

Research Article

RANGE OF NON-TEXTUAL MEDIA INTEGRATED IN THE TEACHING AND LEARNING OF CHRISTIAN RELIGIOUS EDUCATION [CRE] IN SECONDARY SCHOOLS

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ABSTRACT

Christian Religious Education (CRE) is an important subject for moral and spiritual development. Despite its importance, the subject has been taught with minimal use of non-textual media. This is because schools in Vihiga County of the Republic of Kenya are faced with inadequate provision of Non-Textual Instructional Media which hampers efficient teaching and learning of the subject. The purpose of this study was to determine the availability of the range of Non-Textual Media integrated in teaching and learning of Christian Religious Education in Vihiga County, Kenya. The study was based on Descriptive survey Design. The study population consisted of 112 Head Teachers, 160 Teachers of CRE and 1213 Form Two Students. Simple random sampling technique was used to select a sample size of 25 Head Teachers, 53 Teachers and 400 Form Two Students (representing 33% of the study population). Data was collected using Questionnaires, Teachers' Focused Group Discussion Guide, Lesson Observation Schedule and Document Analysis. Reliability of research instruments was established by carrying out a pilot study involving 11 Head Teachers, 16 Teachers of Christian Religious Education (CRE) and 121 Students. Validity of instruments was ascertained by presenting the instruments to 3 experts in the school of Education of Jaramogi Oginga Odinga University of Science and Technology who examined the content and advised the researcher on content validity. Quantitative data was analyzed using descriptive statistics such as frequencies, means and percentages, summarized and presented in tables. Qualitative data was carefully read paying attention to ideas of the respondents, then organized categorized and presented in narratives according to various emergent themes. The study found out that; Electronic type of Non-Textual Media like; Video Tapes, Computer Mediated Materials, Recorders and Mobiles are not available, hence not integrated at all in teaching and learning because they are either inadequate in schools or not available due to lack of funds. This inhibits the entire teaching and learning process of Christian Religious Education (CRE) in secondary schools. The study recommends that; the Ministry of Education should provide adequate funds and a wide range of Electronic type of Non-Textual Media in schools to enhance integration of Non-Textual Media in teaching and learning of Christian Religious Education (CRE).

Keywords: Range, Non-Textual Media, Integration.

INTRODUCTION

A medium (plural- media) is a channel of communication. Media are carriers of information between a source and a receiver (Smaldino, Lowther and Russel, 2008). In this case, media materials in teaching and learning carry messages which enable learners to understand what is taught by teachers. Mediated instruction refers to any instructional process that makes use of some devices (mechanical or otherwise) to facilitate the teaching and learning process. Such aids to instructions range from Non -Textual Media to Textual Media. Some of the Non-Textual media that are commonly utilized in secondary schools include; Radio, Television, Tape Recorders/ Players, Videos, Computers, etc (Lorber and Pierce, 1983).

Radio

Radio is a powerful mass medium used in education for disseminating information, imparting instruction and giving entertainment. In the United Kingdom, education was taken up through radio just after two years of starting broadcasting in 1922. The main reason was that radio played a supplementary role in enriching the knowledge of class teachers because the teachers got effective instructional skills and techniques from the radio lesson teacher (Cuban, 1986). In Africa, Countries for example Nigeria, South Africa and Uganda, the radio has been used in teaching and learning because students tend to prefer the radio lesson teachers because of their effective instructional skills (Kochar, 1991).

According to Baraza (2012), the introduction of transistor radios which operate on dry batteries has even made it possible and cheap for schools to use them. World space radio receivers have been deployed in every school in Kenya with the Kenya Institute of Education continuously to train teachers and supplement the daily education of the large number of primary schools. The deployment was completed in May 2005 to allow those projects to reach 11 million Kenyan students every day. He further explains that Radios are used to deliver audio, drama, entertainment and education to students. The radio lessons are accompanied by printed material sent to schools in advance in order for the students and teachers to know the time and date of the lesson and teachers also get notes on how to use the radio lesson. To make effective use of radio programmes, teachers need to encourage students by motivating them to learn effectively from radio programmes. They need to help students to benefit from listening to radio broadcasts. The quality of the programmes also contributes to their effectiveness in meeting the learning need of the students (Jones, 2010). Musamas (2010) explains that experience reveals that the role of the teacher is very important in the effective utilization of radio programmes. The classroom needs to be organized to provide the optimum conditions for listening. The presence of the teacher in the class during broadcasts is also important. Taking part in the listening process with the students motivates them. For instance, it enables the teacher to identify those with hearing difficulties so as to sit them near the radio. According to Wales and Baraniuk (2008), radios are cheap, readily available, portable, requires low sources of power and therefore can use torch batteries and efficient for programmed instructions. Jolton (2011) also supports the use of radios because of its economic advantages in use. He further explains that one person can teach

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many people at a distance over the radio. To him radio broadcasts to schools are special programmes for teaching and learning purposes. The broadcasts are not intended to replace the teacher in the classroom but instead they supplement the teacher's lesson. In the Kenyan scenario, after independence, the Ominde Commission of 1964 (Republic of Kenya, 1964) made a recommendation to the government to consider the combination of lessons by radio within an approved course that saw the introductions of radio lessons in primary and secondary schools (Ouma 2009). The full potential of record, cassette and disc players is rarely achieved in schools. This is partly because of the failure of teachers to use it as fully as they might but also because recording companies do not produce suitable education material on cassettes and discs (Abenga, 2005). Baraniuk (2008) and Ouma (2009) in their studies have focused on the importance of the radio in teaching and learning but did not find out whether the radio was available in schools for integration in teaching and learning which the current study addresses.

Television

Television has been given considerable importance in many countries as a source and tool for teaching and learning. This is because television is adaptable and can follow different approaches when used in the different educational situations. In Germany, television is preferred because the medium can be used for formal, non-formal and informal education (Cuban, 1986). To support formal education in India, television usually functions as supportive and reinforcement tool in the teaching and learning of language and science. In West Africa, television has been supportive in teaching its largely illiterate population the basic literacy skills. In addition, the television has been an important tool in supporting public health programs in all the African countries especially on HIV/AIDS management (Edmonson, 2012). In the Kenyan scenario, television and use of projectors have been used in both primary and secondary schools in teaching the various subjects offered in the school curriculum and also in support of guidance and counseling programmes (Ambuko, 2015).

According to Vezy (2012), the television offers to schools a window on the world through which students can look and enter into the privacy of such places as hospital operating theatres or experience the excitement of supersonic travel. He further states that television broadcast can be recorded on magnetic tape and used at a more convenient time or in a variety of ways. Marshall (2002) says that television offers information in multiple forms: images, motion, sound and at times text. The riches of these forms of information benefits learners by enabling them to learn through verbal and visual means to views. He further explains that use of the television: Stimulates class discussion, reinforces lectures and reading, provides a common base of knowledge among students, help them to teach more effectively, enhances student comprehension and discussion of content and increase student motivation and enthusiasm for learning. The use of simple electronic media for example television and their benefits bring a lot of motivation to acquire and use the more complex ones. In fact, research has proven the benefits of the modern educational technologies are beyond description (Vezy, 2012). Therefore, this research was necessary to find out whether teachers use the television in teaching and learning of Christian Religious Education (CRE). Marshall (2002) in their studies focused on the value of television in teaching and learning but did not establish whether television was available in schools for use in teaching and learning.

Tape Recorders/ Players

Tape recorders have the same educational benefits as the radio. Information is usually recorded on a disc on a tape and is ready for

use whenever necessary. Tape recorders can be used to record radio broadcast lessons and these lessons can be replayed to students at a more suitable time (Sanrock, 2006). A teacher can also stop at a point, add a point and let it continue. He also argues that tape recorders could be used for those who may miss class for some reasons and for slow learners. It is therefore good for individualized learning. According to Georges (2014) tape recorders have been used in East Africa for to enhance teacher training programmes because they enable teacher trainees to practice teaching skills and techniques by recording and listening to their micro lessons in order to improve on their areas of weakness. In the teaching and learning of Christian Religious Education (CRE), a teacher who knows his or her weakness in some topics may approach a resource person perhaps in a faraway place, tape record him or her and use in the lesson to assist the learners to acquire certain skills thus making the learning more effective (Kowino, 2011). Sanrock (2006) gives a vivid explanation on how tape recorders are important in teaching and learning but did not examine whether tape recorders are available in schools for teaching and learning which the current study addresses.

Video

The use of video in higher educational settings is accelerating rapidly across all disciplines from humanities, sciences and the arts. The video can be used not only for teaching, but also for studying and learning in and outside the classroom. In North and South America, the video has been preferred in teaching and learning because of its ability to illustrate complex, abstract concepts through animated three-dimensional images (Muvango, 2011). In East Africa, the video technology has been used for teacher training purposes for instance the teacher can take a look at his or her presenting skills to find out what can be improved. In addition, video has been used to enhance teaching and learning in both primary and secondary schools to teach all subjects offered in the school curriculum because of its ability to capture interest in learners (Georges, 2014). According to Baraza (2012) teachers use video technology to provide a visual context for language teaching and learning. They may present video tapes of the evening news as springboard for discussing social and political issues or use videotapes conversations a starting point for examining social and political issues or use videotape conversations a starting point for examining the way language is used in various social situations. He argues that some teachers also show learners how to record their own videos; learners tape their own role – plays and then analyze the verbal language, non- verbal behavior, or a tone that might be most effective in a given situation. The use of video therefore can become the starting point for discussions, problem solving or problem posing. Sisele (2010) says that research has demonstrated that the most effective way to use video is as an enhancement to a lesson, or unit of study. Video should be used as a facet of instruction along with other resource materials available for teaching a particular topic.

Teachers should prepare for the use of a video in the classroom in the same way they do with other teaching aids or resources. Specific learning objectives should be determined in advance. Instructional sequences should be developed and reinforcement activities planned. He further explains that if students and teachers are to receive the maximum benefits from the use of video in education, the video should be supported by a selection of other tools and resources that enable each topic to be fully investigated and explored. He argues that access to lesson plans especially written to be used in conjunction with the video help not only to minimize lesson preparation time, but also help provide valuable additional learning activities and projects that further enhance the use of the video as an instructional aid. According to Walaba (2010), video in Religious Education provides a means of interactive instruction and is a flexible

medium. Having the ability to stop, start and rewind is absolutely valuable. He further explains that it provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate a point of historical reference. You also have the option to rewind a section of the video to review a segment to ensure that students understand a key concept. You can ensure to add further interactivity by copying activities, conducting discussions or repeating demonstrations and experiments in your classroom. This study sought to find out whether videos were available in Secondary Schools in Vihiga County, Kenya and if they were available were they used by teachers of CRE during their lessons? This question was not addressed in studies carried out by Baraza (2012), Sisele (2010) and Walaba (2010).

Computers

The shift in worldwide computer usage and the need for computer skills in today's workforce have pushed the African countries to create guidelines for educators to ensure that students are prepared to meet the demands of the 21st Century. The Kenyan government for instance has introduced use of computers in teaching and learning in both primary and secondary schools to teach basic computer skills and also to enhance the teaching and learning of all the subjects offered in the school curriculum (Abenga, 2005). Many publications and researches conducted by many educationists have greatly supported that the use of computer to mediate instruction and learning is very efficient. To them, computers can be used to teach, evaluate learning and to promote the spirit of discovery and even motivates learners of language (Murithi, 2013). However, Tchombe (2008) argues that the main challenge facing use of computers is lack of qualified teachers to teach using computers. The demand for computers has been tremendous and the number of teachers who are trained in computer cannot meet the demand. There are more students willing to be taught computing skills than the number teachers to transfer the skills. According to Abenga (2005), computers are still very expensive despite spirited efforts by the government, NGOs, corporate organizations and individuals to donate computers to as many schools as possible. There still remain a big percentage of the schools unable to purchase computers for use by students. In addition, there is still a strong perception especially by older generation that computers require high skilled personnel to operate them, while this may not be the case. Some school administrators also fear that their students will be exposed to adult sites and other undesired sites through the use of the internet.

Murithi and Tchombe in their studies support the effective use of computers in teaching but did not examine whether computers were available in schools for use in teaching and learning of the various subjects which the current study addresses. Generally, integration of a wide range of media in teaching and learning of Christian Religious Education is important because it increases interest, comprehension and retention in learners. Kidaha (2014) carried out a study to investigate the extent to which teaching and learning resources were used in teaching humanities in Vihiga County, Kenya. The study revealed that schools were under-resourced with instructional media for teaching and learning. Since the application of the Life Approach is vital in the teaching and learning of Christian Religious Education (CRE), there should be a wide range of Non-Textual Media that can be integrated in the teaching of the subject. However, schools in Vihiga County, Kenya are faced with inadequate provision and integration of a wide range of Non-Textual Instructional Media in teaching. This obviously impacts negatively on the teaching and learning of Christian Religious Education (CRE) that perhaps leads to poor performance of students in Christian Religious Education national examinations, hence the need to conduct the current study.

Objectives of the Study

The study therefore aimed at determining the availability of the range of Non-Textual Media integrated in the teaching and learning of Christian Religious Education in secondary schools.

MATERIALS AND METHODS

Research Design

The study utilized Descriptive survey design. The design was found suitable in conducting this study because it enabled the researcher to collect data that helped in the answering of the research questions concerning the current status of the subject of study (Mugenda and Mugenda, 2003). Descriptive survey design was also used because it yields a great deal of information which is accurate (Ader, Van, Deltaan and Beekman, 2008). The design also enabled the researcher to gather data at a particular point in time and used it to describe the nature of the existing conditions (Cohen, Manion and Morison, 2000). The research aimed at gathering accurate information and characteristics that were observable on factors that influenced media integration in teaching and learning of Christian Religious Education (CRE) in Secondary schools in Vihiga County, Kenya.

Methodology

The study population comprised of 160 Teachers for CRE, 1,213 Form Two Students and 112 Head Teachers drawn from 112 Secondary Schools in Vihiga County, Kenya. A number of sampling techniques were used so that a more representative sample could be arrived at. Krathwohl (2003) supports the view that, where a study population is large, a combination of sampling methods is most preferred so as to enable the researcher to get a more representative sample. Simple random sampling technique was used to select a sample of 25 head teachers, 53 teachers and 400 Students from the total of 112 headteachers, 160 teachers and 1213 Students representing 33% of the study population as Orodho and Kombo (2002) state that a third of the study population will provide an equal opportunity of selection of each element of the population and will help yield data that will be generalized to the larger student population. The study utilized Questionnaires, Focused Group Discussion Guide and Classroom Observation Schedules as instruments of data collection.

Reliability and Validity of Instruments

Reliability of Research Instruments

Reliability authorities such as Farrel, Issac and Trucano (2007) subscribe to the view that, researchers originate from a variety of backgrounds and have different interests and inclinations. Fairchild (2011) argues that, reliability could be viewed in terms of comprehensiveness of data and what actually occurred in the setting under study. Farrel *et al.*, (2007) further explains that reliability is enhanced by triangulation where the same facts are elicited from different people in the same setting. This particular study compared questionnaire results from teachers and students from the same schools and environments respectively, thereby enhancing the reliability of the results through triangulation. To establish reliability of research instruments, a pilot study was carried out involving 121 students, 16 teachers for CRE and 11 head teachers. This was 10% of the entire population (Nichmas and Chava, 2008). Reliability was also done using test re- test technique to the same respondents at an interval of two weeks. For quantitative data, Pearson's (r) was used to

determine correlation of the instruments judged reliable at 0.7. The formulae that was used to calculate reliability was:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\left[\sum (x - \bar{x})^2 \sum (y - \bar{y})^2 \right]}}$$

For qualitative data, the pilot study was carried out to find out whether the terms used in the instruments resonated with the terms which were familiar to teachers, head teachers and students. The researcher also verified the instruments content for accuracy, consistency and ensured that ambiguous information was removed while deficiencies were noted and corrected in the instruments which were used in the final study (Joppe, 2000). Respondents who participated in the pilot study did not participate in the main study.

Validity of the Instruments

Validity is the ability of instruments to measure what it is intended to measure (Creswell and Miller, 2000). According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences which is made on the research results. They further explain that, if data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful. They further argue that validity deals with the degree to which the results of research study are generalizable to larger setting outside the research situation. For face validity of the instruments to be ensured, content related validity was used to validate the developed instruments by preparing what each instrument was intended to measure, then presented them along with the instruments to three experts from the school of Education of Jaramogi Oginga Odinga University of Science and Technology who examined the content of the instruments and advised the researcher on face validity. Improvements were made according to the recommendations suggested by the experts before the instruments were finally taken into the field.

Data Collection Procedures

The researcher secured a research permit and a research authorization letter from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology through the School of Graduate Studies (S.G.S) of Jaramogi Oginga Odinga University of Science and Technology before proceeding to the field for data collection. The researcher then reported to Vihiga County Education Office and presented a copy of the letter of research authorization. Permission was sought from the head teachers of the sampled schools through written letters two weeks before the study was undertaken.

For effective administration of the Questionnaires, the researcher made personal visits to the sampled schools giving relevant instructions on how to fill questionnaires. He then administered the questionnaires, then requested teachers and students to fill them carefully. Where necessary, clarification was made on the items of the questionnaires. Finally, the researcher withdrew the completed Questionnaires before he left for another school to avoid loss of some questionnaires. The researcher also gathered data by involving CRE teachers in Focused Group Discussions, looking at the relevant records with help of the Document Analysis (DA) and the Lesson Observation Schedule (LOS).

Methods of Data Analysis

Data was analyzed both; Quantitatively and Qualitatively.

Quantitative Data Analysis

Data analysis in descriptive survey studies involves descriptive and inferential statistics (Mugenda and Mugenda, 2003). Quantitative data which was gathered by responses to closed ended questions from Teachers Questionnaires (CTQ), Head Teachers Questionnaires (HTQ) and the Learners Questionnaires (LQ) was analyzed using descriptive statistics such as Frequencies, Means and Percentages, summarized and presented in tables (Chambers and Skinner, 2003). This study used Frequencies, Means and Percentages because they easily communicate the research findings to majority of the readers (Gay, 1992). Frequencies easily show the number of subjects in a given category. Percentages were used to compare sub-groups that differed in size and population, then finally summarized and presented in tables.

Qualitative Data Analysis

Qualitative data was gathered by responses to open ended questions from; Teachers Questionnaires, Head Teachers Questionnaires, Learners Questionnaires and the Teachers Interview Schedule. These were read carefully paying attention to comments, ideas and concerns of participants, then organized, categorized and presented in narratives according to various emergent themes because Qualitative data analysis is a systematic procedure followed in order to identify essential features, themes and categories (Borg and Gall, 2007). The researcher also observed various lessons taught by teachers and compared his observations from various lessons as he drew final conclusions based on objectives of the study. Data gathered by the Lesson Observation Schedule and Document Analysis was also presented in narratives according to various themes of the study. The researcher finally reviewed the data again to locate additional evidence backing up each theme as he compared general themes across all data sources while creating broader consistent themes.

RESULTS AND DISCUSSION

Availability of the Range of Non-Textual Media Integrated in the Teaching and Learning of Christian Religious Education in Secondary Schools

Gakii (2005) perceives learning experiences as the interaction between the learner and the external conditions in the environment to which he or she can react. Learning takes place through the active behavior of the student and it is what he or she learns, not what the teacher does. In this regard, availability of a wide range of Non-Textual Media integrated in teaching and learning of Christian Religious Education was studied as shown in table 1. Table 1 reveals that all the 53 (100%) of Christian Religious Education (CRE) teachers had chalkboard or chalk walls in their schools. Also according to classroom observation this was the main and commonly integrated Non-Textual Media in teaching and learning of Christian Religious Education. The findings also reveal that teachers did not integrate Electronic type of Non-Textual Media like; Video Tapes, Computer Mediated Materials, Recorders, Mobiles in teaching and learning because they were inadequate in schools or not available. Only a handful (19%, 06% and 02%) of teachers reported that teachers integrate the Electronic type of Non-Textual Media like; Radios, Television Programmes and Video Tapes respectively were found available and utilized by teachers in schools. The reason

advanced by the head teachers for such situation was that, some media resources were expensive to be purchased by most schools. In encouraging teachers to integrate modern technology in teaching and learning, Adeyemi (2010) points out that much data is available via electronic networks that can enhance learning. The major concern of education planners and providers all over the world is to attempt to put in place systems that would provide learners with acceptable and quality learning experiences (Osore, 2009).

Table 1. Availability of the Range of Non-Textual Media Integrated in Teaching and Learning of Christian Religious Education in Secondary Schools

Media Resources	Available in Number of Schools	Percentage
Chalkboards/Chalk Walls	53	100
Radios	10	19
Charts	10	19
Resource Persons	05	09
Pictures/Photographs	04	08
Television Programme	03	06
Video Tapes	01	02
Study Trips	00	00
Computer Mediated Materials	00	00
Recorders	00	00
Mobiles	00	00

Responses from an interview conducted with Head Teachers confirmed these when they were quoted saying;

“...In as much as teachers would like to integrate Non-Textual Media in teaching and learning, the Electronic types of Non-Textual Media resources are either not available or not adequate in schools. That's why they more often integrate chalkboards other than Non-Textual resources.”

It was also noted during classroom observations that there was a problem of ratio because few schools (08% and 19%) had pictures and charts respectively, which could not serve the large number of students in classes. This finding confirms baseline study by strengthening Mathematics and Sciences in Secondary Education (SMASSE) by JICA (1998) on availability of media in secondary schools in Gucha District, which found out that the ratio of media to the students ranged from 1:2 to 1:30 and that most teachers lacked media resources. A study carried out on availability of media in public secondary schools in Kisumu by Ouko in (2004) also found out that lack of essential media for integration in teaching and learning contributed to poor performance of students in KCSE exams. The study also revealed that a handful (09%) of teachers revealed that students were given an opportunity to go out of the schools for Christian Religious Education Study Trips.

The analysis of the study findings imply that, the Commonly available and used Non-Textual Media for teaching of Christian Religious Education in secondary schools is Chalkboards/Chalk walls while only, a handful of teachers integrate Electronic type of Non-Textual Media like; Radios, Television Programmes and Video Tapes. Electronic type of Non-Textual Media like; Video Tapes, Computer Mediated Materials, Recorders and Mobiles are not available, hence not integrated at all in teaching and learning because they are either inadequate in schools or not available. This inhibits the entire teaching and learning process of Christian Religious Education in secondary schools.

When the study sought to establish how teachers obtain Non-Textual Media integrated in teaching and learning of Christian Religious Education in secondary schools, the findings were summarized in Table 2.

Table 2. How Teachers Obtain Non-Textual Instructional Media Integrated in Teaching and Learning of Christian Religious Education in Secondary Schools

Mode of Obtaining	Frequency	Percentage
Students Make Them	03	06
The School Buys Them	40	75
Teachers Make Them	10	19
The Ministry Supplies	00	00
The Teacher Borrows	00	00

Table 2 reveals that a majority of teachers 40 (75%) depend on school authorities for provision of various Non-Textual Media resources integrated in teaching and learning of Christian Religious Education (CRE). 10 (19%) teachers indicated that, teachers make Non-Textual Media resources for themselves while 3(06%) teachers indicated that students participate in the making of Non-Textual instructional media. The findings also reveal that, No teacher 00 (00%) said that they borrow Non-Textual Media resources and that the Ministry of Education doesn't supply them with Non-textual Media resources for teaching of Christian Religious Education in secondary schools.

Responses from Teachers' focused group discussion confirmed these findings when they were quoted saying;

“... that Head Teachers never purchase the required media resources for teaching CRE and the reason which they give us is just due to lack of funds.....”

The analysis of the study findings imply that although teachers rely on the school authorities for provision of the Non-Textual Media to be integrated in the teaching and learning of Christian Religious Education (CRE), schools don't have funds to buy them making teachers to teach without integration of Non-Textual Media in teaching and learning. This inhibits the entire teaching and learning process of Christian Religious Education (CRE) in secondary schools.

Conclusion

The Commonly available and used Non-Textual Media for teaching of Christian Religious Education (CRE) in secondary schools is Chalkboards/Chalk walls while only, a handful of teachers integrate Electronic type of Non-Textual Media like; Radios, Television Programmes and Video Tapes. Electronic type of Non-Textual Media like; Video Tapes, Computer Mediated Materials, Recorders and Mobiles are not available, hence not integrated at all in teaching and learning because they are either inadequate in schools or not available. This inhibits the entire teaching and learning process of Christian Religious Education in secondary schools. Although teachers rely on the school authorities for provision of the Non-Textual Media to be integrated in the teaching and learning of Christian Religious Education (CRE), schools don't have funds to buy them making teachers to teach without integration of Non-Textual Media in teaching and learning. This inhibits the entire teaching and learning process of Christian Religious Education (CRE) in secondary schools.

Recommendations

The study recommends that; the Ministry of Education should provide adequate funds and a wide range of Electronic type of Non-Textual Media in schools to enhance integration of Non-Textual Media in teaching and learning of Christian Religious Education (CRE). In addition, demonstration schools should be established in the country where teachers, learners and school administrators will be given an opportunity to see various model lessons involving integration of Non-

Textual Instructional Media in teaching and learning of Christian religious Education.

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