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**EFFECTIVENESS TEACHER-CENTERED METHOD OF  
TEACHING CHRISTIAN RELIGIOUS EDUCATION IN  
INSTILLING RESPECT AMONG STUDENTS IN PUBLIC  
SECONDARY SCHOOLS IN RACHUONYO NORTH SUB-  
COUNTY, KENYA**

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PUBLIC SECONDARY SCHOOLS IN RACHUONYO NORTH SUB-COUNTY, KENYA**

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**Abstract**

**Purpose:** This study evaluated the effectiveness of teacher-centered method of teaching Christian Religious Education in instilling respect among students in public secondary schools in Rachuonyo North Sub-County, Kenya.

**Methodology:** The study was guided by the Bandura's social learning theory. A descriptive survey design was adopted. The study population comprised 50 CRE teachers and 1,615 Form Four students taking CRE in 49 public secondary schools. Simple random sampling technique was used to select 15 teachers, and 485 Form Four students from the accessible population. Face to face interviews were conducted to collect data from teachers while questionnaires were administered to collect data from students. Quantitative data from questionnaire were analyzed with the aid of Statistical Package for Social Sciences (SPSS) Version 20.0 using descriptive statistics as well as inferential statistics and presented in tabular form. Data from interviews was analyzed qualitatively and presentation was done in narrative form.

**Findings:** Majority of the interviewed students were male and were in the age category of 17-21 years of age while nearly two thirds of the interviewed teachers were males with different levels of education ranging from bachelors to PhD. Majority of the students reported that the use of school assignments, lectures, homework, game based approach, mental modeling approach, classroom instructions, and role play enhanced acquisition of virtue of respect. The Pearson's product moment correlation coefficient showed that there existed a positive, strong and statistically significant association between teacher-centered methods and instilling virtue of respect in students ( $r = 0.876$ ;  $p < 0.05$ ).

**Contribution to theory, practice and policy:** The study concludes that strategic use of classroom approach through assignments, homework, and talk's is essential in acquisition of virtue of respect among students. Furthermore, teacher-centered methods play critical roles in instilling the virtue of respect among students. Therefore, teachers should be assisted to acquire competence in correct C.R.E syllabus interpretation in order to enable them to adapt varied methods of teaching, policies should ensure systematic implementation of inclusive teaching methods for every student and creation of knowledge on teacher centered teaching methods.

**Key Words:** *Christian Religious Education, Respect, Teacher-Centered Method, Secondary Schools, Students*

## 1.0 INTRODUCTION

Respect is defined as a positive feeling of esteem for a person or institution (Wallace, 2016; Baijnath, 2013). It is characterized by specific actions and conduct that demonstrate esteem. Respect for property, tradition, other people, oneself and legitimate authority has been identified by Mershall et al., (2002) as one of five fundamental moral values of different societies and individuals. One shows respect by considering and taking seriously other peoples' feelings, thoughts, behaviors, and needs (Miller et al., 2017). Respect as a virtue is taught to people culturally in the community and through formal education systems in the society.

Globally, there has been decline in levels of respect amongst the school going age and the society at large (Toppo, 2014; Sabates, et al., 2010; Mershall, et al, 2002). Print and televised media show various cases of disrespect in the society such as violence in schools, hate speech, ethnic violence, and robbery with violence, murder among others. Lack of respect may undermine interventions of the value of respect (Corzo and Castañeda., 2017). These cases of violent incidences like rape are indicators of cultural disrespect. However, studies by Smit, and Du Plessis, (2011); Witkowska and Menckel (2005) only emphasized on sexual harassment as a form of disrespect in the society but did not bring out the how teaching Christian Religious Education in schools would be effective in instilling the virtue of respect among the learners

Kenya has experienced rising cases of cultural disrespect in different ways of life and behavior. These acts of hate speech, violence and killings of people is antisocial-economic expectations in Kenya as per the educational objectives is concerned. Data from the Homabay County Director of Education, (2018) show that between 2016 and 2018, there had been an increase in indiscipline cases among the secondary school students as manifested in various forms such as drug and alcohol abuse, theft, fighting, destruction of school property, refusal riots and demonstrations and these behavior problems could culminate into suspension and expulsion. Between 2016 and 2019, 468 students have either been suspended or expelled from schools in Rachuonyo North Sub County as compared to the neighboring sub counties. This situation suggests that exposure to C.R.E has not achieved its objective of imparting the virtue of respect to learners. While there were many factors that could be attributed to ineffectiveness or failure of CRE to mold students' behavior and instill respect in them, its teaching methods could also contribute as well, yet had been largely ignored (Kieti 2018)

Teaching of the virtue of respect is mostly done through the curriculum of Religious Studies (RS) of which includes Christian Religious Education (C.R.E) (Nyamosi, 2019; Philip Barnes, 2015). There was need to examine the effectiveness of teacher centered methods of teaching C.R.E in instilling the virtue of respect in secondary school students in Rachuonyo North sub-county, Kenya

## 2.0 MATERIALS AND METHODS

The study was carried out in Rachuonyo North Sub-County, located in Homa-Bay County in the republic of Kenya. The Sub-County boarders Lake Victoria to the Northern side and lies between latitude 0° 26'24'' South and longitude 34' 44'' and 20' 04'' East. It has an elevation of 1,399 meters (4,590 feet).

The study targeted 50 C.R.E teachers in public secondary schools and 1,615 form four secondary school C.R.E students within Rachuonyo North Sub-County. Teachers were targeted because they are the implementers of C.R.E curriculum in secondary schools while form four students were selected because it is in this level of learning in the 8-4-4 system of education that the topics of social ethics and behavior are taught, and it is at this stage of psychosocial development that making moral decision is challenging. This was so because Kothari (2004) states that when a researcher is interested in a certain or specified information, only respondents with such characteristics should be selected.

In determining the sample size, Krathwohl (1997) and Creswell (2003) suggest that a 30% sample of the total population will be more representative. Rachuonyo North sub-county is divided into two major divisions; that is East Rachuonyo and West Rachuonyo. The study used simple random sampling technique to sample 15 C.R.E teachers who were used in the study as suggested by Krathwohl (1997) and Creswell (2003). As such seven out of 22 C.R.E teachers in East Karachuonyo and eight out of 28 C.R.E teachers in West Karachuonyo were selected for the study using simple random sampling, bringing the total number of C.R.E teachers selected for the study to 15 out of 50 within the sub-county. Besides, 212 out of 705 form four C.R.E students from East Rachuonyo and 273 out of 910 form four C.R.E students from West Rachuonyo were selected for the study using simple random sampling, bringing the total number of C.R.E students selected for the study to 485 out of 1,615 within the sub-county.

The teachers were interviewed while questionnaires were administered to CRE students. This instrument required C.R.E teachers to state the respect levels of their learners and factors affecting the instilling of virtue of respect. It sought to determine how C.R.E teachers develop the valuing skills in the learner. This interview guide was constructed in form of questions and the items were put in sequence to allow orderliness in providing and recording information (Kothari 2004). The unstructured interview was preferred because Adhabi, and Anozie, (2017) states that it is flexible and allows the researcher to gather more information on the study. The interview schedule for teachers was therefore administered in order to confirm the consistency of what the teacher said with his/her practical content delivery observed by the researcher while teaching in a C.R.E classroom.

Questionnaire was administered to collect quantitative data. The questionnaires were structured into five Likert scale to measure the effectiveness of teaching methods in instilling the virtue of respect to students. The Likert scale ranges from Very Effective (VE), Effective (E), Moderately Effective (ME), Least Effective (LE) and Not Effective (NE). It helped in finding out more about learning activities they get to be involved during C.R.E lesson. In order to overcome problems with answering and analyzing, the questionnaire had close ended questions (Hawkes and Rowe, 2008). Mugenda and Mugenda (2003) affirm that close ended questions are appropriate since each item will be followed by an alternative answer. The questionnaire consisted of structured and unstructured questions. The structured questions provided a predetermined alternative for the respondents to select appropriate alternative, for instance whether the respondent is a male or a female. Unstructured questionnaires allowed the respondents to freely give their opinions to certain questionnaire items. The questionnaire for students was administered to students to

clearly prove whether the learner is active in classroom, aware of the values enhanced in them by the C.R.E teacher and finally whether there is impact of enhanced values in their lives.

### Data Analysis

Data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, means and frequencies were used to report the data and the results were reported in frequency tables.

## 3.0 RESULTS AND DISCUSSION

### Demographic Information of Students and teachers

The study found that more than half of the students (52%) were male (Table 1). This shows that gender parity in education is almost being achieved as the ratio of boys to girls was close to balancing out. The study found that majority of the students (73%) was in the age category of 17-21 years. According to MoE (2013), ages at which students are expected to commence secondary education in Kenya is 15 years and is expected to be in form four at the age of 18 years. The age of students may influence behavior and character especially in reference to instilling the virtue of respect in students. In the 8.4.4 system of education, form fours are taught the topics of social ethics and behavior and it is at this stage of psychosocial development that moral decision is challenging. This makes them more instrumental in providing quantitative information on the effectiveness of teaching methods of CRE in instilling virtue of respect and good behavior among the students in public primary schools.

**Table 1: Demographic characteristics of students**

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

The male teachers were the majority (60%) with various levels of education (Table 2). More than two thirds had BED education, while 33% had Masters/PhD. The study also established that most of the teachers (47%) had more than 10 years in teaching profession, 33% had 5-10 years, while 20% indicated less than 5 years. This shows that most of the teachers had enough experiences in teaching methods on instilling behavior among the CRE students in public secondary school.

**Table 2: Demographic characteristics of interviewed teachers**

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

### **Teacher-Centered Method of Instilling Virtue of Respect**

The results shown in Table 3 indicated that most of the surveyed students (89%) held the opinion that the use by teachers of assignment and homework approach in teaching CRE enhanced the acquisition of virtue of respect. Majority of the students further admitted (91%) that teachers' strategic use of lecture or talk approach in teaching CRE enhanced the acquisition of virtue of respect. It was also noted that, 91% of respondents agreed that teacher's strategic use of classroom approach in teaching CRE was content-based thus making it to be very effective in enhancing the acquisition of virtue of respect that comes with understanding the subject. On the same perspective, there was admission by most of the students (89%) that teachers' strategic use of problem-based approach in teaching CRE enhanced the acquisition of virtue of respect.

**Table 3: Descriptive Statistics for Teacher-Centered Method**

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

It is important to note that, with regard to the foregoing propositions on teacher-centered methods, the surveyed students were, generally, in agreement (mean  $\approx$  4.00), that their views regarding these propositions were largely similar (std dev < 1.000). These findings were in agreement with observations made in a previous study by Bergmann and Sams, (2012) who reported that assignments and homework help learners in mastering procedural knowledge processes so that the procedure occurs rapidly and with little conscious effort. Such allow learners not to commit substantial memory to the process. Moreover, it frees up cognitive capacity for higher level activity that is, reconstructing and making meaning of knowledge that is more complex.

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

*“Teacher centeredness approach occurs in a situation that the teacher plays the main role in the process of learning and teaching. Accordingly, teacher-centered approach is a teaching style in which instruction is closely managed and controlled by the authority of*

*the classroom (i.e., the teacher), where CRE students often respond in agreement to teacher questions, and where whole-class instruction is preferred to other methods”*

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

### **Association between teacher-centered teaching methods and Virtue of Respect**

The association between the teacher centered employed by teachers to instill virtue of respect in students is shown in Table 4. The Pearson’s Product Moment Correlation Coefficient (PPMCC) was used to determine the aforementioned relationship. The results indicate that there existed a positive, strong and statistically significant association between teacher-centered methods and instilling virtue of respect in students ( $r = 0.876$ ;  $p < 0.05$ ). This means that the more the aforementioned methods were embraced in teaching of CRE in public secondary schools, the greater the likelihood of enhanced instilling of virtue of respect in students. The results underlined the importance of teacher-centered methods in ensuring that students in public secondary schools acquire requisite virtue of respect.

**Table 4: Correlation between Teacher-Centered Methods and Instilling Virtue of Respect**

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

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

### **4.0 CONCLUSION AND RECOMMENDATIONS**

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

In light of the findings of this study, insights have opened doors for further studies. These recommendations have implications on policy makers, tutors, and teachers. The study



recommends that teachers should be assisted to acquire competence in correct C.R.E syllabus interpretation. This will enable them adapt to various methods of teaching, each time varying learning stimuli so that the experience remains attractive to the learners. The study also recommends to the policy makers to have policies that ensure systematic implementation of inclusive teaching methods for every student. To teacher training institutions, they should incorporate policies in their programs that enhance and create knowledge on teacher centered teaching methods. The study also recommends further studies on the disconnects between the policies and classroom practice to improve strategies for implementation of teaching methods.

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