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The Role of Audiovisual Resources in Teaching Christian Religious Education: Attitudes of Students and Teachers in Bungoma County, Kenya

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Abstract:

Modern teaching recognizes that the process of education is not a simple matter of presenting and receiving knowledge but is a process that involves the whole of personality and is affected as much by physical, social and economic factors of the environment as by teachers. Religious Education in Kenya is taught as a subject in school with the goal of imparting in learner's practical knowledge and skills on moral integrity. It is hoped that learners will exhibit high integrity after learning social and religious values that form part of every stable and healthy society. This paper assesses the attitudes of students and teachers towards the use of audiovisual resources for learning and teaching of Christian Religious Education (CRE). The study employed a survey research design. Random sampling was used to select both CRE teachers and students who participated in the study while stratified sampling was used to select the schools that participated in the study. The sample was drawn from secondary schools in Kimilili Division of Bungoma Sub-County in Kenya. The sample population was 266 comprising 242 CRE students and 24 CRE teachers. The data collection instruments used were questionnaires and observation schedules. The collected data was quantitatively analyzed using descriptive statistics and presented using tables and graphs. From the findings of the study, it was clear that most of the teachers have a positive attitude towards the use of audiovisual resources. Moreover, most of the students also believe they could better master CRE content if they were taught using audiovisual resources. Nevertheless, a few of the CRE students and teachers saw no need to use audiovisual resources in teaching and learning of CRE. This shows that a sizable number of learners and teachers do not consider CRE a practical subject. This mentality may also translate to mean that they do not see the lessons they learn as having any impact in their moral behaviour and character outside school. To address the attitudinal challenges that CRE faces in Kenya, it is recommended that wherever teaching resources are available CRE teachers should endeavour to use them. In addition, CRE teachers need to enlighten their students on the importance of learning CRE using audiovisual resources. Lastly, the Kenya Institute of Curriculum Development (KICD) which is tasked with preparing textbooks for teaching should also prepare and avail audiovisual resources such as video cassettes and films for teaching CRE to go along with the textbooks.

Keywords: Audiovisual resources, Christian religious education, attitudes, students, teachers, Kenya

1. Introduction

Most teachers do not consciously consider their own characteristics when planning to deliver instruction. These characteristics do, however, influence the nature instruction they provide. Just as pupils' personalities influence the way instruction is planned and provided, so do teachers' personalities affect planning and teaching. According to Airasian (1994), some teachers are uncomfortable using certain instructional techniques and consequently avoid these resources.

According to Moss *et al.* (1991), research on children's learning from different media has highlighted important differences in each teacher's ability to impart information to children. They argue that television is an inherently poor medium for educating young viewers. However, others emphasize the way in which television is approached and used as the role problem underlying ineffective communication.

Moss *et al.* (1991) also assert that children have perceptions concerning television and these can significantly affect how they use and pay attention to it. They argue that the general attitudes expressed on use of television and video in schools indicate that a vast majority of teachers agree that those media represent an excellent presentation aid for certain types of material, a useful starting point or stimulus was for the teacher to develop a supplement to teachers' own knowledge.

Callahan and Clark (1990) observe that audiovisual aids not only facilitate and help clinch the achieving of goals but can also be exciting and enhance lessons. Dale (1964), the chief proponent of audiovisual aids in teaching, emphasizes on the importance of audiovisual aids in teaching. Dale depicts all learning experiences that can be utilized for classroom teaching using pictorial device which he called 'cone of experience.' The cone classifies the audiovisual aids according to their effectiveness in communications.

From Dale's cone, the use of purely verbal communication is the least effective method while the use of audiovisual resources such as television, film and motion pictures is the most effective way of teaching.

In a survey on resources for teaching social studies in Nairobi primary schools, Ogoma (1987) observes that teachers are not eager to use instructional resources and even worse did not produce them. Rotich (2000) equally observes that teachers portray a negative attitude towards the use of resources and that objectives are attained without their use. On the other hand, Masinjila (1996), in her study of SEE, observes that teachers have a positive attitude and go out of their way of instructional resources and method in an attempt to make learning interesting. Masinjila (1996) notes that SEE enhances the growth of students into morally upright persons and that the resources used assist teachers to meet the intended instructional objectives.

1.1. Statement of the Problem

The effort of any teacher in instruction is to make the message clear, communicate the idea, capture the content and clarify the obscure for the learner. According to Nacico-Brown *et al.* (1982), teachers are often accused of "over-verbalization" because of their excessive use of words to convey meanings. Callahan and Clark (1990, p. 412) also observe that most of the teachers' day is filled with periods of explanation and discourse so much so that the teaching profession has been accused of perpetuating verbalism in the schools.

CRE in secondary schools in Kenya occupies a key position in the 8-4-4 curriculum. With the removal of Social Education and Ethics (SEE) in secondary school curriculum, CRE remains the only subject that addresses moral concerns of learning in Kenya's secondary education. One of the major objectives of CRE is to help learners acquire social, spiritual and moral insights to help them make ethical decisions in a rapidly changing society (Kenya Institute of Education [KIE], 2000). A cursory observation of CRE students' behaviour in secondary schools and the general feelings expressed by parents, teachers and the general public indicate that this objective is not being achieved because students – and many other people who have gone through secondary education system, including political leaders – do not seem able to make appropriate moral decisions.

The Wangai Committee (2001), charged with investigating students' discipline and unrest in secondary schools in Kenya, reports that decay in moral values and norms to a great extent influence the behaviour and character of students. Groenewegen (1995) also observes that one of the reasons CRE lessons tend to be boring is that the subject teachers make almost exclusively use verbal communication in teaching.

The focus of the study, therefore, was to address the two problems by investigating the factors challenging the use of audiovisual media for teaching CRE in secondary schools in Kimilili Division Bungoma County. The thesis of the study was that audiovisual media can help CRE teachers to better achieve the subject's objective of making students understand the moral relevance of what is taught. It is also argued that audiovisual resources can help make the subject more interesting. Therefore, the use of audiovisual media in teaching can improve the moral behaviour of those who are taught CRE.

The present secondary school CRE syllabus in Kenya has many biblical topics, concepts and issues whose understanding can be enhanced as learning is made more interesting, effective and relevant to the learners by use of audiovisual media. These audiovisual media include motion picture films, video cassettes, slides and posters. According to Callahan and Clark (1990), often serve to facilitate learning and eliminate verbalism. Therefore, CRE teachers should use audiovisual media. This paper examines the methods used by CRE teachers to teach the subject based on the study conducted in Bungoma County in Western Kenya.

2. Materials and Methods

The study was carried out in Kimilili Division of Bungoma County in Western Province of Kenya. At the time of the study, Kimilili division had 16 secondary schools: six girls' schools, three boys' schools and seven mixed-gender schools. CRE was being offered in all the sixteen secondary schools in the Division. The research adopted a survey design. According to Nsubuga (2000, p. 79), a survey is an important method employed when trying to solve problems in educational sections. Survey research is regarded the best method available to social scientists and other educators who are interested in collecting original data for the purposes of describing a population which is too large to observe directly (Mugenda & Mugenda 1999, p. 165).

The study targeted all secondary schools in Kimilili Division. The sample population was drawn from nine of these secondary schools. The schools were selected on the basis of gender composition of students. The study involved all the CRE teachers who had taught the subject for the last three years. These were regarded to have sufficient experience to express valid views on the use of audiovisual media in their schools. The study also involved CRE students from the nine secondary schools. Thirty percent of Forms Two and Three students were picked from each of the nine secondary schools. Only Forms Two and Three CRE students were involved because it was believed that they had covered much of the syllabus and were, therefore, in a better position to comment on the use of media for teaching and learning CRE. Form One students were left out because it was assumed they were still new in school and were yet to cover much in the CRE syllabus. Form Four students were also left out because they were busy preparing for the Kenya Certificate of Secondary Education (KCSE) examination.

The schools that participated in the study were selected using stratified sampling method. This was done on the basis of students' gender, that is, boys-only, girls-only and mixed-gender schools. Simple random sampling was used to select the number of students to participate in this study. Forms Two and Three students were purposively selected for the study. The teachers who participated were also purposively selected.

Data was collected from the sample population through the use of questionnaires and observation schedules. The data collected was analyzed quantitatively, using descriptive statistics such as percentages and presented using tables and graphs showing frequencies and percentages. The Statistical Package for Social Sciences (SPSS) computer program was used to analyze data from questionnaires.

3. Results

3.1. Attitude of CRE Students towards Learning the Subject using Audiovisual Aids

The study sought to establish the attitudes of students towards learning CRE using audiovisual resources in Kimilili Division. CRE students were asked to state whether or not CRE could be learnt through the use of audiovisual resources. Their responses were as summarized in Table 1 below.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	98	40.5	40.5	40.5
A	95	39.3	39.3	79.8
U	30	12.4	12.4	92.1
D	10	4.1	4.1	96.3
SD	9	3.7	3.7	100.0
Total	242	100.0	100.0	

Table 1: CRE can be Learnt through Audiovisual Media

Table 1 indicates that a majority of the CRE students felt that CRE could be learnt through audiovisual resources. This was indicated by 40.5% who strongly agreed and 39.3% who agreed. Only 12.4% of the students were undecided while 4.1% disagreed and 3.7% strongly disagreed. Therefore, the challenge to its usage was probably unavailability of audiovisual media. It could also have been as result of CRE teachers not bothering to use the method.

The study also sought to establish whether or not audiovisual resources could help enhance the understanding of CRE content by students. The data collected was as presented in Table 2.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	130	53.4	53.4	53.7
A	90	37.2	37.2	90.9
U	14	5.8	5.8	96.7
D	6	2.5	2.5	99.2
SD	2	.8	.8	100.0
Total	242	100.0	100.0	

Table 2: Audiovisual Media can Help Enhance Understanding of CRE

The results in Table 2 show that a majority of CRE students in secondary schools in Kimilili Division felt that the use of audiovisual resources could enhance their understanding of CRE content. This was indicated by 53.7% who strongly agreed and 37.2% who agreed. Only 5.8% were undecided while 2.5% disagreed and 0.8% strongly disagreed. These findings agree with the views of Mukwa and Too (2002) who observe that the use of visual aids can enhance learning and improve comprehension.

The study further sought to establish the views of the students on whether or not they could easily understand CRE content without the use of audiovisual resources. Their responses were analyzed and summarized in Table 3 below.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	60	24.8	24.8	24.8
A	68	28.1	28.1	52.9
U	30	12.4	12.4	65.3
D	46	19.0	19.0	84.3
SD	38	15.7	15.7	100.0
Total	242	100.0	100.0	

Table 3: CRE can easily be understood even without the Use of Audiovisual Resources

From the findings in Table 3, it is evident that a majority of the CRE students feel they can still understand CRE even without the use of audiovisual resources. This is indicated by 24.8% of those who agreed that they can still understand the subject without use of audiovisual resources.

As shown in the table above, it was also discovered that a good number of CRE students disagreed that they could understand the subject content without the use of audiovisual aids. This was shown by 19% who disagreed and 15.7% who strongly disagreed that they could not easily understand CRE without the use of audiovisual resources.

The study further sought to establish the CRE students who wished to learn CRE using audiovisual resources. The results were as shown in Table 4.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	114	47.1	47.1	47.1
A	76	31.4	31.4	78.5
U	26	10.7	10.7	89.3
D	15	6.2	6.2	95.5
SD	11	4.5	4.5	100.0
Total	242	100.0	100.0	

Table 4: Statistics of Students who wish to Learn CRE using Audiovisual Resources

Table 4 indicates that majority of the CRE students in secondary schools in Kimilili Division wished to learn CRE using audiovisual resources. This was shown by 47.1% who strongly agreed and 31.4% who agreed that they wished to learn CRE by use of audiovisual resources. Moreover, 10.7% of the CRE students were undecided while 6.2% disagreed and 4.5% strongly disagreed that they wished to learn CRE using audiovisual resources.

This research further discovered that though the majority of students wished to learn CRE by use of audiovisual resources, a small percentage of the students did not wish to learn the subject by use of audiovisual resources. This posed a challenge to the learning of the subject using audiovisual resources.

The research further sought to establish if CRE students felt they could perform better in the subject when taught CRE with the aid of audiovisual resources. The data collected was analyzed and summarized as shown in Table 5.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	124	51.2	51.2	51.2
A	56	23.1	23.1	74.4
U	22	9.1	9.1	83.5
D	24	9.9	9.9	93.4
SD	16	6.6	6.6	100.0
Total	242	100.0	100.0	

Table 5: Performance can be better if CRE is taught with the Aid of Audiovisual Resources

Table 5 indicates that a majority of CRE students in secondary schools in Kimilili Division felt they could perform better in the subject if they were taught the subject with the use of audiovisual resources. This was clearly reflected by 51.2% who strongly agreed and 23.1% who agreed. A small percentage of the students felt they could not perform better even if they were taught by audiovisual resources. This was indicated by 9.9% who disagreed. These findings posed a challenge to the teaching of CRE by use of audiovisual resources.

The study further sought to establish whether or not CRE students found CRE content easy to understand even without any teaching aids. The results were as presented in Table 6.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	20	8.3	8.3	8.3
A	17	7.0	7.0	15.3
U	16	6.6	6.6	21.9
D	55	22.7	22.7	44.6
SD	134	55.4	55.4	100.0
Total	242	100.0	100.0	

Table 6: CRE is Easy to Understand even without any Teaching Aid

Table 6 shows that a majority of the CRE students disagreed with the claim that CRE content could easily be understood even without the use of teaching aids. This was indicated by 55.4% of students who strongly disagreed and 22.7% who disagreed. A small percentage of the students felt that CRE was easy to understand even without any teaching aid. From the table, 8.3% of students strongly agreed and 7% who agreed while 6.6% were undecided. This also posed a challenge to the teaching of CRE.

3.2. Attitude of Teachers towards Teaching CRE using Audiovisual Resources

The study sought to establish the attitudes of CRE teachers towards teaching the subject using audio visual resources in Kimilili division, Bungoma County. To achieve this objective, CRE teachers were asked to state whether or not the subject could be taught by use of audiovisual media. The results were as indicated in Table 7 below.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	16	66.7	66.7	66.7
A	6	25.0	25.0	91.7
U	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Table 7: CRE can be taught by Use of Audiovisual Media

Table 7 showed that majority of C.R.E teachers in Kimilili Division felt that CRE as subject could be taught by use of audiovisual resources. This was indicated by 66.7% of teachers who strongly agreed and 25% who agreed while only 8.3% were undecided on whether or not CRE could be taught using audiovisual resources. The challenge of using audiovisual resources could, therefore, be attributed to unavailability of the resources but not attitudes. This could be because audiovisual resources such as films and video cassettes are expensive and, therefore, some schools may not afford them.

CRE teachers were further asked on whether or not the use of audiovisual media could help enhance understanding of CRE. Their responses were as analyzed and summarized in Table 8.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	18	75.0	75.0	75.0
A	6	25.0	25.0	100.0
Total	24	100.0	100.0	

Table 8: The Use of Audiovisual Media can help enhance Understanding of CRE

Table 8 indicates that majority of the CRE teachers in secondary schools in Kimilili Division (75%) strongly agreed that the use of audiovisual resources could help enhance understanding of the subject. From the table, 25% agreed that the use of audiovisual resources could help enhance understanding of the subject.

This research, therefore, discovered that all CRE teachers in Kimilili Division felt that the use of audiovisual resources can enhance the understanding of the subject. These findings are in line with the views of Kocchar (1991) who says the use of audio visual aids helps in the development of proper concepts and improvement of attitudes.

CRE teachers were also asked to state whether or not many of the CRE topics did require the use of audiovisual resources for teaching. The results were as shown in the table below.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	4	16.7	16.7	16.7
A	14	58.3	58.3	75.0
U	2	8.3	8.3	83.3
D	4	16.7	16.7	100.0
Total	24	100.0	100.0	

Table 9: Many CRE Topics do require the Use of Audiovisual Resources for Teaching

Table 9 indicates that majority of the CRE teachers in secondary schools in Kimilili Division, Bungoma County, agreed that many topics in CRE required the use of audiovisual resources for teaching. This was indicated by 16.7% who strongly agreed and 58.3% who agreed. Therefore, CRE should be taught by use of audiovisual resources. However, the challenge lies with the unavailability of the resources to schools.

From the table, only 8.3% of the teachers were undecided while 16.7% disagreed. This indicated that although a majority of CRE teachers felt that many topics of CRE required the use of audiovisual resources, there was a small percentage of CRE teachers who felt CRE did not require the use of audiovisual resources. This is a challenge to the teaching of CRE. These constituted teachers who could not make any effort to use audiovisual resources to teach the subject.

The study sought to establish the attitudes of CRE teachers in secondary schools in Kimilili Division on whether or not it was necessary for CRE in Kenya to be taught using audiovisual media. The findings were as shown in Table 10 below.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	25.0	25.0	25.0
A	12	50.0	50.0	75.0
U	2	8.3	8.3	83.3
D	2	8.3	8.3	91.7
SD	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Table 10: It is Necessary for CRE to be taught using Audiovisual Media

Table 10 indicates that majority of the CRE teachers in secondary schools in Kimilili Division felt that it was necessary for CRE to be taught using audiovisual resources. This was indicated by 25% of respondents who strongly agreed and 50% who agreed. From the table above, only 8.3% were undecided while 8.3% disagreed and 8.3% strongly disagreed on the necessity of teaching CRE using audiovisual resources.

These findings disagree with the view of Aggarwal (1995) that teachers are yet to be convinced that teaching with words alone is very tedious, wasteful and ineffective. Although those who were negative on the necessity of teaching CRE using audiovisual were few, they posed a challenge to the teaching of Christian Religious Education. This is because these teachers were unlikely to make any effort in teaching using audiovisual aids, which disadvantaged students in terms of understanding the content.

The research established that many CRE teachers feel that CRE can best be thought through discussion as shown in Table 11.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
SA	14	58.3	58.3	58.3
A	6	25.0	25.0	83.3
D	2	8.3	8.3	91.7
SD	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Table 11: CRE can best be taught through Discussion

Table 11 shows that more than 75% of CRE teachers in secondary schools in Kimilili Division felt that the best way to teach CRE is through discussion. This view must have affected teachers' use of audiovisual resources. Indeed, many CRE teachers prefer to use the discussion method. These findings agree with the observations of Callahan and Clark (1990) that the text book has had the most influence on teaching content and method. The popular use of discussion method can be attributed to the availability of textbooks as a resource for teaching CRE.

From the research, it further emerged that many (33%) CRE teachers felt that the CRE content was easy to understand, even without the use of audiovisual media. On the other hand, about half (50%) of CRE teachers in secondary schools in Kimilili Division felt that the CRE syllabus content was not easy to understand without the use of audiovisual media. The fact that a significant number of teachers found the CRE syllabus content easy to understand even without the use of audiovisual media posed a challenge to the teaching of CRE in secondary schools in the area. Such teachers are likely to make no effort to use audiovisual resources in teaching C.R.E and as a result learning may be significantly impaired.

The research further set out to establish if CRE teachers in Kimilili Division felt students still understood the subject content without the use of audiovisual resources. The results showed that more than half of the CRE teachers felt that CRE students could still understand CRE without the use of audiovisual resources. This was indicated by 8.3% who strongly agreed and 50% who agreed. Moreover, 25% of the CRE teachers felt that the students could not understand the subject without the use of audiovisual resources.

The study also assessed how CRE teachers felt about the possibility of teaching CRE without the use of audiovisual resources. From the findings, 75% of the teachers felt that it is not impossible to teach CRE without the use of audiovisual resources. According to these teachers, audiovisual aids are not necessary for effective teaching of the subject. This is in contrast with Kocchar's (1991) view that it is necessary to use audiovisual resources because they help in development of proper concepts and improve attitudes of the learners.

According to the findings, only 25% of teachers felt that it is impossible to teach CRE without the use of audiovisual resources. This shows that very few teachers in the area have a high regard for audiovisual resources in teaching CRE. Interestingly, responding to a different item in the questionnaire, almost all CRE teachers indicated that teaching CRE using audiovisual resources was not a waste of time. Majority of the CRE teachers (83.4%) felt that the use of audiovisual resources for teaching CRE was not a waste of time. Only 16.7% seemed undecided on this matter. The results attested to the fact that the use of audiovisual resources was important. However, the low usage of the teaching resources among CRE teachers in the division still remained a challenge.

The research also revealed that majority of the CRE teachers acknowledged that a proper teaching of the subject requires the use of audiovisual resources. Of the CRE teachers, 91.7% felt that the CRE subject that required the use of audiovisual for teaching. Only 8.3% of the CRE teachers were undecided on this issue. These results affirm that CRE, like any other subject, requires the use of audiovisual resources, even though, as noted by Groenewegen (1995), in practice it is one of the least visual subjects.

The research further showed that majority (75%) of the CRE teachers felt that enough time was allocated to utilize audiovisual resources in teaching CRE. From the findings of the study, 16.7% of the teachers felt that there was no sufficient time to teach CRE using audiovisual resources. Only 8.3% of them were undecided on the issue. From the teachers' views, we can conclude that lack of usage of the method in teaching C.R.E cannot be attributed to lack of time.

These findings disagree with those of Moss *et al.* (1991) and Airasian (1994) who observe that time influences planning of instruction and the teachers' decisions. Those who felt that there was no time for teaching the subject using audiovisual resources, although few (16.7%), posed a challenge to teaching of the subject.

The research also established that many CRE teachers felt that the use of audiovisual resources could help students understand the moral relevance of the subject. The findings indicated that a majority of CRE teachers felt that the use of audiovisual media for teaching the CRE subject could enhance students' understanding of the moral relevance of the subject. This was shown by 50% who strongly agreed and 41.7% agreed. Only 8.3% of the teachers disagreed that the use of audiovisual media could help students understand the moral relevance of the subject. These findings reiterate those of Callahan and Clark (1990) who posit that audiovisual aids can help achieve the goal of religious education. Indeed, majority (91.7%) of the CRE teachers in Kimilili Division felt that most of the objectives of teaching CRE could be achieved if the subject was taught by use of audiovisual resources. Only 8.3% of the teachers were undecided on the issue. These findings show that, given the opportunity and resources, many of the CRE teachers are willing to use audiovisual resources for teaching.

4. Discussion

Majority of CRE students in Kimilili Division of Bungoma Sub-County were positive that the subject can be learnt through the use of audiovisual resources. Many of them felt that the use of audiovisual resources could even enhance their understanding of the subject.

Majority of the students were also willing to learn the subject by use of audiovisual resources. Unfortunately, many of them were taught without audiovisual resources, and this emerged as a great challenge to the teaching of CRE in the study area.

Some of the CRE students felt that they could still understand the subject content without the use of audiovisual resources. This particular group of students exhibited a negative attitude towards the use of audiovisual resources for learning CRE.

On the other hand, majority of the teachers had positive attitudes towards the use of audiovisual aids in teaching CRE. These findings concurred with those of Masinjila (1996) who encourages the use of audiovisual resources in teaching SEE. The CRE teachers felt that the use of audiovisual media can enhance students' understanding of the subject content. Many of the CRE teachers also observed that most of the CRE topics in secondary schools do require the use of audiovisual resources for learning. This is in line with the views of Barta *et al.* (1995) who posit that audiovisual resources improve the quality of classroom teaching.

That means that if audiovisual resources were available in schools easily then most C.R.E teachers would be willing to use them and therefore achieving the objectives of the subject. Therefore the biggest hindrance for most C.R.E teachers is the unavailability of audiovisual resources for teaching the subject.

Although most of the CRE teachers were supportive of the use of audiovisual resources, a small percentage of them felt that CRE students could master the subject without the use of audiovisual resources. These last group of teachers exhibited negative attitudes towards the use of in the teaching and learning of audiovisual resources of CRE.

5. Conclusion and Recommendations

From the findings of the study, it is evident that most of the teachers have a positive attitude towards the use of audiovisual resources. Moreover, most of the students also believe they can better master CRE if they are taught using audiovisual resources. A few of the CRE students and teachers these no need to use audiovisual resources in teaching and learning of CRE. This shows that a sizable number of learners and teachers do not consider CRE a practical subject. This mentality may also translate to mean that they do not see the lessons they learn as having any impact in their moral behaviour and character outside school.

To address the attitudinal challenges that CRE faces in Kenya, it is recommended that wherever teaching resources are available CRE teachers should endeavour to use them. In addition, CRE teachers need to enlighten their students on the importance of learning CRE using audiovisual resources. Lastly, the Kenya Institute of Curriculum Development (KICD) which is tasked with preparing textbooks for teaching should also prepare and avail audiovisual resources such as video cassettes and films for teaching CRE to go along with the textbooks.

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