

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## Christian Religious Education Teachers in Preparation for Teaching on the Affective Domain for Development of Character Education among Learners in Kenya

Mukhwana Jophiel Ekhuya

Teacher, Department of Curriculum Instruction and Education Media, Moi University, Kenya

### **Abstract:**

Presently key education stakeholders such as teachers, parents and the ministry of education are thinking seriously about what may be done to improve the morality of learners. There is doubt on whether character education is enhanced. Learners who demonstrate inappropriate behaviors are on the rise. This is evident by learners exhibiting ill-mannered acts such as destruction of property, strikes, religious extremism, teenage pregnancies, substance abuse and lack of respect for those in authority. This is a clear indication that character education is in a crisis. The display of inappropriate behaviors by learners has partially raised doubts to the effectiveness of teachers in enhancing character education in learners. Character education is a vital subject in that when well enhanced then teachers produce holistic individuals who are ready to adapt in the dynamic society. In schools teachers of C.R.E are vested with a duty of imparting values and attitudes in learners in that they handle a subject which has adequate content on morality. During teaching and learning the affective domain comes in as a significant sphere for the development of character education. The affective domain deals with values attitudes, interests, emotions and motivations. It's through enhancement of the affective domain that teachers are able to instill morals in learners. However there's doubt as to whether teachers are prepared for the enhancement of the affective domain. Pressure to produce high end grades has compelled teachers to concentrate on the cognitive domain as the affective domain is ignored hence whenever there's need to enhance the affective domain teachers find themselves unprepared for the task. This has raised doubts on C.R.E teachers' preparation in enhancing the affective domain for the development of morals in learners. The sense is that when teachers are not adequately prepared for teaching on the affective domain then no learning can take place on this sphere hence negatively influencing development of character education in learners. This creates gaps in learners which are experienced when learners demonstrate inappropriate behaviors. Moreover there is a ripple effect in the society experienced through evils such as bribery and corruption, moral decadence drug abuse among others evils. Educators should therefore realize that it's prudent for one to make adequate preparations when it comes to enhancing the affective domain as it's by this effort educators may succeed in producing holistic individuals. It's on this premise that the current study sought to investigate how C.R.E teachers prepare for the enhancement of the affective domain. The study analyzed teacher preparation for the enhancement of the affective domain for development of character education in learners from secondary data. The data was about the affective domain, character education and teacher preparation for teaching on the affective domain. The study recommends that all teachers in educational programs in Kenya to be given inclusive training; this is training which incorporates aspects of preparation on enhancement of the affective domain for development of character education.

**Keywords:** Character education, the affective domain and teacher preparation for enhancing the affective domain

### **1. Introduction**

The study investigates how C.R.E teachers are prepared for enhancing the affective domain in order to promote character education in learners. The study will be guided by the following key words; Character education, the Affective domain and teacher preparation for the enhancement of the affective domain.

#### **1.1. Character Education**

Character education is coined from two words which are character and education. Walaba (2008), stated that character entails both overt and internal thoughts, feelings, beliefs, attributes and traits which make each individual a unique person. Oxford (2018), defines character as the moral qualities distinctive to an individual. Character as it relates to character education refers to how good a person is (Wikipedia, 2018). In this case one exhibiting societal desirable qualities is considered to have good character and developing such desirable qualities is viewed to be the goal of education. There are various influences which contribute to either positive or negative character formation, some of them are situational conditions such as rewards and punishment, inner drives and reinforcement, observation by children of what adults do, culture, environment and communal norms. Besides these factors we also have morals and virtues which influence character formation (Walaba, 2008).

Education is defined as the acquisition of knowledge, skills, values, beliefs and habits (Wikipedia, 2018). According to Einstein in learning-revolution (2018), education is defined as what remains after one has forgotten what was learned. Sifuna (1994), stated that education is a process by which people are prepared to live effectively and efficiently in their environment. Education involves transmission of what is desirable, worthwhile and valuable. Musamas et al (2014), notes that education is a public good, so the teaching profession is accountable to the society as a whole. Teachers need to understand that they are expected to provide an exposure to learners in addition to providing knowledge, skills and attitudes that eventually provides a solution to the societal needs (ibid). Teachers in schools are therefore expected to inculcate moral values and virtues in a learner so that the end product is a holistic individual and by this effort teachers inculcate a desirable culture in the society.

According to Wikipedia.org (2018), Character education is the teaching of children in a manner that help them develop morally, critically and socially. Character education is as well known as social learning, life-skill education or violence prevention. Miller et al (2005), asserts that character education is a key component in addressing school violence. It's a tool to reducing the potential for deviant behavior by students (ibid). Character education is interchangeably referred to as moral education. Moral education is a vital component as it helps children acquire virtues or moral habits that help them to live well and become productive and contributing members to their communities (State University, 2018). In this view moral education contributes not only to the student as an individual but also to the social cohesion of the community (ibid). Character education is vital as it instill values in students thus helping them live harmoniously in the society. However, it must be noted that right into the 21<sup>st</sup> century, many students are becoming morally corrupt, rebellious, dead to godliness, frustrated, addicted to drugs, hopeless and even getting sexually transmitted diseases (Walaba, 2008). This could be as a result of the negligence of the Christian Religious Education and societal-moral degradation (ibid). At school formation of character education in students is enhanced through disciplines such as Christian Religious education. State-University (2018), asserts that formal education has a distinct moral emphasis. Humans are morally deficient by nature and that pre-emptive measures are needed to develop children into acceptable society members (ibid). In this case schools have a role of coming in and instilling morals or character in young adults. In schools teachers are perceived to be character educators. Therefore subjects such as C.R.E teachers should teach learners as they also instill character education. This is achieved when teachers transmit values and attitudes in learners. The instilled values are later witnessed through the displayed behavior mainly in the way learners act, talk and their attitudes on life in general. Character-education is everything one does which influences the character of the learner being taught (David et al, 2004). Character education is therefore a deliberate effort to help understand, care about and act upon core ethical values.

Lickona (1991), explained that for children to develop character education, they should be engaged in activities that make them think critically about moral and ethical questions, inspire them to become committed to moral and ethical actions and give them ample opportunities to practice moral behavior. He further developed a model which states "When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right and then do what they believe to be right even in the face of pressure from without and temptations from within." Based on Lickona's model Religious education teachers should guide learners appropriately, instill values in them and provide diverse environments for learners to exercise character education. David (2004), reinforces that Lickona's model describes developmental processes that involves knowledge, feelings and actions hence providing an integrated foundation on which to structure a coherent and comprehensive character education. However, David (2004), is opposed to the idea of imposing rules on children. He asserts that many people think that getting kids to what they are told is character education. This idea leads to imposed rules and systems of reward and punishment that produce temporary behavioral changes. The aspect of individuals adhering to rules shouldn't be perceived to a refined learner on character education as with this system no effort is put in place to affect the underlying character of the learner. This is contrary to the objectives of education as education always aims at developing independent minds that are ready to adjust and fit in the dynamic world.

According to David (2004), character education involves everybody being involved and everything being done in the right way. This means that for schools to produce well refined learners on character education then teachers have to make adequate preparations before actual teaching also the actual teaching has to be effectively conducted. Berkowitz (2018), reported that for character education to be achieved then social and emotional learning should be emphasized besides academic learning, likewise values such as fairness, respect and honesty should be part of everyday's lessons in and outside classroom. Character education forms core-values in students; these core values mainly include responsibility, fairness, respect, honesty among others. These core values are important as they form an individuals' foundation with regards to good traits. When a parent takes a child to school he or she foresees to have one who grows into a well-mannered individual. It's on this premise parents understand that a Child's success is not only about academic achievements but more importantly about the individuals character. For children to be successful in life character-education comes in as an important tool that they often require. Teach-nology (2018), elaborates that character-education promotes the development of ethical and responsible individual, which is attained through the teaching of values.

In the present world most parents have abandoned their children. Children have been left alone, in most homes there's no one to offer guidance to children. This has subjected children to negative influence of mass media and other social evils. As a result schools are called upon to come up with a solution in addressing the situation. It's on this premise that Christian Religious Education teachers should come in well prepared for the enhancement of character- education. The logic is that when teachers are well prepared then they effectively implement character- education, hence adequately guiding learners on how to go about when faced with challenging situations. Teach-nology (2018), asserts that schools that employ character education have fewer incidences of disciplinary referrals, suspensions and truancy. Character education creates

a positive environment in schools hence increasing attendance, also brings about a significant improvement in students academic performance (ibid). Character education impacts positively on learners in that it enables them to interact accordingly with other members of the society.

### 1.2. Theoretical Framework

The study was guided by System approach theory by Ludwing Von Bertalanffy (1960). In this theory an organization is viewed to be an open system which is composed of interacting and interdependent parts called sub-systems. In this case sub-systems are integrated into a unity or orderly totality. This theory is based on generalization that everything is interrelated and inter-dependent. A system comprises of related and depended elements which when in interaction forms a unitary whole. In the system approach the attention is paid towards the overall effectiveness of the system. System approach therefore takes into account the relationships between various specialized disciplines and their contributions to one another. System approach is used to help solve problems in an orderly and systematic manner. A system is composed of various components, which are the input, process and output. At school the input involves the learners, learning resources and instructional ideas. Process mainly involves procedures the input goes through before it comes out as an end product. With regards to the study process involves preparations put in place by the teacher and which leads to effective teaching and learning hence leading to production of well developed individuals on character education. The third component is the out-put. In education this component comprise of end product that comes out of the system. These are the learners who are expected to be individuals possessing knowledge, skills, values and attitudes. In relation to teacher preparation for the enhancement of the affective domain; C.R.E teachers should therefore adhere to this step in order to conduct teaching and learning which promotes character education.

## 2. The Learning Domains

According to Leslie (2018), learning domain are categorized into three; Cognitive (thinking), Affective (emotion or feeling) and Psychomotor (kinesthetic). The learning domains were first developed between 1956 and 1972 (ibid). The various scholars developed the learning domains as follows; Benjamin Bloom (Cognitive domain), David Krathwohl (Affective domain) and Anita Harrow (Psychomotor domain). Teachers should incorporate these domains during teaching and learning as by doing so they develop inclusive lessons. This diversity creates more well-rounded learning experiences and meets a number of learning modalities; also the diversity on domains enables students create neural networks and pathways (Leslie, 2018). Learning domains play a vital role as they enable teachers implement a standard-based curriculum. All the learning domains are vital for effective delivery of standard based lessons. However presently there's pressure to produce high end grades; as a results teachers find themselves in dilemma hence compelled to concentrate on the cognitive domain so as to enable learners achieve the high-end grades. White (2018) noted that pressure on schools and teachers to improve test results has made teachers to overlook the importance of affective domain in teaching and learning. As teachers concentrate to achieve the high end grades it's the cognitive domain which is usually enhanced as the affective domain is compromised. Kirk (2018), stated that when the affective domain isn't enhanced students experience roadblocks to learning that can neither be recognized nor solved using pure cognitive domain. This indicates that there's a significant value for teachers to realize the potential to increase students learning by tapping in the affective domain during teaching and learning. The cognitive and affective domains are inseparable; one is incomplete without the other (Ramona, 2018). Proper ongoing assessment of the affective domain –students' attitudes, values and ethical perspectives is essential in any effort to improve academic achievement and the quality of educational experience provided (ibid). The following section broadly discusses the affective domain and outlines the importance of the affective domain during teaching and learning.

### 2.1. The Affective Domain

According to Kirk (2018), affective domain describes learning objectives that emphasizes a feeling tone, an emotion or the degree of acceptance or rejection. The affective domain includes the manner in which we deal with things emotionally such as feelings, values, appreciations, enthusiasms, motivations and attitudes (Krathwohl et al, 1973). This is the domain that deals with attitudes, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life (Smith and Ragan, 2004). Affective learning is about how learners feel while they are learning and how learning experiences are internalized so that they can guide the learners' attitudes, opinions and behavior in future (Miller, 2005). According to Krathwohl et al (1964), affective objectives vary from simple attention to selected phenomena to further complex but internally consistent qualities of character and conscience. Such objectives are expressed in literature as interests, attitudes, appreciations, values and emotional sets (ibid). The affective domain consists of five major stages of development. Krathwohl (1964), stated that the affective domain is divided into hierarchy. This hierarchy is referred to as taxonomy and is arranged from simpler feelings to more complex feelings. The following are the various stages of the affective domain as discussed by Krathwohl.

#### 2.1.1. Receiving

This level involves learners' sensitivity to the existence of stimuli. At this level the learner demonstrates awareness and willingness to receive or display selected attention.

#### 2.1.2. Responding

This refers to the learners' active attention to stimuli and his or her motivation to learn. At this level the learner demonstrates willing responses or feelings of satisfaction.

### 2.1.3. Valuing

This refers to the learners' beliefs and attitudes of worth. At this stage the learner demonstrate an acceptance, preference or commitment to a value.

### 2.1.4. Organization

This refers to the learners' internalization of values and believes. This level involves conceptualization of values and organization of values into value system. As values and beliefs become internalized, the learner organizes them according to priority.

#### 2.1.4.1. Characterization

This level involves internalization of values. This is the highest level of internalization as related to reflected behavior. At this level the learner will have a generalized set of values, characterization and philosophy about life. It's at this level that the learner is capable of practicing and acting on his or her values or beliefs.

Teacher need to understand the importance of the affective domain taxonomy. The taxonomy contains affective domain stages of development. These stages of development when well developed during teaching and learning leads to affective domain achievements in learners. C.R.E teachers should realize that their subject has a rich content on morality and when the content is incorporated during development of affective domain stages then they are able to nurture holistic learners. It's on this premise that educators should realize that affective domain is vital in teaching and learning, it's a sphere that when well enhanced instills values in a learner and therefore the end product is an individual who can adequately fit in the society.

### *2.2. The relevance of the affective domain in teaching and learning*

According to Kirk (2018), when we strive to apply the continuum of Krathwohl to our teaching then we are encouraging students not just to receive information but also to respond to what they learn, value it, organize it and characterize them. When educators are interested in students' attitudes towards given subjects then they can resort to affective topics such as motivation and use of technology in classroom (ibid). Such topics help educators shape the interests and attitudes of learners' hence contributing to formation of character education in them.

Bhattacharjee as cited by White (2018), stated that affective domain plays an undeniable role in education. Based on Maslow's hierarchy of needs he explained that if our basic needs are not met then there's no internal mechanism with which to realize our potential. Emotional needs occupy the bridge between the basic and physiological needs, security based needs and those of self esteem, achievements and self realization. Basing on Maslowian hierarchy of needs self-actualization in the essence of ethical reasoning comes right on the top hence if they are not met then one may not realize his or her potential.

Affective domain utilizes learning skills which are predominantly related to emotional processes (Nageswara as cited by White, 2018). He elaborated that affective domain utilizes behaviors of awareness, interest, attention, concern, responsibility and ability to listen and respond in interactions with others. Enhancement of the affective domain enables teachers to develop well rounded students with broad abilities which may not be visible in form of test scores.

Affective and cognitive domain are so intimately intertwined that the neglect of either results in passions ruling over reason or reason becoming more brutish than any brute (Pedersen as cited by White, 2018). He emphasizes that children should be cultured in order to have inclination towards what is true and good.

According to Illeris (2007), all teaching and learning processes consist of two interrelated processes which are interaction and acquisition. Interaction relates to the process of occurring between the individual and the environment or the societal elements of learning while acquisition related to the process of acquiring knowledge (ibid). In this case it becomes clear that in any learning process acquisition is always triggered by the interaction process between the individual and the environment. This means that at schools level for teachers to effectively deliver on the cognitive domain then it's also significant that they as well enhance the affective domain.

Kirk (2018), revealed that the affective domain is essential for learning but it's the least studied of the Blooms' three domains. During teaching majority of the teachers efforts goes into the cognitive aspects of teaching and learning, also most of the classroom time is designed for cognitive outcomes (ibid). As a result teachers have produced students of good academic achievements but of no character education. This has created a ripple effect in the society in that the society is experiencing diverse challenges such as corruption, teenage pregnancies, drug abuse, alcoholism, children lacking respect for adults among other evils. It's on this basis that C.R.E teachers should come in adequately prepared to enhance the affective domain and by this they will be able to develop character education in learners and by so teachers with have addressed moral behavior problems by learners.

## **3. C.R.E Teachers' Preparation for Teaching on the Affective Domain for the Development of Character Education**

Teacher preparation involves aspects of the teacher being equipped with the knowledge, skills, materials and experiences needed for one to be an effective teacher (A.I.R, 2018). A strong education system is built upon effective teachers; these are teachers supported by effective preparation and effective policies (ibid). Teacher preparation incorporates teacher education or training, the teachers' interaction with the syllabus, schemes of work and lesson plan and the teacher having the relevant teaching content.

In any society competent teacher can never be realized without emphasizing on teacher preparation. Teacher preparation is the most central activity of education in that when teachers get to classroom when they are not well

prepared then teaching-learning objectives can't be achieved, hence renders the entire teaching and learning process meaningless. The teacher is the most important element in any educational program, it's the teacher who is responsible for implementation of educational processes at any given stage, an indication that it's imperative to invest in the preparation of teachers so that the future of the nation is secure (N.C.T.E., 1998). Effective teacher preparation enables educators to develop knowledge and skills needed in life. Effective preparation enables teachers to come up with clear and well balanced learning objectives across all domains of learning. When this happens then teachers are able to impart knowledge, skills and values hence preparing learners for prosperity.

Presently learners who demonstrate intolerant behaviors are on the rise; also majority of parents and guardians have abandoned their children hence children are exposed to societal challenges such as moral decadence and permissiveness. This calls for C.R.E teacher to come in and help learners overcome these challenges. Effective teaching may serve as a solution to addressing these challenges. Great teachers cannot effectively deliver without adopting effective preparation before the actual teaching; effective preparation enables teachers draft clear objective on the affective domain leading to inculcation of values and attitude in learners. It's by this effort that teacher are able to develop character education in learners.

Effective teaching is paramount as it serves as a solution to some of the challenges facing the society and the education sector; however it should be noted that no effective teaching can take place without effective preparation for teaching as it's through teacher preparation that one is equipped with knowledge, skills and experiences for effective teaching. It's on this premise that the study will find out how C.R.E teachers may prepare for effective teaching. The study will analyze teacher preparation for teaching in relation to teacher education or teacher training, teaching documents and the teaching content.

### *3.1. Teacher Education*

According to Quora (2018), teacher education refers to the policies and procedures designed to equip prospective teachers with knowledge, attitudes, behavior and skills they require to perform their tasks effectively in the classroom, school and the wider community. It's a program of research and training of persons to enable them to teach effectively (N.C.T.E, 1998). Teacher education is a program related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face challenges therein (ibid).

Teacher education reaches out to student-teachers by providing the relevant knowledge, attitudes and skills to enable them function effectively in their teaching profession. Teacher education aims at creating necessary skills in the student teacher so that they are in a position to approach challenges posed by the environment in a very positive manner. According to N.C.T.E. (1998), teacher education empowers the student teachers with teaching skills that would enable them carry on their duties in the most efficient and effective manner. Teacher education provides one opportunities on how to observe and engage learners. U.N.E.S.C.O (2009), stated that teacher education is a prerequisite to effective teaching. This is supported by Douglas and Tim (2008), who noted that teacher characteristic like course work taken, and certification status positively influences students' performance. In this case teachers who have undergone standard training have a significant impact on students' performance. Musamas et al (2014), noted that teacher education should address sustainability; therefore there's need to examine the major tenets of sustainable development and apply them to education and teacher training. As we examine the ideals that underlie sustainable development we should also identify societal goals which include stewardship, social equity, justice, tolerance and quality of life for all people in this generation and the next.

Teacher educations comprise of three stages namely; pre-service course, induction and in-service training for practicing teachers.

#### 3.1.1. Pre-Service Course

This is the initial teacher training involving intensive course-work, media practical, micro- teaching and school-based practice. According to Chaney (2017), pre-service training involves many aspects of teacher education; occur in an academic setting including courses on education theory, child development and curriculum development.

#### 3.1.2. Induction

It's provision of the necessary support to help the beginning teacher develop professional identity and to further develop the basic competences that were acquired in college (Wikipedia, 2018). This level involves pre-service teacher completing student teaching as they work alongside a certified teacher in classroom (Chaney, 2017). The student teacher gradually progresses from guidance by the certified teacher to sharing instructional duties to taking over as the lead instructor. Induction enables the student teacher acquire skills such as observing, understanding and managing students' behavior issues.

#### 3.1.3. In-Service Training

According to Chaney (2017), in-service training often means that working teachers receive instructions and up to date skills to enable them conduct teaching in an effective manner. As a result of the evolving teaching skills and the rapidly changing world, there's need for teachers to be equipped with the relevant skills of teaching for them to be able to produce learners or individuals who will be able to fit in the rapidly changing world. This therefore calls for teachers to go through continuous professional development so that they are equipped with up-to-date skills which enable them develop holistic learners. Also In-service training addresses new research findings and other abstract concepts. Shiundu and Omulando (1992) noted that in-service training help to acquaint the practicing teachers with the latest innovation in the

curriculum of his or her subject area, hence placing teachers in positions of coping up with new demands in their subject areas as well as new approaches and methodologies intended to enhance teaching and learning.

### 3.2. Professional Documents

Teacher preparation is incomplete without ones interaction with professional documents. These are documents used by the teacher in preparation, implementation and evaluation of teaching and learning process (Wiki-educator, 2018). When a teacher is equipped with professional documents then teaching and learning becomes effective. Professional documents include documents such as syllabus, schemes of work and lesson plan.

#### 3.2.1. The Syllabus

According to Nasibi (2003), a syllabus is a statement of the content of study which students should acquire. It's a summary of outline of a discourse, course of study or of examination requirements (Merriam-Webster, 2014). It's an outline of what is expected to be covered in a class. A syllabus is paramount in preparation for teaching as it outlines leaning objectives, rationale or goal of the course, provides basic information, provides course content and allocates responsibilities to learners through projects, quizzes or participation. A syllabus is a guide document outlining everything that will be covered in class. Revelle (2015), remarked that for effective teaching one should consult a detailed syllabus before each class. Teachers should therefore take the following measures before beginning to teach; teachers should read the official syllabus description of the subject, select broad content areas the subject matter covers and consider whether the amount of the content can be achieved within the stipulated time (Oketch and Asiachi, 1992). At school for teacher preparation to be realized there is need for C.R.E teachers to consult a syllabus before each class, by doing so teachers are able to prepare for teaching hence and this promotes effective delivery and development of character education. A study by Queensland Studies Authority (2009), revealed that frequent use of syllabus contributes to quality and high equity education system.

#### 3.2.2. Schemes of Work

This is a detailed breakdown of the syllabus in terms of lessons, weeks, terms and years for purpose of orderly and systematic teaching (Wiki-educator, 2018). According to (Wikipedia, 2018), a scheme of work is an interpretation of a specification or syllabus and is used to guide throughout the course and monitor progress against original plan. A Scheme of work is therefore a guideline that defines the structure and content of an academic course. A scheme of work usually maps out how resources, class activities and strategies will be used to ensure that the learning aims and objectives of the course are met successfully. Porophy (2001), remarked that teachers should prepare schemes of work on their own as by doing so they are able to master every step planned, also teachers who prepare schemes of work on their own they are able to address the needs of learners unlike when teachers opted for commercially made schemes of work. Teaching and learning is incomplete without schemes of work, as schemes of work act as a guide and monitors progress throughout the course. C.R.E teachers should therefore ensure that they are have well prepared schemes of work as by doing so they become prepared to enhance the affective domain, also when teachers are equipped with schemes of work they become more effective during teaching.

#### 3.2.3. Lesson Plan

According to Wikipedia (2018), a lesson plan is a guide that includes the goals of the lesson, the content of the lesson, how the goals shall be achieved and ways of measuring how the goals shall be reached. It's a detailed description of the course of instruction. A lesson plan is a teacher's guide for running a particular lesson. Teacher preparation in enhancing the affective domain also calls for effective lesson planning. Herbatian (2018), noted that effective and successful teaching mainly depends on perfect lesson planning. Ellen (2011), asserts that effective lesson is facilitated by an effective lesson plan, which gets students thinking, allows them to interact, build new knowledge and develop skills such as problem solving and creative thinking. Effective lesson planning challenges teachers to select and use appropriate pedagogy activities which involves learners' participation (Krisoi, 2008). Appropriate enhancement of the affective domain is incomplete without teacher preparation especially on lesson planning. Kafu (2003), remarked that effective lesson planning gives a teacher confidence in curriculum instructional process.

### 3.3. Teaching Content

According to Hyattractions (2018), teaching content refers to the important facts, principles and concepts to be taught. This is a domain of knowledge and skills in an academic program (Edglossary, 2013). Teaching is a unique activity in that it cannot be conducted without advance research and the teacher ensuring that he or she is well equipped with the teaching content. Effective teaching requires a blend of content knowledge and classroom management skills. Chemase et al (2014), stated that teaching content is an important consideration in that it determines the teaching objectives, strategies and resources. The aspect of a teacher making advance preparation and having the relevant teaching content plays a critical role in the development of effective teaching. Teaching content is inform of skills, attitudes and values that learners are usually exposed to. The teaching content normally involves subject matter drawn on the basis of problems, themes or topics. To conduct effective teaching this requires one to have relevant content and to demonstrate good mastery of the content during teaching. Byrne (1983), noted that a teachers who posses good mastery of content interacts positively with knowledge during teaching of the subject matter. According to Shulman (2004), teachers must have preparation and mastery of the teaching content for them to handle critical questions of students.

C.R.E as one of the subject in the curriculum has a rich content on morality. Kowino (2011), stated that C.R.E syllabus has relevant content on morality and when well enhanced makes learners acquire morals in societal context. In the development of character education this calls that C.R.E teachers should be equipped with morality content and adequately teach it when enhancing on the affective domain.

#### 4. Conclusion

This study outlined the essentials in preparation for teaching on the affective domain for the development of character education among learners. The outlined essentials are; teacher education, professional documents and the teaching content. C.R.E Teachers should note that the essentials in preparation for teaching are critical aspects for effective teaching. Teachers should realize that it's through effective preparation for teaching that they are able to adequately enhance on the affective domain leading to development of character education among learners. C.R.E teachers should therefore embrace preparation before the actual teaching and learning processes. Chemase et al (2014), stated that good planning is the first step to an effective class and one of the main tasks of an excellent teacher. Proper planning also minimizes classroom management issues and focuses more on instructions thus increasing learners' achievements in various spheres such as character education.

#### 5. Recommendation

The study recommends that all teachers in educational programs in Kenya to be given inclusive training; this is training which incorporates aspects of preparation on enhancement of the affective domain for development of character education. This inclusive training shall enable teachers get in classrooms when well prepared and conduct effective teaching that moulds learners on character education.

#### 6. References

- i. A.I.R (American Institutes for Research, 2018). Teacher Preparation and Performance. [www.air.org](http://www.air.org)
- ii. Chaney, C. (2017). Differences between Teacher Education and Teacher Training. [www.classroom-synonym.com](http://www.classroom-synonym.com)
- iii. Douglas, N. and Tim, R. (2008). Teacher Training, Teacher Quality and Students Achievements. University of Wisconsin
- iv. Edglossary, (2013). Content Area. [www.edglossary.org](http://www.edglossary.org)
- v. Ellen, U. (2011). How to Plan Effective Lessons. [www.ascd.org](http://www.ascd.org)
- vi. Hyattractions, (2018). The Meaning of Curriculum Content and Learning Experiences. [www.hyattractions.wordpress.com](http://www.hyattractions.wordpress.com)
- vii. Herbartian, F. (2018). Herbartian Approach. [freenaleen.blogspot.com](http://freenaleen.blogspot.com)
- viii. Illers, K. (2007). How we Learn: Learning and Non-learning in Schools and Beyond. London Routledge
- ix. Kafu, P. A. (2003). Planning for Instruction. Eldoret
- x. Kirk, K. (2018). Student Motivations and Attitudes: The Role of the Affective Domain in Geosciences Learning. <https://serc.carleton.edu>
- xi. Kirsoi, N. et al (2008). Distinction Education for P.T.E. University of Nairobi
- xii. Kowino, O.J. (2011). The Perceived Discrepancy between the Teaching of C.R.E and Inculcation of Moral Values among Secondary Schools Students in Kisumu East District. Kenya. Maseno University
- xiii. Krathwohl, D.R., Bloom, B.S. and Masia, B.B. (1964). Taxonomy of Educational Objectives Affective Domain. New York. David McKay Company, Inc
- xiv. Learning-revolution. (2018). Great Educational Quotes. <https://learning-revolution.com>
- xv. Leslie, O. W. (2018). Three Domains of Learning. [The-second-principle.com](http://The-second-principle.com)
- xvi. Ludwig, V. B. (1960). System approach to Management. [www.yourarticlelibrary.com](http://www.yourarticlelibrary.com)
- xvii. Meriam-webster, (2014). Meriam-webster Dictionary. <https://www.meriam-webster.com>
- xviii. Miller, M. (2005). Learning and Teaching in the Affective Domain. University of Georgia, Athens
- xix. Miller, T., Robert, F., and Lane, S., (2005). Character Education as A prevention Strategy in School-Related Violence. University of Connecticut
- xx. Musamas, J. Kafwa, V. and Mwaka, M. (2014). Essentials of Instruction. Moi University Press
- xxi. National Council for Teacher Education (N.C.T.E.), (1998). N.C.T.E Document. New Dehl
- xxii. Oketch, J. Asiachi, A. (1992). Curriculum Development for Schools. Educational Research and publications
- xxiii. Oxford-Dictionary. Definition of Character by Oxford Dictionaries. [www.oxforddictionaries.com](http://www.oxforddictionaries.com)
- xxiv. Queensland Studies Authority, (2009). Development of A set of Principles to Guide Syllabus Framework. Queensland University of technology
- xxv. Quora (2018). What is meant by Teacher Education? [www.quora.com](http://www.quora.com)
- xxvi. Ramona, H. (2018). Affective Assessment: The Missing Piece of the Educational Reform Puzzle. [www.questia.com](http://www.questia.com)
- xxvii. Revelle, W. (2015). Affects, Behavior, Cognition; An analysis of Content Structure. <https://www.researchgate.net>
- xxviii. Shiundu, S. and Omulando, J. (1992). Curriculum Theory and Practices in Kenya. Oxford University
- xxix. Sifuna, D. and Otiende, J. (2006). An Introduction to History of Education. University of Nairobi Press
- xxx. Skinner, B. F. (1978). Humanism and Behaviorism. Reflections on Behaviorism and society. Englewood Cliffs
- xxxi. Smith, P. and Ragan, T. (2004). Instructional Design. New York, John Wiley and Son

- xxxii. State-University (2018). Moral education-A brief History of Moral Education, The Return of Character Education, Current Approaches to Moral Education. [www.education-stateuniversity.com](http://www.education-stateuniversity.com)
- xxxiii. Walaba, A. (2008). Historical Development of Christian Religious Education (C.R.E) in Kenya. Eldoret. Bookshelf Publishers
- xxxiv. White, R. (2018). What is The Affective Domain and its Role in Learning?[www.researchgate.net](http://www.researchgate.net)
- xxxv. Wikipedia (2018). Teacher Education. [en.m.wikipedia.org](http://en.m.wikipedia.org)