Influence of Teaching And Learning Resources When It Comes To Use Of Life Themes Pedagogy In Christian Religious Education (CRE) In Secondary Schools In Kenya

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ABSTRACT

There has been a relatively unsteady performance of CRE in the country as reflected in the K.N.E.C reports of the years 2006-2013.This is also evident in the performance at the County level where the trends have kept down streaming. The purpose of this study was to establish the use of teaching learning resources in CRE curriculum in Secondary schools in Bungoma County. The study was based on two theories: Lev Vygotsky's theory, known as Social Development Theory and Situated Learning Theory (J. Lave).The study employed descriptive survey design. It utilized stratified random sampling to select the schools, purposive sampling techniques to select the teachers of CRE and simple random sampling to select the form three students of CRE in Secondary schools in Bungoma County. The county had a total of 580 teachers of CRE from whom 29 were sampled as well as 425 students based on Krejcie and Morgan (1970) table of sample size determination and Stat Trek (2012) formula. Three research instruments, namely questionnaire, observation guide and document analyses were used for the data collection. Descriptive statistics were used to analyze the data that was collected. The data was analyzed both quantitatively and qualitatively using Statistical Packages for Social Sciences (SPSS) version 22.0. Cronbach alpha of 0.850 was used in the study to test internal reliability of five-point Likert scale items from questionnaires whereas validity especially construct validity was checked by the teaching faculty in the Department of Curriculum, Instruction and Educational Media as well as guidance from the supervisors. The study revealed that teachers don't fully utilized a variety of teaching learning resources among them video, posters and charts reference books, teachers' guides and use of resource persons/place. From the study findings it can be concluded that teaching and learning resources are crucial aspect that cannot be overlooked in order to realize success in implementation of the CRE curriculum by applying life themes pedagogy. Furthermore availability of teaching learning resources is an issue that can greatly enhance successful implementation of CRE curriculum when using the life themes.

Key words: *Teaching, Learning, Resources, Christian Religious Education.*

1.0 Introduction

Farrell (1993) defines a teaching and learning resource as any support material available for use by the teacher in the class and a reading material for children. This definition is in agreement with Oberg (1991) who also defines curriculum resources as the means through which content is displayed to learners using maps, pictures, models and charts. The other term that can be used is instructional media which have been rated as one of the best proven medium of teaching in schools. Instructional media comprises of all the materials and physical means which an instructor can use to implement instructions and facilitate students' achievement of instructional objectives (Reigeluth, 2013). These resources include conventional materials such as chalkboards, whiteboards, handouts, charts, slides, overhead projectors, real objects, and videotape or film, as well contemporary materials and methods such as computers, DVDs, CD, internet, projectors and interactive video conferencing (Rodgers &Withrow-Thorton, 2005).These views are in agreement with the views of Oberg (1991). When students are not provided with instructional media of different kinds in teaching and learning, they are bound to face various challenges in their learning process.

Aina (2013) asserted that the use of instructional media would make discovered facts glued firmly to the memory of students. Likoko et al. (2013) also added voice by asserting that a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

Literature is abundant which attempts to relate the concepts of teaching and learning resources and eventually on their overall influence on classroom management and effective curriculum implementation (Coleman &Anderson 2001; Orodho, 2013;Orodho, Waweru, Ndichu & Nthinguri,2013; Sherman, Bohlander & Nell, 1996;Woodford, Jack, Gillard, Crazy, & Glennonn,2003). Various scholars have grouped the teaching learning resources in different ways. For example according to Tyler (1991), grouped them into three, that is, the resources for objectives, resources for learning experiences and resources for organizing learning experiences.

He pointed out that teachers rarely select these resources to suit instructional processes and majority select those that suit only learning experiences. While on the other hand Coleman and Anderson (2001) asserts that in education area, resources fall into two main categories: those used to provide support services such as the running costs of the buildings, administration and management and those for operational core of teaching and learning like physical or tangible resources.

If learning has to be effective and meaningful, there is need for adequate facilities and materials to support teaching and learning (Nasimiyu, 1997).This is in agreement with the views of (Ministry of Education, 2000) which asserts that teaching learning resources are key in the effective delivery of the curriculum. These are similar to the views of (Kereria, 2007) who observe that learning materials are critical inputs in the teaching since they assist learners to synthesize what is learnt. Orodho, Waweru, Ndichu & Nthinguri(2013) established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner , hence fostering discipline and attainment of good academic results. This view is in line with Sood (2000), who asserted that a school needs very basic requirements like buildings; chairs and desks for students and teachers, clean drinking water, and adequate and quality sanitation facilities, teaching materials, teachers and provision for upgrading skills for the teachers. Lack of any of these would render the schooling experience ineffective. This would also affect the choice of the teaching method especially if the teacher wishes to use interactive or student centered pedagogies like life themes.

Among the teaching learning materials, are the audio-visual materials which are vital for an effective teaching learning process. 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: *International Journal of Academic Research in Business and Social Sciences January 2015,* Vol. 5, No. 1 ISSN: 2222-6990 202 www.hrmars.com. 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, models 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.

The resources that are recommended for teaching C.R.E include the Bible, visual aids such as text books, pictorials, digitals, audio aids such as radio record players and audio tapes, audio visuals such as television programs, films, projectors, video cassettes and community resources such as use of real things (realia) and resource persons. However most of these are not utilized although they make learning easier, motivate learners and widen the scope of learning. A careful selection of learning resources is inevitable if effective learning is to be expected (Oberg, 1991; Billet, 1970). Realia, according to Groenewegen (1993), are those resources that comprised of real objects of study in the teaching and learning process. Teaching resources for CRE are also classified into: print media, electronic media, realia and resource persons. These kinds of resources are known to be used in different levels of a lesson, for example, according to KIE (2006), a teacher could use a chart on the qualities of a good leader today at the introductory stage of a lesson. Munene (1994) further observes that print media or teaching-learning materials include materials such as textbooks, reference books, magazines, newspapers among others.

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 cannot 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, & satellites) for transmitting information.
- They give instruction a more scientific base through providing a framework for systematic instructional planning.

In summary, Romiszowski (1988); Walkin (1982) &Hills (1982) concurred with Kemp (1980) on the fact that if instructional materials are properly selected and used, the following would occur:

i) Learning would be interesting and meaningful.
ii) Knowledge acquired would be retained for a longer time.
iii) Different skills would be acquired by learners.
iv) Students would be actively involved during lessons.

The above sentiments are in harmony with the ideas of Sampath et al. (1990), who contends that the audio-visual and audio equipment are valuable types of learning resources that are considered important because of the role they play in learning process. As reported by psychologists, we learn 11 percent through hearing and 83 percent through sight and, we remember 30 percent of what we see, 50 percent of what we see and hear.

Feuter and Wegner (1983) observe that students learn best by doing and by making use of various media, like posters, sketches, charts, radio, comics and films. This is in agreement with the views of Mukwa, (1993), Wendt (1975) &Hills (1986) who argued that learning resources could improve the quality of learning in and out of the school. These scholars observe that if learning resources are selected and used carefully, learning retention is made longer; learning becomes more interesting, effective and meaningful. This means that for any subject to realize good results, the teaching learning resources should be adequately provided. Mostly the implementation of the CRE Curriculum depends on the class textbooks, revision books and spacious room for learning where the students can also have small group discussions (Evening, 1994). Munene's (1994) study on the factors affecting teaching and learning of home science in primary schools in Westland, Nairobi District in Kenya, notes that resources ensure effective communication to the learners and make complex concepts realistic and clear. Fullan (1994) cautions that reading materials should be varied, appropriate to different age levels and suitable for a range of activities, adding that textbooks ought to be written to cover the requirements of a particular syllabus.

Aggarwal (1995), citing a research done by Cobun (1968), indicates that more is learnt and retained when audiovisual media are used during teaching. If CRE was taught by use of audiovisual media, the students would understand and retain more of what they would have learnt and this is likely to have a positive moral impact in their lives. According to Airasian (1994), the instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that can be sought. The quality of teaching of CRE in secondary schools in Kenya is thus partly determined by the instructional resources available. Magoma (1999) found out that lack of text books impact negatively on learners performance because they bridge the gap between teacher and student. Similar views with regard to the effects of resource availability on classroom management and content delivery are shared by Ominde cited in Kabaana (1999) who contends that teaching and learning resource availability helps teachers teach effectively in convenient and comfortable surroundings. The lack of physical resources inevitably hampers the teaching; depress the spirit of the children and the enthusiasm of the teachers. In a similar vein, Eicher, et. al. (1982) counsels that in order to improve the effectiveness of their teaching, teachers use techniques and tools like the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers to supplement what they can do with their local resources.

This is in agreement with (MOEST, 2000) which asserts that issues related to lack of adequate resources demotivate both teachers and students which in turn inhibit implementation of a curriculum. Muijs &Reynolds (2000) indicate that while using resources, teachers are seen as actively presenting the subject matter. This was further emphasized by Wanjiku (2001) who discovered that even in schools where resources are available and not used effectively the curriculum was still affected. This is in agreement with Sofowora (2001) who found out that instructional media enhances comprehension, retention and recall.

Kafu, (2003) made an observation that if teachers handle topics and dwell only on those with available resource materials, then the curriculum delivery is poor .He noted a general feeling among teachers that teaching materials and equipment are "aids" only used when a situation warrants them, thus such attitudes results in limited use of the available instructional materials.

In another study by Mobisa (2003) on the use of instructional resources in secondary schools in Kenya, it was revealed that teaching and learning resources play vital role in the learning. This supports Luvanga's (2003) study on Teacher Related Factors that Affected the Implementation of Integrated Secondary School CRE Syllabus, which unveiled need for schools to stock their libraries with a variety of CRE textbooks from other publishers other than KIE as well as other relevant teaching learning resources such as audio visual aids.

Mutsotso (2004), in a research on Social Education and Ethics (SEE) in secondary schools in Vihiga County in Western Kenya, indicates that there is evidence of use of instructional resources but most teachers mainly use the chalkboard and textbooks. These studies add voice to Amugune's (2005), work on the Analysis of the Factors Affecting Achievement and Enrolment in CRE in public secondary schools in Vihiga District, Kenya which found that schools lacked enough learning resources especially textbooks. It is therefore recommended that head teachers should organize a book donation day for their schools encourage the utilization of computer technology in public secondary schools so that learners could fit in the ever changing world. KIE (2006) also notes that a CRE teacher should select the most appropriate teaching/learning resources to reinforce lesson objective achievement and positive change of attitude and behavior in the learners. Chizelu (2006) in a study on Teaching CRE in Zambian Multi-religious secondary schools found that there was lack of spirituality and morals in schools which had created dependency among the young people. According to him, this situation resulted from learners not being taught the Bible, which alone taught absolute standards of righteous living. Adeyemi (2009), in a study in Botswana on Teacher Character Education Across the Curriculum and the Role of Stakeholders at Junior Secondary Level, observes that students should be given an opportunity to visit and collect relevant data from individuals in the society who are known for exemplary character.

The study by Lulley (2009) revealed that though African traditional religion (ATR) content was taught in all schools, the teachers encountered various challenges which included lack of in servicing, over dependence on transmissive methods of teaching coupled with inadequate teaching and learning material. All these views are in agreement with a study by Lumuli, (2009) which postulates that the provision of adequate learning facilities at all levels including equipment and human resources enhance the quality and relevance of imparted skills of learners. More so a study by Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time. This view is in agreement with the views of other researchers, among them Nafukho, (1991) Pscharapolous & Woodhall, (1985) who assert that a school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism. It is from these studies that the researcher sorts to investigate and establish the availability and use of teaching learning resources in CRE curriculum. The above mentioned instructional materials are quite relevant as they bring life to learning by stimulating students to learn. The use of instructional materials in the classroom greatly empowers the teacher with the ability to explain new concepts vividly, which makes the students to understand the concepts being taught better.

However, they are not ends in themselves but they are means to an end (Kadzera, 2006).In spite of the value attached to the resources it is important to note that they cannot replace the teacher but instead the teacher uses them to achieve the teaching and learning objectives. The importance of the use of these materials cannot be underscored. This has been emphasized by a number of scholars. Lockheed (1991) says that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them. It is also important to note that the availability of resources does not end in the school situation but also influences training of the teachers. This is in line with the views of Malakwen (2000) on teacher trainers and trainees' attitudes towards the implementation of Social Studies curriculum in Kenya's Teacher education institutions, who noted that the materials that trainees use in preparation for teaching practice in primary schools are inadequate and of low quality. This impact negatively on their delivery of content in the classroom situation and most specifically undermines active interaction between teachers and students.

1.2 Problem Formulation

There has been a relatively unsteady performance of CRE in the country as reflected in the K.N.E.C reports of the years 2006-2013.This is also evident in the performance at the County level where the trends have kept down streaming. Basing on the KNEC reports of 2006 and 2007, performance in ATR contributed to the drop in

performance in CRE paper one from 61.59% to 57.57% in 2006. Other KNEC reports of 2009-2013 on CRE performance have an indication of unsteady and inconsistent performance in the subject. The KNEC Reports of 2012 and 2013 show that the overall assessment of the candidates was fair as some candidates performed very well while others performed poorly. This was attributed to poor syllabus coverage, poor approaches to teaching, lack of objectivity on the side of the teachers, inability of the candidates to apply their academic knowledge to real life situations and resources used to teaching and learning of CRE. This was in agreement with the KNEC Report of 2007 which revealed that the performance was between 20% and 30% a rather disturbing trend. On the same note, previous researches have revealed that the subject's performance has been threatened by the belief that it is a booster subject pursued by average students academically so as to boost their grades hence lacks the seriousness it deserves from both teachers and students, where they assume that it can be passed even with less input Kimosop (2008).

This study will be of great importance to the teacher trainers who will get feedback on how effective their training programs are and it will raise more challenges to stimulate researchers to undertake similar research. More so, it is of great importance to the researcher as a teacher of CRE as she will get to know the problems hindering the use of life themes pedagogy and how it can be made effective. This will provide guidance to policy makers and teachers on the need for making students' real life experiences the basis for teaching Christian Religious Education. Although the life themes pedagogy is effective in teaching CRE (Onsongo, 2002), it is not known how often CRE teachers who teach in secondary schools in Bungoma County use it. This, therefore, necessitated a research study on the use of life themes pedagogy in the implementation of CRE. In view of this discrepancy, there is need to find out to what extent do the teachers of CRE use the teaching learning resources in implementing the CRE curriculum in Secondary schools in Bungoma County**.**

2.0 Research Methodology

The study employed a descriptive research survey design. Descriptive survey research designs was fit in this study because it describes records and analyzes situations in attempt to investigate the extent to which teachers of CRE use the teaching learning resources in implementing the CRE curriculum in Secondary schools in Bungoma County**.** The study utilized stratified random sampling to select the schools, purposive sampling techniques to select the teachers of CRE and simple random sampling to select the form three students of CRE in Secondary schools in Bungoma County. The county had a total of 580 teachers of CRE from whom 29 were sampled as well as 425 students based on Krejcie and Morgan (1970) table of sample size determination and Stat Trek (2012) formula. Three research instruments, namely questionnaire, observation guide and document analyses were used for the data collection.

3.0 Findings and Discussion

3.1 Availability of Teaching Learning Resources in CRE Curriculum
This area focused majorly on extend of use of resource persons/place, extend of use of teachers guides, extend of use of reference books, extend of use of video, extend of use of posters and extend of use of charts.

3.2 Use of Resource Persons/Place
When asked to give opinion regarding the use of resource persons/place the students who were of the opinion that this was used to great extent as well as very great extent were 144(33.88%) and 162(38.12%) respectively making a total of 306(72%) while those who didn't agree to this notion were 68(16%) as shown in figure 1.

Figure 1: Use of Resource persons/place

3.3 Use of Teachers Guides

Many students agreed that teachers' guides were used in teaching CRE. Their responses as follows: great extent104 (24.47%)   and very great extent 216(50.82%) which made a total of 320(75.29%) while those who were not of the opinion were 105(24.71%) as depicted in figure 2.
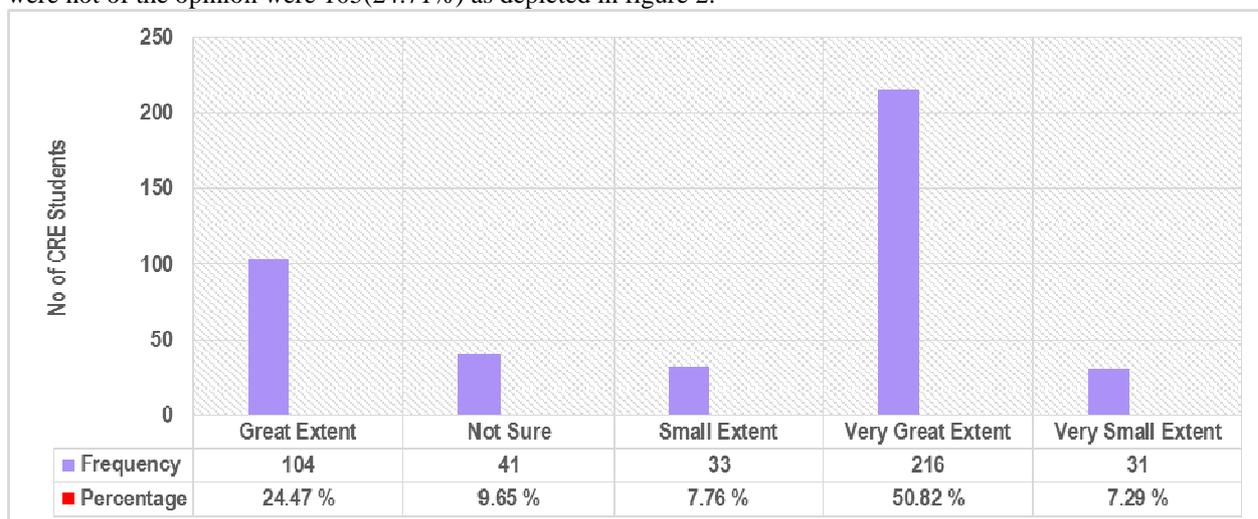

Figure 2: Use of Teachers guides

3.4 Use of Reference Books

When asked about the extent to which the reference books were used,the responses given by students on the were great extent and very great extent constituting 96(22.59%) and 272(64%) respectively making a total of 368(86.59%) with a tie between not sure and small extent which were 22(5.18%) and 22(5.18%) respectively making a total of 44(10.36%) making a gap of 260(61.18%) between very great extent and very small extent were shown in figure 3.
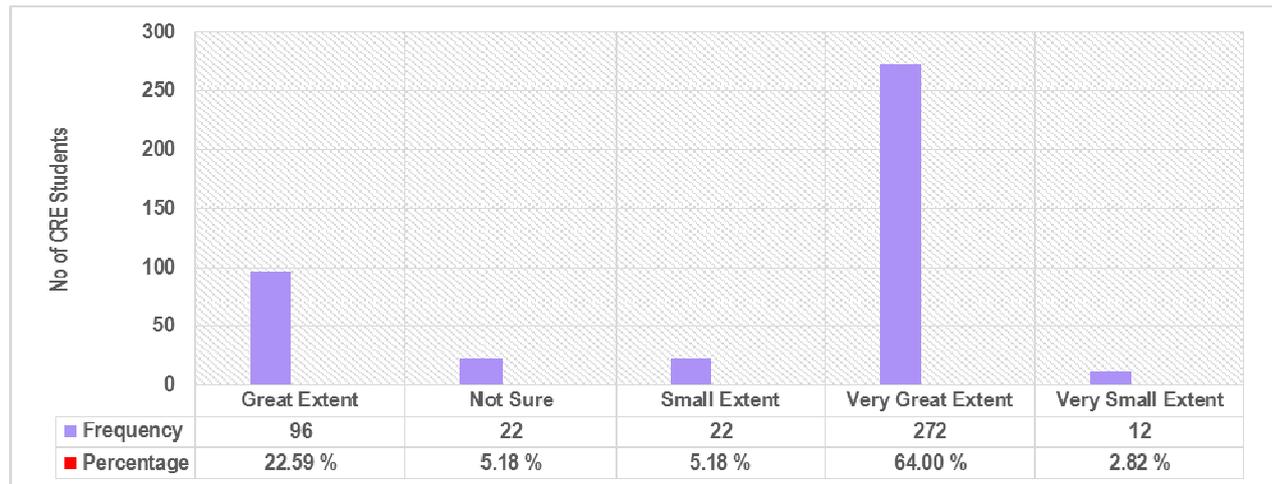
	Great Extent	Not Sure	Small Extent	Very Great Extent	Very Small Extent
Frequency	96	22	22	272	12
Percentage	22.59 %	5.18 %	5.18 %	64.00 %	2.82 %

Figure 3: Use of Reference books

3.5 Use of Video

The percentage of respondents who were not sure regarding the extent of the use of video was quite high from the respondents. This was 149(35.06%) but the percentage of respondents who agreed was moderate as well making 60(14.12%) and those who said that video was used to a small extent were 143(33.65%) but in general the respondents who agreed that there was use of video to some extent either small or big were 276 which made a total of 64.94% as shown in figure 4.
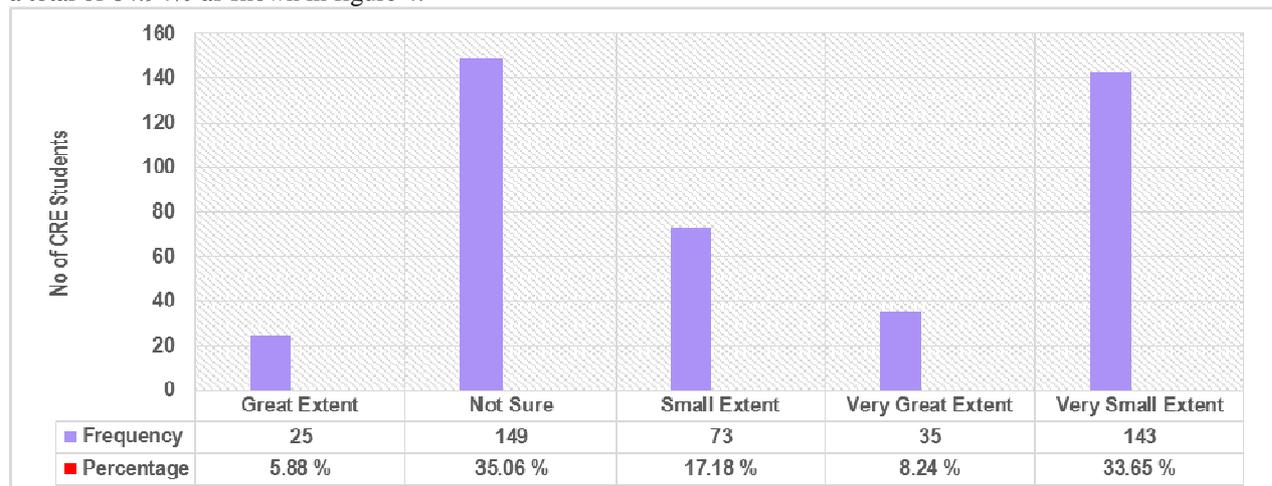

	Great Extent	Not Sure	Small Extent	Very Great Extent	Very Small Extent
Frequency	25	149	73	35	143
Percentage	5.88 %	35.06 %	17.18 %	8.24 %	33.65 %

Figure 4: Use of video

3.6 Use of Posters

Feuter and Wegner (1983) observe that students learn best by doing and by making use of various media, like posters, sketches, charts, radio, comics and films. The number of student respondents who were not sure about use of posters was 146(34.35%) as well as a large number of small extent and very small extent were 87(20.47%) and 131(30.82%) respectively making a total of 218(51.29%) and with a gap of 100(23.53%) between the two extremes of very great extent and very small extent as shown in figure 5.

	Great Extent	Not Sure	Small Extent	Very Great Extent	Very Small Extent
Frequency	30	146	87	31	131
Percentage	7.06 %	34.35 %	20.47 %	7.29 %	30.82 %

Figure 5: Use of Posters

3.7 Use of Charts

According to Oberg (1991) curriculum resources imply the means through which content is displayed to learners using maps, pictures, models and charts. Although according to the respondents charts seem to be used on very small extent 149(35.06%) and cumulatively small extent and very small extent were 229(53.88%) in total with a huge gap of 115(27.06%) between very great extent and very small extent responses. The information is shown in the figure 6.
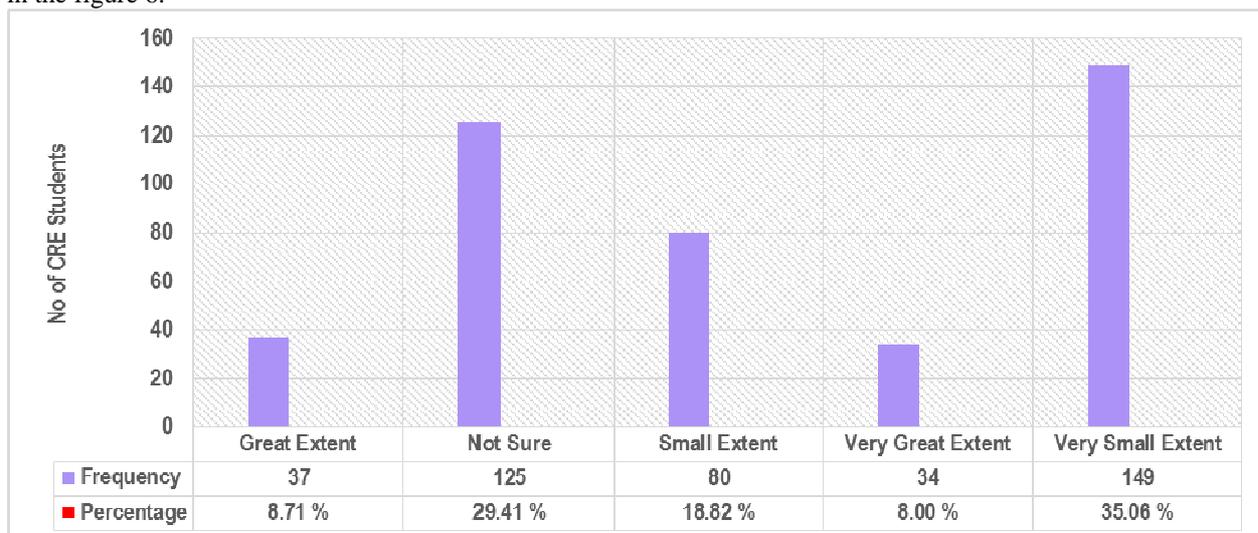

	Great Extent	Not Sure	Small Extent	Very Great Extent	Very Small Extent
Frequency	37	125	80	34	149
Percentage	8.71 %	29.41 %	18.82 %	8.00 %	35.06 %

Figure 6: Use of Charts

3.8 Variation in Opinion Regarding Availability of Teaching Learning

The top three used learning materials included reference books (4.4), teachers guides (4.04) and resource persons/place (3.89), while the three least used were posters (2.4), video (2.38) and charts (2.36) while on the other hand variation in opinion from highest to lowest were as follows: charts (53.4%), video (51.83%), posters (50%), teachers guides (31.04%), resource persons/place (30.43%) and reference books (22.66%) as shown in table 1.

Table 1: Variation in opinion regarding availability of teaching learning

Statements	Arithmetic mean	Standard deviation	CV
extend of use of charts	2.36	1.2590	53.40 %
extend of use of posters	2.40	1.1976	50.00 %
extend of use of reference books	4.40	0.9974	22.66 %
extend of use of resource persons/place	3.89	1.1828	30.43 %
extend of use of teachers guides	4.04	1.2531	31.04 %
extend of use of video	2.38	1.2329	51.83 %

The teacher respondents had the following responses on availability of teaching learning resources in CRE curriculum: TCHQ22 (how frequent do you use posters?) The responses were as follows: 10(34.48%) of the respondents said never, 9(31.03%) of the respondents said sometimes, 9(31.03%) of the respondents said rarely, 1(3.45%) of the respondents said always, making a total of 29(100%)

Kafu, (2003) made an observation that if teachers handle topics and dwell only on those with available resource materials, then the curriculum delivery was poor since the decision was made on those that can be taught within adequate resources. He noted a general feeling among teachers that teaching materials and equipment are "aids" only used when a situation warrants them, thus such attitudes results in limited use of the available instructional materials.

From the study findings with regard to the objective: to establish the availability of teaching learning resources in CRE curriculum. The six items investigated in this subsection were: extend of use of charts, extend of use of posters, extend of use of reference books, extend of use of resource persons/place, extend of use of teachers guides as well as extend of use of video. It can be said that for student respondents top three most used learning materials included extend of use of reference books, extend of use of teachers guides and extend of use of resource persons/place.

Realia, according to Groenewegen (1993), were those resources that comprised real objects of study in the teaching and learning process. Teaching resources for CRE are classified into: print media, electronic media, and realia and resource persons. These kinds of resources that are known to be used in different levels of a lesson, for example, according to KIE (2006), a teacher could use a chart on the qualities of a good leader today at the introductory stage of a lesson. Munene (1994) further observes that print media or teaching-learning materials include materials such as textbooks, reference books, magazines, newspapers among others.
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 and this seems to corroborate the findings of the current study as such materials are being used in teaching CRE Feuter and Wegner (1983) observe that students learn best by doing and by making use of various media, like posters, sketches, charts, radio, comics and films.

From the study, students however did not agree much regarding posters and video but the material most used were use of resource persons/place, use of teacher's guides and use of reference books Mostly CRE implementation depends on the class textbooks, revision books and spacious room for learning where the students can also have small group discussions (Evening, 1994) According to Airasian (1994), the instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that can be sought. The quality of teaching of CRE in secondary schools in Kenya is thus partly determined by the instructional resources available.

4.0 Conclusions and Recommendations.

From the study it can be concluded that Teacher preparedness is a crucial aspect that cannot be overlooked in order to realize success in implementation of the CRE curriculum by inculcating life themes pedagogy. Furthermore availability of teaching learning resources in CRE curriculum is an issue that can greatly enhance successful implementation of CRE curriculum when using the themes. From the study, students however did not agree much regarding posters and video but the material most used were use of resource persons/place, use of

teacher's guides and use of reference books Mostly CRE implementation depends on the class textbooks, revision books and spacious room for learning where the students can also have small group discussions (Evening, 1994) According to Airasian (1994), the instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that can be sought. The quality of teaching of CRE in secondary schools in Kenya is thus partly determined by the instructional resources available. The study strongly recommends that allocation of more teaching learning resources when it comes to use of Life themes pedagogy.

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