

Teaching And Learning Resources Used In Teaching African Traditional Religion Content In Christian Religious Education In Secondary Schools In Marakwet District, Kenya

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Abstract: The purpose of this study was to establish the teaching and learning instructional resources used in teaching African Traditional Religious content in the 8-4-4 Christian religious education. The research designs adopted in the study was descriptive survey. The population comprises secondary schools in Marakwet district. Simple random sampling was used to select eight secondary schools within the schools sampled and random sampling was used to select twenty respondents from each school and one C.R.E teacher from each selected school. Questionnaire, interview schedules and an observation checklist was used as the research instruments.

The study revealed that thought African Traditional Religion (A.T.R) content was taught in all schools, the teachers encounter various challenges which include inadequate teaching and learning materials. The study recommended that there is need to organize regular in-service course to motivate and inform the teachers on the teaching approaches and assist in solving problems encountered.

Keywords: A.T.R- African Traditional Religion, C.R.E, Curriculum, Teaching and learning resources, Implementation

I. INTRODUCTION

The Education Act 1968 required that Education be reorganized on a national rather than denomination considerations. It further recommended that the CRE syllabus be revised in order to achieve the national goals of education. Following this, various members of Christian churches were invited and worked closely with Kenya Institute of Education (KIE) to prepare a join syllabus.

One of the remarkable innovation in Religious Education in 1972 was the incorporation of African Religious Heritage in the secondary syllabus. ATR is mainly taught in form one and covers topic such as wholeness of life, kinship ties, rite of passage, traditional moral values and role of religious specialists.

II. STATEMENT OF THE PROBLEM

It is worthwhile to study the cross-roads within which African Religion is found today in a society that has been influenced by western education. How does the teacher help the child cope with tensions arising from conflicts between traditional African practices and their Christian beliefs? (Kiarie et al, 1979).

III. LITERATURE REVIEW

Instructional resources are essential in teaching ATR since they are designed to help the teachers to understand and to implement the ideas contained in the curriculum. They can also help students to achieve learning objectives intended to achieved (Ayot et al.1992). In addition, Nabwire (1998), states that the availability and quality of instructional materials is important for implementation to take place. Besides,

curriculum implementation requires change in the provision of required change in the provision of relevant and adequate text books, teachers guide books, supplementary readers, facilities and other required teaching and learning aids.

Teachers ought to be aware of important contribution of instructional resources can offer to facilitate learning. According to Ayot et al (1992), instructional resources are important because;

- ✓ They promote meaningful communication hence effective learning.
- ✓ They ensure better retention thus making learning more permanent.
- ✓ They provide direct or firsthand experiences with the realities of the social and physical environment.
- ✓ Help to overcome the limitation of the class room by making the inaccessible accessible.
- ✓ Encourage active participation especially if students are allowed to manipulate instructional resources.
- ✓ They help develop interest in other areas of learning.
- ✓ Simulate and motivate students to learn
- ✓ Provide common experience upon which other learning can be developed.

According to Mutema et al. (1992), instructional materials, especially audio visual aids are useful both for the teacher and the student because they help the teacher clarify certain points in the lesson. They also offer a substitute for direct experiences which are difficult to provide within certain setting. It making the teacher achieve the objectives and makes learning clearer and easier for the students by stimulating them and making the environment more conducive.

Teaching and learning are very essential for effective teaching. They help the learner to understand the subject being studied and to achieve the specific objectives constructed for the content (Miller,1996). Nyokabi, (1994) noted that, it would be self-defeated to develop a new curriculum without producing appropriate teaching and learning materials. Lockheed et al (1991) noted that instructional materials are critical ingredient in learning and that the curriculum cannot be easily implemented without them since they facilitate learning.

A teacher who has adequate and relevant instructional resources will be more confident, effective and productive. Kochar (1990), states that teachers might have the competence and positive attitude towards teaching, but if there are inadequate instructional resources, their effort will come to naught.

The republic of Kenya also points out the importance of instructional resources when it notes that text books are central to educational process and are different from other reading materials as they deliberately address themselves to particular areas of curriculum. It further stress that the provision of quality and relevant education and training are dependent among other things on the supply of adequate equipment and instructional resources.

Curriculum developers such as Fullan, (1992),Hawes, (1979) among other point out that no curriculum can be adequate and effectively implemented without adequate instructional resources since they provide the link between the

word of abstraction and the real life situation; and that account for meaningful learning and change in behavior.

IV. RESEARCH DESIGN AND METHODOLOGY

The design adopted was Descriptive. The study was carried out in Secondary schools in Marakwet District in Rift Valley in Kenya. Random sampling was used to select the participants. Questionnaires, interview schedules and classroom observation were used as the research instruments for collecting data.

The validity of the research instruments was given by the experts and the reliability was reached through Test-re-test method.

V. DATA PRESENTATION

Instructional resources are basic to the process of implementation of the school curriculum. These materials include textbooks, maps, new papers, artifacts, chalkboard illustrations, charts and realia. Teachers were asked to indicate the instructional resources available in their schools.

Instructional resources	% available
Realia	37.5
Charts	50
Text books	87.5
Resources person	12.5
Illustrators	25
Films	12.5
Artifacts	12.5
Newspapers	25
Maps/ photographs	37.5

Table 1

From the table above, the resources available were those that are easily obtainable, relatively cheap in cost and easy to operate. The above finding not only confirmed which resources were available but also showed that textbooks were the main teaching resources. In this study teachers and students showed that the teaching and learning materials were inadequate.

VI. DISCUSSION

Instructional resources are important input for effective teaching and learning. These resources are form of textbook, maps, newspapers, artifacts, films, illustrators, charts and realia.

From the study findings, there were inadequate teaching and learning resources. Shiundu and Omulando (1992), who posited that a program requires relevant and adequate materials even before implementation.

Nabwire (1998), argues that provision of instructional materials is very essential in implementation of any curriculum innovation when teachers are provided with the relevant and adequate teaching materials, they become more effective, confident and productive.

VII. CONCLUSIONS

Textbooks and other teaching and learning resources were very crucial for effective teaching. They provide the teaching with relevant content which enables the teacher to master the subject matter. Lack of these facilities was a serious problem affecting the teaching of ATR in secondary schools.

VIII. RECOMMENDATION

ATR content should receive stronger emphasis just as it is done to other subjects such as sciences and mathematics. KIE should come up with a comprehensive and affordable text book and other resources for the teaching and learning of ATR content.

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