

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to evaluate the teaching methods used by the Christian religious education teachers in enhancing secondary school student's acquisition of moral skills in Kisumu East district in Kenya. The study was therefore guided by the following research questions:

- i. What spiritual insights do the teachers of CRE use to enable the learners make appropriate moral decisions?
- ii. What valuing models are used by CRE teachers to enable learners acquire spiritual and moral insights?
- iii. What critical thinking skills are developed in the learner by the CRE teachers?
- iv. What social relating skills do the CRE teachers develop in the learners?
- v. How do the teachers determine through assessment, the identification and acquisition of moral values by the learner?

The chapter is therefore organized based on summary of the findings, conclusions and recommendations as below.

5.2 Summary of the Findings

The findings of the study were therefore summarized as below:

- i. **Spiritual Insights used by the CRE Teachers to Enable Learners make Appropriate Moral Decisions**

The proposed value education syllabus had well articulated objectives which could in a way effectively direct the program of moral education within the cognitive framework of learning.

However, the teachers were found to lack adequate knowledge of spiritual insights that they ought to imbue the learner with. Affective strategies of inculcating spiritual insights in the learner were also a challenge to the teachers.

ii. Valuing Models used by the CRE Teachers to Enable Learners Acquire Spiritual and Moral Insights

The syllabus extract and the curriculum guide stated that on account of the teachers' professional qualifications, he or she should use valuing models to imbue the learner with valuing skills to enable the learner acquire spiritual and moral skills. The study found out that the teachers failed to use the valuing skills as expected of them.

iii. Critical Thinking Skills Developed in the Learner by the CRE Teachers

The syllabus proposed the acquisition of critical thinking skills as an objective to be achieved by teaching CRE. The research revealed teacher incompetence in enabling the learner to acquire critical thinking skills in Kisumu East district.

iv. Social Relating Skills Developed in the Learner by the CRE Teachers

The proposed curriculum objectives provided for the provision of social relating skills to the learner. It was noted by the study that the teachers failed to imbue the learner with the social relating skills. Secondly, use of affective strategies in imbuing the learner with social relating skills was ignored by the teachers.

v. **Modes of Value Assessment used by the CRE Teachers to Determine Learner Identification and Acquisition of Moral Values**

The Teachers guide proposed the use of tests and quizzes as a means of assessing learner value acquisition. The research found this to be inadequate as the assessments did not capture the affective aspects of value acquisition. Secondly the teachers did not use the professionally recommended strategies in assessing value identification and acquisition.

5.3 Conclusions

This chapter attempts to make conclusions based on the findings of the study in order to find answers to the research questions above.

5.3.1 What spiritual insights do the teachers of CRE use to enable the learners make appropriate moral decisions?

The CRE teachers' ability to identify and isolate the spiritual insights to inculcate in the learner in secondary schools in Kisumu East district seemed to be inadequate.

5.3.2 What valuing models are used by CRE teachers to enable learners acquire spiritual and moral insights?

Teachers rarely used the recommended valuing models, this probably hampered learner acquisition of valuing skills.

5.3.3 What critical thinking skills are developed in the learner by the CRE teachers?

The teachers did not develop critical skills in the learner. This seemed to have jeopardized the capacity for critical thinking in the learner in Kisumu East district secondary schools.

5.3.4 What social relating skills do the CRE teachers develop in the learner?

Teachers in Kisumu East district secondary schools do not imbue the learner with the necessary social relating skills.

5.3.5 How do the teachers determine through assessment the identification and acquisition of moral values by the learner?

Acquisition of moral values is not assessed adequately by the secondary school C.R.E teachers in Kisumu East district. Pen and paper, methods that are inadequate and which do not measure affective achievements is what was commonly used.

5.4 Recommendations

The study made the recommendations below based on each research objectives.

5.4.1 Spiritual insights used by the CRE teachers to enable learners make appropriate moral decisions

The teachers should be assisted to acquire competence in correct CRE syllabus interpretation. This could be by means of workshops and seminars on pedagogical practices in CRE curriculum regarding inculcating in the learners those spiritual insights that will enable them to develop the ability to make appropriate moral decisions in Kisumu East district secondary schools.

5.4.2 Valuing models used by CRE teachers to enable learners acquire social, spiritual and moral insights.

There should be a linkage between the quality assurance office in the ministry of education and the secondary school CRE teachers in Kisumu East district to ensure that the teachers are well informed of the models of valuing to be used in enhancing learner acquisition of moral skills.

5.4.3 Critical thinking skills developed by the teachers in the learner.

The curriculum guide in CRE should be reviewed to include, and make elaborate the critical thinking skills that the teachers need to use in inculcating in the learner, the ability to think critically.

5.4.4 Social relating skills that the CRE teachers develop in the learner

The curriculum content and the teachers guide should be made comprehensive and the content tied to the various social relating skills that the teachers are supposed to imbue the learner with in Kisumu East district secondary schools.

5.4.5 Modes of Assessing Learner Identification and Acquisition of Values in a CRE Classroom

Assessment of CRE should be such that use is made of observations, moral judgment interviews, defining issues test and any other indices of moral achievement as opposed to the use of pen and paper only. This approach should be adopted by the Kenya National Examinations Council as well.

5.5 Suggestions for Further Research

This study covered the evaluation of the teaching methods used by the CRE teachers in enhancing student acquisition of moral skills in secondary schools in Kisumu East district. However, the findings may not be applicable in restructuring of the moral education program in all schools in the republic of Kenya. The study therefore proposes that a similar study should be carried out in other schools in the country in order to find out the situation in other areas.

The study could not establish with accuracy what the attitudes of the learners are in as far as using CRE to learn critical thinking is. This study therefore, proposes a study to be done to establish the extent to which the learners appreciated the strategy of using CRE to imbue them with critical thinking skills.

The study did not delve into those factors contributing to teachers' failure in using the professionally agreed strategies in inculcating valuing skills in the learner in Kisumu East district secondary schools. The study therefore proposes that research should be done to establish whether the failure by teachers to provide spiritual insights, critical thinking and social relating skills emanate from the teachers ill training in colleges of education or not.

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