

Integration of Media Resources in Christian Religious Education: A Case Study of Secondary Schools in Chemundu Zone, Kenya

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Abstract

While Kenya is said to be facing challenges on the use of instructional resources, this study investigated on integration of media resources in Christian Religious Education among three Secondary Schools in Kenya. Questionnaire and observation schedules were used to collect data from three teachers and 156 students. Data analysis involved qualitative and quantitative approaches. The study established that teachers were highly qualified, having enough experience to handle the subject. Teachers and students considered nine out of 24 media resources to be available. With exception of bulletin boards, they considered all media resources useful. The use of media resources, however, was limited to textbooks, bibles, supplementary books, chalkboards, charts, maps and library. Teachers' main sources of information were textbooks, bibles and supplementary books while students depended on textbooks, which were limited in number and bibles as sources of information. The study recommends that school need to ensure availability of various media resources and teachers need to be creative to prepare various media resources in order to enhance teaching-learning effectiveness. Schools should build centers for media resources where teachers and students can easily access them. Finally, teachers should be trained to combine various media resources in teaching-learning transaction.

Keywords: Media Resources, Christian Religious Education, Teaching, learning, Kenya

1. Introduction

A range of recent studies have indicated that integration of varied range of media resources in teaching-learning transaction maximizes opportunities for learners to reach intended objectives. The study of Judge, Bobzien, Maydosz, Gear & Katsioloudis (2013, p. 88) for instance, found out that "majority of *teachers under investigation* evidenced an increase in the use of these strategies to enhance student engagement in the classroom." Mirvan (2013, p. 62) contends that having students who are exposed to different media and technology resources increases student motivation. Studies of past years, still explain the place of instructional media for effective teaching-learning transaction. Mckeachie (1986, p. 165), for instance, argued that "television, films and other media can be used to achieve educational objectives." Clark & Starr (1986) contends that audiovisual materials help to make ideas and concepts clearer, raising learning from verbalism to true understanding, and making the learning process interesting and

more vivid. Ayot (1984) argued that various audio-visual media bring about greater understanding, reinforcement and retention of the subject matter.

Like other developing countries, Kenya has been facing problems on the integration of instructional technology in teaching-learning transaction. This is indicated in the study of Wamalwa and Wamalwa (2014) which established that teachers in the country were confined to using only the traditional methods of teaching without concern with the place and role of modern instructional media in enhancing effective teaching and learning. They urged for a renewed emphasis towards the use of Instructional Media by teachers. With this background, investigation on this problem becomes necessary as revealed by a range of studies.

The study of Obegi (2000) on the impact of the use of media resources on students' learning in business subjects, for instance, contended that a research of this nature can hardly be exhaustive and that it is necessary to conduct other studies in the related subjects. Two years later, Onsongo (2002) conducted a similar study and established that inadequate media resources was among the problems encountered by teachers in the use of life approach which is the recommended strategy for effective teaching of Christian Religious Education (CRE) in Kenya. Further, the study discovered that teachers lacked teaching-learning resources to support their classroom activities. Apart from recommended Christian Religious Education textbooks and the Bible, no other resources existed and even the textbooks were in some cases only for the teachers, while students did not have their own copies. In response to this problem, this study investigated on integration of media resources in Christian Religious Education in Chemundu zone, a part of Nandi North District in the Rift Valley province of Kenya. The zone comprised of three secondary schools namely Chemundu Secondary School, Baraton Adventist Secondary School and Kaptidil Secondary School.

Christian Religious Education is one of academic subjects in Kenyan Secondary School curriculum, aiming at creating awareness in the learner's relationship with God as revealed in their personal experience, the African religious heritage, the biblical revelation as a whole and specifically in Jesus Christ, as well as the Christian community. Apart from that, Christian Religious Education helps learners to integrate other subjects of the school curriculum into a more mature view of themselves, their relationship to the environment, their fellow human beings and God. The subject further, provides a powerful motivation for right behavior by blending spiritual, moral and social values which help in character development. (Gichanga et al, 2003).

1.1 Statement of the Problem

The use of media resources in the teaching of Christian Religious Education, like in any other academic subject, is inevitably important if effective learning has to take place and teaching-learning objectives need to be realized. It is this background that has propelled the present study to be conducted with the aim to benefit students, teachers and school administrators. Although Kenya has been said to be facing challenges on the integration of media resources in teaching-learning transaction, it is not known whether selected media resources are available, useful and used in Christian Religious Education in three schools under investigation. While similar research in different academic studies have been conducted in the country, it is the intention of the present study to find out availability, usefulness and actual use of selected instructional resources in Christian Religious Education in the schools under investigation.

1.2 Research Questions

Based on the problem above, the study sought to answer four specific research questions namely:

1. What are demographic characteristics of Christian Religious Education Teachers in schools under investigation?
2. What media resources are available, useful and used in Christian Religious Education?
3. What media resources are sources of information in teaching-learning transaction?
4. What suggestions do teachers and students have on integration of media resources in Christian Religious Education teaching and learning?

2. Review of Related Literature and Studies

This section looks into related literature and studies on integration of media resources in teaching-learning transaction. It is important for teachers to have and use media resources in their endeavor to facilitate effective learning. While teachers usually expect to have access to ready-made media resources, they can be creative enough to maximize the use of available resources within and outside the school compound. However the most highly recommended arrangement is to depend heavily upon resources within the school. This means that schools should strive as much as possible to have their own media resource centers within their respective schools rather than depending heavily on resources from outside their schools (Brown, Lewis & Harclerod 1973).

2.1 Significance of Media Resources in Teaching and Learning

A range of literature has explained on the significance of media resources in teaching and learning. According to Bullough (1978), the rationale for the use of media resources in teaching is that, in order for basic concepts to be learned, it is necessary that the individual has direct encounter with the elements that make up the concept somewhere in his or her experience. Media resources, including real objects, provides learners with an input of perceptual bits from which logical patterns can be constructed.

The combination of various media make the learning process even more effective in that, various audio-visual media, for example, possess special quality that individual media may not necessarily have. For proper communication and learning, students need to get exposed to various audio-visual media, not only because they are interesting, but because when such are used in learning there will be greater perception, understanding, reinforcement and retention of the subject matter. Individual media do not necessarily possess these properties if used on their own. It is recommended, therefore, for the teachers to use a multi-media approach in communicating the content to the learners. (Ayot, 1984).

The significance of media resources in teaching and learning is further brought to view by several other writers. Too (1996)'s findings in Obegi (2000), for instance, concluded that instructional media resources make it easier for learners to follow, understand, and respond and to retain the content of the lesson by adding concreteness to any kind of learning situation. In his research, Mckeachie (1986) indicated that such media resources as televisions, films and

others can be used to achieve educational objectives, while maintaining that the usefulness varies depending upon the objectives, characteristics of the students and the excellence of the material.

Brown Lewis & Harderod (1973) came up with findings of research with respect to still pictures suggesting that pictures stimulate students' interests and help learners to understand and remember the content of accompanying verbal materials. They also hold that great numbers of media resources can be used through the learning process in order to facilitate proper understanding. They suggest that effective teachers must introduce, develop, organize, summarize, and evaluate procedures through the use of media resources. Finally they suggest the following ways by which media resources can be used in such phases of instruction (pp. 28-30):

Media in introduction: This period of instruction permits and requires activities to motivate students' interest in the work ahead. Media resources used here should be those that stimulate enthusiasm and curiosity and suggest direction for study. They may range from display of flat pictures, field trip experiences or visitors from the community.

Media resources in development: During the development phase, teachers may enable students to locate, examine, assess, and use or reject information in many different forms. A variety of relevant media which include pictures, maps, globes, models, real things, encyclopedias, pamphlets, magazines, films slides, and recordings can be used to accomplish this task.

Media in organizing: The organization phase of study is the time to pull results of previous research and study activity to present more information and to raise still more questions. At this phase, major emphasis is put upon bringing together results of study to produce a coordinated integrated whole. In this phase, teachers may lead students to produce media resources. Students may be led to integrate media resources they have prepared under the guidance of the teachers.

Media in summarizing: During this phase, communication of results of previous complicated work is the primary concern. The communication of findings is likely to be undertaken through class prepared displays, dramatizations or several different kinds of individual presentations. School officials and sometimes a respected plant engineer or custodian or parents make enthusiastic and supportive audience. This is because students are people and enjoy their work being appreciated. Media for the summarizing phase are also products students develop during preceding learning stages. The bringing together of resources at this time serves to emphasize the totality students experience.

Media in evaluation: In testing student achievement at the end of the unit of study, the teacher may find it particularly helpful to use visual or audio materials as basis for questions. Such materials may be displayed, projected, played, or passed from student to student. Sometimes extensive arrangement of materials may be placed on tables, with items numbered in sequence. Students may move about from station to station, answering questions which appear on cards displayed at each. Also during the evaluation phase, students may be expected to appraise media and media services they have used.

2.2 Media Resources Applicable in Christian Religious Education

Jesus, the great teacher taught using media resources that could facilitate effective learning to his audiences. He used such media resources as fish, fig tree, nature, etc. Gichanga et al (2003) indicates that one of the basic teaching resource materials in Christian Religious Education is the Bible. Other material resources that a teacher can use include textbooks, other relevant books, maps, charts, newspapers, magazines, diagrams, pictures, audio-visual materials, real objects and resource persons.

Teaching resources applicable in Christian Religious Education cannot be different from resources used in other social science subjects. According to Brown, Lewis, & Harderod (1973) the following are some of resources that teachers can use to facilitate learning: textbooks, supplementary books, reference books, magazines and newspapers, documents, duplicated materials, motion pictures, television programs, radio programs, computers, flat pictures, drawings and paintings, slides and transparencies, filmstrips, microfilms and microfiche, maps, graphs, globes, diagrams, posters, collections, flannel board materials, magnetic board materials, chalkboard materials, construction materials, drawing materials, display materials, and multi-media kits, lecture halls, classrooms, independent study areas, discussion rooms, library, resource centre, electronic learning centre (such as computer lab), as well as community resources.

2.3 The Place of Audio-visual Materials in Teaching-Learning Transaction

Audio-visual materials have significant effect on learning. According to Kemp (1980) there are recognized contributions that audiovisual materials can make as they are moved from peripheral to an integral element within the newer formats of the instructional process. Anyone engaged in the planning, production and use of audiovisual materials should recognize the following contributions they make to learning (p.6):

- They make education more productive through increasing the rate of learning by providing worthwhile experiences for learners that teachers need not, or can not furnish. By providing materials for student use, a teacher can often make better use of the instructional time in other activities with students.

- They make education more individual through providing many alternative paths with a variety of resources so that learning can take place according to the learner's study preference.
- They make learning more immediate through bringing the gap between the worlds inside and outside the classroom by means of the experiences these resources can provide.
- They make access to education more equal for learners wherever they are, through the portability of various materials and through the use of effective delivery system (air transmission, cables, and satellites) for transmitting information.
- They give instruction a more scientific base through providing a framework for systematic instructional planning.

According to Ayot (1984) audio visual teaching aids can be divided into three categories namely audio materials, visual materials and audio-visual materials which combine both audio and visual qualities. The division is clearly shown below:

Audio materials: Audio materials are those whose content is received through the sense of hearing. Examples of audio materials are radio, records, tapes etc.

Visual material: These are the materials that involve the sense of sight in the learning process. They are also known as the 'none projected' media. The examples of these are maps, charts, pictures, photographs, chalk-boards, bulletin boards, exhibits, realia, modals and mock-ups, simulation materials and games, field trips, etc.

Audio-visual materials: These are media that involve both the hearing and sight senses. They are sometimes called 'projected media' which include motion pictures, television, video tapes, slide/ tape programs as well as filmstrips.

2.4 Teachers Knowledge for Media Utilization

In order for teachers to effectively use media resources, there must be frequent trainings that make them aware of the use thereof. Clark & Starr (1986, p. 401) maintain that "audio-visual aids need skillful teaching to make them effective." Thoman (2002-2003) advises that media awareness should be integrated into all aspects of education, formal and informal. So all persons involved in all kinds of teaching need to take some courses in media studies in order to integrate media criticism and consciousness into their work. Experienced teachers may need opportunity for further studies and new approaches needed to best teach today's media-wise students. Pre-service and in-service training on the use of media resources are therefore necessary.

3. Research Methodology

This section outlines research design, population and sampling procedure, validity of research instruments and data analysis procedures.

3.1 Research Design

The study employed case study research design. Mugenda and Mugenda (2003, p. 173) describes case study as "an in-depth investigation of an individual, group, institution or phenomena." According to Koul (2001), researchers in case studies attempt to examine an individual or unit in depth in order to gather pertinent information about the present status and experiences. In this study, the researchers investigated on integration of media resources in teaching-learning transaction among secondary schools in Chemundu zone.

3.2 Population and Sampling Procedures

The study was conducted in three Secondary Schools namely Chemundu Secondary School, Kaptildil Secondary School and Baraton Adventist Secondary School with a total number of 3 Christian Religious Education teachers and 350 Form I to Form IV students. Purposive sampling procedure was used to determine respondents. Mugenda and Mugenda (2003, p, 50) describe purposive sampling as "a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study." All three teachers and 156 Form II and Form III students were purposively selected to respond to the questionnaire. Form I and Form IV did not participate because the former were inexperienced and the later were busy for National Examination preparation during the time of data

collection. Observation schedule was also used to supplement information from the questionnaire.

3.3 Validity of Research Instruments

Before actual data collection, expert judgment was used to ensure that the questionnaire items provide useful information that responds to research questions. Three experienced researchers looked at the content and format of the items, reading over the items in the instruments and commented on each item that they felt does not measure the objectives of the study. Adjustments were done accordingly.

3.4 Data Analysis Procedures

Both quantitative and qualitative approaches were employed in data analysis. Quantitative method in terms of descriptive statistics established frequencies and percentages of closed-ended questionnaire responses while qualitative method was used in analysis of the information obtained through the open ended questions of the questionnaire and observation schedules. Responses to open ended questions were organized and classified using thematic approach. The researcher then arrived at the findings.

4. Results and Discussion

In this section results are presented, analysed and discussed in the light of existing literature. The purpose of this study was to investigate on integration of media resources in Christian Religious Education at Chemundu Zone, Kenya. The study sought to answer the following research questions that have bearing to applicability of media resources in teaching-learning transaction:

4.1 What are demographic characteristics of Christian Religious Education Teachers in schools under investigation?

As media resources include human and non human resources, teachers are important media resources through which the content is transmitted to the learners. The study involved three Christian Religious Education Teachers in schools under investigation. All the teachers were of male gender. The teachers' ages ranged from 26 to 35 with an average of 7 years of teaching experience. All three teachers were Christians and were employed as full time teachers in their respective schools. Two teachers had bachelor degrees in teaching Christian Religious Education and one had a Masters Degree in addition to bachelor degree with Christian Religious Education as a teaching subject. This implies that the teachers were highly qualified to teach CRE at secondary school level, and were having enough experience to handle the teaching-learning transaction.

4.2 What media resources are available, useful and used in Christian Religious Education?

In answering this question, both students and teachers were asked to respond on the availability, usefulness and actual use of various media resources in Christian Religious Education. As seen in Table 1, both groups ticked appropriate spaces to indicate their varied response in the list of twenty-four media resources in question, and the following are the results:

Textbooks

As seen in Table 1, all the teachers and majority of students considered textbooks useful in teaching-learning transaction, indicated that CRE textbooks are available in their respective schools and indicated that teachers use the textbooks in the teaching-learning sessions. Although all the teachers and most of students indicated that textbooks are available in their respective schools, and that teachers use them in teaching-learning transaction, majority of students (55.1%) as seen in Table 2 indicated that they do not have CRE textbooks. Observation schedule in one of the classrooms revealed that the class of 40 students had only 6 textbooks which students had to share. This implies that there is limited number of textbooks for students to use in the learning process and is in harmony with the findings of Onsongo (2002) who conducted a similar study and established that inadequate media resources was among the problems encountered by teachers in the use of life approach which is the recommended strategy for effective teaching of Christian Religious Education in Kenya. Further, the study discovered that the textbooks were in some cases only for the teachers, while students did not have their own copies. This situation can hinder students to do private study at home since most of them were day scholars.

4.2.1 Bibles

Table 1 indicates that all teachers and almost all students indicated that the bibles were useful, were available and were used in teaching-learning transactions, in their respective schools. It is therefore evident that Bibles are among most used media resources in teaching learning transaction.

4.2.2 Bible Commentaries

Teachers and majority of students (83.3%) considered bible commentaries to be useful in teaching-learning transaction. All the teachers and most of students, however, indicated that bible commentaries were not available. This shows that secondary schools in Chemundu zone did not have bible commentaries even though the resources were considered by both students and teachers useful in teaching-learning transaction.

4.2.3 Supplementary Books

Supplementary books are very important in that both students and teachers can use to enhance proper and holistic learning. Both groups may extract information from supplementary books that is not available in textbooks. All teachers and majority of students considered supplementary books useful. Considerable number of students (46.8%) considered supplementary books available and all teachers and one third of students (34%) said that supplementary books are used.

4.2.4 Encyclopedia

While encyclopedias are very useful in searching specific information, majority of teachers (66.7) and students (67.9%) accepted that encyclopedias are useful in teaching-learning transaction. All the teachers and majority of students (60.8) however, considered encyclopedias not available in schools under investigation. In addition, most of them indicated that the resources are not used in teaching-learning transaction. In fact, encyclopedias were the least used media resources as seen in Table 1.

4.2.5 Journals

One teacher and almost half of students indicated that journals are not useful in Christian Religious Education. All teachers and majority of students (92.3) equally indicated that journals are not used in the teaching-learning transaction.

4.2.6 Magazines and Newspapers

All teachers and more than a half of students considered magazines and newspapers useful in the teaching-learning transaction. Two teachers and almost a half of students (49.4%) indicated that magazines and newspapers are available. Two teachers and majority of students (86.5%), however, indicated that magazines and newspapers are not used in the teaching-learning transaction. It is therefore evident that though magazines and newspapers were readily available in schools under investigation, students and teachers did not use them in the in the teaching-learning transaction.

4.2.7 Chalkboards

Chalkboards were considered by all teachers and most of students useful in Christian Religious Education, available and used in the teaching-learning transaction. Chalkboards were therefore the most used media resources in the teaching-learning transaction.

4.2.8 Bulletin Boards

Two teachers considered bulletin boards not useful while majority of students (66.7%) considered them useful. Majority of students also showed that bulletin boards were available in schools under investigation. This was also proved true by classroom observation schedules where whereby researchers witnessed bulletin boards in all schools under investigation.

4.2.9 Pictures and Photographs

Pictures and photographs were highly considered useful by both teachers and students in the teaching-learning transaction. Yet both groups contended that the items are not available in their respective schools.

4.2.10 Charts

Teachers and majority of students considered charts available and useful in teaching-learning transaction. Majority of students (79.5%), however contended that teachers do not use charts in teaching-learning transaction. This suggests that although charts were available, they were not used in teaching-learning transaction.

4.2.11 Maps

Since CRE involves historical places in the Bible, maps are of extreme important in the subject. All teachers and majority of students (60. 3%) considered maps useful. Teachers and considerable number of students (46.2%), however, indicated that maps are not available in the schools, though teachers and students indicated that maps are used in teaching-learning transaction.

4.2.12 Field Trips

Field trip is one of powerful strategies through which students can actively participate in the teaching-learning transaction. According to Olukayode (2013), "field trip ... offers an opportunity for students to get exposed to people, events and ... make connections with others. Students on field trip visit people and places that they are not normally exposed to during the school day." Majority of teachers (66.7%) and students (77.6) under investigation considered field trips useful but on the contrary, majority of them indicated that field trips do not take place at their respective schools.

4.2.13 Resource Persons

Resource persons are people whom teachers can invite to come and teach a particular topic in the classroom. In Christian Religious Education, these could among others be elders, theologians, religious leaders, teachers and university lecturers. All teachers and majority of students (90.4%) considered resource persons useful. All teachers and a considerable number of students, however, indicated that resource persons are rarely invited to handle some topics in classrooms.

4.2.14 Religious Gatherings and Conferences

Religious gatherings include rallies, religious societies at schools and worship services that students attend at their respective local churches. All teachers and majority of students (94.2%) considered religious gatherings useful. Likewise, majority of teachers (66.7%) and students (56.4%) considered religious gatherings available for students to attend but not used for instructional purposes.

4.2.15 Library

Library is the heart of educational institutions whereby both students and teachers can make use of supplementary books, dictionaries, encyclopedias, magazines and newspapers to extract information. All teachers and majority of students (85.9%) considered libraries useful. While teachers regarded libraries available, students did not consider them sufficient to cater for their needs. During observation schedules, the researchers discovered that libraries were disorganized. In one of the schools, the library was connected with boy's dormitory and in the other the books were very old and located in a very small room to which learners had limited access.

4.2.16 Resource Centers

Resource centers are places where available media resources are kept. Teachers can use these places for teaching sessions or check some materials to use in the classrooms. All teachers and majority of students (80.15%) considered resource centers useful. All teachers and majority of students (88.5), however, indicated that the schools do not have media resource centers. It is therefore deemed necessary for school administrators to look for possibility to establish media centers and equip the centers with required materials.

4.2.17 Discussion Rooms

Discussion rooms are places allocated for students' discussion of some topics assigned by teachers. In some cases these rooms are parts of the school library. Discussion method of teaching involves as many students as possible in active participation in the teaching-learning transaction. All teachers and majority of students (96.2%) considered discussion room useful. Majority of teachers (66.7) and students (64.7%), however, indicated that their schools had no

discussion rooms and that teachers did not employ group discussion method as a teaching strategy.

4.2.18 Independent Study Areas

Apart from discussion rooms, learners need quiet places where they can sit and do their individual assignments. These places are very important especially when learners prepare for examinations or when they do personal studies. Most teachers (66.7%) and students (73.1%) recognized the usefulness of independent study areas. However, they indicated that schools under investigation had no independent study areas.

4.2.19 Computers

The present technological age requires computers as a teaching-learning resource. All teachers and majority of students (61.3%) recognized usefulness of computers in teaching-learning transaction. All teachers and majority of students (92.3%), however, indicated that their schools had no computers, and therefore computers are not used as teaching-learning resources.

4.2.20 Overhead Projectors

All teachers and majority of students (70.5%) regarded overhead projectors useful but not available.

4.2.21 LCD Projectors

All teachers and majority of students (64.1%) regarded LCD projectors useful in teaching-learning transaction but not available. A few students (23%), however, indicated that teachers use LCD projectors in teaching.

4.2.22 Religious Movies and Films

All the teachers and majority of students (95.5%) considered religious movies and films useful but not available. They also indicated that the same are not used in teaching-learning transaction.

4.2.23 Internet/Online Search

Availability of internet access can help both students and teachers to overcome the challenge of scarcity of printed materials and books. Internet, however, can in most cases be accessed through computers which both students and teachers indicated not available at their respective schools.

4.3 What media resources do students and teachers use as sources of information in teaching-learning transaction?

According to Table 3, all teachers indicated that textbooks, bibles and supplementary books were their main sources of information for teaching Christian Religious Education. Majority of students depended on textbooks and bibles respectively as sources of information in learning. Minority of student used supplementary books, encyclopedias, journals and newspapers, bible commentaries and maps. This implies that the teaching-learning of Christian Religious Education was highly limited to textbooks and bibles.

4.4 What suggestions do teachers and students have on integration of media resources in Christian Religious Education Teaching and Learning?

All three teachers were deeply concerned with the need to have various media resources for better teaching and learning. The following were their observations: First, school administrators should set plans to have varied range of media resources for teaching and learning. Secondly, teachers should be trained to use various media resources. Lastly, media resources should be available in schools in order to enhance effective teaching and learning. The following were

students' suggestions: The schools should purchase various media resources to support effective learning, teachers should integrate various media resources in teaching, need for field trips, and that schools should purchase enough textbooks, supplementary books, movies, films, computers and projectors.

5. Summary, Conclusions and Recommendations

In summary, Christian Religious Education teachers were highly qualified to teach the subject, and were having enough experience to handle the teaching-learning transaction. Teachers and students indicated nine out of 24 media resources to be available while the rest were not available. With exception of bulletin boards, teachers and students considered all 24 media resources useful in teaching-learning transaction. The use of media resources, however, was limited to textbooks, bibles, supplementary books, chalkboards, charts, maps and library. The main sources of information for teachers were textbooks, bibles and supplementary books while students depended on textbooks, which were limited in number and bibles as sources of information. Both students and teachers recommended that schools needed to have various media resources for better teaching and learning and that schools should make plans to have such.

It is therefore recommended that school administrations need to ensure availability of various media resources. Teachers should be creative to prepare such media resources as pictures, photographs, charts, maps and field trips in order to enhance teaching-learning effectiveness. Schools should build centers for media resources where teachers and students can easily access them. Finally, teachers of Christian Religious Education need be given frequent seminars on how to appropriately integrate various media resources in teaching-learning transaction.

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7. Tables

Table 1: Availability, use and usefulness of various media resources

ITEM	USEFUL		AVAILABLE		USED	
	Teachers	Students	Teachers	Students	Teachers	Students
1.Textbook	3 (100)	153	3 (100)	152	3 (100)	155

	(98.0)		(97.4)		(99.4)
2.Bible	3 (100) (98.0)	153	3 (100) (95.9)	149	3 (100) (98.0)
3.B. Commentary	2 (66.7) (83.3)	130	0 (0.0) (7.7)	12	1 (33.3) (7.7)
4.Suppl. Books	3 (100) (78.2)	122	2 (66.7) (46.8)	73	3 (100) (34.0)
5.Encyclopeda	2 (66.7) (67.9)	106	0 (0.0) (39.2)	61	0 (0.0) (16.7)
6.Journals	2 (66.7) (54.5)	85	0 (0.0) (38.5)	60	0 (0.0) (7.7)
7.Mag./ N. papers	3 (100) (60.3)	94	2 (66.7) (49.4)	77	1 (33.3) (13.5)
8.Chalkboards	3 (100) (93.9)	146	3 (100) (96.2)	150	3 (100) (89.1)
9.Bulletin Boards	1 (33.3) (67.7)	101	1 (33.3) (73.1)	114	0 (0.0) (32.1)
10.Pict/ Photographs	3 (100) (74.4)	116	0 (0.0) (29.5)	46	1 (33.3) (29.5)
11.Charts	3 (100) (60.9)	95	2 (66.7) (52.6)	82	2 (66.7) (20.5)
12.Maps	3 (100) (60.3)	94	1 (33.3) (53.8)	84	2 (66.7) (27.0)
13.Field Trips	2 (66.7) (77.6)	121	1 (33.3) (41.1)	64	0 (0.0) (19.2)
14.Resource Persons	3 (100) (90.4)	141	0 (0.0) (57.7)	90	0 (0.0) (37.2)
15.Gatherings	3 (100) (94.2)	147	2 (66.7) (62.8)	98	1 (33.3) (43.6)
16.Library	3 (100) (85.9)	134	2 (67.7) (46.8)	73	2 (67.7) (25.0)
17. Res. Centers	3 (100) (80.1)	125	0 (0.0) (11.5)	18	1 (33.3) (7.7)
18. Discus. Rooms	3 (100) (96.2)	150	1 (33.3) (35.3)	55	1 (33.3) (29.5)
19. Indep. Areas	2 (66.7) (73.1)	144	1 (33.3) (42.3)	66	1 (33.3) (17.3)
20.Computers	3 (100) (61.3)	97	0 (0.0) (7.7)	12	1 (33.3) 2(1.3)
21.OH Projectors	3 (100) (70.5)	110	0 (0.0) 11(7.1)		0 (0.0) (6.4)
22.LCD projectors	3 (100) 964.1)	100	0 (0.0) (11.5)	18	0 (0.0) (4.5)

23.Movies/ Films	3 (100) (95.5)	149	1 (33.3) (37.2)	58	1 (33.3) (23.0)	36
24.Internet	3 (100) (99.4)	155	0 (0.0) (3.8)	6	0 (0.0) (1.3)	2

Table 2: Students that have CRE textbooks

YES		NO		TOTAL	
f	%	f	%	f	%
70	49.9	86	55.1	156	100.0

Table 3: Sources of Information in Christian Religious Education

ITEM	TEACHER	STUDENTS
Textbooks	3 (100%)	155 (99.4%)
The Bible	3 (100%)	154 (98.7%)
Supplementary books	3 (100%)	53 (34.0%)
Encyclopedias	0 (0.0%)	27 (17.3%)
Bible commentaries	1 (33.3%)	5 (3.2%)
Journals and magazines	0 (0.0%)	26 (16.6%)