



ISSN : 2350-0743



RESEARCH ARTICLE

CROSSREF

OPEN ACCESS

STAKEHOLDERS' PERCEPTIONS TOWARDSTHE INFLUENCE OF SCHOOL BASED FACTORS ON MEDIA INTEGRATION IN TEACHING AND LEARNING OF CRE IN SECONDARY SCHOOLS

Habwenje Henry Murundu^{1,*}, Esokomi Solomon Nuni² and NapworaJesseh Wekesa²

¹Maasai Mara University, PO., BOX 861-20500, Narok, Kenya; ²Tom Mboya University. P.O. BOX 199-40300, Homa Bay, Kenya

ARTICLE INFO

Article History

Received 24th May, 2025
 Received in revised form 27th June, 2025
 Accepted 20th July, 2025
 Published online 30th August, 2025

Keywords:

Media, Integration, Teaching and Learning, Christian Religious Education

***Corresponding author:**

Habwenje Henry Murundu

ABSTRACT

Integration of media in teaching and learning is crucial in determining the quality of Christian Religious Education (CRE) curriculum implemented. Despite its importance, stakeholders have raised real concerns about the performance of the subject in secondary schools hence the need to establish stakeholders' perceptions towards the influence of school based factors on media integration in teaching and learning of CRE in secondary schools in Vihiga County, Kenya. The purpose of the study was to establish stakeholders' perceptions towards the influence of school based factors on media integration in teaching and learning of CRE in Secondary schools in Vihiga County. The study adopted descriptive survey design and mixed methodology. The study population consisted of 120 teachers of CRE, 112 principals, six (6) Sub-County Quality Assurance and Standards Officers (SCQASOs), 112 Heads of Department (HODs) and all CRE students in secondary schools in Vihiga County, Kenya. Data was collected using Questionnaire, Interview Schedule and Document Analysis Guide. The study established that; stakeholders were of the view that school based factors like; school culture moderately influence media integration while school environment and administrative support highly influence media integration in teaching and learning of Christian Religious Education in secondary schools. The study recommends that; demonstration schools or groups should be established in the county where teachers, learners and school administrators are given an opportunity to see the model lessons of CRE with the use of instructional media.

Copyright©2025, Habwenje Henry Murundu et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Habwenje Henry Murundu, Esokomi Solomon Nuni and Napwora Jesseh Wekesa, 2025. "Stakeholders' Perceptions towardsthe Influence of School Based Factors on Media Integration in Teaching and Learning of CRE in Secondary Schools", International Journal of Recent Advances in Multidisciplinary Research, 11, (08), 11586-11594.

INTRODUCTION

School Based Factors are key determinants of the integration of media in teaching and learning Christian Religious Education in secondary schools. They include: School Culture, School Environment and; Administrative and Management Support.

School Culture: School culture, system or tradition is an important parameter in the innovation diffusion process (Rogers, 2008). Martinez (2000) in his study found out that, one of the major challenges facing developing countries is to make media technology an essential part of the culture of the people. According to Hodas (2013), the diffusion of media technologies may be inhibited by the micro culture of certain institution. Hence, acceptance of a new technology in a society depends on how well the proposed innovation fits the existing culture. Therefore there must be a match between the school culture and new media technology in to a school. Within a school organization, school culture is an important consideration in terms of media technology (Tearle, 2003).

School culture can be defined as the basic assumptions, norms, values and cultural artifacts that are shared by school members (Maslowski, 2001). These meanings and perceptions indirectly affect attitude and behavior in the school organizations (Davos, Bouckenoghe, Engels, Hotton&Aeltermann, 2007). These meanings and perceptions indirectly affect attitude and behavior in the organizations of the school. Hence, if media is not perceived well by teachers, there must be a mismatch of values between the culture of schools and media (Albirini, 2006). Thus, teachers should have a positive perception about the school cultural relevance of the media that they will apply in teaching and learning.

School Environment: Students' acquire knowledge in ways that are significantly concrete, they learn by manipulating, exploring and experimenting with objects. They learn most exclusively by doing and through movements (Republic of Kenya, (2005). Creation of a sustainable learning environment helps both deprived teachers and students to improve on integration of media in teaching and learning process hence,

improving academic performance (Republic of Kenya, 2006). A study conducted by Shaji (2007) points out that, school physical environment, which includes the classroom setting as well as the outdoor setting, should provide opportunities for students to explore and integrate media in their learning. It further states that, the quality of the physical space and material provided affects the level of media integration in teaching and learning for both teachers and students, and the quality of interaction between the teacher and the student.

Administrative and Management Support: Helix and Guo (2012) indicate that, school administration is a supporting function to provide adequate resources for assessing in improving student's learning difficulties and teacher's management problems in teaching and learning. Tickle, Chang and Kim (2011) meanwhile determine that, administrative support is highly relevant to teaching experience and satisfaction. Principal's leadership is central in the integration of media in schools. Kukali, Kawasonga and Rabari's (2018) study reveal that use of media in teaching and learning depend on principal's support by organizing in service courses updating the school website for department's use.

The administrative support could be diverse depending on school needs. They mention that; principal's administrative support borders, positive attitude towards information of media in teaching and learning. Masibo (2017) in his study that was meant to establish factors that affect the integration of technology in classroom instructions found out that, there is lack of administrative and management support for a wide range of media that is required to teach in most secondary schools. The study was conducted in 298 secondary schools using a population of 478 secondary school teachers of mathematics in Bungoma County while the current study was conducted in 112 secondary schools using a population of 120 secondary schools teachers of CRE in Vihiga County and was meant to examine administrative and management support as a school based factor influencing integration media in teaching and learning of CRE in secondary schools.

Objectives of the Study: The study therefore aimed at establishing stakeholders' perceptions towards the influence of school based factors on media integration in teaching and learning of Christian Religious Education (CRE) in Secondary schools.

MATERIALS AND METHODS

Research Design: This study adopted a descriptive survey research design. Descriptive survey design was suitable in conducting this study because it enabled the researcher to collect data that helped in answering of the research questions by describing the current status of the subject of study (Mugenda & Mugenda, 2003).

The design was also used because it yields a great deal of information which is accurate (Ader, Van, Deltaan and Beekman, 2008). It enabled the researcher to gather data at a particular point in time and used it to describe the nature of the existing conditions (Cohen, Manion and Morizon, 2000). The study also employed mixed methodology involving both qualitative and quantitative methods in order to triangulate the findings of the study (Fairchild, 2011).

Methodology

To determine the sample size of teachers and principals in the study, Fisher's formula was used:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

However, to determine the sample size of population less than 10,000 (Mugenda & Mugenda, 2003) where;

nf = Desired sample size

n = Constant sample size (384) of large population

N = Target population

For teachers;

$$\text{Sample size} = \frac{384}{1 + \frac{384}{120}} = \frac{384}{(1 + 3.2)} = 91$$

Similarly, the sample size of principals was calculated;

$$\text{Sample size} = \frac{384}{1 + \frac{384}{112}} = \frac{384}{(1 + 3.43)} = 87$$

A total of 5 Heads of Department (HODs) of Humanities were purposively selected for the study because they taught Christian religious education. Heads of department provide academic leadership for smooth functioning of the department and ensure effective working environment for teachers. The CQASO was selected using saturated sampling technique given that he was the only one and his responsibility was to monitor implementation of school curriculum, CRE curriculum being included. Principals' Questionnaire was used to gather information related to demographic characteristics of principals and on the factors influencing media integration in teaching and learning of Christian Religious Education. A rating scale was used to measure the influence of school based factors. There were five response categories that were checked using a tick and numerical score assigned during analysis to each of the elements of a construct with responses ranging from very low influence, low influence, moderate influence, high influence and very high influence. Questionnaires are advantageous because they save time on the part of the researcher and promote the independence and accuracy of responses from respondents (Borg & Gall, 2007). Questionnaire was used because the study was concerned with variables that cannot be directly observed such as views, opinion and feelings of respondents.

Interview schedule for the County Quality Assurance and Standards Officer (CQASO) and Heads of Humanities Department was used to verify the information obtained through questionnaire relating to school factors on media integration in teaching and learning of CRE. Interviews enlist in-depth information from selected respondents to seek for more clarification on what was not clear from the other respondents of the questionnaires. CQASO interview schedule was necessary because CQASOs are in charge of ensuring that government education policies are implemented in their areas of jurisdiction whereas Heads of Department (Humanities) were interviewed to seek clarification on issues pertaining to intra-departmental supervision and implementation of teaching and learning of Christian Religious Education.

Validity of the Instruments: Validity is the ability of instruments to measure what it is intended to measure (Creswell and Miller, 2000). According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences which is made on the research results. They further explain that, if data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful. They further argue that validity deals with the degree to which the results of research study are generalizable to larger setting outside the research situation.

For face validity of the instruments to be ensured, content related validity was used to validate the developed instruments by preparing what each instrument was intended to measure, then presented them along with the instruments to three experts from the school of Education of Tom Mboya University who examined the content of the instruments. Improvements were made according to the recommendations suggested by the experts before the instruments were finally administered to respondents.

Reliability of the Instruments: Richards and Farrel (2016) subscribe to the view that, researchers originate from a variety of backgrounds and have different interests and inclinations. Fairchid (2011) argues that, reliability could be viewed in terms of comprehensiveness of data and what actually occurred in the setting under study. Fairchid (2011) further explained that reliability is enhanced by triangulation where the same facts are elicited from different people in the same setting. This particular study compared results from respondents, thereby enhancing the reliability of the results through triangulation.

To establish reliability of research instruments, a pilot study was carried out involving 12 teachers of CRE and 11 principals who were excluded from the main study. That is 10% of the entire population (Nichmas&Chava, 2008). Reliability of questionnaire was determined using test retest technique by administering the instrument twice to the same respondents at an interval of two weeks. For quantitative data, the reliability of the instrument was computed using coefficient of correlation; a value of .82 and .73 were obtained for teachers and principals questionnaires respectively. For qualitative data, the pilot study was carried out to find out whether the terms used in the instruments resonate with the terms which were familiar to teachers and principals. The content of the instrument was ascertained for accuracy and consistency, and ambiguous information removed while deficiencies were noted and corrected in the instruments used in the final study (Jones, 2004).

Data Collection Procedures: The researcher secured a research permit and a research authorization letter from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology through the Board of Post Graduate Studies of Tom Mboya University, before proceeding to the field for data collection. The researcher then reported to Vihiga County Education office and presented a copy of the letter of research authorization. Thereafter, permission was sought from the principals of the sampled schools through written letters two weeks before the study was undertaken. For effective administration of the Questionnaires, the researcher made personal visits to the sampled schools giving relevant instructions on how to fill questionnaires. Where necessary, clarification was made on

the items of the questionnaires. Finally, the researcher collected the completed questionnaires before departing for another school to avoid loss of some questionnaires.

Methods of Data Analysis; Data was collected and analyzed using both quantitative and qualitative methods. Quantitative methods emphasize objective measurements and statistical analysis of data collected through questionnaires and surveys whereas qualitative methods involves collecting and analyzing non-numerical data to seek in-depth understanding of social phenomena (Mugenda&Mugenda, 2003).

Quantitative Data Analysis: Data analysis in descriptive survey studies involves descriptive and inferential statistics (Mugenda&Mugenda, 2003). Quantitative data gathered from closed ended questions of Teachers' Questionnaires (TQ), Principals' Questionnaires (PQ) and Students' Questionnaires (SQ) were analyzed using descriptive statistics such as frequencies, means and percentages, summarized and presented in Tables (Mugenda&Mugenda, 2003). Inferential statistics was analyzed using independent two samples t test to test the significant differences of ratings.

Qualitative Data Analysis: Thematic analysis was applied on data gathered by responses to open ended questions in questionnaires and Interviews. The responses were read carefully paying attention to comments, ideas and concerns of participants, then organized, categorized and presented in narratives according to various emergent themes (Borg & Gall, 2007). The lesson observation was by judging the quality of lesson presentation based on the following factors: lesson plan personalization, materials selection and utilization, voice variation, technical accuracy of information, coverage of major discussion points (content), mastery of content, questioning skills, concluding technique (Fullan, 2004).

RESULTS AND DISCUSSION

Stakeholders' Perceptions towards the Influence of School Based Factors on Media Integration in Teaching and Learning of CRE in Secondary Schools. The study sought to establish Stakeholders' Perceptions towards the influence of school based factors on media integration in teaching and learning of Christian Religious Education in secondary schools in Vihiga County, Kenya. To respond to the research question, data relating to school culture, school environment and administrative support was collected, analyzed using quantitative and qualitative methods.

School Culture: Table 1 presents the results of descriptive analysis on stakeholders' perceptions towards the influence of school culture on media integration in teaching and learning of CRE in relation to teachers' collegiality, reward system, and on history and tradition of schools. On teacher collegiality, the result in Table 1 indicates that principals rated influence of teacher collegiality on media integration at a mean rate of (M=2.98) and teachers at a mean rate of (M=3.16). Therefore, suggesting that teacher collegiality moderately influence integration of media in the teaching and learning of Christian religious education. In a collegial school culture, teachers share their expertise with fellow teachers and further their learning as a team because of shared norms, goals and values. HOD 3 asserted that collaborative culture is demonstrated in their school while stating that;

Table 1. Principals' and Teachers' Responses on Stakeholders' Perceptions towards the Influence of School Culture on Media Integration in Teaching and Learning of CRE in Secondary Schools in Relation to Teachers' Collegiality

Statement	Res	VL	L	M	H	VH	M
Teacher collegiality	P	11 (12.6)	21 (24.1)	21 (24.1)	27 (31.0)	7 (8.0)	2.98
	T	5 (5.5)	20 (22.0)	29 (31.9)	29 (31.9)	8 (8.8)	3.16
Reward system	P	2 (2.3)	8 (9.2)	28 (32.2)	32 (36.8)	17 (19.5)	3.62
	T	3 (3.3)	11 (12.1)	30 (33.0)	30 (33.0)	17 (18.7)	3.52
History and tradition of school	P	1 (1.1)	8 (9.2)	31 (35.6)	32 (36.8)	15 (17.2)	3.60
	T	1 (1.1)	14 (15.4)	27 (29.7)	34 (37.4)	15 (16.5)	3.53
Overall on School culture	P						3.40
	T						3.40

Interpretation of Mean Rating: 1.00-1.44 = Very Low (VL); 1.45-2.44 = Low (L); 2.45-3.44 = Moderate (M); 3.45-4.44 = High (H); 4.45-5.00 = Very High (VH) **KEY:** Percentage rounded to 1 decimal place in parenthesis () P = Principals T = Teachers

Table 2. Students' Responses on Stakeholders' Perception towards School Culture Influencing Media Integration in Teaching and Learning of CRE in Secondary Schools

Statement	n	Percentage				
		SD	D	U	A	SA
Teacher are friendly to learners	342	15.1	14.3	4.5	54.9	11.2
Reward system promotes media integration	342	11.4	7.6	8.1	26.7	46.2
Tradition of the school support media integration	342	6.3	10.6	6.8	26.1	50.2

Table 3. Principals and Teachers' Responses on Stakeholders' perception towards the Influence of School Environment on Media Integration in Teaching and Learning of CRE in Secondary Schools

Statement	Res	VL	L	M	H	VH	M
Availability of relevant instructional media	P	3 (3.4)	11 (12.6)	23 (26.4)	31 (39.1)	19 (21.8)	3.60
	T	3 (3.3)	10 (11.0)	36 (39.6)	28 (30.8)	14 (15.4)	3.48
Adequacy of instructional resources	P	0 (0.0)	2 (2.3)	23 (26.4)	32 (36.8)	30 (34.5)	4.03
	T	0 (0.0)	7 (7.7)	22 (24.2)	36 (39.6)	26 (28.6)	3.89
Availability of physical storage facilities	P	1 (1.1)	4 (4.6)	28 (32.20)	34 (39.1)	20 (23.0)	3.78
	T	3 (3.3)	5 (5.5)	27 (29.7)	43 (47.3)	13 (14.3)	3.64
Overall on School Environment	P						3.80
	T						3.67

Interpretation of Mean Rating: 1.00-1.44 = Very Low (VL); 1.45-2.44 = Low (L); 2.45-3.44 = Moderate (M); 3.45-4.44 = High (H); 4.45-5.00 = Very High (VH) **KEY:** Percentage rounded to 1 decimal place in parenthesis () P = Principals T = Teachers

Table 4. Students' Responses on Stakeholders' Perceptions towards the Influence of School Environment on Media Integration in Teaching and Learning of CRE

Statement	n	Percentage				
		SD	D	U	A	SA
Instructional media are available	342	13.5	10.0	5.6	60.0	10.9
Instructional materials are adequate	342	12.0	14.2	4.5	63.2	6.1
Storage facilities for instructional media are available	342	11.2	12.6	7.5	56.5	12.2

In this school, staff members visit one another regularly to share materials and curriculum ideas, celebrate our accomplishment as a team comprising of teachers, students, Board of Management, parents and the community at large. This we all do to entrench our culture of collaboration and to build a sense of community in all our stakeholders. The meanings and perceptions inspired by the culture indirectly affect attitude and behavior in the school organizations (Alshuhumi et al., 2024) and as a result media is not received well by teachers, since there is a mismatch of values between the culture of schools and media (Goudeau et al., 2024). However, it is also noteworthy that when teachers and school

workers join the schools, they are not culturally void; their personal experiences, norms, values, traditions, and prior education influence their perceptions of curriculum, pedagogical practices and professional actions before they enter the classrooms. Similarly, Table 2 indicates that majority (66.1%) of student agreed and strongly agreed that teachers are friendly to learners, 29.4% disagreed and 4.5% neither agreed nor disagreed. This suggests that teachers create favourable classroom environment for integration of media in teaching and learning of CRE. HOD 5 stated that; "In my school teachers observe one another as they teach, talk about students' strength and weaknesses, and lesson study as a

team.”The collaborative culture promotes participation in professional learning and may further influence media integration in instructional delivery. Giles (2024) emphasize that school culture is an important parameter in the innovation diffusion process which facilitates integration of media in teaching and learning. The author continues to report that a positive school culture allows students and staff to engage in productive learning where all stakeholders feel safe and connected to the school. In regard to reward system, the result in Table 1 shows that principals’ rated the influence of reward system on integration of media at a mean rate of (M=3.62) and teachers’ at a mean rate of (M=3.52). This suggests that the reward system adopted by the schools had high influence on integration of media in the teaching and learning of Christian Religious Education. The reward system links the attitude of the teachers’ to learners’ outcome, hence motivates the teachers to improve performance by making endeavor to integrate media in teaching and learning process. This finding corroborate the results in Table 2 establishing that majority 72.9% of students agreed and strongly agreed that reward system promotes integration of media, 19.0% disagreed and 8.1% neither agreed nor disagreed. This implies that learners’ perceive reward systems in secondary schools to influence on integration of media in teaching and learning of CRE. The outcome of which depends on the culture of the school since the culture can positively influence teaching and learning or can seriously inhibit the functioning of the school.

As regards to the influence of history and tradition of schools on integration of media, principals and teachers held high perception with principals’ mean rating of (M=3.60) and teachers’ mean rating (M=3.53). Equally, majority 76.3% of learners agreed that their perceptions were that, history and tradition of the school support media integration in teaching and learning of CRE in secondary schools. On the whole, Table 1 indicates that majority of principals’ and teachers’ perceive that school culture has a moderate influence on media integration in teaching and learning of Christian Religious Education at a mean rate of (M=3.40) and (M=3.40).

SCQASO 3 confirmed that:

“School culture is related to integration of media in teaching and learning of Christian religious education. If school culture does not support integration of media in teaching and learning, then teachers’ interest in utilizing media in teaching can suffer. Also, a school that is able to develop and maintain positive culture towards media integration in teaching and learning, will always find it easy for teachers to adopt.”

HOD 2 sentiments corroborate the finding while stating that: “Some schools have access to some range of media for CRE teaching and learning but teachers ignore to utilize the media resources in teaching and learning because of the assumption that students can pass CRE examinations even without media integration. Therefore, with such a rich teaching experience coupled with media use in teaching and learning, students would even perform better in CRE than it is in the other study subjects.”

The excerpts clarify that not all schools access adequate media resources and promote integration of media in teaching and learning of Christian Religious Education. Such failure to use the resources could suggest that teachers and the schools do not appreciate the value of media in teaching CRE in secondary schools. Maslowski (2021) opines that the basic

assumptions give meaning and perceptions which indirectly affect attitude and perceptions of teachers toward integration of media in teaching and learning. Ismail et al. (2022) assert that positive and collaborative school culture enhances school effectiveness. This reflects the importance of creating a positive and collaborative school culture that empowers all school members to work towards common goals.

School Environment: In reference to the influence of school environment on media integration, the study focused on availability and adequacy of instructional resources, and availability of physical storage facilities. Table 3 therefore presents the results of descriptive analysis of principals and teachers’ responses on stakeholders’ perceptions towards the influence of school environment on media integration in teaching and learning of CRE in relation to availability and adequacy of instructional resources, and availability of physical storage facilities. From Table 3, it can be noted that school environment was measured in terms of availability of relevant instructional media, adequacy of instructional media and availability of physical storage facilities. The principals’ and teachers’ responses on availability of relevant instructional media (M=3.60) and (M=3.48), adequacy of instructional media (M=4.03) and (M=3.89), and availability of physical storage facilities (M=3.78) and (M=3.64) indicate that the aspects of school environment influence high integration of media in teaching and learning of Christian Religious Education. Overall, the principals’ average mean score of (M=3.80) and teachers’ mean score of (M=3.67), indicate that school environment influence high integration of media in teaching and learning of Christian religious education in secondary schools. As regards to students’ responses on stakeholders’ perceptions towards the influence of school environment on integration of media in teaching and learning of CRE in secondary schools, Table 3 presents a descriptive analysis on it. Table 4 indicates that majority (70.9%) of respondents agreed and strongly agreed that instructional media for teaching and learning of CRE are available in the secondary schools while 23.5% disagreed and strongly disagreed and 5.6% were neutral in their perception. Also, majority (69.3%) of respondents agreed and strongly agreed that instructional material for teaching and learning CRE are adequate in the secondary schools while 26.2% disagree and strongly disagree and 4.5% were neutral in their perception. Additionally, majority (68.7%) of the respondents agreed and strongly agreed that storage facilities for instructional media are available in the secondary schools while 23.8% disagreed and strongly disagreed and 7.5% were neutral in their perception. The results imply that learners and teachers can access media in teaching and learning of CRE.

HOD 5 affirmed availability of media resources and storage facilities however, pointed out that media integration in teaching and learning is facing other challenges which undermine implementation of CRE curriculum. The HOD asserted that:

“In my school we have a computer centre/laboratory but teachers are not allowed to use computers and projectors in teaching Christian Religious Education and even the other subjects. The Head Teacher insists that computers should only be used in teaching and learning of Computer Studies because he feels that it is expensive to maintain computers and if he allowed them to be used in teaching other subjects, they may be damaged. I am therefore capable of teaching Christian Religious Education using a projector

but the challenge is that I am not allowed to use it in my lessons.”

Similarly, HOD 1 said that:

“In the year 2010, the Ministry of Education availed fifteen computers in our school to train the teachers on the use of modern technology in teaching and learning. Surprisingly, the school does not offer Computer Studies as a subject and teachers are only allowed to use the computers to process marks and report forms for students at the end of the term. The overhead projector is also available but the director of studies has been instructed not to allow teachers to use it in teaching their lessons because the principal feels that maintaining electronic media is expensive for the school.”

Also, HOD 4 stated that:

“At the beginning of each and every term, all the departments make requisitions for books and other instructional media for teaching and learning. Surprisingly, the Head Teacher usually gives priority to course books and revision books and claims that non-textual media resources are expensive for instance television, videos, projectors among others. I therefore miss the opportunity to teach using the recommended media resources because they are expensive to be purchased by the school. My opinion is that the Head Teacher does not just want to buy media resources because a television set is not expensive. It is actually affordable to be purchased in all schools in the County and even in the whole country.”

Moreover, HOD 2 opined that:

“I only use the course book in teaching because the Ministry of Education never supplies media to be used in teaching and learning. The ministry expects schools to purchase media resources but the problem has been lack of funds. I always prefer using radio lessons to teach St. Lukes Gospel but the challenge has been that the Ministry of Education never prepares and sends radio lesson guide books to schools. I therefore suggest that the Ministry of Education should try and avail to schools the required instructional media for integration in teaching and learning.”

HOD 3 opined that:

“I don't see the need of integrating media in my CRE lessons because media resources are not adequate in my school. The school has no electronic instructional media for example the television and projectors which can be used to teach students the interesting stories found in St. Lukes Gospel. I therefore keep on narrating the stories to the students which make it difficult for them to understand. Whenever I give exams to my students in Form Two, they don't perform well because they are unable to visualize the parables and miracles of Jesus when I am teaching. My opinion is that story telling or narration method of teaching is not adequate enough to enable students to understand concepts in St, Lukes Gospel. Schools should therefore provide instructional media for instance, television, videos, computers and projectors to enable students to understand abstract ideas.”

Further, HOD 3 attributed challenges in media integration to pre-service training. He asserted that:

“I was trained in a satellite campus established by the university which did not have even a single media resource to be used for training. The lecturer only mentioned the various media resources in class but I was not taught practically how they are used because they were not available in the campus. The lecturer always argued that since the university had not purchased media for training the teachers, the teachers had to wait until they go for teaching practice because majority of the schools selected by the school of education for teaching practice had purchased the media which is not actually the case. I therefore use the textbooks and the chalk walls as media to teach my lessons because they are always available in my school.”

The excerpts point out that systemic factors influence media integration in teaching and learning of Christian Religious Education in secondary schools. The finding agrees with Muvango et al. (2025) who argue that innovation in instructional media is typical of most developing countries. To resolve this challenge in Kenya, the government expanded digital learning platforms and distributed e-learning devices to schools, particularly in marginalized areas, thereby enhancing the quality and accessibility of learning materials (Kenya Institute of Curriculum Development [KICD], 2019). It was also noted during classroom lesson observation for heads of department that, there was a problem of media availability to students' ratio because some schools had few pictures and charts which could not serve the large number of students in classes. These findings confirm baseline study by strengthening Mathematics and Sciences in Secondary Education (SMASSE) in 1998 on availability of media in secondary schools in Gucha District, which found out that, the ratio of media to students ranged from 1:2 to 1:30 and that most teachers lacked media resources. A study carried out on availability of media in public secondary schools in Migori by Mwita and Onyango (2022) also found out that lack of essential media for integration in teaching and learning contributed to lack of integration of instructional media. Interviews with heads of department revealed that, chalkboards and textbooks in the schools were adequately provided whereas electronic media were inadequate in the schools. Consequently, indicating that chalkboards and textbooks were the main and commonly used media in teaching and learning of Christian Religious Education. This could be because textbooks were provided to all schools by the Ministry of Education. Thus, suggesting that teachers did not use electronic media in teaching and learning of Christian Religious Education. Lesson observation revealed that, the use of media resources was limited to textbooks, bibles, chalkboards, charts, maps, supplementary books, and library. The teachers' main sources of information were textbooks, bibles and supplementary books as opposed to ICT related sources while students depended on textbooks and Bibles which were limited in number as sources of information.

HOD 1 noted that; “*Electronic media resources were inadequate in our schools since they are expensive to be purchased.*” The finding from the sentiment corroborates the finding that teaching and learning of Christian Religious Education did not use electronic media. In encouraging

teachers to integrate modern technology in teaching and learning, Donald (2019) points out that much data is available via electronic media that can help learners. The major concern of education planners and providers all over the world is to attempt to put in place systems that would provide learners with acceptable and quality learning experiences (Osore, 2020).

Interestingly, teachers' interview revealed that electronic media was preferred to chalk boards and text books by students, yet they were not commonly used by teachers during teaching and learning of Christian religious education in secondary schools in Vihiga County. Mehboob et al. (2024) posit that learners understand concepts better when electronic media are used as compared to the use of textbooks and chalkboards. Murithi and Yoo (2021) argue that curriculum implementation in schools has undergone change because of the increasing changes in technology. This points out that teachers should improve on the methods of teaching by integrating modern technology through the use of computers, television, mobile phones, videos and projectors to enhancing lesson presentation.

In response to the question whether there were storage facilities for media, heads of department (HODs) indicated that their schools had library for media storage, however, pointed out that the school libraries were only used for storage of textual media. These findings suggest that there was need for schools to have multimedia centres for media storage for efficient storage of both textual and non-textual media. This could be because availability and efficiency of physical facilities have a positive impact on teaching and learning while lack of these facilities leads to negative impact on learning. Osoro (2019) argues that adequate physical facilities strengthen and encourage teaching in schools. Learning process can be enhanced through creating conducive learning environment that favours learning by ensuring that classrooms, libraries and multimedia centres are equipped and arranged properly.

Administrative Support: Table 5 presents the results of descriptive and inferential analysis on stakeholders' perceptions towards the influence of administrative support on integration of media in the teaching and learning of Christian Religious Education in secondary schools.

From Table 5, it can be noted that majority of principals and teachers affirmed that school policy on professional development of teachers with mean ratings of (M=3.70) and (M=3.65), and (M=3.83) and (M=3.90) on management support. In all, administrative support overall mean score of (M=3.76) for principals and (M=3.77) for teachers was realized, indicates that, school administration and management support has a high influence on integration of media in teaching and learning of Christian Religious Education in secondary schools. Alajmi (2022) in his study that was meant to establish factors that affect integration of technology in classroom instructions found out that, there is lack of administrative and management support for a wide range of media that is required to teach in most secondary schools.

In relation to learners' perceptions on stakeholders' perceptions towards the influence of administrative support on media integration in teaching and learning of CRE in Secondary Schools, Table 6 presents a descriptive analysis of it. From Table 6, majority of the respondents (64.4%) agreed and

strongly agreed that teachers attend workshops and seminars, 8.1% were undecided while 27.5% of the respondents strongly disagreed and disagreed. Similarly, majority of the respondents (63.0%) agreed and strongly agreed that school administration supports integration of media in teaching and learning, 8.5% were undecided while 28.5% of the respondents strongly disagreed and disagreed. Interview findings also revealed that students were not given an opportunity to go out of the schools and study places or sites of religious significance. Some of the reasons noted were as asserted by HOD 3:

“Since I was posted in this school, I have never seen students going out for a CRE field trip despite my efforts to organize for it as the head of department. The Head Teacher has always turned my requests down by saying that CRE is an easy subject and does not require the use of more instructional resources like Science subjects. The Head Teacher has always organized for field trips in Science subjects and languages at least thrice in a term and not in Christian Religious Education. I therefore feel that Christian Religious Education as a subject has been sidelined in my school because it is not given equal consideration like Sciences and languages when it comes to media utilization in teaching and learning.”

Similarly, HOD 5 reported that:

“In my school, the Head Teacher only allows students to go out for symposiums which are organized at the County and Inter County levels for revision purposes in preparation for KCSE examinations. He cannot allow students to go out of the school for a CRE trip because he always says that, it is a waste of time and resources because CRE is easy and it has very few areas for field trips for example churches where the learners always go on Sundays or Saturdays for church services.”

The same view was also held with other Head of Humanities who reported that their Head teachers did not allow students to go out for field trips because CRE is perceived to be a simple subject. They further explained that they only allowed students to go out of the school for CRE symposiums to discuss KCSE revision questions with other schools in order to learn techniques of answering examination questions.

HOD 5 asserted that there was lack of administrative support in humanities while she said that:

“In this school, the Head Teacher sponsors teachers to attend in-service training in sciences and languages and not in humanities. This is because of the assumption that subjects like CRE and History and government are easy and do not require in-service for teachers. Since I was posted to teach in this school, I attended two in-service courses on value education in the teaching and learning of Religious Education but I sponsored myself because the principal turned my request of sponsorship down.”

In addition HOD 1 explained that:

“Since I was posted in this school, the principal has never sponsored teachers of CRE to attend in service training. The reason he always gives is that CRE is a booster subject which is not too involving like Sciences and Languages and that Christian Religious Education is a simple subject

which can be taught by anyone who has not undergone in service training.”

From the excerpts, it is pointed out that school administration does not provide support for professional development in several institutions. Inadequate knowledge and training of teachers undermine critical need for developing and sustaining the knowledge and competencies of teachers required for quality professional practice. This reveals that stakeholders perceive administrative support as an aspect that undermines integration of media in the teaching and learning of Christian Religious Education in public secondary schools. This is attributed to the fact that governance of schools contributes to the culture of those particular schools regardless of teaching styles employed by teachers.

However, interview responses of HODs on the willingness of the school managers to sponsor training on ICT showed that there is minimal integration of media in teaching and learning because the school administration and management do not support teachers by sponsoring them to attend training on ICT. Kukali et al. (2018) study reveal that use of media in teaching and learning depends on administrative support offered by organizing in-service courses and updating relevant information on the school website for department's use. The administrative support could be diverse depending on school needs. They mention that administrative support borders, positive attitude towards information of media in teaching and learning, and reiterate that to implement a program, it is incumbent upon the principal to hire personnel to provide technical support. Kachchhap and Horo (2021) contend that perceived organizational support and organizational climate had a positive influence on teachers' sense of belonging.

CONCLUSION

Based on the study findings, the study concludes that stakeholders' were of the view that school based factors like; school culture moderately influence media integration while school environment and administrative support highly influence media integration in teaching and learning of Christian Religious Education in public secondary schools.

RECOMMENDATIONS

Study findings recommended that, demonstration schools or groups should be established in all counties where teachers, learners and school administrators are given an opportunity to see the model lessons of CRE with the use of instructional media.

REFERENCES

- Abenga, J.M. (2015). *The Raising School Quality in Developing Countries*. New York: Pergamon Press.
- Ader, H. J. Van Marwijk, H. W. Deltaan, M & Beekman, A. (2008). *Advising on Research Methods: A Consultant's Comparison*. Huizen, the Netherlands: Johannes Van Kessel Publishing.
- Alajmi, M. K. (2022). The Impact of Digital Leadership on Teachers' Technology Integration During the COVID-19 Pandemic in Kuwait. *International Journal of Educational Research*, 112, 101928
- Albirini, A. (2006). Teachers' Attitudes towards Information and Communication Technologies. *Journal of Computer & Education*, 47; 373-398.
- Alshuhumi, S. R., Al-Hidabi, D. A., & Al-Refaei, A. A. A. (2024). Unveiling the Behavioral Nexus of Innovative Organizational Culture: Identification and Affective Commitment of Teachers in Primary Schools. *Journal of Human Behavior in the Social Environment*, 34(1), 130-152.
- Borg, R.W. & Gall, J.P. (2007). *Educational Research: An Introduction*. New York: Longman Publishers.
- Cohen, L. Manion, H. & Morison, K. (2000). *Research Methods in Education (5th) Edition*. London: Routledge Falmer.
- Creswell, J.W. & Miller, D.L. (2000). *Determining Validity in Qualitative Inquiry. Theory into Practice*, 39 (3), 124-131
- Devos, G. Bouckennooghe, D. Engels, N. Hotton, G. & Aettermann, A. (2007). An Assessment of Well Being of Principals in Flemish Primary Schools. *Journal of Educational Administration*, 45, 33-61.
- Donald. J. T (2019). *Materials Development for Language Learning and Teaching 45(2)*, 143 - 179
- Fairchild, J.A. (2011). *Instruments Reliability and Validity: An Introductory Concepts and Measure*. Philadelphia: James Madison University.
- Giles, T. (2024). *I Principals as Leaders: How Their Practices and Responsibilities Affect School Culture* (Doctoral dissertation, Creighton University).
- Goudeau, S., Stephens, N. M., Markus, H. R., Darnon, C., Croizet, J. C., & Cimpian, A. (2024). What Causes Social Class Disparities in Education? The Role of The Mismatches Between Academic Contexts And Working-Class Socialization Contexts and How The Effects of These Mismatches Are Explained. *Psychological Review*.
- Helix, X. Y. & Guo, D. Y. (2012). The Relationship between Students' Perception of School Supports and Bullying Behaviours in the Junior High School in Tainan City. *Journal of Education*. 27:83-131.
- Hodas, N. (2013). New Teachers and Technology: Are They Prepared? *Technology and Learning*. 19 (8), 22-24, 29-28.
- Fullan, M. (2004). *The New Meaning of Education Change*. Ann Arbor, MC: Braun Brunfield. Inc.
- Ismail, M., KhatiBi, A., & Azam, S. F. (2022). Impact of School Culture on School Effectiveness in Government Schools in Maldives. *Participatory Educational Research*, 9(2), 261-279.
- Jones, A. (2004). A Review of the Research Literature on Barriers to the Uptake of ICT by Teachers. *British Educational Communication and Technology Agency*. Retrieved on 20th August at 9:00pm at; <http://www.becta.org.uk>
- Kachchhap, S. L., & Horo, W. (2021). Factors Influencing School Teachers' Sense of Belonging: An Empirical Evidence. *International Journal of Instruction*, 14(4), 775-790.
- Karanja, J. O. (2019) Influence of School Factors in Teaching and Learning of Geography in Secondary Schools in Gem Sub-County. Unpublished MEd Thesis: Moi University.
- Konzolo, H. (2014). *Education Input in Uganda: An Analysis of Factors Influencing Learning Achievement in Grade Six*. Washington DC: World Bank.

- Kukali, A. N. Kwasonga, M. & Rabari, J. (2018). Factors Influencing Principals' Leadership for ICT Integration in Public Secondary Schools Management in Bungoma County, Kenya. *Information and Knowledge Management*. ISSN: 2224 - 5758. Vol. 8, No 6.
- Martinez, E. (2000). Boosting Understanding of Science and Technology in Developing Countries. A Paper Presented at World Conference on Science, 2000. Retrieved at; 3:00PM on 5th September 2021 at: <http://www.nature.com/wcs/CIB.html>
- Masibo, E. (2017). Factors Affecting the Integration of Educational Technology in Classroom Instructions in Secondary Schools in Kenya. *International Journal of Scientific Research and Innovation Technology*. ISSN: 2313-3759. Vol. 4, No. 9.
- Maslowski; R. (2001), *School Culture and School Performance: An Explorative Study into the Organizational Culture of Secondary Schools and Their Effects*. Twente: Twente University Press.
- Mehboob, K., Kamran, F., & Ain, Q. U. (2024). From Chalkboard to Digital Platforms: The Impact of Media on Modern Education. *Gomal University Journal of Research*, 40(4), 411-424.
- Mugenda, O. M. and Mugenda, A. G. (2003) *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology Studies Press.
- Muli, M. A. (2017). Factors Influencing Integration of Information and Communication Technology in the Management of Public Secondary Schools in Kitui County, Kenya. Unpublished South Eastern Kenya University Doctor of Philosophy in Educational Administration and Planning Thesis.
- Mundia, K. W. (2018) The Role of Student-Related Factors in the Performance of Biology Subject in Secondary Schools in Eldoret Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies* 4 (1): 64-73.
- Murithi, J., & Yoo, J. E. (2021). Teachers' use of ICT in implementing Competency-Based Curriculum in Kenyan Public Primary Schools. *Innovation and Education*, 3(1), 1-11.
- Mwita, E., & Onyango, Y. J. M. (2022). Availability and Use of Instructional Resources on the Implementation of the Competency-Based Curriculum by Grades 1, 2 and 3 in Public Primary Schools in Migori County, Kenya. *J Adv Educ Philos*, 6(9), 484-491.
- Nichmas, D, and Chava, F. (2008). *Research Methods in Social Sciences*. United Kingdom: Bristol.
- Osore, L. (2020). Factors Influencing Performance Among Primary Schools in Busia District, Kenya. Unpublished Kibabii University Med Thesis.
- Osoro, R. B. (2019). Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School. Unpublished University of Nairobi MEd Thesis.
- Republic of Kenya, (2005). *Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research*. Nairobi: Government Printers.
- Republic of Kenya, (2006). *Early Childhood Development Service Standards Guidelines for Kenya*. Nairobi: Government Press.
- Richards, F. and Farrel, J. (2016). *Research Methodology: A step by step guide for Beginners*, (2nd Ed.). New Delhi: Sage Publication.
- Rogers, E. M. (2008). *Diffusion of Innovations (4th Ed)*. New York: The Free Press.
- Shaji, G. M. (2007). Attitude of Pre-School Teachers towards Science Curriculum in Kakamega Municipality, Kenya. Unpublished Maseno University M.Ed Thesis.
- Tearle, P. (2003). ICT Implementation: What Makes The Difference? *British Journal of Education Technology*, 34(5), 403-417.
- Tickle, B. R. Chang, M. & Kim, S. (2011). Administrative Support and its Mediating Effects on US Public School Teachers. *Teaching and Teacher Education*. 27 (2): 342-349.
- Zalo, J. T. (2018). *The Effectiveness of School Inputs: A Product of Misspecification*. *Economics of Education Review*, 19(2000), 2745. Retrieved from; <http://www.elsevier.com/locate/econedulev>. on 6/10/2018
