in the study where there were no activities involved in the teaching/learning because the teacher did not set a conducive environment for teaching/learning. Every activity should highlighted in the course book for particular content, many at times teachers overlook this.

Stipek, (1996) is in support, that an effective classroom is a classroom of opportunity and experience where the learners can explore and experiment in a climate that recognizes the process of learning as the measure of success rather than the right answer approach, it

should make students be masters of their own learning as Alton – lee (2003) suggested that ‘quality teaching’ requires a classroom environment that allows students to learn. They further elaborated that a teacher may be successful in one year and does not the following year, and the teaching environment may be the same but the attitudes that each cohort brings to a classroom will always influence the outcome.

A teacher must be able to identify the ebbs and flows of each class and to work with the learners to create the learning environment. Teachers need to be prepared to test what is going on in the class, this is possible when a teacher picks on the right delivery method; for example as earlier indicated discussion may help unearth the students learning achievement, by establishing whether learning objectives were accomplished. It is a self-conscious action on the part of the teacher.

The activities that are used in the class to engage the learners must be reviewed, revisited and refocused so that they are constantly drawing the learners into an effective interaction with the subject. Effective curriculum is not a passive action.

Ramsden (1992) on effective teaching strategies highlighted six keys to classroom excellence which makes a teacher successful in curriculum delivery.

1. Interest and explanation: A teacher need to establish the relevance of content, craft explanations that enable students to understand the material, this involves what students understand and then forging connections between what is known and what is new, and also to own the teaching and to make a sense of the world around us.

2. Concern and respect for students and Student learning: Teachers ought to have interest in and compassion for students and student learning. Good teaching is not to do with making things hard, to frighten students, it is all about benevolence and humility, it always tries to help students feel that a subject can be mastered, it encourages them to try things out for themselves and succeed at something quickly.
3. Appropriate assessment and feedback: It involves using a variety of assessment techniques and allowing students to demonstrate their mastering of the material in different ways.
4. Clear goals and Intellectual challenge: effective teachers set high standards for students, they also set clear goals, thus students should have prior knowledge on what they will learn and what they are expected to do with what they know.
5. Independence, control and active engagement: “Good teaching fosters a sense of student control over learning and interest in the subject”. Good teachers create learning tasks appropriate to the students’ level of understanding.
6. Learning from students: Good teaching is open to change: It involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected.

They also recognize the uniqueness of individual learners and avoid imposing “Mass Production” standards that treat all learners as if they were exactly the same. “It is worth stressing those students who experience teaching of this kind that permits control by the learner not only learns better, but that enjoy learning more”. (P: 102).

The above classroom activities were examined by the researcher through classroom observation schedule to ascertain how they were used to attain learning objectives. The study observed that teachers never encouraged teacher-learner interaction to achieve this. It is a requirement to be indicated in the scheme of work and to be indicated how it should be used but rarely considered by teachers in their teaching.

Content

In Kenya, the content taught is contained in the recommended text books whose content is derived from the official syllabus book used by teachers to guide its coverage and realization of the objectives. Oketch and Asiachi, (1986) contend that teachers should take the following measures before beginning to teach;

1. Read the official syllabus description of the subject.
2. Selecting the broad content areas, which the subject teacher is to cover, this is planned in such a way that it fits the content description of the subject.
3. The teacher is to consider whether the amount of content will be achieved within the stipulated time.

The study points out that the learners equally with the teachers should know the content they are to learn with the guidance of the syllabus book which should be at their disposal.

The C.R.E syllabus derives its structure from the four main dimensions:

1. The Old Testament
2. The African Heritage

3. The New Testament

4. Contemporary Christian living

Content coverage plays a very important role in teaching/learning , because the learners will not be short of content in some areas, the teacher must clear the content in every class to avoid it spilling to the next classes. This requires the teacher to coordinate its teaching by planning classroom instruction well, however the study revealed that teachers never cleared the syllabus in time and content of particular classes spilled to the next class. This was attributed to poor planning.

Resources

In a number of subjects, teachers insist on having a separate column for resource materials. This is often quite useful, as such the column can tell a teacher at a glance which materials are required for the lesson before the teacher walks into the classroom. According to Oberg (1991) curriculum resources imply the means through which content is displayed to learners using maps, pictures, models and charts.

According to Tyler (1991), curriculum resources can be grouped into three, the resources for objectives, resources for learning experiences and resources for organizing learning experiences. He pointed out that teachers rarely select these resources to suit instructional processes and majority select those that suit only learning experiences.

The resources that are recommended for teaching C.R.E include the Bible, visual aids such as text books, pictorials, digitals ,audio aids such as radio record players and audio

tapes, audio visuals such as television programs, films, projectors, video cassettes and community resources such as use of real things (realias) and resource persons. However most of these were not utilized. Careful selection of these resources should be done so as to provide relevance in teaching/learning.

A resource is all that a teacher uses to enhance retention, understanding and achievement of the stipulated objectives. It makes learning easier, motivates learners and widens the scope of learning. A careful selection of learning resources is inevitable if effective learning is to be expected (Oberg,1991;Billet,1970).This is an overlooked area in the teaching of CRE because the dominant resources used by teachers were textbooks and the Bible. In C.R.E there is hardly specific resources that have been researched and recommended for teaching/learning. Groenewegen, (1990) observed that there are few resources for teaching and learning CRE.

ii.) Lesson planning

Brown (1994) defines teaching as an attempt to help someone acquire or change some skill, attitude, knowledge, ideas or appreciation. The task of the teacher is to create or influence desirable changes in the behaviour of students. In teaching, the teacher's intention and the content to be presented are very important, a teacher passes information in talking, telling, explaining or showing about the object, a person or skill to another person.

According to Bennaars and Njoroge (1994) ,teaching denotes an activity associated with teachers, it is partly characterized in terms of tasks involved in an activity, for example provoking thoughts concerning an issue, motivation and participation among learners while guiding them towards the desired goals, it involves developing skills in the learner. Ogula, (1994) says that a critical factor helping students to understand and make meaning is coherence, it helps students remember and understand what they learn, he says that learning is more meaningful when done in wholes than in bits. He gave indicators of coherent instruction which include;

1. The teacher presenting information with reference to what the students already know about the topic.
2. The teacher projecting enthusiasm for the content.
3. The teacher avoiding vague or ambiguous language and digressions.
4. The teacher ensuring that one step is mastered before moving to the next.
5. Finishing the lesson with a review of the main points.

He points out that masterly of content enables the teacher to coordinate the above areas by planning and beginning to teach. More often teachers use textbooks solely as a means to disseminate knowledge to the learners which may not adequately give proper sequence in teaching and learning. Lesson planning is the most critical part of a teacher's instructional activities which should be done in an organized manner.

It is a well prepared, systematically arranged programme through which the desired message or information is conveyed to the target audience through the appropriate media.

If this is lacking then classroom instruction is doomed to fail. When a teacher sits down to plan a lesson, he or she maps out all the activities proposed to take place in a classroom situation or during outside activities.

During the lesson plan period, the teacher produces an instructional guide to the chosen subject, topic and sub-topics to be delivered to the learning audience. In addition to this, it involves mapping out the strategies, methods and resources needed to present a lesson within a given situation, class level and time, (Groenewegen, 1990). He points out that teaching/learning is a sequence of coordinated events which a teacher should plan to administer at every stage of teaching.

There are three important steps with different allocation of time which a teacher should adhere to while teaching. Step one has introduction of the lesson which takes five minutes to link up the previous lesson and to set induct the current lesson. Step two is the main body of the lesson which usually takes thirty minutes, it highlights the main content and step three takes five minutes to help the learners conceptualize the main concepts discussed during the lesson. Many educators have observed that often teachers do not adequately follow the prescribed steps required.

Planning to present a lesson shows how the teacher intend to translate the information from the scheme of work into a real classroom situation, the document offers a step by step basis, how the teacher intends to organize and facilitate the instructional process so

as to achieve the instructional objectives within a specified period of time for example a lesson.

It should be prepared on daily basis prior to the teachers attendance of the class for the purpose of instructions, there should be harmony among lesson objectives and instructional procedures for example teaching methods, resources, learning experience and evaluation procedure. These are actually the anchor points as they keep the lesson on target, it thus serves as a guide or road map on what should make up the content hence keeping sequences and irrelevancies from being brought into the lesson and keeps the teacher on the right track (Kirisoi, 2008).

The findings established that most teachers did not make lesson plans because they regarded it unimportant document in teaching, they reported that they last used it during teaching practice. Perrot (1982) illustrated the purposes of lesson planning;

1. It stimulates and challenges the teacher to plan in advance and use appropriate instructional methods and techniques, resources and evaluation procedures in a class setting, it will make the teachers instruction be effective as he/she will plan all the teaching and learning activities.
2. It focuses the teachers' attention to the lesson by making one concentrate on activities which will lead to the attainment of the specific objective. It thus ensures that learners are actively involved in the instructional process.
3. It serves as a guide or road map on what should make up the content hence keeping vagueness and irrelevancies from being brought into the lesson.

4. It provides a teacher with a form of reference on which to base decision on the effectiveness or lack of it in the instructional exercise.
5. Enables the teacher to teach in a systematic and orderly manner. This makes the content and the teaching to have logical sequence hence preventing waste of time and resources. It thus encourages good teacher organization in all the stages of the lesson.
6. It acts as a basis of future planning hence improves the teacher's performance; one is thus able to reflect on the observation made on the document's self evaluation column.
7. It provides the teacher with security which enables one to approach instruction process with confidence and to approach instruction process with confidence and purposes. This keeps away nervousness and feelings of insecurity thereby making instruction easy.
8. It assists the teachers to focus on the anticipated challenges one is likely to face in class hence make necessary adjustment in order to overcome them when the time arrives.
9. It enables the teacher to internalize the lesson content. This will make one to gather all the relevant information so as to give the teachers all that is needed in a particular sub- topic.
10. Enables the teacher to clarify and specify the objectives of each lesson.
11. Enables the teacher to structure and organize the content along the needs and abilities of learners.

Bruce and Weil, (1992) gave an outline of direct instruction which follows the following order, which is basically known as Hunter, model (1981b). Objectives – standard – anticipatory set – teaching (checking for understanding) – monitoring – closure – independent practice.

The model emphasizes that before a teacher begins to teach, he/she should have an idea of the objectives to be achieved, which according to Mager, (1975) and Groenewegen, (1990) should be stated in measurable and observable terms. However teachers rarely set any objective before teaching as observed in the study, most of them used the class text as a point of reference.

On standards, it explains much of learning outcomes, which provide a direct indicator of the level and depth of any programme of learning, using the course as a basis to develop learning outcomes, the teacher spells out the intentions of the syllabus which is measured by performance which the students are expected to achieve.

The anticipatory set according to Hunter, (1981b) is used in the introductory part for the following reasons.

1. Offers as a link between the previous lessons and the new lesson.
2. Sets pace for the lesson.
3. Motivates and arouses learners' interest to the lesson.
4. Enables to develop the lesson from known to unknown.
5. Enables the teacher to clarify the objectives of the lesson to the learners.
6. Stimulates learners thinking to the area under investigation.

In C.R.E. the above areas are accomplished by:

1. Narrating a story common to the learners' experience.
2. Reviewing the previous lesson.
3. Providing an analogy that relates to the main concepts of the lesson.
4. Giving the learners a puzzling experiment of confusing situation.
5. Displaying relevant teaching and learning resource and posing questions to the learners.
6. Finding learner entry behaviour that is making pre-assessment.

A C.R.E teacher has to use the human experiences as the first stage of the lesson which will determine other stages, he/she should base it in the day today experiences and immediate environment. The lesson objective and the biblical experiences will guide the teacher into arriving at the relevant human experience for the lesson.

The actual teaching through lesson presentation is when the teacher draws from the experience of the learners and use what they know to introduce the concept that is from known to unknown, the teacher at this stage disseminates the knowledge required by students so as to get knowledge or skill through life approach, discussion and other instructional methods. In this case the teacher ensures that the instructional process proceeds in a systematic and orderly manner along the lines of realization of instructional objectives. This learning process was not used by teachers in their CRE classroom instruction as it was established during classroom observation, the learners were passive.

The teacher should try to vary the activities so as to keep boredom and monotony at bay (Arithi et. al. 2009).

On monitoring stage the teacher evaluates to find out if the instructional objectives have been achieved. It is done by asking questions orally or by use of written exercises, it also helps the teacher to find out where he/she has gone wrong or done well. Feedback on the side of the teacher measures the degree to which objectives have been achieved. If the feedback indicates that the objectives have not been adequately attained, then the system must be revised (Capper, 1994). He further elaborated by saying that if a teacher finds out that the methods used did not help the students derive a concept, he/she can re-organize the appropriate teaching methods, use suitable materials and design the objectives. This in most cases was not realised for teachers struggled to clear syllabuses and beat deadlines for completion of the syllabus as it was observed in the study where teachers used mainly lecture method which was majorly a teacher centered .

The Bloom's (1956) taxonomy of educational objectives gives six levels of classifying questions as earlier indicated ,these are; knowledge, comprehension, application ,analysis, synthesis and evaluation.

These levels are used to formulate the questions to encourage students to participate in the thinking process. According to Bloom's Taxonomy, questions at each level require a response, which uses a different kind of thought process. The last procedure is the closure and independent practice to bring the lesson presentation to a conclusion where the teacher applies the content to the learners' life. In this case the teacher cannot apply the

lesson but need to guide the learners to do it by themselves, the C.R.E. teacher helps the learner by pointing out practical aspects where the lesson content can affect the learner's life.

In order to make the lesson effective the C.R.E teacher must make use of the knowledge of learners locality and habits through the questioning techniques leading the learners to self examination (Walaba, 2004). It is the point when a teacher gives follow up activities, making a summary of the major points, asking learners to explain the key points and learners are given written exercise and marking their work. This helps students to organize their learning, to consolidate and to eliminate any doubt about the lesson (Hunter, 1981). The exercise work given should be prepared early enough during lesson planning (Kafu, 2003).

According to Tyler, (1949) the process of evaluation is essentially the process of determining the extent to which the programme of curriculum and instruction is actually realizing the educational objectives. It is the process of determining the degree to which these changes of behaviour are actually taking place. However, this was not adhered to by teachers during the study where teachers rarely gave room for interaction and feedback. According to Oketch and Asiachi, (1986); Shiundu and Omulando, (1992) contends that:-

- 1 Evaluation should be consistent with objectives, that is, should be used to measure what is indicated in the instructional objectives.
2. Evaluation should be valid and reliable. Validity implies there should be an agreement between what the evaluation instrument is expected to measure and what it

actually measures. Reliability on the other hand implies that the same instrument used for evaluation should be able to give the same results when administered at different times.

3. Evaluation should be a continuous process, so as to provide feedback to form a basis for establishing weakness, so as to be improved before it is solved.
4. Evaluation should be comprehensive in that all the instructional objectives should be evaluated.

All the above measures can be achieved through continuous assessment tests, terminal examinations and summative examinations which is normally done as a national examination in four years time in the Kenyan education system. According to Tyler (1949) there are five such methods, these include paper and pencil tests, observations, interviews, questionnaire and the collection of actual products made by students.

To sum up, Shulman (1986, 1987 and 1992) created a model of pedagogical reasoning, which comprised a cycle of several activities that a teacher should complete for ‘good teaching’. These include;

1. Comprehension
2. Transformation
3. Instruction
4. Evaluation
5. Reflection
6. New comprehension

Comprehension

Teachers need to understand what they teach and, when possible, to understand it in several ways. He concludes that we engage in teaching to achieve the following educational purposes.

1. To help students gain literacy
2. To enable students use and enjoy their learning experiences.
3. To enhance students responsibility to become caring people.
4. To teach students develop broader understanding of new information.
5. To teach students to believe and respect others.

Transformation

The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy in the teachers' capacity to transform content knowledge into forms that are pedagogically powerful and yet adaptive to the variety of student ability and backgrounds. Transformations require ordering of the following processes.

1. Preparation, which includes the processes of critical interpretation.
2. Presenting the materials by using figurative language and metaphors, in C.R.E the use of life approach teaching is appropriate.
3. Selection from an array of teaching methods and models.
4. Adaptation of student materials and activities to reflect the characteristics of students learning styles. This calls for teachers to consider the relevant aspects of students ability or prior knowledge and skills that will affect their responses to different forms of presentations and representations.

Instruction

Comprising the variety of teaching acts, instruction encompasses pedagogy, management, presentation, interactions, group work, questioning, discovery and inquiry instruction (Groenewegen, 1990).

Evaluation

Teachers ought to think about testing and evaluation as an extension of instruction not as different from the instructional process, it includes checking for understanding and misinterpretations during interactive teaching as well as testing students understanding at the end of the lesson. It also involves the teacher to evaluate one's own teaching and to give various adjustments required.

Reflection

The process includes reviewing, reconstruction, re-enacting and critically analyzing one's own teaching abilities and grouping these reflected explanations so as to make teaching effective.

Teachers are encouraged to learn to observe outcomes and determine the reasons for focus, success or failures through reflection made during or after the lesson, it is an important area in teachers' professionalism.

2.3.3.1 The influence of syllabus content coverage

The content, unlike learning is directly suggested by the syllabus. Content needs to be mastered before it is presented. Learning activities without content does not make sense, in the same way as content without learning activities does not make sense, the two are complementary (Groenewegen,1990).He observed that content should be covered

adequately using appropriate teaching strategies and that it should not overlap for it creates confusion with the recipients. Many at times content coverage spill over to the next classes making it impossible for teachers not to properly allocate equal time to various topics to be covered, hence making content coverage in the syllabus slowed.

According to Oberg, (1991) content consists of the subject matter which is used to achieve curriculum goals. He points out that content in the syllabus is thematic in nature and it has been put in an orderly manner such that if one theme is skipped then the learners may not be able to conceptualize the previous content learnt in relation to the present content learnt. Many educators have established that if content that ought to be learnt is incomplete then acquisition of curriculum goals will not be achieved. This will only be achieved if the teachers plan their lessons well.

Shiundu and Omulando, (1992) define content as knowledge, skills, attitudes and values to be learned. It is the specialized arrangement of knowledge for purposes of instruction within a structure called curriculum (Hunkins, 1985), he stresses that before processing the 'what', the content selected, organized and sequenced is all done so that an individual student will become a fully functioning person.

The selection of content that must be taken into consideration according to Shiundu and Omulando, (1992) are a range of content which should serve same objectives, criterion of validity, criterion of significance, criterion of interest and criterion of learnability. Vertical organization of content is sequencing within a particular lesson, whereas

horizontal refers to the integration and balance of curriculum, in this case it is to ensure that it's coverage is monitored in line with realization of the intended objectives .

Barr, (1987) contends that there is a relationship between content coverage and achievement, that students learn the content they are taught and the more they are taught, the more they learn. The teacher needs to reflect on the coverage of the syllabus by ensuring that it is completed within the time stipulated.

According to Porter et.al. (1979),content coverage can be differentiated into 'content covered' and 'content emphasized'. The first – content covered-refers to actual counts made of concepts introduced or the range of content or (skills) actually taught. (Porter, 1979;Barr, 1987) says that measures of content emphasized includes time allocated to content ,textbook length or number of pages in the textbook devoted to concept or topic ,they emphasized that content coverage influences the learners opportunities to learn concepts which is measured by achievement tests, they have also treated coverage as a condition that acts upon learning autonomously.

McDonald (1976) elaborated by saying that content coverage is a reflection of a complex set of instructional components that jointly affect learning, they explored how content coverage influences learners' achievement and the whole curriculum. The study established that the syllabus was not adequately covered in forms one and two hence most of the content spilled over to the next classes.

2.3.3.2 The syllabus as a source of content coverage

Planning for instruction requires related documents and records for use in the instructional development process. The teacher needs the teaching documents which are the items any serious teacher must know to be able to develop and use them in instruction (Urevbu ,1985).

In Kenya the syllabus contain national goals of education and they usually contain the teaching themes or topics, teaching methods /learning activities, resources for teaching and references. The C.R.E syllabus is usually developed by subject specialist panel composed of seasoned teachers, Ministry of Education, stake holders in education which include teachers and church leaders. The syllabus indicates the level of usage, which should be accomplished at that particular level, the expectations are that, it should not spill to the next level, thus facilitating the formation of instructional process.

The syllabus has the following values:

1. It provides teachers with objectives of teaching the particular subject.
2. It provides some information on the themes to be taught which should be logically and concentrically developed.
3. It is a source of information on reference, and resource to be used in teaching.
4. It provides a teacher with the foundation of preparing schemes of work.
5. It provides a teacher with information on duration of teaching seasons.
6. It provides a teacher with information on time allocation.

It is mandatory that teachers should possess syllabus books to extract the content to be taught and to be guided by the objectives stipulated to be accomplished in it, it guides the teacher towards the right direction in teaching. The study established that teachers rarely referred to it often but always the text book was used for reference in their classroom instruction and most students had not seen a syllabus book.

2.3.4 The usefulness of resources in C.R.E curriculum delivery

The education environment of the classroom should provide something of the excitement of a market, the awe of a museum, the fascination of a zoo and the interest and enjoyment that can be gained by browsing in a library (Farrant,1980),he reiterated that, resources in education include any media or materials that help learning, for example books and audio-visual aids, or the so- called software and hardware for educational technology and people as a resource material.

He observed that these resources should be emphasized in classroom instruction to support the understanding of the content to be learnt. Teachers ought to always include these resources in their teaching if they should ensure to deliver the content to the learners for understanding. The use of resources enhances quality instruction which are important for achievement of curriculum goals. A teacher who has relevant teaching materials and facilities and are adequate to support learning will be more confident, effective and productive (Kochhar, 1990).

Kafu, (2003) made an observation that if teachers handle topics and dwell only on those with available resource materials, then the curriculum delivery will be poor since the decision will be made on those that can be taught within adequate resources. He noted a general feeling among teachers that teaching materials and equipment are “aids” only used when a situation warrants them, thus such attitudes results in limited use of the available instructional materials.

Groenewegen, (1990) reiterated that instructional materials are ingredients in learning and that curriculum delivery cannot be implemented without them because it facilitates teaching and learning process, he indicates that without resource materials and facilities it may mean that the teacher cannot fully achieve the intended objectives that he/she requires the students to achieve. Many educators have observed that various topics require proper description of the materials to be used, the current syllabus gives a general list of these materials without specifying them.

Shiundu and Omulando (1992) argue that the teacher should be creative to improvise and provide alternatives where materials are missing using the locally available materials if they have been left out in the syllabus.

Many educationists like Romiszowski, (1988), and Hills, (1986) agrees that resources, help assist in: -

1. Making learning interesting, effective and meaningful.
2. Retaining knowledge longer than that acquired purely by verbal teaching.

3. Helps learners to acquire different skills like reading, chart making and drawing .
4. Enhancing student participation if multi-media is used.

The instructional resources improve the communication of information, ideas, concepts or relationships in order that individuals can learn more efficiently and effectively. They also help students to achieve the learning objectives intended (Miller, 1990). Efficient teaching in schools demands of the teacher a sound knowledge of all that the pupils must know, together with an ability to relate the context, methods, sequence and pace of his work to the individual needs of his/her pupils, using the environment and appropriate media to support him/her (Farrant, 1980).

He further elaborated that good teaching materials need little or no explanations, stimulates ideas, demands an active response from the learner, are appropriate to the maturity and culture of the user, are flexible in use, provide enjoyment and are strongly made. However the study established that teachers made little effort to support their classroom instructions with adequate resources.

Various curriculum writers have underscored the role of teachers who must be given the necessary resources and specialized help and above all, motivated to act. Tyler (1949) holds the view that a teacher has a leading and significant role to play in what and how to teach. Dewey (1960) sees the role of a teacher as essentially consisting of organizing the environment for effective learning of the child, to him, the child and teachers are two key persons in curriculum implementation.

The rest of the participants including the curriculum developer are mainly in the background and they should not be seen to impose things but to support or guide the process of implementation. The following educational media that can be used for class instruction have been grouped into four categories – non-print materials such as audio-visual materials example films, slides, televisions; print materials such as text books, teacher guide books; community resources such as resource persons, public libraries and realia example, real object.

In C.R.E the main learning resources are the Bible, Realia, Pictorials, Digitals, Resource persons, Audio-Recordings, Tactiles and Audio-visual. Groenewegen (1990:61-66) further observed, if these resources were properly used they go a long way in making C.R.E lesson meaningful. He further stated that few schools have useful collections of resources for teaching Religious Education. However, teachers ought to be creative when these resources are not available in schools. It is therefore evident that, the teacher must use instructional resources for effective teaching and implementation of a curriculum. Many schools have not taken heed of these resources and to establish its effect on curriculum instruction. This study investigated how the teachers' curriculum delivery processes have been made effective by the use of instructional resources. It established that few resources were used for instruction mainly the Bible and the class textbook.

2.3.5 The influence of teaching methodologies/learning activities in curriculum instruction

When studying teaching styles, Davies, (1972), focused on the behavioural repertoire of teachers than on deeply rooted aspects of their personality. More explicit attention was given to the relation between observed teacher behaviour and pupil achievement. He summarizes variables which emerged “strongly” in the various studies.

1. Clarity: clear presentation adapted to suit cognitive level of pupils.
2. Flexibility: varying teaching behaviour and teaching aids, organizing different activities e.t.c.
3. Enthusiasm: expressed in verbal and non verbal behaviour of the teacher.
4. Task –related, directing the pupils to complete tasks, duties, exercises e.t.c.
5. Criticism: much negative criticism has a negative effect on pupil achievement.
6. Indirect activity: taking up ideas, accepting pupil’s feelings and stimulating self-activity.
7. Providing the pupils with an opportunity to learn criterion material, that is, a clear correspondence between what is taught in class and what is tested in examinations and assessments.
8. Directing the thinking of pupils to the question, summarizing a discussion, indicating the beginning or the end of a lesson, emphasizing certain features of the course material.
9. Varying the level of cognitive questions and cognitive interaction.

Considering the nine teaching characteristics drawn above, there was much criticism regarding methodology/technique raised in the study, teachers utilized few methods/activities to their classroom instruction not knowing how to apply them and other researches dwelt on these characteristics but not much on how it can influence curriculum instruction.

Hay, (2000) highlighted some traits that are associated with effective teachers which were closer to learnable competencies, which somehow linked to teacher belief systems about preferred teaching strategies, example.

Table 2.1: Characteristics associated with more effective teachers

Cluster	Characteristics	Description
1. Professionalism	Commitment	Commitment to do everything possible for each student to be successful
	Confidence	Belief in one's ability to be effective and to take on challenges
	Trustworthy	Being consistent, fair, keeping one's word
	Respect	Belief that all persons matter and deserve respect
2. Thinking/reasoning	Analytical thinking	Ability to think logically, break things down, and recognize cause and effect
	Conceptual thinking	Ability to see patterns and connections, even when a great deal of detail is present
3. Expectations	Drive for improvement	Relentless energy for setting and meeting challenging targets, for students and the school
	Information seeking	Drive to find out more and get to the heart of things, intellectual curiosity
	Initiative	Drive to act now to anticipate and pre-empt events
4. Leadership	Flexibility	Ability and willingness to adapt to the needs of a situation and change tactics
	Accountability	Drive and ability to set clear expectations and parameters and hold others accountable for performance
	Passion for learning	Drive and ability to support students in their learning and to help them become confident and independent

Source: Adapted from Hay McBer, (2000)

Characteristics one to four concentrates on the humour that teachers should possess towards teaching, a professional teacher according to Brown et. al.(1994) should have the following qualities; mastery of the subject to be taught, basic principles of students' growth and development ,a knowledge of methods and techniques, general knowledge and positive attitude to work, he elaborates that the single greatest factor in the teaching learning process is the teacher who must portray the above characteristics to bring about

desired results. The above characteristics showing humour enables teachers to create a conducive learning environment that suits teaching/learning. Teachers ought to apply this in their daily classroom instruction. Several research studies have identified a number of factors that influence curriculum instruction by the teacher;

1. Teacher characteristics (highly motivated teacher)
2. Frequent student assessment and feedback
3. Use of student-centred approach
- 4 Adequate basic instructional materials
5. Curriculum planning

For the last three decades two basic teaching and learning paradigms have dominated professional discourse: constructivist-inspired teaching verses more structured (traditional methods). These two determine various attitudes about teaching and learning. Learning is self-regulated with lots of opportunity for discovery and students' interpretation of events. In constructivism, students are to be confronted with "contextual" real- world environments or 'rich' artificial environments simulated by means of interactive media, learning strategies, learning to learn and reflecting on these learning strategies.

(Meta-Cognition) are as important as mastering content, terms like 'active learning' are used to describe student learning (Collins, Brown and Newman, 1989). The method involves learning situation that students are invited to engage in sustained exploration of real-life content or simulated environments.

Some authors writing from this perspective state that ‘transfer’ is the most distinguishing feature (Tobias, 1991), whereas others mention argument, discussion and debate to arrive at socially constructed meaning”. He elaborated by saying that radical constructivists take the position that performance on an actual learning task is the only legitimate way to assess, since distinct “external” evaluation procedures cannot do justice to the specific meaning of a particular learning experience of the student.

Students’ motivation to learning and learning process are always the major concerns of school teachers. Educators have theorized different models and engaged in research to help understand the nature of student’ learning processes. One commonly cited model in teaching and learning literature is the 3P model of classroom learning, outlined by Dunkin and Biddle in 1974 (Biggs and Moore, 1983), which related the main components in classroom learning in terms of the 3Ps, that is Presage (students’ characteristics and teaching context) ,Process (task processing) and Product (nature of outcome).

These stages are only possible if the teacher plans his/her teaching by using good approaches of teaching. Researchers have done numerous studies of students’ study approaches since the late 1970s. Basically ,two approaches to learning have been identified ;the ‘surface’ approach and the ‘deep’ approach (Marton and Saljo,1976). They referred surface approach as a measure to reproduce information in compliance with externally imposed task demands, while a deep approach involves the intention to understand.

The present approach according to them should be utilized in the present classrooms and the former inhibits learning for it lacks the quality it deserves, this is equivalent to completion of syllabuses in most schools within a short duration of time whereas learning may not have taken place.

The suitability of these approaches has been discussed by;

1. Brophy (2001) where he established self-regulated learning strategies, such as maintenance of student attention and participation in group lessons and activities, and monitoring of the quality of the students' engagement in assignments and of the progress they are making towards intended outcomes, sees it relevant when a type of instruction is intended to help students become more autonomous and self-regulated.
2. A study of Dutch Secondary Schools showed on the one hand, that constructivist teaching behaviour, after experimenting with it, opted for more traditional teaching centred on the subject matter ,constructivists teaching had been officially propagated as the preferred strategy in upper secondary schools.

Research on the beliefs about independent and self-regulated learning of 260 Dutch teachers in secondary, vocational and adult education showed that teachers' beliefs are more process oriented that is constructivist than traditional oriented towards knowledge transmission (Bolhuis, 2000; Bolhuis and Voeten ,2004).

They examined an observational study in which 130 lessons of 68 teachers in upper Secondary education classes of six schools were observed, however Bolhuis and Voeten, (2004) concluded that teaching is best characterized as “activating”, that it is located between traditional and process oriented.

The instruction in the 130 lessons was majorly process-oriented instruction reflecting features of independent and self-regulated learning. This was discussed by the study as to what method was preferred by C.R.E. teachers, as teachers need to possess some knowledge that is linked to their classroom teaching. The recommended approach is learner centered approaches, the study established that teachers used traditional methods such as lecture to hasten the syllabus coverage. In relation to this techniques, the curriculum does not distinct a specific approach to be used.

The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences, objectives, evaluation and instructional methods (Urevbu 1985:3). During the past thirty years, there has been a swing from formal methods to more informal teaching, there has been a trend to reverse the swing and return to more formally structured teaching. As the proportionate of trained teachers employed in schools increases, there is a greater readiness to innovate and try out new teaching methods (Erickson 1987).

The present classrooms do not have room for this, because there are few teachers in relation to the high teaching workload. He elaborated further by saying that too many teachers still think of teaching simply as the process by which they ensure that children learn essential facts and cognitive skills. Too few recognize the importance of teaching for students to learn and how to use what they know. There is a tendency for teachers to think of teaching in terms of setting “right answers” from their pupils instead of opening up new horizons towards which they can move. Instructional skills analyses the teachers’ duties to see how they can be more effectively performed.

Performance – based teacher education is a system that concentrates on teaching the specific skills needed by teachers in the classroom rather than on the theoretical and experiential background that tends to dominate most conventional training courses. Teachers in this case need to vary instructional skills which is lacking in most classrooms.

In performance- based teacher education, precise objectives are set in the essential skills involved in teaching and the student is assessed on the basis of his ability to perform these at an acceptable level of competence. General teaching and assessment is common in the present classroom, where the learner is not given individual learner attention. Teachers with little or no training tend to use authoritarian and inefficient methods of instruction that make learners see school as repressive place with little to enjoy, and also teachers use a small number of methods, typically teacher talk, question and answer and textbook assignment (Jones et. al.1987).

There is great variety of teaching strategies at the teachers' disposal. Groenewegen, (1990:89-114) gave a variety of them that can be used in teaching C.R.E as shown in the table below.

Table 2.2: Teaching strategies: Facilitation /Transmission methods

FACILITATION METHODS –LEARNER CENTRED				
Category	Method(s)	Purpose	Learner centered	Teacher centered
EXPERIENTIAL	Role play. Enquiry survey. Mock sessions.	They provide real life experience	√	
HEURISTIC	Question/Answer. Interview. Group enquiry.	It makes students search for and find things	√	
CRITICAL	Discussion. Note making.	Used by the teacher to facilitate the acquisition of critical skills	√	
CREATIVE	Note making. Creative writing.	Involves students ability to add his/her own ideas to an issue	√	
VALUE	Group enquiry. value clarifying Response. Volunteer interview.	Are geared to the development of the valuing skills	√	
SOCIAL SKILLS	Group discussion. Project work.	Aimed at developing social skills	√	
NEUTRAL	Group discussion. Project work.	They are versatile methods used to achieve most types of objectives	√	
TRANSMISSION METHODS - TEACHER CENTRED				
	Lecture	Presentation of a pre-planned set of data based on the lesson topic.		X
	Narrative	Use of stories		X
	Audio – visual	Learners can make connections between what they hear/see		X
	Note giving	Students are given notes for students to read		X

Source: Groenewegen, (1990:89-114)

N/B: symbol (√) – Are learner facilitation centered approaches which are made possible through discussion.

Symbol (X) - Are teacher centered transmission methods.

Discussion as a curriculum delivery method is common in the teaching of C.R.E in Kenyan schools (Groenewegen, 1990). It is an excellent way to engage students in thinking and analyzing, rather than listening to lecture, students also respond to one another, rather than interacting intellectually only with the instructor. This creates active learning as it is elaborated by Jones et. al., (1987) where they said that it allows “students to talk and listen, read, write and reflect as they approach course content through problem solving exercises, informal small groups, simulations, case studies, role playing, and other activities ...all of which require students to apply what they are learning”.

Many studies show that learning is enhanced when students become actively involved in the learning process .Discussion stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecture is the most appropriate method for disseminating information, current thinking in school teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. A successful class discussion involves planning on the part of the instructor and preparation on the part of student where they must comprehend the assigned reading and show up readiness to learn.

The old adage “if all you have is a hammer, everything looks like a nail” is equally true of teaching strategies. If the only classroom teaching strategy you know is traditional lecturing, that’s the teaching tool that you’re likely to use for all classroom situations, If on the other hand, you have more tools in your tool box, you will have the opportunity to choose the most appropriate tool for the task at hand”. Ruben Cubero, Dean of the Faculty, United States Air Force Academy.

Cully (1963) reiterates that there is no single best method for teaching. A teacher must discover which methods are most appropriate considering his own personality, the kinds of students with whom he is working, the factors in the social learning, what is to be learned, and the specific long and short range goals he is trying to reach. He elaborated by saying that the art of teaching is the art of providing conditions by means of which students can learn, and can learn how to learn, learning is a matter of acquiring or appropriating skills, knowledge, understandings, values, attitudes, and basic orientation, this will be done perfectly if the teacher:

1. Is sensitive to the student and to the factors in his life and experience that affect his learning. Teaching that ignores the condition of the potential learner can expect little success.
2. The processes going on within a group, often below the surface of the conscious awareness of most members of the group, serve to create the climate of learning that either foster the learning process or inhibits it.
3. The teacher's mastery of the matter to be learned, its special significant, and its relations to other human concerns, incompetence or ignorance with respect to what is to be learned never facilitates the learning process, a teacher needs to understand the large significance of what is to be learned, to be able to trace its relationship to other human concerns. Such understanding communicated to students may at once, increase both motivation and the transfer of what is learned.
4. The teacher's ability to teach in relation to the child's way of viewing things at his given level of experience, interest and development.

5. Self-criticism and experimentation by the teacher. Nothing will help so much to improve the art of teaching as the teacher's critical reflection on his own and others teaching experience, if such reflection is combined with a willingness to experiment with new procedures and new sensitivities in response to observation and analysis.

Teaching may yet facilitate productive learning if the teacher is himself a model by means of which the student can apprehend in personal terms what the relevant learning processes are all about. In this way the teacher may serve as an identification figure, communicating what it means to learn and to be a learner, and indeed perhaps providing something of a lure to achievement. The above varying degrees of the art of teaching are only possible through proper curriculum instructional practices of the content to the learners. These practices were lacking in many classrooms even when teachers were knowledgeable about them.

As Tyler (1949) posits that learning experience implies that the student is an active participant in the learning process, indicates that: Teachers can provide an educational experience through setting an environment and structuring the situation so as to stimulate the desired type of reaction. This implies that, teachers' method of controlling experience is through the manipulation of environment in such a way as to set stimulating situation that will evoke the kind of behaviour desired (Tyler, 1949:65).

The teacher in this case will set the environment and structure it to generate the desired type of learning, this will be possible through the proper selection of the instructional

strategies/learning activities, because of the teaching workload in the present classrooms teachers do not have time to prepare the learning environment well.

Groenewegen, (1990) describes the discussion method as one that permits open interaction between student and student as well as between teacher and student. It involves free flowing conversation, giving students an opportunity to express their opinions and ideas, hear those of their peers and the teacher, the teacher does not take the leadership role. He/she participates as a member of the group, and everyone adheres to the guidelines for specified acceptable discussion behaviour. If properly planned and structured, discussion method involves pupils in higher order cognitive skills such as analysis, synthesis and evaluation. This is one of the recommended methods for teaching CRE but has hardly been utilized by teachers in the present classrooms.

Groenewegen, (1990: 97 – 98) established that discussions are best counted under the neutral methods because in their many forms they facilitate the acquisition of all kinds of dispositions such as experiential, heuristic, critical, creativity, valuing and social relating methods, he says that discussions are the most obvious and most economical way of facilitating the development of critical skills. He indicates that true discussions is one where students are free and encouraged to make critical contributions and react critically on what fellow students contribute. This assumes that the teacher is ready with a number of appropriate questions which encourages students to verify assertions, invent useful distinction's and apply criteria.

When a lesson plan indicates the use of a discussion of any kind, it must indicate also the main question to be tackled. The study examined the learning dispositions that took place during the delivery of the content using varied methods and how it realized learning achievements.

Miller, (1989) gave six key instructional dimensions affecting any successful curriculum instruction which is relevant to any classroom instruction.

1. Classroom organization: Instructional resource and the physical environment to facilitate learning.
2. Classroom management and discipline: classroom schedules and routines that promote clear, predictable instructional patterns, especially those that enhance student responsibility for their own learning.
3. Instructional organization and curriculum: Instructional strategies and routines for a maximum of cooperative and self -directed student learning based on diagnosed student needs.
4. Instructional delivery and grouping: Methods that improve the quality of instruction, including strategies for organizing group learning activities across and within grade levels.
5. Self-directed learning: students' skills and strategies for a high level of independence and efficiency in learning individually or in a combination with other students.
6. Peer tutoring: Classroom routines and students' skills in serving as "teachers" to other students within and across differing grade levels.

Miller, (1990) further elaborated that since the teacher cannot be everywhere or with each student simultaneously, through selection of appropriate teaching/learning activities, the teachers' shares instructional responsibilities with students. A context of clear rules and routines makes such shared responsibility productive, students know what the teacher expects from them. They know what assignments to work on, when they are due, how to get them graded, how to get extra help, and where to turn assignments in, for instructional grouping practices also play an important role in open task activities if all students are to be engaged, and a teacher cannot ignore developmental differences in students nor be ill-prepared for a day's instruction. A teacher demands ample time to plan well developed organizational skills (Cohen, 1989). The present classrooms cannot give room to teacher – learner interaction this curtails the opportunity for the learner to learn. Research has overshadowed this interaction to see its influence on effective instruction.

2.3.6.1 Assessment activities that encourages learning through experience

Evaluation is a process of measuring the success of teaching in terms of pupils' learning product, it is connected with assigning of 'grades' or 'marks' so as to achieve the intended learning outcomes, (Urevbu, 1985). Evaluation plays an important role in curriculum delivery because it determines the direction of the teachers' choice of delivery practices, the teacher is expected to use a variety of formal and informal assessment methods to monitor progress towards learning goals, it also examines students' reasoning and problem solving processes.

According to Gatawa, (1990) curriculum evaluation can be used to compare students' performance with behaviorally stated objectives. Scriven, (1973) came up with the term formative evaluation in trying to classify evaluation that gathered information for the purpose of improving instruction ,it refers to assessment that is done during a lesson which helps monitor instruction as well as remediate the instructional process.

The performance of the learner was the primary focus in Scriven version, where he considered retention of skills and knowledge, retention over time and attitudes were used to shape instruction as it proceeds, thus considering it as integral part of instructional design and delivery, he concludes by stating that formative evaluation can be considered to be a process that looks for evidence of success or failure of a curriculum programme. A syllabus or a subject taught during implementation, according to him answers the questions whether the instruction is successful or not, and if it is successful what can be done to avoid failure (Cameron, 2002 P.38-39).

He identified the process of the peer tutoring, co-operative learning, reciprocal teaching through predicting answers, questions, clarifying and summarizing and collaborative reasoning. He elaborated that all these process when used in a classroom will empower the learners as they are the people doing the learning. On the other hand summative assessment aims at assessing the learners at the end or completion of an instruction to ensure that students demonstrate how much they have learnt, this is established whether it is in form of quizzes, end of month tests and end of term examinations and hence the national examination. Research has not related this to effective instruction. This was in

support by Smith (1995) who put a question that: ‘What do teachers do in the classroom?’ He elaborated by stating that if assessment activities are part of the ‘doing’ then it becomes a central part of the learning process.

Oketch and Asiachi, (1986) puts forward the evaluation criteria process which accompanies curriculum instruction:

1. Evaluation has to be consistent with the intended objectives which should be tested in the process of teaching.
2. Curriculum evaluation has to be a continuous process to obtain a reliable feedback, it exposes the weakness of a delivery process which the teacher ought to change for improvement.
3. Validity and reliability. Validity implies that evaluation has to be in agreement with what it is intended to measure, reliability means that evaluation should give the same results when it is administered at different occasions.
4. Evaluation intends to ensure all the objectives in a curriculum are evaluated. Curriculum delivery process would be incomplete without evaluation, because learning objectives must be measured, this is narrowed to summative assessment which aims at assessing the learners at the end or completion of an instruction to ensure that students demonstrate how much they have learnt, it can be continuous or terminal.

Generally researches done dwelt much on evaluation but not how it influences curriculum instruction because the teacher has to repeat an instruction if learning objectives have not been achieved. The study established that teachers rarely took heed of the evaluation during their instruction.

A teacher can evaluate his/her learners through Continuous Assessment Tests and terminal exams (Urevbu, 1985), he elaborated further by stating that assessment;

- i. Takes account of work carried out over a period of time and under every day conditions.
- ii. Is appropriate for testing skills.
- iii. Is appropriate for assessing attitudes.

The above factors requires teachers competence in assessment as part of their professional duties, hence teachers must take heed of evaluation methods they employ so as to achieve the students' goals of their ultimate achievement in their academics. In Kenya, evaluation is done during the curriculum process to establish whether the learning objectives have been achieved, and then there are continuous assessment tests and terminal exams done as a routine exercise awaiting the final examination by K.N.E.C which is the end summative evaluation to determine whether the entire curriculum learning objectives have been achieved. Researches done dwelt much on summative evaluation but not on classroom assessment towards realization of instructional objectives. Shiundu and Omulando, (1992) reiterated that evaluation is worthwhile only if its results affect future action.

In C.R.E, the recommended assessment methods are oral questions, short structured questions, project, field research, essay questions and question and answer, these are to be applied during curriculum instruction. Delandshere, (2002, P. 1478) argues that there is a gap in the research of assessment practices. She focuses on : the inclusion of the value judgments of the assessments in the teaching process, of the discourse, actions and transactions of the individual in participation, and questioning the nature of assessment and inquiry, she asks, at what stage does the teacher have to step back and leave the student to complete assessment? At what stage does inquiry become assessment? She elaborates that a teacher should use assessment as part of the learning environment rather than as a separate entity.

In the process of curriculum instruction the teachers strength of evaluation lies on Bloom and Krathwohl (1964) taxonomy of educational objectives which was divided into domains; cognitive, affective and Psychomotor. The cognitive domain deals with objectives which involve intellectual (mental) abilities; it is divided into a hierarchy of six intellectual functions.

From the lowest to the highest level, these mental abilities are:

1. Knowledge: the simple recall of previous learned materials.
2. Comprehensive: ability to group the meaning of material.
3. Application: ability to use learned material in new and concrete situations.
4. Analysis: ability to break down material into its component parts so that its organizational structure may be understood.

5. Synthesis: ability to put parts together to form a new whole.
6. Evaluation: ability to judge the value of material for a given purpose.

The affective domain involves objectives which emphasize feelings and emotions, such as interest, attitudes, appreciation and methods of adjustment.

It is divided into five hierarchical levels from the lowest to the highest, these are:

1. Receiving: refers to the students' willingness to respond to particular phenomena.
2. Responding: refers to active participation on the part of the student to particular phenomena.
3. Valuing: refers to perception of worth or value in phenomena.
4. Organization: refers to bringing together different values.
5. Characterization: at this level, the student has a value system to the extent of representing a philosophy of life.

The Psycho-motor domain includes those objectives that emphasize manipulation and motor skills such as handwriting, it is divided into four ascending levels of manipulative skills as follows – observation, imitation, practicing and adapting ; some teachers have found the taxonomy useful as a checklist as far as teaching is concerned.

It helps to ensure that the curriculum is delivered to the learners in striving to achieve educational goals. In K.C.S.E examinations, all the levels are tested especially on cognitive domains which involve intellectual (mental) abilities, this can be achieved in the initial stages through classroom assessment measures used by the teacher where there is interaction between the learner and the teacher, the teacher is able to detect from the learner whether these levels have been achieved or not.

2.3.6.2 Feedback strategies that enhances the learning process in the classroom

Hattie, (1999) in extensive research highlighted the value of feedback in raising achievement. He identifies feedback as the most powerful single moderator that enhances achievement, a teacher should create a classroom where the learners are encouraged to become more engaged. He observed that when a teacher develops different methods of feedback example, questioning, explanations through class discussion, the learners will know that their own learning will become part of their feedback process. The nature of interplay of learning and teaching in the activities of the effective classroom adds to the value of feedback in such an environment.

The feedback a teacher expects from the learners, is essential in creating a good learning environment, a teacher must be able to identify the ebbs and flows of each class and work with the students to create that environment. In most cases researches dwelt much on how teachers teach but not relating it to feedback and how it can be used to improve curriculum instruction. Teachers need to be prepared to test what is going on in the class, for example, through feedback questionnaires on what the learners are doing.

Saylor and Alexander (1973; 368-369) elaborates on attitudes that influences learning and teaching in a school set up that can interfere with feedback by saying that: Research has demonstrated a relationship between teacher attitudes towards a curriculum and its ultimate effectiveness, determining the reasons for teacher dissatisfaction may suggest remedies which when implemented will bring a change of teacher attitudes and subsequently increases the effectiveness of a curriculum.

In reflecting on the feedback of the classroom activity, a teacher should identify specific exercises and techniques that engage the learners' and which change their attitudes. The effective classroom is one where the learners' seek feedback as they will know that their own learning will become part of the feedback process.

Eisner (2002) reiterates that the effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and on acknowledgement of the learning process that is in place, he suggested that teaching is a caring exercise and learning is an emotional exercise, the two are very much part of the effective teaching process. Learners' will engage in something that appeals to them emotionally. The teacher who brings a sense of personal involvement to the classrooms, who wants to share the knowledge with the members of the class, who is prepared to show that he/she is also a part of the learning cycle, will be setting up a relationship which will encourage a good learning environment.

Wolk, (2001,P.59) was in support when he highlighted by emphasizing that teachers who are passionate about learning ...create an infectious classroom environment. He elaborated further by saying that students need 'time to own their learning', this creates a good environment that creates an ethos of learning that will allow students to feel comfortable in the classroom. This influences much on attitude, in that the working environment that is generated by the interaction and the enthusiasm of the teacher will remove the stigma of 'working' and turn the learning process into something that is rewarding and therefore to strive towards.

2.4 The impact of effective curriculum instruction on learning achievements

It is mainly concerned with the achievements at the end of the curriculum project and what happens to learners as a result of instruction. On summative evaluation, Scriven (1973) reiterates that it occurs at the end of the curriculum implementation in schools to find out the overall success of the completed programme.

It makes in - depth assessment of differential pupil achievement for the purpose of grading at the end of the programme and is used to evaluate the quality of the work accomplished and the extent to which the instructional objectives have been obtained.

This is crucial because the study established the summative evaluation of the four year course basing on the result outcome of C.R.E performance for five years for the sampled schools which showed that the performance was unsteady.

Summative evaluation which is done at the end of the year as a national examination is mainly concerned with finding out the effectiveness of a programme through teacher's preparedness on curriculum instruction, it will confirm to the ultimate concern of the teacher to choose the appropriate practice likely to bring out desirable results. Evaluation helps to unearth differences in individual learners, the environmental conditions in which learning goes on, the skills of teachers in setting up the conditions as they are planned and the personality characteristics of the teachers and other personnel. Thus evaluation tests how far proper curriculum instruction can produce desired results.

According to Tyler (1949) the process of evaluation is essentially the process of determining the extent to which the programme of curriculum instruction is actually realizing the educational objectives. It is the process of determining the degree to which these changes in behaviour have actually taken place. Many researches have been carried out on factors that help boost performance but not on how teacher preparedness can help boost good instruction and help achieve good performance.

2.5 The phenomenological approach to curriculum delivery processes

The phenomenological approach to curriculum delivery processes is the brainchild of Newsam (n.d) who described two contrasting approaches to education, the traditional and progressive approach. Traditional approach assumes there is a predetermined body of knowledge that the teacher should pass onto the student. This approach uses testing and competition to evaluate and motivate students. In the progress approach, the child, rather than a set body of knowledge, is the frame of reference. The teacher's role is to be conscious of the development stage and the capacity of each child.

The progressive method stresses cooperation rather than competition. Newsam suggests that an effective teaching system can incorporate elements of each approach. He elaborates by stating that the relationship between teaching and learning, what and how teachers teach and how and what learners learn has been a subject of controversy. The traditional position takes the assumption that the purpose of teaching is to ensure that those to be taught acquire a prescribed body of knowledge and set of values. The knowledge and values are the basis of society's selection of what they need to transmit to its citizens for future use.

The Kenyan aims of education are:

1. To foster national unity
2. To foster national development
3. Individual development and self-fulfillment
4. social equality
5. Respect and development and self – fulfillment
6. social equality
7. Respect and development of cultural heritage
8. International consciousness.

And for all to be achieved, the teacher is the one to orchestrate it, this is in line with the intentions of teaching C.R.E in Kenyan schools as put forward by Grimmitt, (1978) that:

1. It's Inclusion in the syllabus in the 19th century was the only way to have a compromise between the church and the state
2. This is a Christian country and it is only right that every child should be brought up in Christian faith.
3. Christianity is true and without knowledge of it, men and women will live impoverished lives.
4. A child who has religious faith is more likely to behave in a moral way than a child who has no moral justification.

In a collection of articles edited by Grimmitt, (2000) entitled “Pedagogies of RE”, there is concentration on religion and education and how it serves the young, but little reference to classroom practices by C.R.E. teachers. The Most noticeable characteristics of the traditional view is to convey what is already known and, at some level, approved. The Kenyan curriculum has been approved for use by the MOEST having been prepared by KIE by producing syllabuses to be used by teachers.

This justifies the fact that the learner is seen as the person who does not have the required knowledge or values and the teacher as the person who has both and whose function is to convey them to the learner. The strength of this relationship is the systematic transmission of knowledge and a value from teacher to learner needs to proceed smoothly.

Teaching and learning benefit from carefully designed syllabus and prescribed curriculum content, Newsam, (IBID) observed that what has to be learned can be set out in full, stage by stage, from the start of the educational process to its conclusion. It follows that what is taught can be regularly tested and that each stage of teaching and learning can best be seen as a preparation for the next, he also noted that, as individual learners learn at different speeds and are capable of reaching different levels of achievement, it seems sensible to arrange learners in groups of similar abilities, either at different schools or graduated classes within schools.

Finally, he indicates that as far as human motivation is concerned, competition is seen to be the predominant way to encourage learners or institutions, teachers to strive to

improve their performance in relation to that of others. On the other hand, ‘progressive’ or ‘child -centered,’ begins with the learner rather than from a predetermined body of knowledge. The role of the teacher in curriculum delivery is to know the level of development of the child, so as to aid children’s learning, “the curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored”, the traditional learner is taken to be a passive recipient of whatever is being taught, and is required to reproduce through ‘rote learning’, this does not involve the student to be engaged in the process, as Smith (1995) posed that what do effective teachers do in the classroom?

Basing on the theoretical framework, Clandinin and Connely, (1995) on the notion of ‘professional landscape’ indicates that teachers should have certain ‘beliefs about the curriculum and students in terms of classroom activities and teachers’ learning priorities for children and the connections between them’ (Clandinin and Connely, 1987:489), the teacher therefore should interact with the learner so as to realize the intended objectives.

2.6 Summary of literature review

The chapter presented a review of the related literature to the study. In the review ,important issues relevant to teacher preparedness on curriculum instruction were discussed, it focused on general review of the literature on teachers’ pedagogical and curriculum knowledge which is a pre-requisite knowledge for teacher preparedness in curriculum instruction and ended with the main themes of the study which included organization of instructional objectives, structuring the content to be presented, extent of

content coverage in the syllabus, usefulness of resources ,use of appropriate teaching methods/activities and the evaluation of the instructional objectives through assessment/feedback measures, the study established how all these classroom practices influenced curriculum instruction in C.R.E.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research methodology and design that was used in the study to answer the research questions. The chapter discussed the study area, research design and methodologies, target population, sampling procedures, research instruments, piloting of the research instruments, validity and reliability of the instruments, data collection procedure, data analysis and presentation, ethical consideration issues and summary of the chapter.

3.2 Study area

The study was carried out in the Baringo county public secondary schools, which is composed of the following six districts, Baringo North, Baringo South, Baringo Central, East Pokot, Mogotio and Koibatek. Baringo county is bordered by Keiyo, Uasin-Gishu and West Pokot districts to the West, Marakwet to the North West, Turkana and Samburu to the North, Laikipia to the East and Kericho to the South. The county has a total of 93 public secondary schools and the study used those schools who had sat for K.C.S.E exam for a consecutive period of five years which was a total of fifty five schools, with a total of 850 form four C.R.E students and 65 C.R.E teachers. Out of this a sample was selected for the study.

The county was identified because of the wanting performance of C.R.E which has been fluctuating over the years, despite the fact that it is termed as a booster subject in other districts and no other similar research has been done in the county.

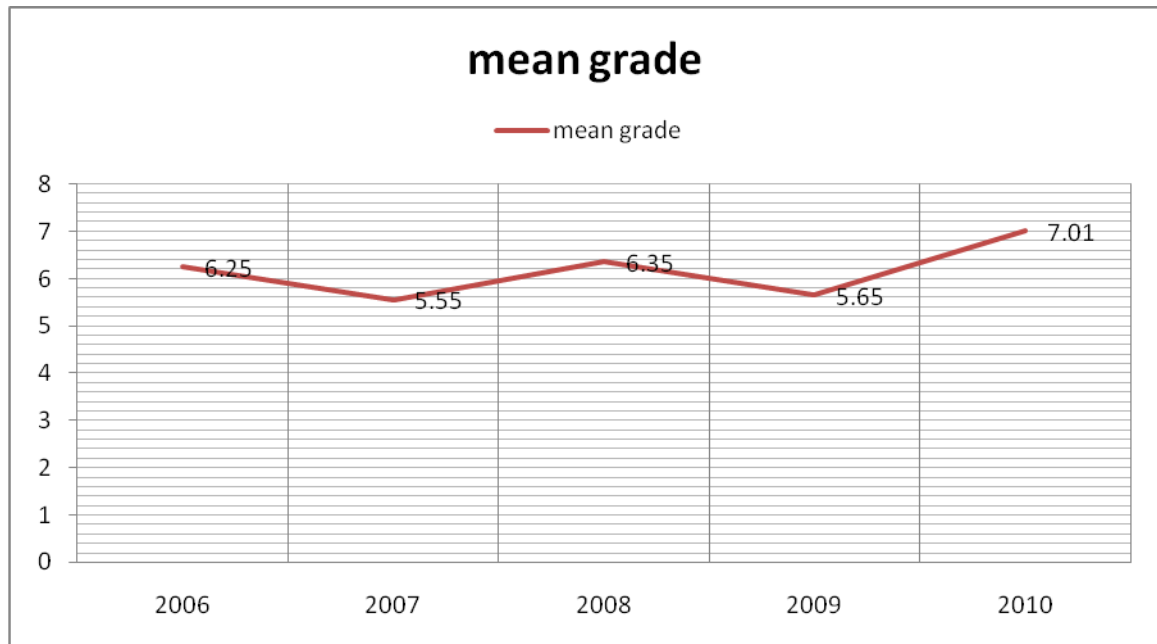


Fig 3:1: The trend of the mean grade for the 45 schools for five years

3.3 Research design

The research design used was descriptive survey research design, the design dealt with incidence, distribution and interrelations which is used to investigate populations by selecting samples to analyse and to provide numeric descriptions of the population under study by describing the frequency or number of answers to the same question by different people. Koul, (1992) observed that survey design is the only means through which views,

opinions, attitudes and suggestion for improvement of educational practices and instruction can be collected. The design which is based on understanding of human behaviour, interpreting their thoughts, feelings and actions, allowed the study to explore the processes and meaning of events. Being an exhaustive study of classroom instruction by teachers the study unraveled various processes of instruction by teachers in class by checking on how they prepared that instruction and by observing how they administered it. The study monitored the interaction between the teachers and the learners in the process of teaching/learning respectively and hence able interpret every event that took place.

The most fundamental aspect of a human social setting is that of meanings, the role of meaning is of paramount importance in human life and have a natural inclination to understand and make meaning out of their lives and experiences (Frankl , 1963). Life experience generates and enriches meanings, while meanings provide explanation and guidance for the experience (Chen, 2001).

Thus the design was appropriate in the study because it adequately described or interpreted the ‘how’, ‘what’ and ‘do’ questions which are causal in nature, and it supported the discovery of new information. It also deepened the researchers’ perceptions and gave a clearer insight of how teachers delivered the curriculum by observing, getting opinions, and interpreting data. The epistemological base of the research design is that knowledge is influential and it structures the experiences of people into meaningful constructs by involving one’s lives in a natural environment, of significance to this is that

events can be understood when situated in the social settings. The study investigated teachers' instructional processes in their natural settings through observation by encouraging them to perform their habitual duties. This made the study to record unbiased information.

3.4 Methodologies used

The study utilized both qualitative and quantitative research methodologies. Qualitative involves the study of people in their natural settings, their experiences and the meaning of those experiences to them, the teacher in this case creates the natural settings of the learners where they will learn freely in the process of acquiring new knowledge. Qualitative research provides an encounter with the world and in the way people construct, interpret and provide meaning to their experience (Patton, 2002).

For qualitative research the best way to understand what is going on is to become immersed in it and to move into the culture or organization being studied and experience what it is like to be part of it, qualitative research choose to allow the questions to emerge and change as one becomes familiar with the study content (Frankl,1963).

The study utilized the following assumptions as stated by Merriam, (1988) that qualitative research;

1. Is concerned with process, rather than outcomes or products.
2. Is interested in meaning and how people make sense of their lives, experience, and their structures of the world.

3. Involves fieldwork, because the research physically goes to the people, setting, site, or institution to observe or record behaviour in its natural setting.
4. Is descriptive because the researcher is interested in process, meaning and understanding gained through words or pictures.
5. Is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details.

Creswell, (2012) noted that qualitative investigators are encouraged to record their own biases, feelings and thoughts and to state them explicitly in the research report because the approach allows them to grasp the point of view of the respondent.

Kothari, (1985) explains reasons why qualitative research is done, that it majorly centres on its flexibility, explains what people do in their natural environments for it tries to give meanings and causes of how things happen. In the study it will focus on what teachers do in the classrooms to improve or achieve the intended goals of education, at most is how teachers plan to deliver the planned course of study by disseminating the knowledge already acquired. The goal of a qualitative investigation is to understand the complex world of human experience and behaviour from the point-of-view of those involved in the situation of interest. Flexibility in design, data collection, and analysis of research is strongly recommended to gain “deep” understanding and valid representation of the participations’ view points (Sindani & Sechrest, 1996).

The epistemological and ontological underpinnings of the research questions in this study gave an understanding of the curriculum delivery practices, and established its impact on curriculum instruction. These include organizing objectives, structuring the content to be presented, the extent of the content coverage in the syllabus , use of resources to support curriculum delivery, selection of appropriate teaching methods/learning activities and assessment/feedback.

Harry, (1997) and Dey, (1993) observed that qualitative methodology enables the researcher to identify social bases of meanings, and how they are related to those in attendance, this will accelerate interactions, thus the study focused on the students learning environment and how it is influenced by the teacher in a dialogical manner.

Creswell, (2012) indicates that qualitative methodology is interpretive in nature for it gives the researcher to acquire insights through creativity, and gives deeper meanings. The aim of adopting qualitative methodology was for the researcher to get deeper understanding of various issues that tries to give a meaning to the inter-relationships in the study which is framed in ‘how’ ,‘what’ and ‘do’ questions, this helped fully discover new information. The study utilized questionnaires (open ended questions) which tried to elaborate on the responses of the closed ended questions ,document analysis ,observation, and open ended interviews as tools to collect data on this type of research.

Quantitative methodology sometimes referred to as “scientific method” is influenced strongly by the philosophy of positivism, particularly logical positivism. Positivism, depends much on the principle of verifiability. The study quantified the responses from the questionnaires (closed ended) and from the structured interviews and the structured observation (class observation) which determined the proportions and frequency of the items to enable description and interpretation of data. Creswell, (2012) indicates that, this verifiability “reflects a deterministic philosophy in which causes determines effects or outcomes”.

In quantitative methodology, he pointed out that it is aimed at describing the experience “through observation of the counts in order to predict and control forces that surround us”. This was established when teachers and students filled in questionnaires enabling the study to quantify and make judgments on the data filled and also on the activities that went on during class observation which was based on the frequencies on the Likert scale, which was rated as unsatisfactory, satisfactory, good and very good and the use of the structured interviews where the responses were quantified to determine the frequency of the responses to a particular item.

Therefore, this study was eclectic with the use of qualitative and quantitative data collection methods to strengthen accuracy and validity of the research tools to enable get valid research findings. The research objectives were put in themes and in each theme various tools were used to collect data by using both qualitative and quantitative data collection methods to neutralize bias, clarify issues that were not clear and to initiate new lines of thought.

The strengths of triangulation in the study helped to bring out clarity of meanings of events and to counter check the purported weakness of each method hence providing equal balance in providing in-depth information. Questionnaires (closed-ended) capturing major themes of the study were administered to teachers and students with some few open ended questions to give room for free expression and to elaborate issues that may seem unclear and also to give additional information left out in the closed ended questions.

The study also utilized interviews to help unveil and clarify further on the responses on the themes captured in the questionnaires this was administered to teachers (before and after teaching) and DQASO's. Observation schedule as part of validity was used to ascertain whether the information on the in depth interviews were practices that were habitually performed especially on teachers' classroom instructions and document analysis was further used to supplement and to confirm some of the relevant information on availability and adequacy of the materials used for class instruction by teachers. The two techniques qualitative and quantitative methods were complimentary each contributing to in-depth understanding and interpretation of data.

3.5 Target Population

This study was conducted in Baringo county public schools, the target population consisted of form four C.R.E teachers, form four C.R.E students who were preparing for their K.C.S.E (2011) exam and DQASO's of all the districts. Baringo county public schools consists of old established schools and young schools which by the time of the study, some had sat for K.C.S.E for the first time, and the county has structured T.S.C

administrative units, particularly the DQASO's who gave adequate information on what they observed during their routine assessment visits on the classroom practices teachers adopted to enhance the curriculum instruction.

The form four class was chosen because the class depicted the right picture on the influence of teachers' curriculum delivery practices having expected to have covered all the content required by the syllabus and it was the class that most teachers tend to put all the efforts to prepare them sit for the national examination. It is also presumed that at this level, teachers strengthen their curriculum delivery practices to enhance effecting teaching and by the time of the study, they were expected to have cleared the syllabus. The practices established acted as a pointer towards academic attainment which the study established.

Table 3.1 shows the number of provincial and district schools upon which the researcher drew the samples from and based the study, and **table 3.2** shows the study population used.

Table 3.1: Baringo county provincial and district schools used

Districts	Provincial schools	District schools	Total
Baringo Central	6	17	23
Baringo North	3	18	21
Baringo East	-	2	2
Baringo South	1	7	8
Mogotio	1	15	16
Koibatek	8	15	23
Total	19	74	93

Source: The six district's education offices

Table 3.2: The study population

Study population	Target population	Sample size	%
DQASO's	6	6	100%
Teachers	65	45	69.2%
C.R.E Students (F4)	850	300	35.2%
Schools	55	45	88.8%

Source: The six district's education offices

3.6 Sampling techniques used

Sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set, it is a small part of large population which is thought to be representative of the larger population, this determines the sampling technique to be used and generalization of results will easily be concluded to favour the whole population. The population from which the study sample was drawn was obtained from the District Education Office of the six districts who assisted to give the number of schools, the number of CRE teachers and form four CRE students in the county. There was a total of ninety three (93) public secondary schools.

The study used those schools whose classes had reached form four by the time of the study and had sat for K.C.S.E exam for a consecutive period of five years, which were a total of fifty five, it comprised both district and provincial schools. From this, forty five (45) form four C.R.E teachers, and three hundred (300) form four C.R.E students were drawn from the fifty five schools, others included six DQASO's from the six districts.

The sampling techniques used included;

Simple random sampling. A simple (yes) was written on small pieces of paper and folded into equal size placed in a container, mixed well and picked the population to be used for the study. This method was used to select the forty five (45) schools and the forty five (45) form four CRE teachers of these schools automatically participated in the study, one in each school. The teachers helped to get the students by using the same method by writing (yes) on small pieces of paper, folded them into small sizes and put them in a container and allowed the students to pick. An average of fifteen students (15) per school were randomly selected.

This sampling technique was used because it is easier, less costly and ensures that a school in the target population has an equal and independent chance of being included in the sample. The forty five (45) schools chosen were considered to be a representative sample because they formed 88.8% of the total population of the schools in the county. Similarly forty five (45) form four C.R.E teachers out of sixty five (65) represented 69.2% , three hundred (300) form four C.R.E students out of eight hundred and fifty (850) from the selected schools(45) participated in the study, this represented 35.29%. All these were over 30% required by the rule of standard and error of estimate by Kerlinger,(1993). The sample according to Kathuri (1983) is a good representation of the population characteristics on which the judgment was based. The above sampling removes the possibility of bias which can interfere with selection of cases. It estimates the accuracy of the sample.

1. Simple random sampling was also used to pick schools from the already sampled schools to be used for class observation schedule. Twelve (12) schools were selected.
2. Purposive sampling was used to select all the six DQASO's in the six regions in the county and the form four C.R.E. class and their teachers. This method was used because it selected the typical and useful target population for the study.

A total of forty five form four C.R.E teachers, three hundred (300) form four students, and all the six DQASO's in the six districts participated in the study.

The summary is presented in **table 3.3** below:-

Table 3.3: The sampled population

Study population	Target population	Sample size	%
DQASO's	6	6	100%
Teachers	65	45	69.2%
C.R.E Students (F4)(2012)	850	300	35.2%
Schools	55	45	88.8%

Source: District's education office

3.7 Research instruments

Quantitative and qualitative data collection techniques were used for the study, they provided a richer base for analysis, and they also helped decide on the instruments that were used in the study.

Turney et. al. (1971) say that in the choice of the instruments, the researcher has to be conversant with their characteristics, and strengths as well as the limitations. The two methodologies were viewed as complementary, each gave a better understanding and interpretation of the data and its ultimate findings. In collecting data for the study, the following research tools were used; survey questionnaires, interview schedules, document analysis and observation schedule.

3.7.1 Survey questionnaires

A questionnaire consists of questions that ask for facts, opinions, attitudes, or preferences of the participating groups (Turney, 1971). A survey questionnaire was developed and administered to forty five (45) form four C.R.E teachers (Appendix B) and three hundred students (300) of the same class (Appendix C). The teachers' questionnaire had forty one items, and was divided in sections, section (A) dealt with background information that helped the study to have a prerequisite knowledge on some of basic knowledge teachers possessed to enable prove or disapprove some of the assumptions put across in the study. These are academic qualifications, teaching experience, the trend of performance in their schools which also asked an open ended question to comment on such a performance, the number of teachers teaching C.R.E and their lessons, assessments done by DQASO's and whether teachers attended any in-service, seminar or workshop.

The subsequent sections dealt with the main themes of the study, section (B) dealt with objective organization prior to teaching, section C dealt with structuring the content to delivered, section D was on content covered by teachers, they were asked to give their opinion and to justify on the topics not covered in the syllabus, section E was on resources that were used to enhance the teaching of CRE, the teachers were to list the ones they utilize in their classrooms, section F dealt with teaching methodologies/learning activities adopted by teachers, it asked teachers to rank these methods from the most used to the least and section G dealt with the measures used by teachers on assessment and feedback, it also asked an open ended question on the weaknesses CRE examiners identified while marking the exam at national level.

Similarly, the students' questionnaire had 14 items which were divided into sections. Section A gave background information and the subsequent areas gave the curriculum delivery processes as they were practiced by the teachers. Section B dealt with confirmation of the achievement of the instructional objectives by teachers, section C dealt with confirmation of content learnt and the students were asked to give their opinions on why the content was not covered, section D was on resources used by teachers, section E was on teaching methodologies and learning activities used by teachers and section F dealt with assessment /feedback measures used by teachers.

The researcher personally delivered the questionnaires for both the teachers and the students to the schools and agreed on a date to be collected .Those who completed filling them were collected.

According to Kerlinger, (1993), a survey questionnaire is an appropriate data collecting instrument as it gives the respondent time to give well thought out answers and it is also effective when using large sample that was used to identify major research questions, themes that was probed in-depth during interview schedules. The instrument helped to collect a lot of information over a very short period of time. It was composed of closed and some few open ended questions. The questionnaire was developed through consultation with my supervisors and other researchers.

3.7.2. Interview schedule

Interview schedule was administered to DQASO's (Appendix G) and teachers in their pre- lesson and post-lesson interview Appendix E. Gubrium (2004:139 -140) posits that interviews play the role of a "window on the world" the reason is empirical data about a social world of the respondent is achieved. In this case during the interview with the teachers and the DQASO's, some form of knowledge was build. Becker, (1996) indicates that researchers describe how they interpret the events their respondents participate in, so the only question is not whether it should be interpreted, but how it is done.

This helped to know what people think and what meaning they give to the objects, events and people in their lives and experience, this is done by talking to them in formal or informal interviews, in quick exchanges while participating in and observing their ordinary activities, thus the nearer the researcher gets to the conditions in which they actually do attribute meanings to objects and events, the respondents engage in meaning making together.

As subjects, social actors attach subjectivity, intended meaning to their behaviour, in this case the influence of teachers' curriculum delivery was sought to establish whether it had a meaning in terms of helping the learners achieve their goals. Interview schedule was administered to teachers before and after lesson observation and DQASO's who helped shed light on whether teachers are influential in curriculum delivery towards helping learners achieve the intended goals of their academic achievement. They revealed on some of the major weaknesses of teachers during curriculum delivery.

A structured interview schedule was developed that guided a face to face conversation by the study. It helped obtain rich data and to examine in-depth issues that emerged from the questionnaires ,some of these include describing how they had planned for the lessons and what measures they took to ensure that learning took place, the interview took place before classroom instruction and after classroom instruction they were asked to establish whether learning took place, majority of the teachers were not sure because they had not prepared adequately for the lessons as it was evident by lack of objective setting, no adequate use of teaching skills and no use of teaching/ learning resources, these inhibited the teacher to confirm whether the learning objectives were achieved or not.

This method was used because it offers the opportunity to modify a one line direction of enquiry and in following up the responses, it allowed in- depth analysis so as to establish teachers' preparedness of curriculum delivery processes for effective instruction in C.R.E , this allowed the researcher gain control over the line of questioning.

3.7.3 Direct class observation

Direct observation took place in the form four CRE classes of the selected schools (12) in number who were being prepared to sit for their KCSE (2011) exam as teachers administered their lessons. Emerson et.al.(1995) stated that in qualitative research, the researcher gets into a social setting deeply so as to know the people one is dealing with. This method was used because the study involved getting the life situation by seeing what the respondents did and listened to them directly. In order to judge the quality of teaching and learning, the section focused on observing habitual practices that went on in the lesson. The teachers who were observed were not informed so as to find them in their normal routine ways of doing their classroom instruction to avoid artificiality.

In this case it helped the study identify and confirm the curriculum delivery processes used by teachers especially at a time when they are aspiring to clear the syllabus in time, so as to prepare the candidates for the forthcoming exams. Whereas interviews provide information about peoples' beliefs, attitudes and reported behaviour, observations provide about actual behaviour.

Direct observation of behavior is useful because some behaviours involve habitual routines, which people are hardly aware of, thus can reveal more information than other data collection. It also allows the researcher to put behaviours in context, and thereby understand it better. The study used structured observation Appendix D, where the observer is an on-looker. Those observed know they are being observed, but usually do not know the exact behaviours that are being observed and recorded, focusing on the

selection of points of interest, the behaviours on the list were observed and noted, the items observed which were rated into four categories in the likert scale that is from 1-4 as 1=unsatisfactory, 2=satisfactory, 3=good and 4=very good, centered on the lesson structure, teaching/learning activities, assessment/feedback measures used by the teacher and teacher competence in the whole curriculum delivery process. Most of these areas were rated as unsatisfactory. This method provided precise, numerical results, which are amenable to statistical analysis, and can be repeated to monitor behavioural change (Orodho, 2009), the study used field notes to record every event to supplement the observed behaviours.

Brock, (2002) indicated that direct observational notes are statements that describe events got through watching or listening and must be detailed so as to use it to base conclusions. He says that it will help match the information obtained in the interview schedule and questionnaire with the actual practices in class.

3.7.4 Document analysis

Document analysis is when the researcher examines a set of documents, the information obtained from the respondents in the questionnaire, observations and interview schedule will be supplemented further with data obtained through examining existing documents.

The sources of documentary data included areas that dealt with teacher competence and the DQASO's assessment on teachers' curriculum delivery practices.

The relevant supportive documents included resource materials, schemes of work, records of work, lesson notes, lesson plans and progress record books. A document analysis proforma Appendix F, was used by the researcher to obtain the needed information. This method was preferred because the researcher accessed data at one's own convenient time, obtain unobtrusive information. Documents also helps to unearth some of the events that have been going on before the research began.

3.8 Piloting the research instruments

The questionnaires, interview schedules and document analysis proforma were pilot tested on respondents in four (4) schools in four districts especially those which did not participate in the main study, it involved one school per district whose population of schools were more than ten , in this case two districts Baringo South and East Baringo were left out because it had fewer schools . A total of eight (8) teachers and hundred (100) form four CRE students participated.

This was done in two occasions within duration of a month that is in June, this was meant to avoid bias and to determine whether the instruments would provide clear data required for the study. From the pre-test, the questionnaires and interview schedules were checked to ascertain clarity and relevance of questions to allow a good flow of questions when used in the main study. Some content that were vague were deleted, and others were simplified to avoid misinterpretation.

A document analysis proforma Appendix F was prepared and also pre-tested to ascertain the availability and use of the relevant documents used by the teachers. This acted as a checklist which the researcher used parallel to that of the sampled schools. The observation guide was also developed and pre-tested. An impromptu visit was made, and a request was made to the teachers to observe them as they administered their lessons. This helped to delete unnecessary content in the observation schedule that may interfere with the actual items to be observed.

The pilot study generally helped to unearth some of the hindrances that could have interfered with the research. Example, many questions that made the respondents tired were reduced to a manageable number, proper sequencing of the questions and use of open ended questions were included to provide clarity.

3.9 Validity and Reliability

Valid instruments are those having a content relevant to the study, it refers to “correctness, soundness of results of conclusion reached in a study” (Kothari, 2008:73) .

Research instruments are valid if they measure what they purport to measure, this goes hand in hand with the information on the literature review and the research questions asked.

The extent to which the results of a research study can be interpreted accurately with confidence defines internal validity and the extent to which research results are generalizable to a population defines external validity. The research findings were

applicable to any other school set up especially to those with similar characteristics as those studied. Kathuri et. al(1983:16) gave guidelines when considering validity.

1. Is it appropriate for the chosen population?
2. What psychological or underlying constructs are being measured?
3. Does the instrument contain a good representation of the desired content?
4. Does it measure other characteristics as well?
5. Could this test be used to make useful predictions?
6. Does it look like it is measuring what it claims to measure?

The different instruments used to collect data such as interviews, questionnaires, observation and documents helped to understand the study deeply and make it clearer by unearthing what teachers did in their classrooms. These methods complemented each other well hence helped answer Kathuri's, (1983:16) guidelines when considering validity. In this study three validity types were considered, that is content validity and construct validity. The content related validity of the instruments was determined by giving the questionnaires to my supervisors, colleagues and other experts to critically assess the relevance of the objectives to the study.

According to Kerlinger, (1993), the construct validity of an operational measure may be established with correlation evidence that shows a given construct is positive, negative, and not related to other constructs, this was done by carefully narrowing the research problem to one specific area that is teacher preparedness for effective C.R.E curriculum instruction. It centered majorly on classroom practices adopted by teachers. In the process

of data collection, triangulation of information from the different methods of data collection was done. Careful choice of the subject sample and cross checking the data obtained throughout the entire study was done to get assurance of its validity.

Reliability

Data collection instruments must be reliable. It means that it must have the ability to consistently yield the same results when the measurements are repeated to the same people under similar conditions.

According to Kothari, (1985), the term reliability has two closely related but somewhat different connotations in psychological testing. First, it refers to the extent to which a test is internally consistent, that is, consistency of results obtained throughout the test when administered once. In other words, how accurate is the test measuring at a particular time? It also refers to the extent to which a measuring device yields consistent results upon testing and retesting. That is, how dependable is it for predictive purposes? This kind of reliability will result to stability of results of repeated measurements.

According to Kathuri and Pals, (1993), the reliability of the instruments ensures:

1. The responses are consistent across variables (consistency)
2. Individuals do not vary in their responses if the instrument are administered a second time (stability)
3. Errors made during administration or scoring of the instruments are eliminated. The two aspects, consistency and stability enabled the researcher determine the reliability

of the instruments by comparing results of repeated measurements which enabled secure consistent results.

Survey questionnaires, observation guides, interview schedules and document analysis were piloted in four schools. This helped examine the instruments for clarity and ambiguity of items, validity and reliability of the instruments.

3.10 Data collection procedures

This refers to the collection or gathering of information to serve or prove some facts (Kombo and Tromp, 2006:99). It involved the real process of going to the field to get the required information from the selected population. A reconnaissance visit to the study area was carried out for familiarization and to refine the research instruments. Before the administration of the research instruments to the sampled population, a research permit was obtained from The National Council for Science and Technology through the School of Education, Moi University.

The researcher then reported to the education personnel and other administrators in the various regions within the county to seek permission and to conduct research. This was done by establishing rapport with them. The researcher liaised with the principals of the sampled schools who then introduced the researcher to the teachers and students. The researcher then interacted with the respondents' and sought for some information related to the study, focus was made on the major themes in the questionnaire, interview schedule, observation schedule and relevant documents where the preliminary data collected was analyzed.

This was done after the instruments will have been developed and pre-tested within a month in four schools that were not sampled in the county. On the actual dates of the study which was conducted between 1st September and 15th October at a time when most school were struggling to clear the syllabus, the researcher personally visited individual schools and DQASO's offices to conduct research. A letter Appendix A requesting the groups mentioned to cooperate in the study was availed together with the research instruments.

The researcher sought consent from the principals who were informed on the purpose of the research upon explaining that it was purely educational .They then introduced the researcher to the form four C.R.E teachers who assisted to have the form four C.R.E students fill the questionnaires. To avoid biasness on the selection of the students to fill the questionnaires, the researcher guided the teacher on how it should be done by folding papers and writing the number required and to be picked in class randomly, an average of fifteen students per school participated in the study.

One form four C.R.E teacher was to fill the questionnaires per school, the heads of humanities department assisted in identifying one teacher especially in those schools who had more than one teaching C.R.E by calling them and to agree among themselves as to who should participate in the study. The form four class was chosen because it was the class who are believed to have cleared the syllabus and also able to disclose some of the classroom practices adopted by their teachers all along. The research instruments were

then administered, those who were ready, filled and returned back, others kept to be filled at a later time and were to be picked at their own convenient time agreed.

The researcher made it known to the teachers of the sampled schools who were to be observed while teaching about the exercise and there was pre and post lesson interview. The actual date was not disclosed to them because the researcher wanted to find them administering their lessons in their natural setting, to avoid artificiality which could distort the findings of the study.

The items observed which were rated into four categories in the likert scale that is from 1-4 as 1=unsatisfactory, 2=satisfactory, 3=good and 4=very good, centered on the lesson structure, teaching/learning activities, assessment/feedback measures used by the teacher and teacher competence in the whole curriculum delivery process. An average was done on the items asked in each section. Most of these areas were rated as unsatisfactory.

The heads of departments assisted to establish the presence of the relevant documents that were used to assist in curriculum delivery in their schools. A structured interview schedule was developed that guided a face to face conversation by the study. It helped obtain rich data and to examine in-depth issues that emerged from the questionnaires ,some of these include describing how they had planned for the lessons and what measures they took to ensure that learning took place, the interview took place before classroom instruction and after classroom instruction.

They were asked to establish whether learning took place, majority of the teachers were not sure because they had not prepared adequately for the lessons as it was evident by lack of objective setting, no adequate use of teaching skills and no use of teaching/learning resources, these inhibited the teacher to confirm whether the learning objectives were achieved or not. This method was used because it offers the opportunity to modify a one line direction of enquiry and in following up the responses, it allowed in- depth analysis so as to establish teachers' preparedness of curriculum delivery processes for effective instruction in C.R.E , this allowed the researcher gain control over the line of questioning.

The interview with the DQASO's was done at their own convenient time after informing them about the aim of the study through writing in advance, their availability for the interview was ascertained by calling, upon which they consented on certain dates agreed upon. The DQASO's are important group of education personnel who were in a position to tell the curriculum delivery processes used by teachers, because of their routine supervisory and assessment roles required to ascertain quality education in today's classrooms.

3.11 Data analysis and presentation

The researcher utilized both qualitative and quantitative technique in analyzing data. In qualitative data analysis, the study relied on an in-depth understanding of the inter-relationships between C.R.E teachers and their students in the process of teaching and learning. The data collected in qualitative research are in words rather than numbers, it

was used to analyse the open ended questions and to transcribe those for the interviews hence applicable for interview transcripts, field notes and documents. These facilitated the answering of 'how' 'what' and 'do' questions as presented in the research questions by providing explanations. For example on the class observation schedule and the interview schedules before and after teaching, the study was able to connect the present, past and the future in the process, and some issues were unearthed. This enabled the researcher describe the events that took place especially in the C.R.E classrooms. The structured observation schedule and the structured interview schedule enabled the researcher describe the existing themes already captured in the schedules.

The study classified the major issues or topics covered in the interviews with the DQASO's, the pre and post lesson interview with the teachers so as to get the intensity of the number of times certain words, phrases or descriptions are used in the discussion. This was interpreted as a measure of importance, attention or emphasis. The qualitative research approach demands that the world be approached with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied (Orodho 2009).

On quantitative data analysis, the researcher quantified the closed ended questions and established their frequencies. It involved editing, coding, classification and tabulation of data using means and percentages, which was used to determine proportions and frequency of the items. After the data have been entered, the SPSS was used to perform statistical analysis on the data file, which was communicated to by a set of commands.

The statistical measures on focus that were used by the researcher include those that are descriptive example, one-dimensional analysis that is concerned with one variable example mean and median for description and interpretation of data. The use of tables and graphs were used to present the data. The inferences were made from the data obtained and the findings were described based on the percentages. The frequencies enabled the researcher conclude the findings. The findings presented in this chapter were done according to the main themes captured from the objectives of the study and the research questions asked.

3.12 Ethical considerations

Ethical consideration is quite necessary in research for it seeks the consent of the respondents, for no one can be forced to participate in the study (Roux et. al 2005). The participants were contacted and they were informed about the intention of the study and its significance, this involved clarification to clear any doubt that they may have.

The researcher took the responsibility to carefully communicate to the respondents what is being studied, purpose of the study, who are involved in the study and the usefulness of the findings to the MOEST for necessary implementation, especially in an effort to improve the quality of education in the county by ensuring that teachers' needs in curriculum delivery are adhered to.

The ethical considerations protected the study because at first the teachers were hesitant to be observed while teaching because this was an element that was last done during teaching practice but consented because they were assured of confidentiality and anonymity in all stages.

A research permit was also obtained from National Council for Science and Technology through the assistance from School of Education, Moi University before undertaking the research. This gave the study authority and its validity to conduct research.

3.13 Summary

The chapter dealt with the research design and methodology, it in co-operated the following areas: study area, research design and methodology, target population, sampling technique, research instruments, piloting the instruments, validity and reliability, data collection procedures, data analysis and presentation, ethical consideration and summary. The study was conducted in six districts in Baringo county, forty five schools participated in the study where forty five form four C.R.E teachers and three hundred form four C.R.E students were drawn. Six DQASO's were also drawn from the six districts. The above areas enabled the researcher apply the useful research methodologies that guided the entire research work.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

4.1 Introduction

This chapter presents the findings of the study based on the data obtained from the respondents. The research was based on the investigation of the teacher preparedness in curriculum delivery processes for effective C.R.E curriculum instruction. The major sources of the collected data were from questionnaire's administered to C.R.E teachers and students, interview schedules administered to teachers before teaching and after teaching and interview schedules administered to the DQASO's of various districts, class observation schedule and document analysis proforma to ascertain the presence and use of important curriculum documents necessary for instruction.

The study was designed to provide answers to the following research questions:-

1. What relevant objectives were set by teachers before curriculum instruction?
2. How was the content structured to be used for curriculum instruction?
3. What is the extent of the content covered in the syllabus achieved by teachers?
4. Do teachers select appropriate teaching and learning resources to enhance curriculum instruction?
5. What kind of teaching methods/learning activities used by teachers to enhance curriculum instruction?
6. What kind of assessment/feedback measures provided by teachers during and after curriculum instruction?

7. What professional documents do teachers possess to support curriculum instruction?
8. Do teachers possess relevant academic and professional qualifications to enhance curriculum instruction?

The major concern of the study sought teachers' preparedness in curriculum delivery processes in an attempt to influence effective C.R.E classroom instruction. Teacher preparedness entails organizing and preparing information in the form of subject matter content which requires accuracy, up-to-date and should be relevant to the regulation's and syllabus laid down by the Ministry of Education in the Kenyan education system.

4.2 Background Information

Prerequisite information on teachers and students gave background information which formed a basis for the study.

4.2.1 Teachers' details

Table 4.1: Gender of teachers

Gender	Male		Female		Total	
	Count	%	Count	%	Count	%
Teachers	14	31.1%	31	68.9%	45	100%

Question item number 1 on the teachers' questionnaire on background information sought to find out on gender, it established in the study of forty five (45) teachers that the

male were 14(31.1%) and the female were 31(68.9%), this shows that there was a big number of female teachers teaching C.R.E than male as shown on **Table 4.1**

Table 4.2: District and provincial schools

Schools	District		Provincial		Total	
	Count	%	Count	%	Count	%
Total	35	77.8%	10	22.2%	45	100%

Question item 2 on the teachers questionnaire sought the number of district and provincial schools that were randomly selected, the study established that 35(77.8%) district schools and 10(22.2) provincial schools participated in the study on **Table 4.2** This gave the study a base to control biasness.

Table 4.3: Teachers academic qualification

Academic qualification	Teachers	
	Count	%
B.ED(Arts)	33	73.3%
B.ED(Diploma)	10	22.2%
M.ED	2	4.5%
Total	45	100%

Question item number 3 sought teachers qualification, it established that 33(73.3%) had B.ED (Arts) degree, 10(22.2%) had B.ED (Diploma) and 2(4.5) had masters degree as shown on **Table 4.3** The findings indicates that teachers were qualified to teach C.R.E ,

teachers' qualification play an important role in teaching because they influence instructional competence, and they are expected to use their pedagogical knowledge acquired in their training to effectively deliver the curriculum

Table 4.4: Teachers teaching experience

Teaching experience	Teachers	
	Count	%
0-10 years	9	20.0%
10-20 years	25	55.6%
Over 20 years	11	24.4%
Total	45	100%

Coupled with the qualifications, schools had experienced teachers as asked in question item number 4, the findings showed that 9(20.0%) had a teaching experience of between 0-10 yrs , and 25 (55.6%) had a teaching experience of 10-20 years and 11 (24.4%) had a teaching experience of over 20 years as shown on **Table 4.4**.

A teacher is said to be experienced after completing two years of probationary period and thereafter confirmed on permanent and pensionable terms, this is according to the T.S.C code of regulation. By this time a newly employed teacher will have been subjected to gain experience through association with the experienced teachers, thus the findings revealed that most schools had qualified teachers and therefore expected to be competent to give quality teaching by observing what is expected in the profession and from them.

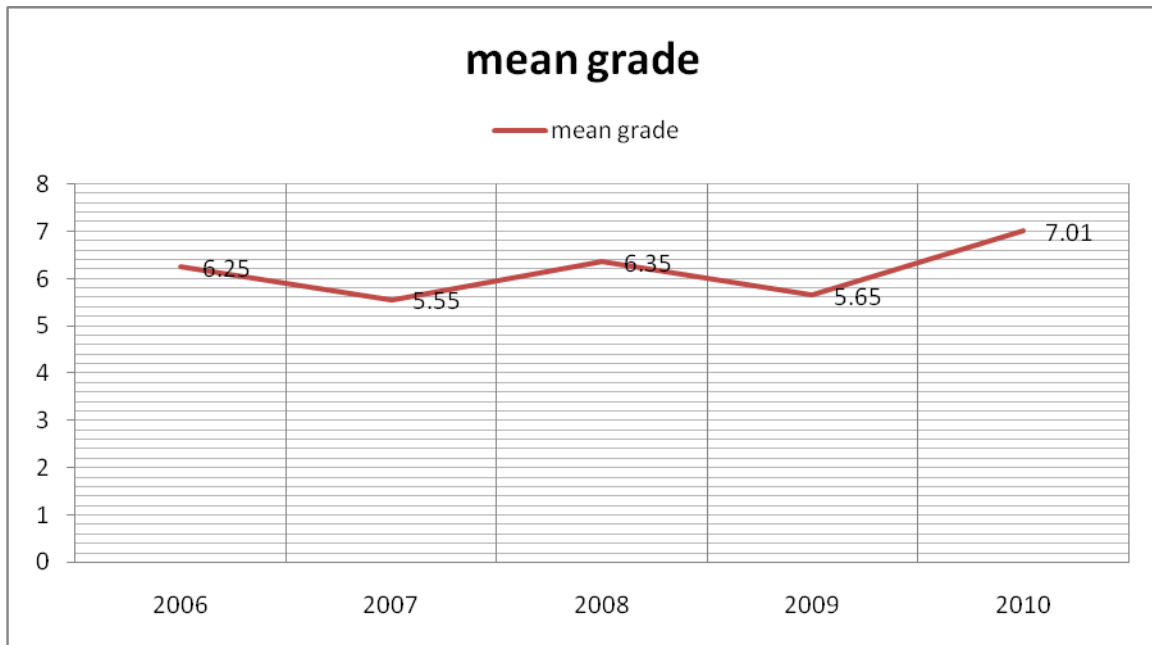


Figure 4.1: The trend of the mean grade for the 45 schools for five years

Question item number 5 sought the mean grade obtained in the forty five schools for a period of five years, the average mean for every year was calculated from the year 2006-2010 and the results were as follows, 2006=6.25, 2007=5.55, 2008=6.35, 2009=5.65, 2010=7.01, the line graph **fig 4.1** shows the trend of the performance for the last five years.

The mean grade for the 45 schools from the level of performances in the two distinct type of schools whose mean was between 0 - 5.99 was rated as below average , 6 - 6.99 was rated average, 7 - 7.99 was rated above average. The counties performance mean of C.R.E ranged between 5 - 6.99 which was rated average. This was relatively low as compared to other subjects' performance especially with the notion that it is a booster subject in other districts. The findings showed that some schools in either district or

provincial schools portrayed high means of above seven and others low means below five hence gave a conclusion that the performance of a subject is basically based on quality instructional processes adopted by teachers.

Table 4.5: Number of C.R.E teachers in schools

C.R.E teachers	Schools	
	Count	%
1	18	40.0%
2	22	48.9%
3	5	11.1%
Total	45	100%

Question item number 6 a and b sought the number of teachers teaching C.R.E and the lessons taught per week, the findings showed that 18(40.0%) schools had one, 22(48.9%) had two, 5(11.1%) schools had three as shown on **Table 4.5**

Table 4.6: Number of lessons taught by teachers weekly

Lessons taught	Teachers	
	Count	%
9-14	4	8.9%
15-22	6	13.3%
23-28	26	57.8%
Over 30	9	20.0%
Total	45	100%

This went in line with the number of lessons taught by teachers in a week as they indicated in the findings that 4 (8.9%) teachers taught between 9 – 14 lessons, 6(13.3%) taught between 15-22 lessons, 26 (57.8%) taught between 23-28 lessons and 9(20.0%) taught over 30 lessons. Most of the teachers had a big work load resulting from the few C.R.E. teachers as shown on **Table 4.6**.

Currently the humanities teachers are few in many schools hence this may lower quality teaching. This resulted from a lopsided emphasis on the sciences and languages by the government in 1996, as a result many students shunned humanities. One principal observed that ,“students were made to believe that humanities subjects were not marketable and many concentrated on ... sciences and languages, the same reaction was made by one of the dons in the public universities that they have been trying hard to market humanity degree courses to students and parents. He observed that “many parents have a belief that humanities cannot be good enough for their children, but we are opening up their minds”. This scenario could be the cause of the current state of staffing of C.R.E teachers in schools.

Table 4.7: Last assessment done

Last assessment	Teachers	
	Count	%
1-3years	10	20.2%
4-6 years	11	24.4%
Less than 1 year	5	11.1%
Never assessed	19	42.3%
Total	45	100%

Question item number 7 in the teachers questionnaire, sought the last assessment of schools by DQASO's, the findings showed that 10(20.2%) schools were assessed within a span of between 1-3 years , 11(24.4%) schools between 4-6 years, 5(11.1%) schools less than a year and 19 (42.3%) schools were never assessed as shown on **Table 4.7**

The findings indicates that majority of the schools had not been assessed and those assessed were done after a lengthy of time.

Table 4.8: Impact of the assessment

Assessment impact	Teachers	
	Count	%
Had an impact	15	33.3%
Had no impact	30	66.7%

Question item number 8 asked the teachers whether such assessments had an impact to their classroom practices,15(33.3%) reported that it created an impact but the majority of the teachers 30 (66.7%) claimed that it did not as shown on **Table 4.8**.

According to QAS circular No. 1 2009, on effective supervision of curriculum delivery, the purpose of the standards assessment is to evaluate the quality of education provision within a school, focusing on the quality of teaching and learning and student achievements.

Table 4.9: Seminar, workshop or in-service attended

Seminar, workshop or in-service attended	Teachers	
	Count	%
Not attended	29	64.5%
Attended	16	35.5%
Total	45	100%

Question item number 9(a) sought to establish if teachers have attended any seminar, workshop or an in-service, 29(64.5%) said they have not and 16(35.5%) have attended as shown on **Table 4.9**.

Those who have attended as asked in question 9(b) stated that its intention was not related to teaching but examinations and updates on remarkable changes in the syllabus, they also indicated that it took place many years back (6years). Shiundu and Omulando (1992) observed that in-service education help to acquaint the practicing teacher with the latest innovation in the curriculum of his/her subject area, in this way the teacher is more able to cope with new demands in their subject areas of specialization as well as new approaches and methodologies intended to enhance teaching and learning (P.234).

4.2.2. Students' details

Table 4.10 Gender of CRE students

Gender	Girls		Boys		Total	
	Count	%	Count	%	Count	%
C.R.E students	175	58.3%	125	41.7%	300	100%

Question item number 1 in the students' questionnaire sought to establish the number of students doing C.R.E based on gender; there were 175(58.3%) female and 125 (41.7%) male, this shows that there were more female than male taking C.R.E in the secondary schools under study as shown on **Table 4.10**.

Table 4.11: District and provincial schools

Schools	District		Provincial		Total	
	Count	%	Count	%	Count	%
Total	35	77.8%	10	22.2%	45	100%

Question item number 2 asked the students to indicate whether their school was a district or provincial school. The findings were that there were 35(77.8%) district and 10(22.2%) provincial schools as shown on **Table 4.11**

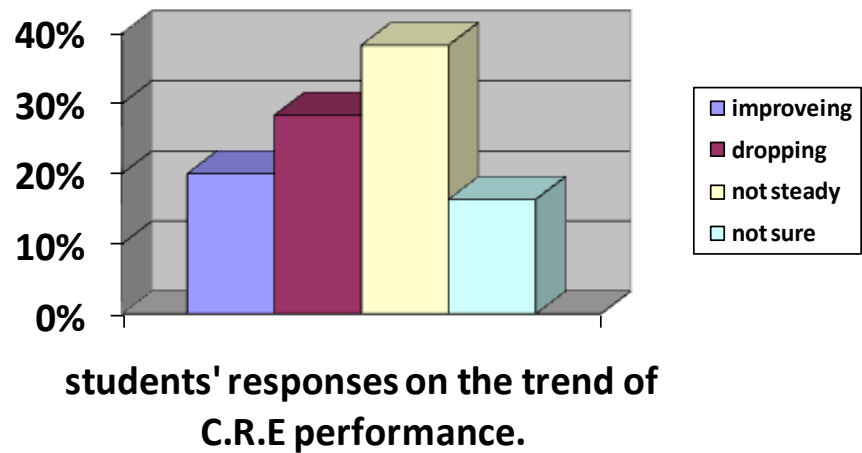


Figure 4.2: Students' responses on the trend of the performance of CRE for five years

Question item number 3, asked the students the trend of performance in their schools 60(20.0%) indicated that it has been improving, 85(28.33%) responded that it has been dropping, 115(38.33%) responded that it was not steady and 50 (16.66%) were not sure. This showed that the majority of the students responded that it has not been steady and this tallied with what the teachers also gave.

4.3 Theme one: Objective organization prior to teaching

Question item number 10 sought whether teachers wrote objectives for every lesson taught in C.R.E, the responses were as follows, 24(53.3%) reported that they don't write, 15 (33.3%) writes sometimes and 6 (13.3%) reported that they write. The findings showed that majority 24(53.3%) of the C.R.E teachers do not write objectives prior to teaching. The manner in which a lesson begins matters a great deal for it sets the mood for the class. Teachers must learn to use those objectives in ways that will improve

teaching and evaluation. Question number 11 further sought from teachers what they considered when writing objectives, 22 (48.8%) indicated that they considered outcome of students' learning,

5 (11.2%) considered student evaluation, none considered instructional materials and 18 (40.0%) considered instructional process. This shows that most teachers were ignorant of the need for writing instructional objectives. This is confirmed by question item number 12 on how teachers began their lessons, the responses were 20 (44.4%) teach right away from the start of the previous lessons without making a recap, 14 (31.1%) make a recap of the previous lesson taught, 6 (13.3%) introduce the lesson and relate it to the life experience of the learners and 5 (11.1%) state the objectives of the lesson first. The findings showed that very few teachers state the objectives before teaching and majority teach right away from the start of the lesson. This is confirmed by question item number 2 in the interview schedule before classroom instruction where the teachers indicated that they did not plan to accomplish any objectives and with those who had set up their objectives as asked in question item number 4 in the interview schedule before classroom instruction indicated that they did not evaluate the learning objectives because of lack of time.

The teachers further elaborated in an interview after classroom instruction as asked in question item number 1 which asked whether the learning objectives were accomplished. Many responded that they did not evaluate, thus not in a position to ascertain. In the class observation schedule Appendix D, part A item 1, on lesson structure, the rating of the

lesson observation on whether teachers had a lesson plan with clear objectives to guide the lesson was rated unsatisfactory because the teacher simply used lesson notes/textbooks and continued to teach from where the lesson stopped in the previous lesson.

On part B of the classroom observation Appendix D on the teaching/learning activities item 2 on whether the instructional objectives were accomplished, the rating was also unsatisfactory because the teacher taught throughout the lesson without giving room to evaluate the objectives and there were no learner activities. In most of the observed lessons, there were no objectives set.

Table 4.12 Achievement of instructional objectives

STATEMENTS	RESPONSES						TOTAL	
	Often (O)		Rarely(R)		Never Use (NU)			
	count	%	count	%	count	%	Count	%
a).The teacher stated the objectives before teaching	80	26.66 %	120	40.0%	100	33.3%	300	100%
b).The teacher explained the content in detail	80	26.66 %	130	43.33%	90	30.0%	300	100%
c).The teacher has a sequence to follow	75	25.0%	100	33.3%	125	41.66%	300	100%
d).The teacher checks students' work	30	10.0%	55	18.33%	215	71.66%	300	100%

Question item number 4 in the student's questionnaire, asked whether teachers often, rarely and never performed the following to achieve instructional objectives. On item (a) on whether the teachers listed the objectives before teaching. 80 (26.66%) indicated

often, 120 (40.0%) rarely stated ,and 100(33.3%) never stated .On item (b) whether the teachers explained the content in detail,80(26.66%) indicated often,130(43.0%) rarely explained in detail and 90(30.0%) never explained. On whether the teachers had a sequence to follow while teaching on item (c), 75(25.0%) expressed often teachers used a sequence and 100(33.0%) rarely used a sequence and 125(41.66%) never used a sequence. And on whether the teachers checks the students work to ascertain whether the objectives have been achieved on item (d). 30(10.0%) often check, 55(18.33%) rarely check and 215(71.66%) never checks. The findings indicate that little is done to achieve the learning objectives as indicated on the **Table 4.12**.

4.4 Theme two: structuring the content to be delivered

4.4.1 Schemes of work

A scheme of work refers to guidelines designed to make the teaching of a subject more manageable. It provides supporting information about planning and teaching the subject and form documentary evidence about course delivery. Schemes of work are likened to a road map of a journey.

Question item number 13 in the teachers questionnaire sought from the teachers the frequency of making schemes of work, the responses were 30(66.6%) often make,9(20.0%) make sometimes and 6(13.3%) rarely make. Question item number 14 sought from the teachers how often they refer to them, the responses were 25(55.5%) never refer to it,8(17.7%) refer to it sometimes , 6(13.3%) rarely refer to it and 6(13.3%) refer to it often. From the above analysis most teachers make schemes of work but

majority never refer to them and do not tally with the lessons taught. For further clarification, question item number 15 sought from the teachers when schemes of work are made ,the responses were 16(35.5%) indicated that when QASO's announce their coming,18(40.0%) when there is routine assessment by DQASO's, 8 (17.7%) when the head teachers demand and 3(6.7%) when the HOD demands. This clearly indicates that some external pressure ought to be put for teachers to make schemes of work, under any normal circumstances teachers could not be making schemes of work. Question number 16 sought from the teachers on what guides them while writing schemes of work, the responses were 2(4.4%) indicated entry behavior, 12(26.7%) indicated the objectives, 2(4.4%) indicated level of the learners,6(13.3%) indicated available materials and 23(51.1%) indicated all the above measures guided a teacher in writing the schemes of work. From these findings majority of the teachers had knowledge concerning the purpose of writing a scheme of work though they made little effort to make them. In the document analysis Appendix F, the study established that most teachers had schemes of work but were haphazardly made and it never adhered to the format required by MOEST.

There was no part to show that the work was covered, some columns were missing, thus making them incomplete. Thus, there was enough evidence to show that they were not referred to. Interview question item number 5 with DQASO's in Appendix G asked on what they came across as the teachers' weaknesses during their routine assessments, they observed that teachers recycled schemes of work which did not conform with their daily work.

4.4.2 Lesson planning

Lesson plan is the most critical part of a teacher's instructional activities. A lesson plan is a well prepared and systematically arranged programme. A lesson plan acts as a form of reminder of what a teacher is going to teach and how he/she intends to teach it. Question item number 17 asked teachers whether it was necessary to write lesson plans for teaching. The responses were that, 5(11.1%) responded that it is necessary, 31(69.0%) responded that it is not necessary and 9(20.0%) responded that it may be necessary sometimes. Most of the teachers did not see the need of making lesson plans. Although they seemed to be knowing the need for planning their lessons as asked in question item number 18, where 4(8.9%) indicated that I am expected to plan by my profession, 3(6.7%) indicated that it helps them teach better, 10(22.2%) indicates that it helps achieve learning objectives, 5(11.1%) indicated that it helps in sequencing the teaching and 23(51.1%) who are the majority indicated all the above areas. Question item number 19(a) sought from the teachers on the details of the lesson plans made. 3(6.7%) indicated few lines reflecting topics/sub-topics and objectives to be taught in class, none indicated on the detail of what a teacher is expected to do, 5(11.1%) indicated that they plan on what a teacher needs to do but reflecting only the key points, and 37(82.2%) indicated none of the mentioned areas above. Question item number 19(b) sought to establish why majority 37(82.2%) seem not to have made any lesson plans. The responses to this was that 15(33.3%) indicated that C.R.E is a very easy subject to teach, 8(17.7%) indicated that they no longer remember how to make them, 4(8.9%) indicated that the textbooks are sufficient for the provision of lesson notes and 18(40.0%) indicated that it was only useful for teaching practice.

In the class observation schedule Appendix D the study established that teachers did not use lesson plans and did not have clear objectives to guide the lesson as observed in item 1 part A on lesson structure, hence rated unsatisfactory, this confirmed item 5 and 6 in the same part, where the teachers did not have a sequence to follow while teaching and that the lessons taught did not merge that of the schemes and records of work respectively and in the document analysis proforma Appendix F it was noted as unavailable.

Question item number 20 (a) sought how often teachers commented on the lessons taught. 8(17.8%) indicated at the end of the lesson, 6(13.3%) indicated at the end of a topic(s) covered, 8(17.8%) indicated end of term, 3(6.7%) indicated end of year and 20(44.4%) indicated that they rarely comment, and question number 20(b) sought where the comments are placed for those who comment. The responses were that 0(0.0%) never placed in the schemes of work, 6(13.3%) placed in record sheets of each class, 2(4.4%) placed in report forms, 5(11.1%) placed in note books and 32(71.1%) did not comment at all. This indicates that teachers do not keep a record of what they deliver hence may not track the performance of the learners so as to help solve emerging issues in the teaching and learning that requires the attention of the teacher.

Question item number 21, sought how teachers give lesson notes to the students, the responses were that 33(73.3%) responded that students make their own notes using textbooks, 12(26.7%) indicated that the teachers make notes for them, and 0(0.0%) indicated that the students make notes as the teacher teaches. The findings indicate that the majority of the teachers leave students to make notes using the textbooks, this may

make students duplicate the same content in the textbooks hence may reproduce a similar material. Currently with the government subsidy the book ratio in schools is almost one book to an estimate of three students in most schools. This may influence teachers to leave students to make their own notes, whereas they could be lacking the skill to use these books.

In the observation schedule Appendix D item number 4 on lesson structure part A. It was observed that the teacher uses class textbook instead of lesson notes hence was rated unsatisfactory, some teachers had prepared notes but majority used class text. This hampered the checking of prior knowledge as observed in the same part item number 2 which the learners' possessed. This was rated unsatisfactory, because the CRE teachers began from where they stopped in the previous lesson. This also prevented the teacher to explain the content in detail and to make a recap of the previous lesson as observed in item number 3 in the same part which was rated as satisfactory because the teachers simply noted and explained the points as they appear in the textbooks.

This was further observed during classroom instruction on what teaching activities were carried out in class as indicated in the class observation schedule in section B item 8 which was rated unsatisfactory because the CRE teachers used majorly lecture method where the students remained passive in the entire lesson because they were not encouraged to make notes. The competency of the CRE teachers is summed up by section D of class observation schedule where the confidence in lesson presentation item 1 was rated good, the CRE teachers presented the content confidently while teaching and the

teachers had good mastery of content which was also rated good in item 2 in the same part. On time management in item 5 of the same part, it was rated unsatisfactory because CRE teachers did not set clear objectives and did not manage transitions between lesson activities. And there was no levels of time set by teachers on tasks, thus there was no procedure of lesson development adopted. Many teachers hinted that it was last done during their teaching practice.

In the interview schedule with the CRE teachers after teaching. The study sought in question item number 6 on how they rated the lessons taught in terms of achieving the objectives, many were not free to rate the lessons taught in terms of achieving the objectives, and in question item number 7, the teachers were asked to give the strengths of the lessons taught, many expressed that they did not see any weakness, for teaching took place and there was a progression of the syllabus coverage, as asked in item number 1 in the interview schedule before teaching, the study sought to establish from the teachers to describe how they planned for their lessons, many indicated that they did not plan, but used textbooks because it had similar order to that of the syllabus book.

4.5 Theme three: Content coverage by teachers and content learnt by the learners

4.5.1 The pie charts below shows the rating of the syllabus coverage by teachers

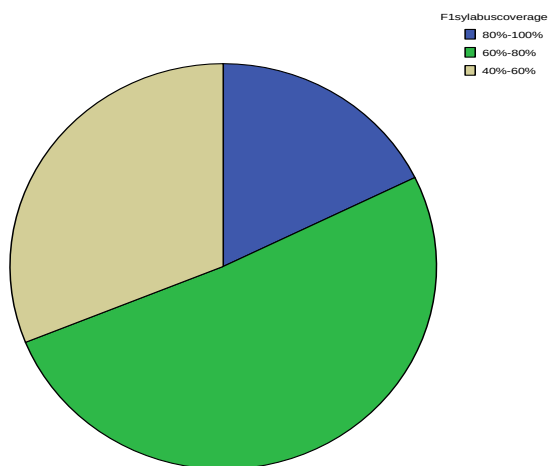


Figure 4.3: Extent of form 1 syllabus coverage

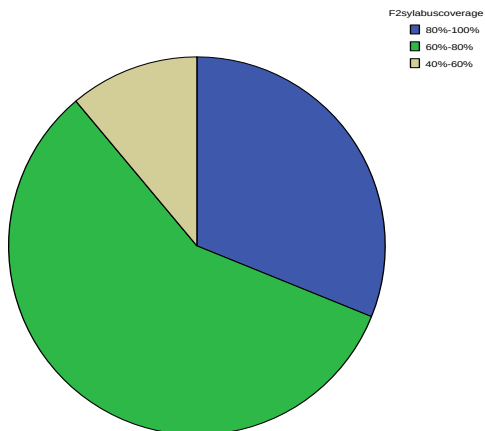


Figure 4.4: Extent of form 2 syllabus coverage

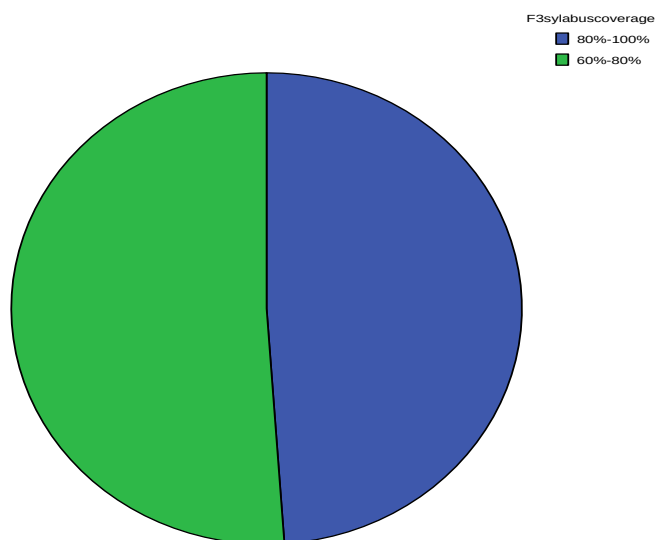


Figure 4.5: Extent of form 3 syllabus coverage

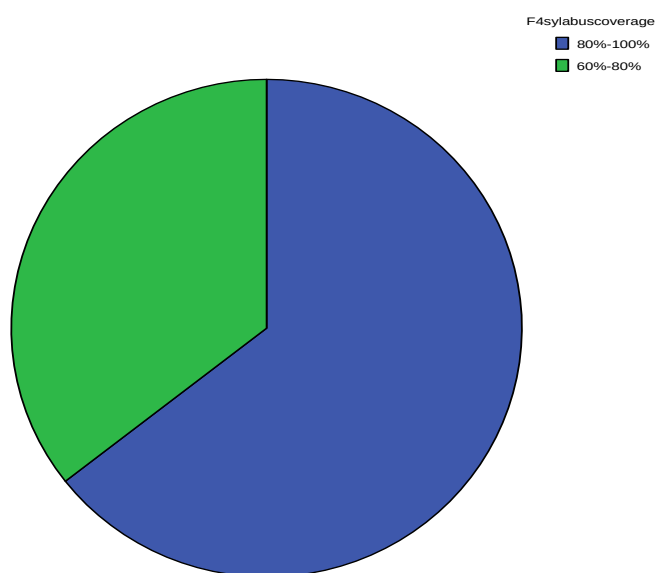


Figure 4.6: Extent of form 4 syllabus coverage

The table on item number 22 in the teacher's questionnaire indicates the content taught by C.R.E teachers from form one to form four, the C.R.E teachers were to tick whether they taught or not taught and to justify the reasons as to why some topics were not taught. The C.R.E teachers 29 (64.4%) gave the following reasons for the topics not covered.

1. Shortage of staff (C.R.E teachers).
2. Inherited the classes taught because of teacher transfers and employment by the TSC
3. Workload, some teachers claimed that they had many lessons hence could not complete the syllabus.
4. Some topics were left to be covered in the next classes, this created an overlap of content.

The students' responses 215(77.66%) were that in item number 5 in the students' questionnaire on content learnt, they gave the following reasons;

1. The teachers skipped some topics.
2. Teachers missed lessons.
4. Teachers never taught well.
5. Students covered some topics on their own.

The above areas is summed up by question item number 23 (a) which asked the teachers whether they taught C.R.E the present class (form 4) since form one. The responses were that 29(64.4%) indicated that they did not, and 16(36.0%) reported that they taught. This showed that there was inconsistency in the teaching and coverage of the syllabus.

Question item number 23(b) asked teachers to rate the syllabus coverage from form one to form four, the responses are shown in the pie charts on **figures 4.3, 4.4, 4.5 and 4.6** which showed the syllabus coverage by teachers from form one to form four. The data showed that the poorly covered syllabus according to the C.R.E teachers is that of form one and form two. During the interview with the teachers, the teachers reiterated that the form one and form two syllabus carries most of the Biblical content knowledge that is Old Testament/New Testament and African Religious Heritage which the students find it difficult to comprehend and also having negative attitude on Bible reading. These areas required length of time to explain and also requires learners to have knowledge and skills to synthesize, analyze and apply it to their own experiences, they also indicated that the form three and four syllabus is teacher/learner friendly hence easy to complete in time.

4.5.2 The pie charts below shows the rating of the content learnt by students

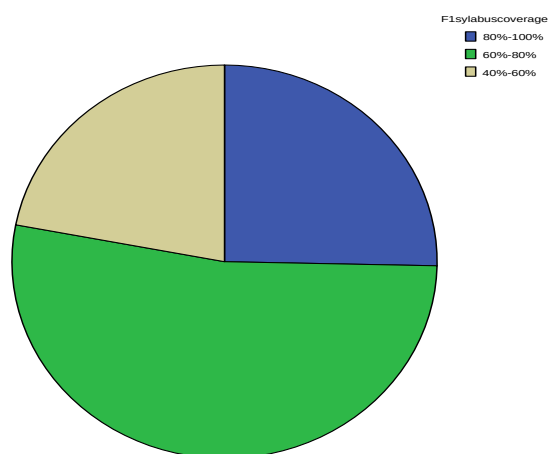


Figure 4.7: Extent of form 1 content learnt

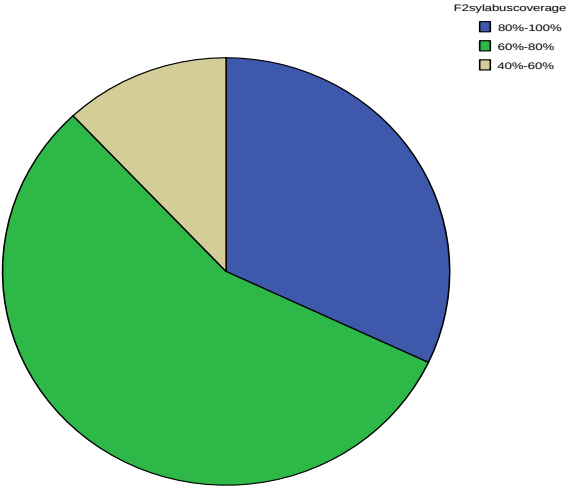


Figure 4.8: Extent of form 2 content learnt.

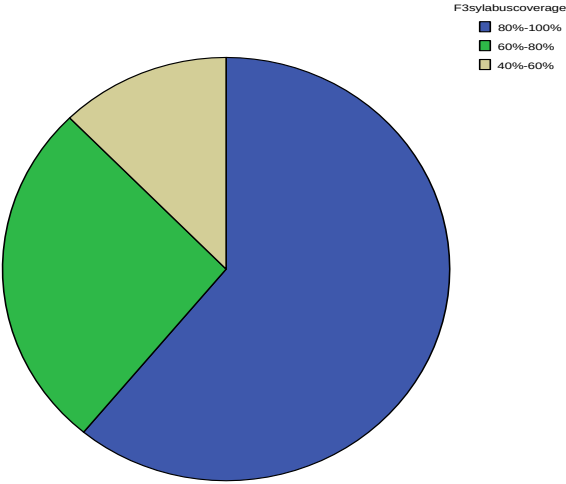


Figure 4.9: Extent of form 3 content learnt.

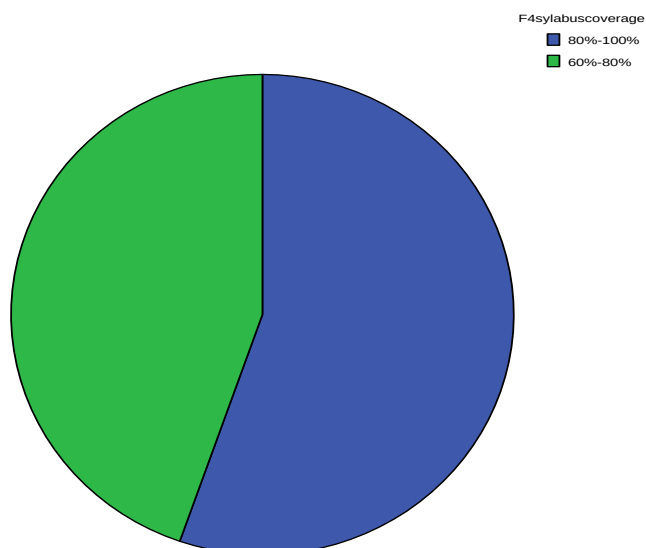


Figure 4.10: Extent of form 4 content learnt.

The pie charts **figures 4.7, 4.8, 4.9 and 4.10** shows the content learnt by the students, which also depicted that the rate of the content learnt was poorer at form one and form two, this confirms the teachers' expression that the syllabuses of these classes require time to complete and that if they are not adequately covered then it determines the subject's attitude and its selection at form three.

Question item number 24(a) in the teacher's questionnaire asked whether syllabus books were available in schools. The responses by the teachers indicated that 39(86.7%) reported that they have and 6(13.3%) indicated that they do not have. Whereas in the students questionnaire question item number 6a, 80(26.6%) indicated that there are syllabus books in their schools, 30(10.0%) indicated that they do not have and the

majority of the students 190 (63.3%) were not sure whether syllabus books were available or not. In question item 24b it asked teachers how often they used the C.R.E syllabus books. The responses were that, 12(26.66%) used it often, 24(53.3%) do not use it often, 9(20.0%) rarely use it, and 0(0.0%) never use it, this showed that majority of the teachers do not often use it. On the side of the students, as asked in student's questionnaire, question item number 6(b) on how often the students use it, 0(0.0%) reported they often use, 0(0.0%) reported they do not use often, 60(20.0%) rarely use it and 240(80.0%) have never used it, this shows that many of the students have not seen a C.R.E syllabus book.

The document is important for both teachers and the students. The study established that most students do not know what a syllabus book is all about. This makes them to entirely rely on the teacher for the provision of the content to be learnt and no wonder if a teacher transfers abruptly, students are not in a position to tell where they are suppose to begin from especially in a situation where there is no teacher at all.

Question item number 25 in the teachers' questionnaire asked the use of syllabus books. The responses were 20(44.4%) used it in preparing schemes of work, 5 (11.1%) is used to acquire learning objectives, 15 (33.3%) used to simplify the lesson planning and 5(11.1%) indicated that it may not be necessary sometimes. This is in line with what some teachers said on why they may not be writing the lesson notes, they reported that the textbooks are sufficient for the provision of lesson notes. The syllabus book gives the teacher a guideline on the learning objectives, without it, the teacher may not accomplish

the learning objectives. As asked in question item number 26 in the teacher's questionnaire on how teachers cover topics in the syllabus 17(37.77%) indicated that they cover them during class lessons, 10(22.22%) indicated that sometimes students read on their own, 12(26.66%) indicated that they allocate certain areas to students and 16(35.55%) gives topics to be discussed in class. Some of these methods used by C.R.E teachers to cover the syllabus are not recommended and it categorizes the teacher as incompetent. Question item number 27a asked teachers whether there was stipulated time for the completion of the syllabus. The responses were 7(15.55%) indicated first term, 19(42.22%) indicated second term, 10(22.22%) indicated third term and 9(20.0%) had no specific time. This shows that most schools were expected to clear the syllabus by second term, but the study established that some schools were still covering the syllabus in third term in form 4 class by the time of the study that is between 1st September and 15th October. Similarly teachers were asked in question item number 27b that if the C.R.E syllabus in the lower forms were not completed within the stipulated time, what did they do? The responses were 20(44.4%) shifted the rest of the work to the next class, 6(13.3%) left students to discuss on their own, 15 (33.3%) students were given text books to write notes and 4(8.8%) organized remedial classes. The findings were that majority of the C.R.E teachers' shifted the uncompleted work to the next classes hence resulted to incompleteness of the C.R.E syllabus which influenced the nature of the relatively low academic performance of C.R.E in the county as a result of the backlog of work emanating from poor curriculum instruction.

This is confirmed by question item number 7 in the student's questionnaire where the students were asked that if the syllabus was not completed in the lower classes. What did the C.R.E teachers do? The responses were, 130(43.3%) claimed that teachers shifted the rest of the work to the next classes, 40(13.3%) reported that students were left to discuss on their own in class, 80 (26.7%) reported that teachers gave textbooks to the students to write notes, 30(10.0%) reported that teachers organized remedial classes and 20(6.7%) reported that nothing was done. The findings established that the C.R.E teachers put less effort whenever they didn't complete the C.R.E syllabus, this made it difficult for the learners to link up the knowledge learnt previously and also made it difficult for teachers to review their instructional skills.

4.6 Theme four: resources used to enhance the teaching of C.R.E

In part E of the teacher's questionnaire on how resources were used to enhance the teaching of C.R.E, teachers were asked in question item number 28a/b to tick the ones that were available in their schools and used to support teaching from the commonly used to the least, the following resource materials were mentioned as most used and present in most schools that is; text books, syllabus books and the Bible. Charts, pictures, resource persons, real objects, maps, audio/visual aids and news paper cuttings were inadequate /absent in most schools. Question item number 8 a/b on the students' questionnaire on resources, asked the students to list those that are available in their schools and to list those that are commonly used, it concurred with that of the teachers, where the commonly used resources according to the students were the Bible, textbooks and syllabus books. Charts, pictures, resource persons, real objects, maps, audio/visual aids

and news paper cuttings seem to be unavailable in most schools as expressed by the students. This was confirmed by the class observation schedule Appendix D, part B item 7, where it was observed whether the teacher varied the instructional materials, it was rated unsatisfactory because the teacher only possessed a textbook and a Bible during teaching ,the two as observed were not enough to enhance curriculum delivery because they did not facilitate learner activity.

The DQASO's as asked during the interview revealed that most schools did not have adequate learning resources, as confirmed by question item number 29 in the teachers questionnaire as asked whether there were adequate learning resources used during class instruction,38(84.44%) indicated that there were no adequate resources, 7(15.55%) indicated that the resources were adequate. Question item number 9 in the students questionnaire asked whether there were adequate learning resources used by teachers during class instruction, the findings of the students were that,55(18.33%) indicated that the resources were adequate, 215(77.66%) indicated that the resources were not adequate and 30 (10.00%) were not sure. Question item number 30 asked teachers how often they used resources in teaching, 8(17.77%) used it always,2(4.44%) used them rarely and 35(77.77%) indicated they never used them at all, this was confirmed by the students where they were asked similar question in item number 10, 20(6.66%) indicated that teachers used them always, 35(11.66%) teachers used them rarely and 245(81.66%) never used them at all, thus the findings indicates that teachers rarely used teaching and learning resources in curriculum delivery processes. Question number 5 in the pre-lesson interview for teachers Appendix E, asked teachers whether they had enough resources to

support the learning, the responses were that, teachers indicated that it was difficult getting resources for teaching C.R.E, this was ascertained during class observation schedule where teachers majorly used the Bible and class text book, these were few teaching and learning resources hence rated as inadequate for curriculum delivery for better understanding by the learners.

Question item number 31 in the teacher's questionnaire asked the usefulness of teaching/learning resources, 4(8.88%) expressed that they make teaching interesting, 3(6.66%) expressed that it makes teaching better, 3(6.66%) expressed that it helps a teacher achieve learning objectives, 2(4.44%) enables teachers capture the attention of the learners and 33(73.33%) expressed all the above areas , hence teachers had the knowledge of the usefulness of resources in teaching but failed to use them.

4.7. Theme five: teaching methodologies and learning activities

Table 4.13: Teaching methodologies/ learning activities used by teachers

Methods		Responses.						Total	
S/N		Often (o)		Rarely (r)		Never used (nu)			
		Count	%	Count	%	Count	%	Count	%
1	Discussion	15	33.3%	25	55.5%	5	11.1%	45	100%
2	Reading the Bible	15	33.3%	30	66.6%	0	0.0%	45	100%
3	Lecture	35	77.7%	5	11.1%	5	11.1%	45	100%
4	Role play	0	0.0%	5	11.1%	40	88.8%	45	100%
5	Brain – Storming	9	20.0%	36	80.0%	0	0.0%	45	100%
6	Question and answer	8	17.7%	37	82.2%	0	0.0%	45	100%
7	Narratives	2	4.4%	4	8.8%	39	86.6%	45	100%
8	Dramatization	3	6.6%	4	8.8%	38	86.6%	45	100%
9	Presentation	0	0.0%	0	0.0%	45	100%	45	100%
10	Fields trips	0	0.0%	0	0.0%	45	100%	45	100%

Selecting appropriate methods of teaching is an important aspect in transmission and facilitation of knowledge. The teaching methods and approaches are looked at in terms of how a teacher handles the teaching and learning activities. Question item number 32(a) of the teachers questionnaire sought from the teachers how often (O), rarely (R) and never used (Nu) the teaching methods/learning activities recommended for C.R.E curriculum .

The methods/activities in question are:-

- | | |
|----------------------|------------------------|
| 1. Discussion | 6. Question and answer |
| 2. Reading the Bible | 7. Narrations |
| 3. Lecture | 8. Dramatization |
| 4. Role play | 9. Presentation |
| 5. Brain storming | 10. Field trips |

On discussion, 15(33.3%) often used, 25(55.5%) rarely used and 5(11.1%) never used. Reading the Bible, 15(33.3%) often used, 30(66.6%) rarely used and 0 (0.0%) never used. Lecture, 35(77.7%) often used, 5(11.1%) rarely used and 5(11.1%) never used. Role play, 0(0.0%) often used, 5(11.1%) rarely used, and 40(88.8%) never used. Brain-storming, 9(20.0%) often used, 36 (80.0%) rarely used and 0(0.0%) never used. Question and answer, 8(17.7%) often used, 37(82.2%) rarely used and 0(0.0%) never used. Narratives 2(4.4%) often used, 4(8.8%) rarely used and 39(86.6%) never used. Dramatization, 3(6.6%) often used, 4 (8.8%) rarely used and 38 (86.6%) never used. Presentation, 0(0.0%) often used, 0(0.0%) rarely used and 45(100.0%) never used. Field trips 0(0.0%) often used, 0(0.0%) rarely used and 45(100.0%) never used as shown on **Table 4.13**.

Question item number 32(b) asked the teacher to rank in order of preference the most used methods/learning activities; lecture, discussion and reading the Bible was the most used methods by teachers. lecture method dominated ,35(77.7%) was often used, then discussion, 15(33.3%) and Bible reading 15(33.3%). The teachers gave justification on the use of these methods during the teachers' pre-lesson interview item number 3 by

indicating that, when one uses lecture method which was highly used, 35(77.7%) it hastened the syllabus coverage and discussion slowed the syllabus though they noted that it was a suitable method for clarifying issues and to enhance understanding for the learners, the Bible reading was majorly used in C.R.E because most of the content require Biblical knowledge so it was inevitable not to use it, although the teachers expressed that most students do not enjoy reading the Bible. The least used teaching methods/learning activities were role play, narratives, dramatization, presentation and field trips. Most of the above methods have been recommended for teaching/learning C.R.E, but teachers rarely utilized them hence hampering academic achievement, for example, question item number 33 asked the teachers whether the above methods helped them to accomplish learning experiences and objectives, 16(35.5%) responded that they did, 15(33.3%) refuted and 14(31.1%) were not sure.

The findings indicated that teachers were not certain on the role of the teaching and the learning activities, this clearly showed that the teachers were not sure of their usefulness because they did not include them when planning to teach, and question item number 34 asked teachers on what the teaching methods/learning activities depended on, the responses were that, 2(4.44%) responded that it depended on class level, 12(26.66%) depended on topics/content to be covered 5(11.11%) depended on concepts and skills to be taught and 26(57.77%) depended on work load. The findings showed that majority of the teachers believed that the teaching methods/learning activities depended on work load, the more the work, the more use of teacher centred activities like lecture to hasten the syllabus coverage, such methods do not make learning possible.

**Table 4.14: Students' response on the teachers' use of the teaching methodologies/
learning activities**

Methods		Responses						Total	
S/N		Often(O)		Rarely (R)		Never used (NU)			
		Count	%	Count	%	Count	%	Count	%
1	Discussion	60	20.0%	195	65.0%	45	15.0%	300	100.0%
2	Reading the Bible	66	22.0%	174	58.0%	60	20.0%	300	100.0%
3	Lecture	195	65.0%	78	26.0%	27	9.0%	300	100.0%
4	Role play	30	10.0%	60	20.0%	210	70.0%	300	100.0%
5	Brain – storming	65	21.6%	200	66.6%	35	11.6%	300	100.0%
6	Question answer	105	35.0%	165	55.0%	30	10.0%	300	100.0%
7	Narrations	90	30.0%	15	5.0%	195	65.0%	300	100.0%
8	Dramatization	30	10.0%	75	25.0%	195	65.0%	300	100.0%
9	Presentation	30	10.0%	60	20.0%	210	70.0%	300	100.0%
10	Field trips	12	4.0%	18	6.0%	270	90.0%	300	100.0%

Question item number 11(a) sought from the students the methods often (O), rarely (R) and never used (Nu) by their teachers, the table below shows the responses. The students responses were as follows, on discussion 60(20.0%) often used, 195 (65.0%) rarely used and 45(15.0%) never used. Reading the Bible, 66(22.0%) often used, 174(58.0%) rarely used and 60(20.0%) never used. Lecture, 195 (65.0%) often used, 78(26.0%) rarely used and 27(9.0%) never used. Role play, 30(10.0%) often used, 60(20.0%) rarely used and 210(70.0%) never used. Brain-storming, 65(21.6%) often used, 200(66.6%) rarely used and 35(11.6%) never used. Question and answer, 105(35.0%) often used, 16(55.0%) rarely used and 30 (10.0%) never used. Narrations, 90(30.0%) often used, 15(5.0%) rarely used and 195(65.0%) never used. Dramatization

30(10.0%) often used, 75(25.0%) rarely used and 195(65.0%) never used. Presentation, 30(10.0%) often used, 60(20.0%) rarely used and 210(70.0%) never used. Field trips, 12(4.0%) often used, 18(6.0%) rarely used and 270(90.0%) never used as shown on **Table 4.14**. Question item number 11(b) in the student question asked students to rank the methods/learning activities used by teachers from the most used to the least, from the above table, lecture and question and answer methods was mostly used by teachers. The least used was narrations, dramatization, presentations, fields trips, role play and brain storming. This, like the teachers' responses indicated that teachers used traditional methods of teaching that do not boost learning, for example lecture method which was teacher centered. In the observation schedule Appendix D, part B on teaching/learning activities, observation item number 1 asked teachers whether they re-examined the lesson by asking open ended questions, it was rated unsatisfactory because it was observed that teachers never asked questions but taught throughout the lesson. On item 2 part D in the observation schedule on teacher competence on mastery of content by teachers, it was rated as good because the teacher explained the content clearly and also item 3 observed whether teachers used varied teaching methodologies, it was observed that majority of the teachers used lecture method which was not a good curriculum delivery method because the teacher dominated the teaching which was confirmed by the teachers' post lesson interview in item number 4, which asked the teachers on the usefulness of the teaching techniques chosen, the teachers expressed that there was limited time hence cannot allow use of different techniques to be used within the forty minute lesson.

The teacher was also interviewed before teaching in the pre-lesson interview item number 3, which asked the teachers on the method/learning activity to be adopted for the lesson, most teachers expressed that they do not plan the method to be adopted for their lessons. In the teachers' post lesson interview, the interviewed teachers were asked, whether the questioning strategies were likely to encourage students' understanding and whether the students understood what the teachers were teaching in item 2 and 3 respectively. The teachers could not clearly explain whether the students understood what they taught because the teachers did not evaluate the objectives. In item 6 and 7 of the teachers post-lesson interview, it asked how the teachers rated the lessons they taught and the strengths of the same lesson, the teachers expressed that the lessons were generally good but could not tell whether the learning objectives were achieved, hence gave the strengths of the lesson as achieved because they felt that they progressed in the syllabus coverage ,hence were satisfied that teaching took place.

On class observation schedule Appendix D, on teacher competence item 1, it was rated fair because the general view of the lesson was that there was minimal interaction between the teachers and learners, the teachers showed little attention on the learners environment by not keeping a track on what they were teaching. During the interview with the DQASO's in question item 10, on the classroom practices that hindered learning, they expressed that C.R.E teachers 27(60.0%);-

1. Never varied their teaching methodologies
2. Never gave individual learner attention
3. Used textbooks instead of lesson notes

4. Never confirmed lesson objectives
5. Never gave follow up activities

These practices hindered learning and it went along with the question item number **11** where the DQASO's were asked whether teachers exercised professionalism in their work, the DQASO's expressed that most teachers 27(60.0%) used old notes, never wrote lesson plans, schemes of work and never wrote records of work and if they were available, they recycled them year in and year out.

Table 4.15: The availability and use of professional documents in schools

S/N	Documents	Whether available		Whether used	
		Not available	Available	Used	Never Used
1	Schemes	20	25	10	15
2	Records of work	15	30	10	20
3	Lesson notes	20	25	10	15
4	Lesson plan	40	5	0	5
6	Progress records	25	20	8	12
7	Teacher class attendance sheets	35	15	7	8
8	Assessment reports	39	6	-	-
9	K.N.E.C reports	45	-	-	-
10	C.R.E exam analysis	10	35	5	30
11	circular from MOEST	4	20	6	14
12	Past papers		35	15	20
13	Syllabus books		45	16	29

Question item number 6 in the interview schedule with the DQASO's asked on the advice that was given to the teachers to enhance curriculum delivery, the DQASO's expressed that teachers should plan ahead, and should champion their classroom practices and be committed to their work, and at all times should be guided by their professionalism. This was ascertained by the study of the document analysis proforma Appendix F, where most of the professional records were available but were not utilized, the summary of the findings are shown on **Table 4.15** whether these documents were available and used or not.

4.8 Theme six: assessment/feedback measures used by C.R.E teachers

Stafford (1984:51) argue that assessment which he called evaluation of the curriculum delivery by teachers requires the teacher to prepare adequately on assessment/feedback measures, which includes the evaluation of learning and evaluation of teaching by teachers.

This is determined by the learners entry behaviour, which is also determined by the achievement of instructional objectives which are geared towards improving on quality of teaching. On part G of the teacher's questionnaire on item 35, teachers were asked how the learners were assessed to confirm whether the learning objectives were achieved. The responses were, 8(17.77%) ask questions in class, 0(0.0%) give a test in between a lesson, 10(22.22%) give a take away assignments, 27(60.0%) give a test after covering many topics, and 0(0.0%) do not test until end term, the findings showed that teachers take too long to test the learners hence may not have time to modify the behaviour of the

learners so as to correct any weaknesses noticed. It is believed that humanities teachers rarely give extra work to students as it is a practice in mathematics and languages. Question item number 36 asked the teachers when the learners are assisted to revise the questions given, the responses were 3(6.66%) indicated at the end of term, 5(11.1%) when teaching is over, 10 (22.2%) after marking, 27(60.0%) never revises.

The findings indicates that teachers do not revise the questions they give to the learners, this indicated that the teachers do not prepare well to ensure that the learners are assessed and to confirm whether the learning objectives have been achieved or not, the teachers were asked further on what prevented revision of students work, in question item 37, 5(11.11%) indicated the large number of the learners in class, 31(68.88%) high teaching work load, 5(11.11%) indicated that C.R.E is an easy subject hence students can do revision on their own and 4(8.88%) do not have free time available for revision. The findings showed that majority of teachers indicated that revision is hampered by the high teaching work load. Question item number 38 sought from the teachers on what guided them in setting quizzes or exams. The responses were 3(6.66%) were guided by objectives in the syllabus, 8(17.7%) were guided by scripts to be marked, 5(11.11%) standardized setting in the school, 4(8.88%) the topics covered, 18(40.0%) they picked on past exams and 7(15.55%) teachers used their own disgression, this showed that majority of the teachers picked on past papers in setting any quiz or exam. This was cited by the study as wrongly done because it does not adhere to the learning objectives set.

Question item number 39 sought from the teachers how they encouraged learners to participate in class, the responses were 23(51.1%) do not encourage learners to ask questions, 13(28.88%) encourage group discussion, 6(13.33%) vary assessment techniques and 3(6.66%) motivate the learners. The findings showed that the majority of the teachers do not use propping techniques that encouraged learners to ask questions, this created a dull class. Question item number 40 asked teachers whether they gave attention to individual learners, 38(84.44%) indicated that they didn't and 7(15.55%) indicated that they did, during the class observation schedule it was observed that teachers never catered for individual needs of the learners, there was wholesome teaching.

The above areas on assessment and feedback were ascertained by the class observation schedule, pre-lesson and post-lesson interview where the study sought to establish during classroom observation on whether the teacher encouraged class participation of the learners and whether the teacher grouped the learners for discussion by giving a task, in item 3 and 4 respectively in part B of the observation schedule, it was rated unsatisfactory because it was observed that the teacher did not engage the learners in answering questions and did not involve group work in handling any task, and item 5 and item 6 in the same observation schedule part B, it was observed whether the teacher gave high order questions for discussions and catered for individual differences respectively, this was rated unsatisfactory because the teacher did not ask any questions during teaching and also did not give attention to individual learners.

On the observation schedule part C on assessment/feedback, all the items 1-6 was rated unsatisfactory because the teacher taught continuously to cover the content but not determining whether the learners understood the content or not, the teacher dominated the teaching without involving learner participation for example in the observed items, the teacher never varied the assessment techniques used in item 1, instead asked questions which were not answered properly by the learners, and the teachers never took any step to correct the answers to enable them get a feedback. Although the teachers encouraged the students to ask questions, it was only by passing because the same was not planned and written down in the scheme of work and the teachers in the process of asking questions, never discouraged chorus answers as observed in item 3. This did not allow learning to take place especially right from the start of the lesson. The teachers never reviewed the previous lessons as asked in the post-lesson interview to ascertain whether the questioning strategies were likely to encourage understanding, they were not sure because they did not ensure that the learners ideas, questions and contribution were respected as asked in post lesson interview question number 8, this was also observed during class observation schedule in part C item 4 and item 5 in the same part established whether teachers commented on the students' answers, it was rated unsatisfactory because the teachers did not comment, this created negative reinforcement and item 6 in the same part established whether the teachers confirmed the achievement of the instructional objectives ,this was poorly done and in the post lesson interview schedule, it had asked the teachers whether the questioning strategies were likely to encourage learners understanding, the teachers responded that they were not sure, because they did not have time to test the learning objectives.

In the post lesson interview, item number 5, CRE teachers were asked what they did to make all the students participate. There was no clear explanation, though they attached to the time available, which they expressed that it was not enough to adequately use it to cover the lessons.

Table 4.16 Students' responses on assessment/feedback measures used by teachers

Statements	Responses						Total	
	O		R		N			
	Count	%	Count	%	Count	%	Count	%
A. The teacher re-examines the lesson by asking questions	60	20%	160	53%	80	26.7%	300	100%
B. The teacher reviews previous lesson.	70	23.3%	85	28.3%	145	48.3%	300	100%
C. The teacher confirms achievement of the objectives	40	13.3%	75	25.0%	185	66.7%	300	100%
D. The teacher gives c.a.t/exam after a topic/lesson	25	8.3%	55	18.3%	220	73.3%	300	100%
E. The teacher comments on students answers	45	15.0%	65	21.7%	190	63.3%	300	100%
F. The teacher encourages students to ask questions	45	15.0%	70	23.3%	185	66.7%	300	100%

In the students' questionnaire part E, item number 13 asked on how often (O), rarely (R) and never (N) teachers performed the following during assessment/feedback. The responses were that, on whether the teacher re-examined the lesson by asking questions 60(20.0%) indicated often, 160(53.3%) indicated rarely, and 80(26.7%) never examined. 70(23.3%) indicated that the teacher reviewed previous lessons often, 85(28.3%) rarely does and 145(48.3%) never reviews. On whether the teacher confirms the achievement of

learning objectives 40(13.3%) indicated often, 75(25.0%) indicated rarely and 185(66.7%) never confirms the accomplishment of objectives. On whether the teacher gives continuous assessment tests/exams after a topic/lesson, 25(8.3%) indicated often, 55(18.3%) indicated rarely and 220(73.3%) indicated that they never give. On whether the teachers commented on student answers, 45(15.0%) indicated often, 65(21.7%) rarely and 190(63.3%) never comments and asked whether the teacher encourages students to ask questions, 45(15.0%) did it often, 70(23.3%) rarely encourages and 185(66.7%) never encourages. The study established that, there were inadequate measures used to ensure that there was good assessment/feedback. The rightful measures were never used as shown on Table **4.16**.

Question item number 14 asked the learners the part they find difficulties in answering questions from, 119(39.66%) indicated the Bible (Old and New Testament), 111(36.66%) indicated African Religious Heritage and 70(23.33%) Contemporary Christian Living. The findings showed that majority of the students have difficulties in answering Biblical text questions and from African Religious Heritage.

This concurred with question item number 41 where teachers were asked whether they were examiners, majority 35(77.77%) indicated that they were not and the minority 10(22.2%) indicated that they are, they were asked to give the weaknesses they identified in marking C.R.E exams at K.N.E.C, they cited that students had difficulties in answering Biblical text questions by misinterpreting them thus were marked as irrelevant and also lacked the techniques of answering questions.

4.9 Discussion of data

4.9.1 Introduction

This section discusses the research findings, it interprets and explains in depth the findings of data based on the frequencies obtained from the collected data, the findings were discussed basing on the main themes of the study, the themes are:-

1. Setting of the objectives prior to classroom instruction
2. Structuring the content to be delivered.
3. Amount of content coverage in the syllabus.
4. Use of resources to support curriculum instruction.
5. Selection of appropriate teaching methods/learning activities to support curriculum instruction.
6. Assessment/feedback measures used by teachers during and after curriculum instruction.

4.9.2 Findings on background information

The above themes were analyzed with the assumption that teachers had prerequisite knowledge of pedagogical skills which acted as a base for curriculum instruction. This was ascertained by establishing from the teachers their qualifications, the number of teachers teaching C.R.E in their schools, the last assessment done by DQASO's and whether they attended an in-service, seminar or workshop for C.R.E.

The background information would place the teacher in a position to enable the study unearth issues that would help implement the C.R.E curriculum towards achieving its educational goals.

It also helped the study to prove the use of the relevant pedagogical skills utilized by the teachers. Thus:-

1. Majority of the teachers 33(73.3%) had B.Ed degree, 10(22.2%) had B.Ed (Diploma) and 2(4.5%) had masters degree. All trained to teach C.R.E.
2. Most schools had a small number of teachers teaching C.R.E, 22(48.9%) schools had one teacher, 18(40.0%) had two and 5(11.1%) had three, this indicates that most schools had between 1-3 teachers with a high teaching work load with majority 35(77.88%) teaching between 24-30 lessons in a week. Many lessons lower the quality of teaching because the teacher does not have time to settle and prepare the lessons well.
3. Majority of the schools had not been assessed by DQASO's for quite some time, the findings showed that 10(20.2%) schools were assessed within a span of between 1-3 years, 11(24.4%) between 4-6 years and 5(11.1%) less than a year.

Assessment helps to monitor the achievement of the curriculum instruction processes and to share knowledge through feedback and monitoring (Republic of Kenya, ministry of Education, 1999). After the visits the DQASO's submit written reports about particular schools and advises on areas that require action and its time frame and also recommends for stringent action where necessary. Few schools had such reports although there was no action taken.

Some of the objectives of quality assurance according to Republic of Kenya, Ministry of Education (2000:4) include:

1. Have regular reporting to the M.O.E.S.T on the general quality of education in Kenya at national, provincial, district and school levels with reports on specific aspects of education required.
2. Advice on the provision of proper and adequate physical facilities in educational institutions.
3. Ensure that appropriate curriculum is operational in educational institutions.
4. Identify educational institutional needs for improvement example, teaching and learning materials.
5. Monitor the performance of teachers and educational institutions in accordance with All Round Standard Performance Indicators.
6. Carry out regular and full panel inspections of all education institutions on a regular cycle.

During the interview schedule with the DQASO's the study sought to establish some of the responsibilities carried out by DQASO's as asked in the interview schedule item 1. They responded that they plan and implement school curriculum assessments in schools ,ensure ISO compliance in all education activities, they monitor effective planning and teaching of subjects, coordinate curriculum implementation and delivery, organize in-service courses for teachers, co-ordinate internal and external examinations and ascertain curriculum delivery in all schools which goes in line with quality education, although majority of the DQASO's did not specialize in C.R.E as asked in question item number 2 in the interview schedule.

And on whether they carried out an assessment on curriculum delivery of C.R.E on interview item 3 and 4, they responded that, the assessment done was general which was termed as routine assessment visits and sometimes while analyzing results, which was done either termly or yearly or after a certain duration of time and if need arises. As asked whether the principals monitor the curriculum delivery by teachers on item 13, the DQASO's indicated that principals rarely monitor the curriculum delivery, they only endorse the schemes of work, records of work and lesson attendance but do not monitor the actual teaching, most principals were contended that teaching goes on when they endorse the schemes of work and records of work, and that they lack the time for they concentrate on administrative duties.

The DQASO's were asked to comment on the contact hours between teachers and students on item 16, majority of them indicated that majority of the teachers miss lessons, and they go unattended hence this has hampered the syllabus coverage, and that the teachers interact only during class hours and very little contact thereafter. The DQASO's also confirmed that C.R.E teachers ratio to students was quite low as asked on item 14. Some schools employed inexperienced personnel with the prejudice that anyone can teach C.R.E because it is all about Bible knowledge. They also indicated that, currently there's acute shortage of C.R.E teachers in the county hence this may compromise learning.

Most teachers had not attended in-service, workshops or seminars, 29(64.5%) said they have not attended and 16(35.5%) have attended, those who have attended reported that it was mainly focused on examinations and changes in the syllabus but rarely on classroom

practices. Oluoch ,(1982) observed that through in-servicing, teachers are equipped with knowledge and skills for effective teaching. K.E.S.I stepped up in-servicing of teachers especially to the heads of departments who will then train other teachers. Kent, (1989) referred this type of training as “cascade teaching’ which is done by association, this enables teachers to effectively deliver the official curriculum that matches with that taught in the classrooms, this makes the teacher more competent.

4.9.3 The main findings of the themes

4.9.3.1 Objective organization prior to teaching

Quality objectives guides learning in that it determines the learning outcomes that can be used to provide a criteria to judge the learning processes. It also helps in the selection of test items to be used to gauge the understanding and to further evaluate the success of instruction. Well designed objectives help in forming the basis for the selection and designing the instructional materials, content or methods.

Objectives help teachers to communicate the expected outcome of the courses they teach. They provide criteria for course design that assist the teacher to decide on what content to include and how to sequence the content, how to present the material and how to use the teaching/learning aids (Grimmitt,1978). In the findings, most teachers did not plan to accomplish the objectives and never tested, hence not sure whether the learners understood what the teacher was teaching. Basing on these findings, majority of the teachers were aware of what was to be considered when writing the instructional objectives, (48.8%) of the C.R.E teachers indicated that objectives caters for the outcome of students learning and (40.0%) indicated that it helps to guide instructional process.

Despite this awareness, most teachers never set any objectives while teaching thus was not able to ascertain whether learning took place or not.

According to Twoli, (2006) the function of instructional objectives is that :

1. They provide a guideline for selecting the subject matter, learning activities, teaching /learning resources.
2. They provide direction for the teacher. A teacher is able to plan his/her teaching if they are clear about what they want their learners to achieve.
3. A clear statement of objectives provide a basis for the learners' assessment. It is easier to set questions in examinations or tests based on the instructional objectives.
4. When objectives are stated in behavioural terms, they make it easier for the teacher to judge the success or failure of the lesson.

4.9.3.2 Structuring the content to be delivered

(1) Schemes of work

For effective teaching and learning all C.R.E lessons must be well planned and organized. Twoli (2006) considered a scheme of work as a detailed analysis and subdivision of the syllabus into weeks, terms and periods for the purpose of orderly and systematic teaching and learning (see the recommended schemes of work format for C.R.E) . It indicates the amount of work a teacher is likely to cover during a week, a month, a term or whole year .In other words it is the survey of the work a teacher intends to cover during a prescribed period. In order to do this the teacher must be familiar with the content of the subject he/she is planning to prepare a scheme of work in.

The scheme of work ensures that the syllabus is completed or covered within a given period of time. It helps teachers to provide continuity in the lessons and sequence in the learning in an orderly manner. The study established that majority of the teachers 25 (55.5%) make schemes of work but majority never refer to them often. By the end of the course or specified time a teacher can study the scheme of work to see what he/she taught well and what he/she did not teach well, what he/she covered and what he/she might have left out. This will help a teacher make adjustments in his/her instructional design and it facilitates lesson planning since they give a teacher ready instructional objectives, topics, sub topics, learning aids and references (Mukwa and Too,2002).

They elaborated that the scheme of work has the following features.

1. The week/lesson
2. Topic/sub-topic
3. Lesson objectives
4. Teaching /learning activities
5. Teaching /learning resources
6. Assessment /follow up activities
7. Remarks
8. References

The above important features in a scheme of work are discussed below:

Week/Lesson- The teacher indicates every week of the term when a particular topic is to be taught and what lesson number

Topic/Sub-topic- The teacher indicates the area of the subject he/she is teaching and the break-down of the topic into suitable subject matter.

Lesson Objectives – The teacher indicates the knowledge, skills and attitude the learners are expected to acquire at the end of the lesson. It should be stated in measurable terms, precise and attainable within the lesson.

Teaching/Learning activities

The teacher shows the kind of activities the learners will be involved in during the lesson, which should be related to the objectives, subject matter, all should contribute to the knowledge, skills and values identified by the teacher.

Teaching/learning resources

It refers to the different teaching/learning resources the teacher should use to enable learners achieve instructional objectives of the lesson. In C.R.E these include maps, pictures, models, charts etc.

Assessment/follow up activities

This is where the teacher indicates the methods he/she is going to use to evaluate whether the lesson objectives have been achieved by the learners. For instance, a teacher can utilize written questions, oral questions, class assignments or take away assignment among others.

Remarks

This is where the teacher indicates whether the topic for that lesson/week has been taught or not. This column is important because it helps the teacher to take responsibility over the subject by establishing what area requires more input so that they plan accordingly.

References

The teacher here indicates the relevant pages in the student's textbooks, teacher's guide, reference books from which the subject content has been obtained. The references should be related to the most currently approved syllabus of the education system. The schemes of work guide and directs the curriculum instruction.

The data revealed that majority of the teachers 30(66.6%) make schemes and majority 18(40.0%) indicated that they write when there's routine assessment by DQASO's and when writing schemes of work majority of the teachers indicated that they are guided by entry behaviour, the objectives, level of the learners and available materials.

However the document analysis proforma established that teachers have old schemes which were recycled year in year out and were rarely used and this was confirmed by the DQASO's during their assessment visits that teachers' schemes of work do not go hand in hand with the lesson notes and lesson plans, and was confirmed by the classroom observation schedule where the lessons do not rime that of the schemes of work.

Assessment

This where the teacher indicates the methods he/she is to use to evaluate whether the lesson objectives have been achieved by the learners. Example, written questions, oral questions class assignments.

(II) Lesson planning

After scheming, another important aspect of teacher's preparation is lesson planning, the study established whether teachers planned their lessons as part of structuring the content to be presented. According to Ngaroga,(1996), a lesson plan is a step by step layout of

what a teacher intends to do with his pupils in the course of a given period in order for the learners to realize a change in behaviour outlined in the lesson objectives, he elaborates that lesson plan stimulates the teacher to collect or make teaching aids and other resources ahead of time, helps the teacher to refine his/her objectives and gain insight that enables him/her to become more orderly and effective, aids in guiding the development of a lesson in an orderly sequence beginning from known to unknown and ensuring that there is continuity and flow in spite of a rising discourse.

Kiriso (2008) elaborates by saying it challenges the teacher to select and use appropriate pedagogy activities that involves learners participation. He elaborates that it captures on who is to be taught, what is to be taught, how the content is to be involved in the learning process and how the teacher is to determine whether the learners have learned. The data established that majority of the teachers 31(69.0%) expressed that it was not necessary to do lesson plans and the remaining 9(20.0%) were not certain about making lesson plans, though the majority 23(51.1%) expressed that they are expected to plan by the profession, to mean they have not taken the responsibility to do.

Majority of the teachers 37(82.2%) seem not to have indicated how the lesson plans are detailed, because they have not made them. They justified the reasons why lesson plans are not made in C.R.E, the majority 18(40.0%) expressed that the textbooks are sufficient for the provision of lesson notes and also 15(33.3%) expressed that C.R.E is a easy subject requiring no lesson plans. After teaching it is mandatory that teachers comment

on the lessons taught, the study established where such comments were placed, majority 32(71.1%) do not comment on students work.

The study sought from the teachers how they give lesson notes to the students, the findings were that majority 33(73.3%) of the teachers indicated that students make their own notes using textbooks, this makes students copy the entire textbook, hence duplicating it, for they do not have the skills of summarizing it to become convenient for studying. The above mentioned areas on failure to do lesson plans, failure to comment on students' work and leaving the learners to make lesson notes from text books have been cited by DQASO's during the interview as a major weaknesses in curriculum delivery processes by teachers in the present classrooms ,and being the classroom practices that hindered learning.

The importance of preparing a lesson plan for a class session has been universally recognized in teacher's colleges and educational institutions. Making lesson plans is the transition between thinking about teaching and actual teaching, it is a transition for the two. Teachers have been exposed to lesson planning in teacher's training so they have prerequisite knowledge on how they should use. Kafu,(2003) and Twoli,(2006) stated that lesson planning gives teachers confidence in curriculum delivery processes, they argued that during planning, teachers selects the relevant content to the lesson to be taught and organizes it in a functional way to help achieve the instructional objectives. They also elaborated that it helps identify the obstacles encountered by teachers/learners during classroom instructional processes.

The National Curriculum gives precise and concise structure of the C.R.E format of presentation, which should follow the following sequence while teaching;

(1) Human experience

Teachers should base it on the learners' day-to-day experiences and immediate environment. The lesson objective and the Biblical experience should guide the teacher in coming up with relevant experience for various lessons, in most cases, teachers do not adequately recount on the Biblical experiences, instead follow the sequence of the points as it appears in the textbooks, and in most cases, teachers used lecture method, where the students remained passive as observed in their lesson presentation. The deeper understanding of the religious message would certainly fail if the foundation is shallow, if it is perfectly done it will be integrated well into the learners thinking skills.

(2) Biblical/scripture experiences

The bible can help the teacher explain various human experiences. Bible texts are given which the teacher should read through before presenting the lesson to the learners, this will be told to the learners in form of a story and sometimes read to them. In most cases, this is avoided by teachers as asked during the interview schedule before teaching by reporting that reading the Biblical texts takes a lot of time, and that is why the C.R.E reports from the K.N.E.C revealed that students fail Biblical text questions because of misinterpretation of questions and lack of knowledge on Biblical texts, this was attributed to lack of reading by the learners and poor teaching methodologies by teachers.

(3) Explanation

This is where the teacher draws on the Biblical experience and guides the learners to understand the main teachings of the Bible as it relates to their lives. C.R.E teachers in most cases have been termed as preachers by their learners. C.R.E teachers should not preach, but they should make use of various teaching methodologies and techniques in their curriculum delivery processes by emphasizing Biblical text messages.

(4) Application and response

In C.R.E, this is the most important part of the lesson, where the lesson is applied to the child's life experiences, it remains merely academic if the teacher cannot apply the lesson to real life experiences , if it is not properly applied this has been established as the major cause that has made the learners to misinterpret questions and cannot answer C.R.E application question well in K.C.S.E exams.

Some of the noted revelation of K.N.E.C reports on C.R.E performance and the recommendations given were ;

1. Teachers should help the candidates to revise their work and especially those done in lower classes and candidates have been advised to understand the task of the question before attempting.
2. Teachers were advised to have the candidates understand the current and contemporary issues affecting the nation to adequately answer application question.
3. Teachers should ensure that the Bible is read in class and encourage the learners to read the Bible on their own to grasp the issues and concepts required.

4. Teachers should use various teaching techniques and to emphasize the Biblical text messages.

The findings established that teachers never used life approach methodology as a method required in the teaching of C.R.E and lacked the structure to be followed in its teaching, teachers of C.R.E should use participatory and learners centred methods where all learners are involved in the learning process. Loukes ,(1965) defined life approach as starting to teach with the real and concrete examples in relation to the present situation of the learners, and letting them arrive at a religious understanding of those experiences.

4.9.3.3 Content coverage

To establish the extent to which teachers covered the content of C.R.E, they were asked to indicate the proportion of the syllabus completed in forms one to four, and to indicate the topics covered and not covered and to give reasons why the topics were not covered , they were also to indicate whether they have syllabus books to support the coverage of the syllabus and its importance, and also to indicate the time set for the completion of the syllabus and the way forward if it is not completed. The findings were that:

1. Majority of the teachers 29(64.4%) never taught the present form four class at the time of the study this affects consistency of teaching and it will affect consistent monitoring of the individual learner achievement.
2. The poorly covered syllabus was that of forms one and two, the teachers attributed this to the nature of the content in the said classes which was wide, the teachers also

- reported that the content has much of Biblical content and required time to teach it and by this time the learners at this level are not able to synthesis, analyze and apply the Biblical content requiring adequate time to teach so as to make the learners understand.
3. Majority of the schools 39(86.66%) had syllabus books, though majority 24(53.3%) do not refer to them often, a syllabus book is an important document in teaching because it enables the teacher to sequence the teaching by referring to it more often, is the source of reference on objective accomplishments and it enables gauge on the extent of the syllabus coverage. The findings also indicated that the majority of the students 240(80%) have never used a syllabus book and majority 190(63.3%) were not sure whether it was available in their schools.
 4. The findings on the coverage of topics in the syllabus indicated that majority of teachers 17(33.77%) cover them during class lessons and almost a similar number 16(35.55%) gives topics to the students to be discussed in class, and if the syllabus is not completed, majority 20(44.4%) shift the rest of the work to the next class, this affected the completion of form one and form two syllabus coverage as cited by some teachers. This was confirmed by majority of the students 130(43.3%) who claimed that teachers shift the rest of the work to the next class. Apart from this, the learners noted that teachers leave students to discuss on their own, organize remedials, and students are given textbooks to write notes on their own.

Some investigators of content coverage have been concerned with the ‘influence of the curriculum on learners’ opportunities to learn concepts measured by achievement test”

(Barr, 1987.), reiterated that content coverage affects learning autonomously, because the curriculum content standards are lowered, this is determined by the topics covered in each class period and by the amount of emphasis placed on each topic(s), where if a questions is set from a particular topic or topics not taught, there is a likely hood that the learner will not perform well. Shiundu and Omulando define content as knowledge, skills, attitudes and values to be learnt. It is specialized arrangement of knowledge for purposes of instruction within a structure called curriculum. The teacher should plan how to cover it within a specified period of time. Content is derived from the syllabus.

4.9.3.4 The Influence of resources on teaching/ learning

According to Oberg, (1991) curriculum resources are a means through which content is displayed to learners. It makes learning easier, motivates the learners and widens the scope of learning and a careful selection of learning resources is inevitable if effective teaching/ learning is to be attained. This helps the teacher achieve the instructional objectives.

Every curriculum is usually accompanied by curriculum materials, Aila, (2005) observes that resources are important because they are used to increase learning. Benaars and Njoroge, (1994) observed that instructional resources are important ingredients in successful teaching and learning process, and according to Ayot and Patel (1992) stated that; “Teaching resources are used to increase learning to generate more interest and create a situation where the learners would fully engage in classroom activities when

teaching aids are applied adequately, they give learners practical experience which help them develop skills and concepts easily” (Ayot and Patel, 1992) .

Developers of curriculums point out that no curriculum can be effectively implemented without adequate resources. In C.R.E these materials include, the Bible, charts, pictures, resource persons, real objects, maps, audio/visual aids, news paper cuttings, syllabus books and text books, these are the recommended instructional materials in C.R.E. Groenewegen, (1990) reiterated that there are few resources available for teaching C.R.E and most schools utilized the few which include the Bible and textbooks which may not be adequate for teaching/learning The study findings therefore established that:-

1. Majority of the teachers 38(84.44%) indicated that many resources recommended for teaching C.R.E were inadequate and teachers as noted during class observation and during pre-class interview reported that they only used the Bible and the class text.
2. Majority of the teachers 35(77.77%) during classroom instruction never used teaching and learning resources at all, this was also evident with the students where majority 245(81.66%) confirmed that teachers never use them at all, despite the fact that majority 33(73.33%) knew the usefulness of teaching and learning resources.
3. The study established that the most commonly used resource is the Bible and the class text. A textbook and a Bible is a comprehensive learning resource which is bound and in print or in electronic form. They are usually accompanied by classroom instructional activities. Textbooks and the Bible can empower the teachers by

enabling and enhancing their teaching, letting them see what to teach and what matters most, is to help them teach content in more depth, guiding their assessment of learning (Newman and Newman, 2006). It is perceived that textbooks support learning and make school work easier to understand for learners and teachers, but if not well supported by instructional materials, then they may not easily be understood. However text has its disadvantages example, it tends to cover breadth at the expense of depth, hence may not allow students to develop meaningful understanding. There was clear over dependence on the textbooks and the Bible in most schools hence limiting the learners' contributions in terms of their knowledge and experience. As noted by one of the CRE teachers that: "It is difficult to use the learning resources in C.R.E because some topics are so abstract" (A post-lesson interview).

As observed in some classes, some teachers used the flow of the points as it appears in the textbooks, making the students dull and lose concentration and not making any active contribution throughout the lesson.

Gerlach et.al.(1980) enlisted the advantages of teaching/learning materials.

1. Increases the ease with which the teachers teach and learners learn.
2. They increase the retention rate of the learners, that is they are able to remember what they see.
3. They assist teachers to communicate accurately and effectively
4. They promote an interest in learning especially when they play and activity methods are used.

5. They add reality to learning experiences (when using real objects)
6. They supply the experiences, which are not easily obtained in the classroom and therefore contribute to efficiency depth and variety in learning.
7. They provide an opportunity for developing critical thinking and objectivity on the part of learners.
8. They stimulate the sense of observation that is skills in observation.
9. Assist the learners to appreciate beauty and orderliness.

Ogula,(1998) strengthened the fact that, apart from the instructional resources mentioned, teachers were major resources upon which they contribute to the effectiveness of other resources. According to Kafu, (2003) the need to use resources is necessary in catering for learners' needs. Resources allow individuals to meet their learning needs, satisfaction of interests, active participation and will do things at their own pace.

Grimmitt, (2000) posits that the use of instructional materials has its importance and argues that for learners to learn about the outside world, they must be brought into contact with real experiences, which means that direct experiences is the most effective method of learning, in C.R.E life approach is the recommended approach where the teacher is expected to use real and concrete objects in teaching and learning.

4.9.3.5 Teaching methodologies and learning activities

The main objectives of this theme were to establish whether teachers selected the appropriate teaching methodologies and learning activities in C.R.E. Teaching methods are the approaches used by teachers to achieve the instructional objectives in C.RE. the recommended methods/ activities are discussion, reading the Bible, lecture, role play, Brain-storming, question and answer, narrations, dramatization, presentation and field trips.

Kimani, (1997) advocated for teaching approaches where the learners would participate in the instructional process in such a way that the learners would not depend entirely on the teacher for effective learning. Romiszowski, (1988) believes that retention of what has been learnt depends to a large extent on the teaching approach. The level of retention increases progressively when hearing is combined with seeing and doing. The learners' activities here can be hands-on (manipulation), minds-on (intellectual), mouth-on (discussion) and heart-on (memory) , all these entails the teacher to select appropriate methods/activities. Teachers employ different teaching and learning approaches and strategies based on their beliefs about learning and others on the basis of training. Kochhar, (1992) reiterates that modern education demands the use of supplementary device by which the teacher through the use of more than one sense channel, helps to clarify, establish and accelerate accuracy, concepts, interpretation.

All these leads to appreciation of knowledge, arouse interest, evoke worthy emotions and enriches imagination of children. Decisions may be made for teachers by others through official syllabuses, teacher guides, textbooks but the teacher is the agitator of classroom practices. There is need for teachers to apply approaches that are learner-centered, motivating and those that sustain interests of the learners.

Selection of appropriate methods of teaching is a vital aspect in transmitting and facilitation of knowledge. Transmission is transferring content by the teacher to the learner, the content referred here could mean that the teacher transmits information, gives examples of applications, explanations, definitions, evaluation, value judgment and opinions, all these are received by the learners for recall purposes. The method of transmitting content are referred to as transmission methods, whereas facilitation of the methods are those that are used for coaching learners in developing critical and creative skills for responsible reception of the content (Groenewegen, 1990).

Teaching and learning methods are important in that they enhance good communication between the teacher and the learner. A teacher cannot successfully send the messages to the learners without choosing suitable channel and for learning to take place, the learners must receive the message from the teacher using the channel chosen by the teacher. Bennaars and Njoroge (1994) observed that teaching and learning is a dialogical process. Chinese philosopher Confucius began his career as a teacher in the late 6th century B.C. He developed a methodology of teaching based on one-on-one or small group interactions with students, Confucius set problems for his students, to solve, and taught

them about loyalty, ritual, sincerity, and humanness. He believes that, in order for students to learn completely, they must implement what they are taught into their own lives.

The findings on the above themes indicated that;

1. Majority of the teachers 35(77.7%) used lecture method and they justified its use, they indicated that it hastens the syllabus coverage, it is a one way communication of prepared talk. The teacher talks to the pupils in an autocratic way and in its pure form, the pupils have no opportunity to ask questions or offer comments during the lesson. The observed disadvantages which deterred learning was that it did not take into account the individual needs, feelings or interests of the learners, hence never enhanced feedback, it was difficult for the teacher to assess whether or not learning took place and to what extent, the prepared detailed notes were rarely learned by the learners and the methods used made the learners passive. The method as discussed with the teachers was only useful when introducing new subject matter or presenting summaries or overview of the lesson to learners and when using other participatory techniques. The majority of the students 195(65.0%) confirmed that most teachers used lecture method.

2. Few teachers, 15(33.3%) rarely used discussion method and Bible reading which are the most recommended methods for teaching C.R.E. Discussion methods enables all the learner facilitation centered approaches be made possible and it is the best method to engage students in thinking and analyzing issues, rather than listening to lecture.

Students also respond to one another, rather than interacting intellectually only with the instructor. The method facilitates the acquisition of all kinds of dispositions such as experiential, heuristic, critical, creativity, valuing and social relating methods. The method is also useful in explaining the Biblical study topics, rather than reading the Bible plainly (Groenewegen, 1990). Many studies show that learning is enhanced when students actively get involved in the learning process.

It was established that the learners failed Biblical text questions, this was attributed to poor methods of teaching as one teacher reported during the interview that: Most students do not read the Bible, hence when questions are set, they fail to recall and apply the knowledge learnt to daily life experiences.

This was also in the reports by K.N.E.C that students misinterpreted Biblical text questions, and also do not do well in application questions. There has been a great concern on the pedagogical skills for C.R.E, emanating from reports on C.R.E performance, where students fail to pass some questions in some specific topics this was attributed to poor methodologies of teaching.

3. The findings also established majority of the teachers³⁵(77.7%) never used varied methods teaching because of lack of time and hence never allowed the teacher to confirm whether the instructional objectives were achieved or not and never gave room for feedback, this was associated with poor planning by the teacher, where most of them were found to be using class textbooks and explained the points as it flowed in the textbooks .The teachers reported during the pre-lesson interview that they never planned for the methods to be adopted for their lessons.

- Jones et.al(1987) advocates for use of varied methods of teaching/activities, because not all learners learn efficiently on all methods due to their individual differences ,not all the methods interest the learners equally, also not all methods used provide for attainments of a specific set of instructional objectives and no methods are better than another for all types of content.
4. The least used methods were narrations, dramatization, presentations, fieldtrips and role play, these methods are also the most recommended methods of teaching C.R.E, because they aid in life approach teaching as it was propounded by Loukes, (1965) which are methods rarely used by many teachers.
 5. Majority of the teachers 30(66.6%) were not sure whether the methods/activities adapted for teaching were able to accomplish learning experiences and objectives, and majority 26(57.77%) indicated that the frequency of the type of method/learning activity used depends on the workload, which in the actual sense depended on class level, topics/content and concepts/skills. The teachers seemed to have put a lot of weight on the work load, which is not adequate to support effectiveness of a teaching approach.

The selection of the appropriate teaching methodology and or activities helps the teacher to enhance curriculum delivery processes which enables learning to take place. An over reliance of one method limits learning. Thus integration of these methods enables teachers to select the method(s) that befits certain topics and also those that enhances learning for the entire content. The in-between strategies where by the teacher uses both strategies like discussion, question and answer, inquiry

approach methods among others for teaching purposes to enhance understanding of the lesson presentation were not properly used by teachers. These methods are good for stimulus variation and it removes monotony in teaching.

4.9.3.6 Assessment/feedback measures used during curriculum instruction

According to Hattie, (1999) the process of evaluation is a process of determining to what extent instruction programme actually realizes the educational objectives. It is a process of determining whether there are changes in behaviour that took place or not. Assessment and feedback measures are a major component of the curriculum delivery process. It has an implication on teaching as the results of the assessment makes teachers to review curriculum delivery process and repeat or emphasize certain areas proved difficult to the decisions made, it will also help observe the learners' entry behaviour and to redesign the objectives which will guide the teaching, this demands that the teacher evaluates their work constantly so as to evaluate the quality of the course.

This is usually done under guided activities that enables the teacher test the students to confirm whether learning took place or no. The role of the teacher is to assist the learners revise their work given and the learners should be encouraged to participate actively in class, and to give individual learner attention. Gatawa, (1990:50) observed that the term evaluation (assessment) is the process of comparing a learners' performance with behavioral stated objectives and the process of describing and judging a subject. The teacher pronounces judgment at the end of exercise. The activity involves comparing the performance of one or more students with set standards. Such an evaluation determines

the extent to which the objectives of a learning activity are being realized, this is supposed to be done by teachers on a daily basis for it helps to uncover the deficiencies in a syllabus for the purpose of affecting revision and improvement.

Gatawa, (1990) refers it as Criterion-Referenced Evaluation which measures learners' actual performance and compares it with the objectives of instruction identified in the syllabus. This puts the teacher at the centre of the evaluation exercise, it allows the teacher to change the instructional strategies to make it more effective. Scriven (1973) classified such evaluation as formative where the performance of the learner was the primary focus, the information about the learner's immediate retention of skills and knowledge, retention over time and attitudes were used to shape instruction as it proceeded, according to him formative evaluation was considered to be an integral part of instructional design and delivery. The Referenced Evaluation tool to be used are written exams, tests, and its performance or outcome was to be determined by the pass marks attained whether poor, fair or excellent to confirm its viability/sustainability.

The study established the following on assessment/feedback measures adopted by teachers.

1. Many teachers 20(44.4%) gave a test after covering many topics and none gave a test in between a lesson, this makes the learners forget what they learnt in the previous lessons, hence not modifying the behaviour of the learners for acquisition of knowledge.

2. Majority of the teachers 27(60.0%) never reviewed the work they gave to the learners ,this prevented feedback on the poorly performed areas inhibiting a follow up and review of the instructional quality.
3. Majority of the teachers 31(68.88%) indicated that they never revised the students work after doing an exam because of high teaching work load, this also prevented individual learner attention hence the teacher did not attend to the individual learners needs and also in setting a quiz or exam.
4. Majority of the teachers 18(40.0%) indicated that they pick on past exams, this prevented the teacher to consider the Blooms taxonomy of educational objectives which is divided into domains cognitive, affective and psychomotor, which guides the teacher in setting an exam or a quiz, the teachers revealed in an interview that they did not consider setting a quiz or exam along the educational objectives.
5. On classroom participation to ensure that feedback is enhanced, majority of the teachers 23(51.1%) did not encourage learners to ask questions, this indicates that without the initiative of the teachers, the learners' remain passive and hence the teachers would not get the necessary feedback.
6. Majority of the teachers 38(84.4%) do not give individual learner attention hence the teacher did not cater for the individual needs of the learners hence this prevented learning.
7. Majority of the teachers 35(77.7%) were not examiners, and the few who are, 10(22.22%) expressed the weaknesses established when marking CRE at national level, they observed that students have problems in tackling Biblical text and

application questions by either misinterpreting or being irrelevant and lacking proper expression, hence losing many marks affecting their performance.

Assessment is an important element in teaching and learning. The study was interested on how C.R.E teachers assessed their students work as it confirms the classroom instructional practices. Teachers are accountable for what happens in their classrooms. The study took keen interest on formative assessment that takes place during an ongoing lesson and it assists to guide instruction at the same time to re-focus the instructional process. This was poorly done, for some teachers used lecture method throughout their lessons. Summative assessment used was in form of quizzes, tests and end of term examinations. This was not adequately used because of the teachers' workload and the wide syllabus at forms one and two as expressed by teachers during the interviews. Most of the tests and quizzes, that teachers set were low order cognitive questions which comprised knowledge or recall questions, this was contrary to the setting format of exams in C.R.E which is currently high order questions that help learners go beyond generalization and memory to comparative and analysis. They require judgment and valuing which requires the learners to analyze, synthesize and evaluate. The 2005 KCSE C.R.E examinations tested candidates' mastery of knowledge and the skills specified in the specific objectives of the curriculum. The report paid attention to the poorly performed questions, some weaknesses were noted;

1. A good number of candidates answered questions beyond the expected scope and others gave irrelevant responses.
2. Some had poor handwriting and lacked language of expression.

3. Some candidates had a tendency of answering in point form and yet the questions are essay type.
4. Many candidates misunderstood the questions and terminologies used. This was attributed to poor coverage of the syllabus. Teachers were advised to help prepare candidates for application and evaluation questions, and to use appropriate methodologies of teaching, the report indicated that teachers need to have appropriate knowledge on pedagogy and they are required to apply it in their teaching to enhance proper understanding of the concepts in C.R.E.

On assessment, teachers must possess subject, pedagogical and curricular knowledge which are all integrated into pedagogical content knowledge where the assessment skills are suppose to be used by the teachers. However, these skills have not been utilised well by the teachers.

4.9 Summary

The chapter focused mainly on presentations, analysis, interpretation and discussion of data. Data presentation was done using tables and graphs. Data analysis was in form of percentages which helped in descriptions that went along with interpreting data.

Every theme under study had the data presented, analyzed and discussed. The themes discussed to determine teacher preparedness in curriculum delivery processes for effective C.R.E curriculum instruction included:

1. Setting of the objectives prior to classroom instruction
2. Structuring the content to be delivered.

3. Amount of content coverage in the syllabus.
4. Use of resources to support curriculum instruction.
5. Selection of appropriate teaching methods/learning activities to support curriculum instruction.
6. Assessment/feedback measures used by teachers during and after curriculum instruction.

The discussion was done after presenting data in all the themes, which explained in-depth the findings of data based on the frequencies obtained from the collected data.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into three sections. Section one deals with the summary of the findings. The second section covers the conclusions basing on the study findings. Section three gives the recommendations of the study and suggested areas for further study. The main purpose of the study examined how teachers planned their curriculum delivery processes for effective C.R.E instruction.

5.2 The summary of the findings

This study was guided by the following specific objectives

1. To gather data on whether the teacher sets the objectives to be used prior to classroom instruction.
2. To obtain data on how the teacher structures the content to be delivered.
3. To describe the amount of the content coverage in the syllabus of CRE.
4. To obtain data on whether teachers used adequate resources to support curriculum instruction.
5. To determine whether teachers selects appropriate teaching methods/learning activities to support curriculum instruction.
6. To describe the type of assessment / feedback measures used by teachers during and after curriculum instruction.

Objectives one, two and three covers the prior preparation stage by the teachers, objective four and five covers the delivery stage and objective six is the evaluation stage confirming whether the rest of the stages have been accomplished.

Background information findings

The study revealed that:

1. Teachers trained to teach C.R.E, majority 33(73.3%) had B.Ed (degree), hence expected to possess prerequisite knowledge on pedagogical skills necessary for classroom instruction.
2. Many Schools 35(77.88%) had fewer teachers teaching C.R.E hence had high teaching work load of 24-30 lessons per week. This affected teachers' curriculum delivery processes for it affected the choice of appropriate teaching methodologies, use of resources, assessment/feedback. Many lessons lower the quality of teaching.
3. The study showed that majority of the schools 11(24.4%) were not assessed for the supervision of curriculum delivery for a period ranging 4-6 years, assessment helps to expose the teacher to areas that require attention and measures to be taken are devised. And for those who assessed the curriculum, they were not trained to assess C.R.E, hence may not possess adequate knowledge to correct issues related to C.R.E.
4. The study showed that majority of the teachers 29(64.5%) have not received an in-service training regarding their professional development, teachers need to keep in touch with recurring changes on pedagogy, resources and even techniques which may become quickly outdated. The professional development of teachers must connect teachers' existing knowledge reflecting on their beliefs, teaching practices and its

relationship to teaching, this helps teachers to share teaching techniques and experiences thus deepening their knowledge which they can use to better curriculum delivery processes.

Summary of the findings of the main themes of the study

1. Majority of the teachers were knowledgeable on objective writing and its usefulness however most of them did not set any objective while teaching, and majority did not evaluate the accomplishment of the knowledge learnt, this affected assessment and feedback.
2. The study revealed that many teachers never structured their teaching in terms of making schemes of work and lesson plans although having knowledge about it and its usefulness, many had old schemes of work, which were rarely used, and many never saw the need of making lesson plans, which they attributed that it was only done during teaching practice and C.R.E being an easy subject does not warrant it. A scheme of work go hand in hand with the lesson plans, majority of the teachers used textbooks and not lesson notes and they encourage students to make notes using them, making the students reproduce same materials, it was established that the learners lack the skill of summarizing.
3. On syllabus coverage, the study revealed that the poorly covered syllabus is that of forms one and two, this was attributed to the many topics to be covered which were largely Biblical requiring adequate time to cover. The study also established that some topics were skipped by teachers because they claimed that they were easy for learners to tackle on their own. Majority of the schools 24(53.3%) had syllabus books, but never referred to them often. Using the syllabus books helps to gauge the

content to be covered within a stipulated time and to monitor the accomplishment of objectives. Nearly all students have never seen syllabus books and majority 190(63.3%) were not sure whether they were available in their schools.

4. On resource utilization on curriculum delivery, the study sought to determine the current resource standards, that is whether or not schools had sufficient resources to deliver a high level of curriculum content and to achieve a high levels of curriculum content and to achieve a high levels of outcomes for all learners. The study established that few resources were utilized the main ones being the Bible and the class text books, despite the teachers knowing the usefulness of teaching/ learning resources, teachers noted that it was difficult to use learning resources in some topics in CRE for they are so abstract.
5. On teaching methodologies and learning activities. The study revealed that teachers used few methods which were dominated by lecture method .Discussion methods which is a learner centred approach was rarely used, it was also revealed that teachers never used varied methods of teaching because of inadequate time. The teachers also never prepared in advance as to which method they should use to facilitate learning.
6. On assessment and feedback, the study revealed that teachers took too long to evaluate the learners, this prevented feedback. It also established that teachers never revised the exams they give to the students, this prevented individual learners' attention and most teachers never encouraged feedback from the learners. The students remained passive in nearly all the lessons.

5.3 Conclusions

Basing on the summary of the findings the following conclusions were deduced from them.

1. Teachers were not guided by objectives in their teaching which was to be enhanced by structuring the content through lesson planning and making of schemes of work
2. Teachers never structured their teaching in terms of making schemes of work and lesson plans although having knowledge about it and its usefulness, many had old schemes of work, which were rarely used. Majority of the teachers used textbooks and not lesson notes and they encourage students to make notes using them. The learners lack the skill of summarizing.
3. Teachers never cleared the syllabus in time and this spilled over to the next classes.
4. Teachers used few resources in curriculum instruction of C.R.E, the class text and the Bible was the only resources under utility.
5. Teachers utilized few teaching methodologies that were majorly teacher - centered this made students passive hence hampering learning.
6. Teachers never varied assessment/feedback techniques to ensure that learning took Place. The assessment techniques were inform of quizzes and exams which took too long to be administered, some at the end of the month and others end of term.

If most schools utilize proper curriculum instructional measures well, it goes without a challenge that they will attain high mean scores in their schools, the study gives advice to schools to enhance classroom practices that boost learning, instead of clearing syllabuses early and getting contented that learning has taken place.

5.4 Recommendations

Basing on the conclusions above, the following are some of the recommendations made:-

1. Teachers should always make sure that they prepare for their lessons and to deliver them using appropriate teaching strategies, and involve the learners in various activities during the lesson so as to enhance instructional skills that promote understanding and acquisition of knowledge.
2. When planning to teach the teacher needs to formulate instructional objectives so that the learner knows what is expected of them, this will encourage;
 - (i) Better instruction
 - (ii) More efficient learning results
 - (iii) Better evaluation
 - (iv) The students to be better self evaluators.
3. Teachers should ensure that they clear the syllabus in time to avoid incompleteness of syllabus in other classes this will allow students prepare their revision early enough and for consistency of learning, teachers should teach vertically and maintain the classes they teach up to the time they sit for their exams.
4. Many schools lacked sufficient resources to deliver a high level of curriculum content, making teachers not to deliver their best instruction, hence varied use of resources is necessary for achieving higher levels of outcomes for all learners.
5. There is urgent need to increase in-service education activities to equip teachers with the latest skills and to grow professionally.
6. A quality assurance mechanism should be enhanced to ensure that schools meet a high integrity on implementation of the curriculum through their supervisory roles

- and assessment hence will enable unearth the teachers' weaknesses to be tackled in time.
7. The MOEST should advise teachers on how well they can evaluate the learners so as to obtain proper feedback. It is necessary for teachers to correct the learners' work all the time to ensure that learning takes place. It is crucial that teachers have enough time for revision of the learners' work for the purposes of clear understanding of the content.
 8. Teachers should adapt life-approach in their teaching to enable learners apply their day-to-day life experiences to their life's.
 9. The K.N.E.C should send reports obtained from the examiners on areas identified as weak areas requiring urgent attention so as to be corrected by teachers during their curriculum delivery processes.
 10. In order to cater for the needs of all the learners, it is necessary for the teacher to vary the methods of teaching, teaching becomes more effective when an eclectic approach, that is combining several methods of teaching in one lesson is adopted, as well as catering for the needs of a wider range of learners. The eclectic approach helps to overcome the problem of monotony and boredom which are the worst enemies of learning. Greater importance should be attached to imparting of skills for planning and preparation during the pre-service training.
 11. The planning and preparation of lessons should be made compulsory for teachers and the head teachers should be mandated to monitor.

5.5 Suggestions for further research

A study of such a magnitude cannot be totally exhaustive. In order to gain in depth detailed understanding in this study, there is need to carry out the following researches;

1. A study on the effects of teaching workload on instructional practices in CRE should be carried out to determine how it can affect classroom instructional processes.
2. To investigate teachers' perception of classroom management on learners academic achievement in C.R.E.
3. An investigation into the influence of lesson planning on teaching and learning of CRE to establish how it influences the achievement of instructional objectives.
4. The influence of the use of resources and instructional methods of C.R.E teaching on performance.
5. A study on the influence of the supervisory roles of QASO's on classroom instructional practices

5.6 Summary

The chapter presented the summary of the findings, conclusions, recommendations and suggestions for further study. Curriculum delivery processes is enhanced by the teachers competency in structuring the content to be presented and organizing instructional methods and materials which entails organization of the entire learning processes. The main findings were that C.R.E teachers' did not structure the content to be presented and did not set objectives to guide the teaching and learning process, teachers used few teaching methods that were majorly teacher centered and the assessment/feedback measures were not enhanced in the process.

The main recommendation is that teachers should always make sure that they prepare for their lessons, deliver it using appropriate teaching strategies. One main area for further research is to investigate teachers' perception of classroom management on the learners' academic achievement.

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APPENDICES

APPENDIX A: RESEARCHER'S LETTER OF INTRODUCTION TO RESPONDENTS

ESTHER KIMOSOP,
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KABARTONJO-30401.

RESEARCH TITLE:

'TEACHER PREPAREDNESS IN CURRICULUM DELIVERY PROCESSES FOR EFFECTIVE CHRISTIAN RELIGIOUS EDUCATION INSTRUCTION IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY,KENYA'.

Dear participants,

I am a D.phil.student in Moi University ,intending to carry out a study to the above research problem.

The attached questionnaire /interview schedules seek to achieve this objective .You are among the many people who have been selected to participate in this study.

Your cooperation in completing them will be highly appreciated. Instruction on how to complete the questions are contained in the questionnaire/interview schedules itself. Read them carefully. All the information obtained from the responses will be used only for the purpose of this study, and will be kept confidential. The results of this study will be made available through publications.

I thank you most sincerely in advance for accepting to participate in this study.

ESTHER KIMOSOP

APPENDIX B: TEACHERS' QUESTIONNAIRE:

This is part of an education study aimed at finding teacher preparedness in curriculum delivery processes in C.R.E classroom instruction. The information you will give will be treated with confidentiality. Please tick (✓) appropriately.

PART A-Background information

1. Gender

Male	()
Female	()

2. Indicate whether the school is district or provincial

District	()
Provincial	()

3. Qualification

B.ED (Arts)	()
B.ED (Diploma)	()
Masters	()
Any other.....	

4. How long have you taught C.R.E in your school?

0 - 10 years	()
10 - 20 years	()
Over 20 years	()

5. What is the mean grade of C.R.E in your school for the last five years?

2006.....	
2007.....	
2008.....	
2009.....	
2010.....	

(b) Comment on the performance

.....

6 (a). How many teachers teach C.R.E in your school?

.....

(b). How many lessons do you have in a week?

9 - 14 ()

15 – 22 ()

23 – 28 ()

Over 30 ()

7. When was your last assessment on curriculum delivery of CRE by DQASO?

Between 1-3 years ago ()

Between 4-6 years ago ()

Less than 1 year ago ()

No assessment done ()

8. Did these assessments create an impact on your classroom practices?

Yes () No ()

9.(a) Have you attended any workshop, seminar or in-service for C.R.E?

Yes ()

No ()

(b) If yes, what was its intention?

.....

B. Objective organization prior to teaching.

10. Do you write objectives for every lesson taught in C.R.E

A. No

B. Yes

C. Sometimes

D. Not at all

11. When writing objectives, what do you consider?

A. Outcome of students learning.

B. Students evaluation.

C. Instructional materials.

D. Instructional process.

12. How do you begin teaching C.R.E lesson ?

A. Starting to teach right away from the start of the lesson

B. Stating the objectives of the lesson first

C. Making a recap of the previous lesson taught

D. Introducing the lesson and relating to life experience

C. Structuring the content to be delivered.

(i) Schemes of work

13. How often do you make schemes in C.R.E ?

Often ()

Sometimes ()

Rarely ()

14. How often do you refer to them?

Often ()

Sometimes ()

Rarely ()

Never ()

15. Schemes are only made when?

A. QASO's announce their coming

B. There is routine assessment QASO's

C. When the head teacher demands

D. When the HOD demands

16. What guides a teacher while writing schemes of work?

A. The entry behaviour

B. The objectives

C. Level of the learners

D. Available materials

E. All the above

(ii) Lesson planning

17. Are lesson plans necessary for teaching C.R.E ?

(A) Yes

(B) No

(C) Sometimes

18. Why do you plan lessons? please tick your response?

(A) I am expected to plan by my profession

(B) They help me teach better

(C) To achieve learning objectives

(D) To sequence my teaching

(E)All the above

19. (a). How detailed are your lesson plans?

(A) Few lines reflecting topics/sub-topic and objectives to be taught in a class

(B) Detail of what a teacher is expected to do

(C) What a teacher needs to do but reflecting only the key points

(D) None of the above

(b). If the response above is the answer (D) what could be the reasons for not making lesson plans in C.R.E.

- (A) C.R.E is very easy to teach
- (B) No longer remembers how to make them
- (C) The textbooks are sufficient for provision of lesson notes
- (D) Only useful for teaching practice

20 (a). How do you often comment on the lessons taught?

- (A) At the end of the lesson
- (B) At the end of topic (s) covered
- (C) End of term
- (D) End of year
- (E) Rarely

(b). Where are the comments placed?

- (A) In schemes of work
- (B) In record sheets of each class
- (C) In report forms
- (D) In note books
- (E) Do not comment at all.

21. How do you give lesson notes to the students?

- (A) Students make their own notes using textbooks
- (B) I make notes for them.
- (C) Make notes while i teach.

D. Content coverage
C.R.E - 8.4.4 EDUCATION SYSTEM
Topics to be covered from form one to form four

22. Below are the units that are to be taught in CRE reflected on your scheme of work.

i) Tick (✓) whether you taught them or not taught.

ii) Give a brief reason(s) why the unit was not taught in the year.

FORM 1	Taught	Not taught	Reason(s)
1. Introduction to C.R.E			
2. The Bible			
3. Creation and fall of man			
4. Faith and God's promises -Abraham			
5. Sinai covenant			
6. Leadership in Israel- David and Solomon			
7. Loyalty to God – Elijah			
8. African Religious Heritage			
FORM II			
9. Old Testament prophesies about messiah and the concept of the messiah in the New Testament			
10. The infancy and early life of Jesus			
11. The Galilean Ministry			
12. Journey to Jerusalem			
13. Jesus Ministry in Jerusalem			
14. Jesus Passion, death and resurrection			
FORM III			
15. The gifts of the Holy Spirit			
16. The Unity of believers			
17. Selected Old Testament prophets and their teaching - Amos, Jeremiah, Nehemiah			
FORM IV			
18. Introduction to Christian Ethics			
19. Christian approaches to human sexuality, marriage and family			
20. Christian approaches to work			
21. Christian approaches to leisure			
22. Christian approaches to wealth, money, and poverty			
23. Christian approaches to law order and justice			
24. Christian approaches to selected issues related to modern science, technology and environment			

23(a). Have you been teaching C.R.E the present form four class since form one?

Yes () No ()

(b). Rate the syllabus coverage in the following classes :-

Form I	Form II	
80% -100% ()	80% -100%	()
60% -80% ()	60% -80%	()
40% - 60% ()	40% -60%	()
Below 40% ()	Below 40%	()
Form III	Form IV	
80% -100% ()	80% -100%	()
60% -80% ()	60% -80%	()
40% - 60% ()	40% - 60%	()
Below 40% ()	Below 40%	()

24(a). Do you have a C.R.E syllabus book in your school to support coverage of the syllabus?

A Yes ()

B No ()

(b). How often do you use it?

A. Often ()

B. Not often ()

C. Rarely ()

D. Never ()

25. What do you think is the importance of using the syllabus book?

A. Used in preparing schemes of work

B. Used to acquire learning objectives

C. Simplifies the lesson planning

D. It may not be necessary sometimes

26 . How do you cover topics in the syllabus book?

A. Covers them during class lessons

- B. Sometimes students read on their own
- C. Allocates certain areas to students
- D. Gives topics to be discussed in class

27 (a) When are you expected to clear the syllabus?

- A. First term
- B. Second term
- C. Third term
- D. No specific time

(b). If the syllabus was not completed in the previous classes, what do you do?

- A. Shift the rest of the work to the next class.
- B. Students discuss on their own in class.
- C. Students are given text books to write notes.
- D. I organize remedial classes.

E. Resources used to enhance the teaching /learning of C.R.E

28(a). Provide a tick (✓) against the following teaching/learning resources that are available for teaching C.R.E. in your school.

- | | |
|-----------------------|-----|
| 1.Bible | () |
| 2.Charts | () |
| 3.Pictures | () |
| 4.Resource persons | () |
| 5.Real objects | () |
| 6.Maps | () |
| 7.Audio/visual aids | () |
| 8.News paper cuttings | () |
| 9. Syllabus books | () |

(b) List the ones that you usually use to support your teaching from the most commonly used to the least.

- | | |
|--------|--------|
| 1..... | 5..... |
| 2..... | 6..... |
| 3..... | 7..... |
| 4..... | 8..... |

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

- Yes ()
- No ()
- Not sure ()

30. How often do you use resources in teaching?

- (A) Always
- (B) Rarely
- (C) Never uses at all.

31. What is the usefulness of teaching /learning resources?

- (A) To make teaching interesting
- (B) To make teaching better
- (C) To achieve learning objectives
- (D) To capture the attention of learners
- (E) All the above

F. Teaching methodologies/learning activities used for curriculum delivery

32 (a). Provide a (✓) against the following teaching methods/ learning activities recommended for C.R.E curriculum delivery process by showing whether you use them: Often (O); Rarely (R); Never Used (NU).

S/N Methods/Learning activities		Responses	
	O	R	NU
1. Discussion			
2. Reading the Bible			
3. Lecture			
4. Role play			
5. Brain-storming			
6. Question and answer			
7. Narrations			
8. Dramatization			
9. Presentation			
10. Field trips			

(b). Rank the above teaching methods/learning activities in order of preference in the space provided and provide a reason(s) for your preference.

method/learning activity	reason(s)
1.....	
2.....	
3.....	
4.....	
5.....	
6.....	
7.....	
8.....	
9.....	
10.....	

33. Do the above methods help accomplish learning experiences and objectives?

Yes () No ()

Not sure ()

34. The frequency of the type of method/learning activity used depends on?

- A. Class level
- B. Topics/Content
- C. Concepts/ skills
- D. Work load

If yes, why do you think they say so?

.....

G. Assessment /feedback measures used by CRE teachers

35. How do you test the students to confirm whether learning has taken place or not?

- A. Ask questions in class
- B. Give a test in between a lesson
- C. Give a take away assignment
- D. Give a test after covering many topics
- E. Do not test until end of term

36. When are the students assisted to revise the questions given?

- A. At the end of term
- B. When teaching is over
- C. After marking
- D. Never revises

37. What prevents revision of students' work?

- A. Large number of students in class
- B. High teaching work load
- C. C.R.E is an easy subject, students can do on their own.

D. No free time available

38. What guides you in setting a quiz or exam?

A. Objectives in the syllabus

B. Scripts to be marked

C. Standardized setting in the school

D. The topics covered

E. Picks on past paper exams

F. Teacher's own digression

39. How do you encourage learners to participate in class?

A. Encourage learners to ask questions

B. Encourage group discussion

C. Varying assessment techniques

D. The learners are motivated

40. Do you give attention to individual learners?

Yes () No ()

41.(a) Are you a CRE examiner?

Yes () No ()

(b) if yes state the weaknesses observed in marking the C.R.E national exams

.....

THANK YOU !

APPENDIX C: STUDENTS' QUESTIONNAIRE:

This is part of an education study aimed at finding teacher preparedness in curriculum delivery processes in C.R.E classroom instruction. The information you will give will be treated with confidentiality. Please tick (✓) appropriately.

PART A-Background information

Instructions :tick (✓) the correct answer

1. Gender:

Male ()

Female ()

2. Type of school

Provincial ()

District ()

3. How has been the performance of C.R.E in your school?

Improving ()

Dropping ()

Not steady ()

Not sure ()

B. Achievement of instructional objectives

4. How often did the teachers perform the following during their teaching to achieve the learners'

instructional objectives? Provide a (✓) whether: Often (O); Rarely (R); Never Used.

Statements	Responses		
	O	R	NU
a. The teacher listed the objectives before teaching			
b. The teacher explains the content in detail			
c. The teacher has a sequence to follow while teaching			
d. The teacher checks students work			

C: Content learnt

C.R.E-8.4.4 EDUCATION SYSTEM**Topics learnt from form one to form four**

5(a). Below are the units that are to be learnt in C.R.E as reflected in the syllabus book.

i) Tick (✓) whether you learnt them or not learnt.

ii) Give a brief reason(s) why the unit was not learnt in the year.

FORM 1	Learnt	Not learnt	Reason(s)
1. Introduction to C.R.E			
2. The Bible			
3. Creation and fall of man			
4. Faith and God's promises -Abraham			
5. Sinai covenant			
6. Leadership in Israel- David and Solomon			
7. Loyalty to God – Elijah			
8. African Religious Heritage			
FORM II			
9. Old Testament prophecies about messiah and the concept of the messiah in the New Testament			
10. The infancy and early life of Jesus			
11. The Galilean Ministry			

12. Journey to Jerusalem			
13. Jesus Ministry in Jerusalem			
14. Jesus Passion, death and resurrection			
FORM III			
15. The gifts of the Holy Spirit			
16. The Unity of believers			
17. Selected Old Testament prophets and their teaching - Amos, Jeremiah, Nehemiah			
FORM IV			
18. Introduction to Christian Ethics			
19. Christian approaches to human sexuality, marriage and family			
20. Christian approaches to work			
21. Christian approaches to leisure			
22. Christian approaches to wealth, money, and poverty			
23. Christian approaches to law order and justice			
24. Christian approaches to selected issues related to modern science, technology and environment			

b. Rate the content learnt in the syllabus in:-

Form I

80% -100% ()

60% -80% ()

40% - 60% ()

Below 40% ()

Form II

80% -100% ()

60% -80% ()

40% - 60% ()

Below 40% ()

Form III

80% -100% ()

60% -80% ()

40% - 60% ()

Below 40% ()

Form IV

80% -100% ()

60% -80% ()

40% - 60% ()

Below 40% ()

6(a). Are there C.R.E syllabus books in your school?

A. Yes ()

B. No ()

C. Do not know ()

(b) How often do you use it?

A. Often ()

B. Not often ()

C. Rarely ()

D. Never ()

7. If the syllabus is not completed, what do your teachers do?

A. Shift the rest of the work to the next class.

B. Students discuss on their own in class.

C. students given text books to write notes.

D. Organizes remedial classes.

E. Nothing is done

C. Resources used for learning CRE

8 (a). Provide a tick (✓) against the following teaching/learning resources that are available for learning C.R.E. in your school

a). Bible ()

b). Charts ()

c). Pictures ()

d). Resource persons ()

e). Real objects ()

f). Maps ()

g). Audio/visual aids ()

h). News paper cuttings ()

i). Syllabus books ()

(b). List the ones teachers usually use to support your learning from the most commonly used to the least.

- 1..... 2.....
- 3..... 4.....
- 5..... 6.....
- 7..... 8.....
- 9..... 10.....

9. Are there adequate resources for learning C.R.E during class instruction?

Yes () No ()

No ()

10. How often do teachers use resources in learning?

(A) Always

(B) Rarely

(C) Never uses at all.

D. Teaching methodologies/learning activities.

11(a). The methods/learning activities below are used in curriculum delivery by your teachers, provide a (✓) whether they use them, Often (O), Rarely(R), Never Used(NU).

Teaching methods/ learning activities	Responses		
	O	R	NU
a).Discussion			
b).Reading the Bible.			
c).Lecture			
d).Role play			
e).Brain-storming			
f).Question and answer			
g).Narrations			
h).Dramatization			
i).Presentation			
j). Field trips			

(b). Rank the above teaching methods/learning activities used by your teachers from the most used to the least.

Teaching method/learning activity

- | | |
|--------|---------|
| 1..... | 6..... |
| 2..... | 7..... |
| 3..... | 8..... |
| 4..... | 9..... |
| 5..... | 10..... |

12. Varying instructional methods/activities helps you

- A. Achieve learning objectives
- B. Make learning interesting
- C. Helps students participate actively in class
- D. Improves understanding
- E. All the above

E. Assessment/feedback used by teachers

13 How often did the teachers perform the following during their teaching to enhance

Assessment / feedback? Provide a (✓) whether: Often (O); Rarely(R); Never(N).

Statements	Responses		
	O	R	N
A. The teacher re-examines the lesson by asking questions			
B. The teacher reviews previous lesson			
C. The teacher confirms achievement of the objectives			
D. The teacher gives c.a.t/exam after a topic/lesson			
E. The teacher comments on students answers			
F. The teacher encourages students to ask questions			

14. Which areas do you find difficulty in answering questions from?
- A. The Biblical text questions (Old Testament and New Testament)
 - B. African Religious Heritage
 - C. Contemporary Christian Living

THANK YOU!

APPENDIX D: CLASS OBSERVATION SCHEDULE

1. Unsatisfactory 2. Satisfactory 3. Good 4. very good

A. LESSON STRUCTURE**RATING**

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Lesson plan with clear objectives to guide the lesson | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 2. Prior knowledge checked | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 3. The teacher explains the content in detail | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 4. The teacher uses lesson notes | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 5. The teacher has a sequence to follow while teaching | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 6. The lesson plan merges that of the schemes and records | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |

B. TEACHING / LEARNING ACTIVITIES**RATING**

- | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. The teacher re-examines the lesson by asking open ended questions | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 2. Instructional objectives accomplished | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 3. The teacher encourages participations of students | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 4. The teacher groups students for discussion by giving a task | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 5. The teacher gives high order questions for discussions | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 6. The teacher caters for individual learners abilities | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 7. The teacher uses varied instructional materials | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 8. The teacher encourages learners to make notes | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |

C. ASSESSMENT/FEEDBACK**RATING**

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Teacher varies assessment techniques | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 2. Teacher encourages students to ask questions | 1 ☐ | ☐ | ☐ | 4 ☐ |
| 3. Teacher discourages chorus answers | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 4. Teacher reviews previous lesson | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |
| 5. Teacher comments on student answers | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ |

6. Teacher confirms the achievement of instructional objectives 1 ☐ 2 ☐ 3 ☐ 4 ☐

D. TEACHER COMPETENCE

RATING

1. The teacher is confident in lesson presentation 1 ☐ 2 ☐ 3 ☐ 4 ☐

2. The teacher has mastery of content 1 ☐ 2 ☐ 3 ☐ 4 ☐

3. The teacher uses the varied methodologies 1 ☐ 2 ☐ 3 ☐ 4 ☐

4. The teacher uses prepared notes 1 ☐ 2 ☐ 3 ☐ 4 ☐

5. The teacher effectively manages lesson time 1 ☐ 2 ☐ 3 ☐ 4 ☐

APPENDIX E: TEACHERS' CLASSROOM INSTRUCTION

A). TEACHERS' PRE-LESSON INTERVIEW SCHEDULE

1. Could you describe how you planned for the lesson?

.....

2. How many learning objectives did you plan to accomplish?

.....

3. Which method/learning activity will you adopt for the lesson, give a justification for this.

.....

4. How will you evaluate your learning objectives?

.....

5. Do you have enough resources to support your lesson.

.....

B). TEACHERS' POST-LESSON INTERVIEW SCHEDULE

1. Did you accomplish the learning objectives?

.....

2. Do you think the students understood what you were teaching?

.....

3. Do you think your questioning strategies are likely to encourage students understanding?

.....

4. How useful were the teaching techniques you chose?

.....

5. What did you do to make all the students participate?

.....

6. How would you rate the lesson you taught in terms of achieving the objectives?

.....

7. Give the strengths of your lesson.

.....

8. How did you ensure that students' ideas, questions and contribution were respected?

.....

THANK YOU!

APPENDIX F : DOCUMENT ANALYSIS PROFORMA

Below is a list of documents that may be available and used in schools to enhance curriculum delivery. They are to be ascertained by the study whether they were available and used by teachers.

Documents	Whether available	Whether used
Schemes of work		
Lesson notes		
Lesson plan		
Records of work		
Progress records		
Class attendance registers		
Teacher class attendance sheets		
Assessment reports by DQASO		
KNEC reports on CRE performance		
CRE examination analysis		
Time table		
Circulars from MOEST		
The schools C.B.E		
Syllabus Books		
Past papers		

APPENDIX G: INTERVIEW SCHEDULE FOR DQASO's

This is part of an education study aimed at finding teacher preparedness in curriculum delivery processes in C.R.E classroom instruction. The information you will give will be treated with confidentiality.

1. What are your responsibilities as a DQASO?

.....

.....

2. Have you specialized as a C.R.E QASO?

.....

.....

3. Have you ever carried an assessment on curriculum delivery of C.R.E?

.....

.....

4. When was the assessment done?

.....

.....

5. What are some of the teachers' weaknesses on curriculum delivery you came across?

.....

.....

6. What advice did you give to the teachers to enhance curriculum delivery?

.....

.....

7. What is the trend of C.R.E performance in the district?

.....

8. How do you rate the performance of C.R.E?

.....

.....

9. What do you think is the cause for such a trend?

.....

.....

10. What are some of the classroom practices you came across that hindered learning?

.....

.....

11. Do you think the teachers exercised professionalism in their work?

.....

.....

12. Have you organized any seminar, workshop or in-service for C.R.E teachers?

.....

.....

13. Are the head teachers monitoring curriculum delivery by teachers?

.....

.....

14. How is the C.R.E teacher ratio in the schools visited?

.....

.....

15. Do you think the schools visited have enough learning resources to support teaching /
learning C.R.E?

.....

.....

16. Comment on the contact hours of teachers with their students

.....

.....

THANK YOU!

APPENDIX H: RECOMMENDED SCHEME OF WORK FORMAT FOR C.R.E

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1								
WEEK 2								

APPENDIX I: RECOMMENDED LESSON PLAN FORMAT FOR C.R.E

NAME:.....REG. NO:.....ZONE:.....

DATE:.....TIME:.....

SCHOOL:.....CLASS:.....

SUBJECT:.....NO IN CLASS:.....

TOPIC:.....

OBJECTIVES:.....

.....

.....

.....

.....

STEP TIME	AND	CONTENT (Concepts/skills)	TEACHER ACTIVITIES/PUPILS ACTIVITIES	RESOURCE MATERIALS

APPENDIX J: TEACHING ASSESSMENT CRITERIA SAMPLE

NAME: _____ REG.NO: _____ ZONE: _____
 SCHOOL: _____ FORM: _____
 SUBJECT: _____ DATE: _____
 TOPIC: _____ TIME: _____

CRITERIA	PERFORMANCE			REMARKS
	MARK DISTRIBUTION			
	B/AV	AV	AB/AV	REMARKS
1. <u>PREPARATION</u> a) <u>scheme of work</u> Availability, self evaluation b) <u>lesson plan</u> i) objectives: audience, behavior, standard, and condition. ii) Learning activities: varied, challenging, learner-centered. iii) sequential arrangement of content and concurrence with scheme.				
2) <u>PRESENTATION</u> a) <u>introduction</u> use of learners experience and link with current lesson (set induction skills)				
b) <u>Lesson development.</u> i) Logical presentation of content ii) Relevance of content to class level. iii) Adequacy of content to lesson time. iv) strategies and methods appropriate to content. v) use of teaching skills: motivation, reinforcement questioning, stimulus variations, verbal exposition. vi) mastery of content.				
c) <u>communication.</u> i) verbal (fluency, voice pitch ,audibility and use of appropriate language) ii) non verbal (appropriate use of gestures, eye-contact, body movements, demeanor e.t.c)				
d) <u>use of resource materials</u> i) chalkboard layout and use. ii) timing and attractiveness. iii) Appropriateness iv) innovativeness, originality and creativity.				
e) <u>classroom organization and management.</u> i) control and knowledge of learners by name. ii) learner participation. iii) use of group work/provision for individual differences iv) teacher/ learner rapport.				
f) <u>conclusion</u> closure skills: review, questions concluding activities, evaluation and assignment				
3) <u>Teacher personality and organization</u> Confidence, dressing, mannerisms, maintenance of records, handling of challenges.				
4) use of previous comments and self appraisal on the lessons.				

APPENDIX K: SYLLABUS COVERAGE FORMAT

NAME.....TSC NO.....COUNTY.....

SCHOOL.....FORM.....CLASS.....

TERM.....DATE.....

SUBJECT.....

WEEK/LESSON	TOPIC(S)	COVERAGE	REMARKS/COMMENTS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Remarks.....

.....

.....

.....

APPENDIX L: RESEARCH PERMIT

PAGE 2	PAGE 3
THIS IS TO CERTIFY THAT:	NCST/RRI/12/1/SS-011/1632/4
Prof./Dr./Mr./Mrs./Miss..... ESTHER KIMOSOP	Research Permit No.....
.....	Date of issue..... 21ST DECEMBER, 2011
.....	Fee received..... KSH.2,000
.....	
of (Address) MOI UNIVERSITY	
P.O BOX 3900 -30100 ELDORET	
has been permitted to conduct research in	
.....	
SELECTED DISTRICTS IN	
..... Location,	
BARINGO COUNTY	
..... District,	
RIFT VALLEY	
..... Province,	
on the topic. Towards effective teaching	
of C.R.E: Teacher preparedness in	
curriculum delivery processs &	
its influence on academic achievement	
.....	
in public secondary schools: A case.	
of Baringo county, Kenya	
for a period ending 30TH NOVEMBER 2014	
	 Applicant's Signature
	 Secretary National Council for Science and Technology