Attainment of Effective Domain Objectives in Teaching Christian Religious Education in Secondary School in Kenya

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Abstract: The society today is faced with challenges such as crime, corruption, ethnicity, alcoholism and substance abuse such that there is doubt if proper values are taught in schools. The rapid degradation of values in the society poses a heavy challenge in society and particularly in secondary schools. The affective domain of learning plays a significant role in enhancement of values if teachers put effort in ensuring objectives is well written and achieved through progressive teaching. The study was designed to assess attainment of affective domain objectives in teaching of Christian Religious Education (C.R.E.) in Kisumu East Sub County. It sought to assess how teachers state affective domain objectives in planning of (C.R.E.) lessons, determine methods and teaching resources teachers use to enable them attain affective domain objectives and to establish challenges faced by C.R.E. teachers to attain affective domain objectives. The study used Krathwohl’s taxonomy of writing instructional objectives which focused on how affective domain objectives can be written. The study adopted descriptive survey design to describe how teachers stated objectives, used methods and resources in teaching C.R.E. Data was collected using questionnaires, observation, interview schedules and document analysis. Quantitative technique was employed to assign numerical values to response from teachers while qualitative technique was used to analyze data from observation and interview schedules. The findings indicated that teachers were not correctly stating affective domain objectives, applying relevant methods and resources during teaching to attain affective domain objectives.

Keywords: Effective domain, objectives, teaching and Christian Religious Education.

BACKGROUND TO THE STUDY

The Koech Commission [1] observed that the institution within the African traditional setting which had been responsible for inculcating values was no longer operational due to rapid changes in the society. It thus recommended that C.R.E. Syllabus should continue being taught to inculcate values which lay strong foundation for patriotism and national consciousness (Republic of Kenya, 1999). The C.R.E. syllabus as it is, is complete and take care of moral and social education since it has its own approaches and methodologies which are different from other subjects in the curriculum [2]. According to Nasibi [3] learning is expected to be manifested in three levels that is cognitive, psychomotor and affective or attitudinal levels. These are instructional domain objectives which are also statements of achievement in terms of what the learner will be able to do as evidence that she/he has made achievements. These objectives must be stated in terms of learners performance, observable behaviors and be specific on the level of achievement. Cognitive objectives are statement which expect a learner to exhibit behaviour that she/he can demonstrate an activity showing that she/he has mastered the knowledge or skills specified in the learning [4]. Learning in the cognitive domain is concerned with how people acquire ideas and how perceptions are organized. This involves intuition, perception imagination and reasoning [3].

Psychomotor domains refers to the physical movement characteristics and motor skills capabilities that involves behaviours requiring certain levels of physical dexterity and coordination. It is concerned with learners’ practical skills and ability to do a job or use tools or instruments [4]. Learning in this domain expects a learner to manipulate, demonstrate, construct and design through repetitive practice of various activities.

Affective domain objectives is a learning domain that is mainly concerned with changes in interest, attitude, values and the development of appreciation. It emphasizes on a persons emotions and value system [5]. Learning in this domain expects a learner to be morally formed and value development should focus on values such as honesty, justice, responsibility chastity, hard work and respect for self and others as given in the C.R.E. syllabus. C.R.E. as a subject through its affective domain objectives should
aim at enhancing value development to make them use the acquired social, spiritual and moral insight to think critically and make appropriate moral decisions in the rapidly changing society and contribute positively towards transformation of self and society as a whole [6]. Bansikiza [7], Chesaro, (2003) posit that the present world has become a global village with cultural and social interactions which makes it crucial for one to acquire values to enable make correct choices so as to fit in the global society.

The Kenyan society is currently faced with challenges such as corruption, ethnicity, HIV/AIDS pandemic, unemployment, alcohol and substance abuse and environmental degradation. Education through C.R.E. should provide solutions to such problems by producing learners with integrity to help make right choices by applying the values acquired through affective domain objectives. The society is in dire need of people of integrity who would be in a position to take care of the managerial positions in various sectors such as education, health, finance among others.

Although the teaching of C.R.E. has tried to instill values through the affective domain objectives, there have been numerous reported cases of students involvement in social irresponsible behaviour such as destruction of property like those witnessed between the months of June and July (Daily Nation 15th July, 2008). Incidence of students killing or setting on fire dormitories while their fellow students are asleep paints a grim picture on the state of lawlessness in learning institutions. For instance in Kyanguli and Endasasha Secondary Schools, 68 girls and 2 boys were burnt to death by their colleagues (Daily Nation, Nation, 2008). These cases are contradicting to the fact that the subject aims at transforming the life of an individual through values acquired into Christian living that is manifested in Christian life and conduct.

Could it be that the C.R.E. teachers have neglected the use of methodologies, approaches and resources that would help transform the lives, attitudes of the learners into Christians living that is manifested in character and conduct during teaching? Ideally, attainment of affective domain objectives in C.R.E. should help these problems related to lack of values that results into moral decay in the society. Van [8] observes that C.R.E. should bring the individual into right relationship with God and fellow men.

The Christian Religious Education Syllabus is intended to take care of morals and social education through its affective domain objectives. This in turn is expected to have a bearing in the learner’s moral and social behaviors. It is however becoming increasingly evident that a discrepancy exists between what students learn in Christian Religious Education and how they behave. The values that should be exhibited after attaining affective domain objectives such as respect, honesty and responsibility do not seem to be internalized by the learners. C.R.E. consumers are expected to use knowledge skills and attitudes attained from the objectives to bring positive behaviors but the subject seems to be lacking competence in helping students attain the same. The teaching and learning of C.R.E. is meant not only to mould one spiritually but also to contribute positively to transformation of self and society [9].

This therefore seems to suggest that the approaches to teaching and learning of C.R.E. has been less effective. The teachers seem to see their role as only impacting knowledge in the minds of learners instead of defining roles that would chan them with integrity to make them find solutions of problems on their own. The use of appropriate teaching methods, resources and statement of correct affective domain objectives could greatly help in developing positive values in the learners. This study therefore sought to find out where the disconnect has been with a view to finding out the correct methods, resources and affective domain objectives that when employed in teaching could help learners solve contemporary life issues that saturate their modern life.

The purpose of this study was to assess the attainment of the affective domain objectives in the teaching of C.R.E., in secondary schools in Kenya. The study used Krathwohl Taxonomy (1965) of writing instructional objectives and focused on how these objectives can be written and attained through methods and resources. It identified learning in levels of achievement in the affective domain which C.R.E. is concerned with. The levels are receiving, responding, valuing, organization and characterization. Receiving is the sensitivity that a person develops in the existence of certain phenomena. It involves acquisition of information pertaining to specific interests, attitudes and values [4]. In C.R.E. the learners should demonstrate that she/he is receiving by attending and listening attentively to information being given by the teacher.

Organization expects an individual to organize the values she/he holds. It involves planning and adaptation of received interests values and attitudes. In learning a learner is expected to pan and adapt values and attitudes that would make him/her a responsible person in the society. Characterization expects a learner to develop a consistent value system which becomes part of her/his lifestyle. After learning achievement of these objectives, the learner is expected to identify or decide the values that are essential and demonstrate it in his/her lifestyle. With the use of right resources and
LITERATURE REVIEW

Instructional objectives are intended outcome of the process of learning [3]. They specify what the learners are expected to achieve at the end of learning. Mager [10] describes instructional objectives as intended result of instruction rather than the instruction process itself. Instructional objectives are essential to any meaning teaching as they guide the teacher in organizing his/her procedures including selection of content to be taught, identification of resources and planning for teaching activities [11]. Good instructional design involves determining from the onset exactly what should be learned (objectives) and then using the desired learning outcomes to guide development, delivery and evaluation of instruction [4].

Methods used in the attainment of the affective Domain Objectives

Methods of teaching are techniques that teachers use to facilitate teaching and learning process [3]. Groenwegen [13] discussed several methods which a C.R.E. teacher can use to help students develop values and refers to them as valuing methods. These are a set of heuristic critical and creative methods which are geared to the development of valuing skills which society demands that students should be taught. Raths [14], and Onsongo [5] also points out several methods which a teacher can use to help learners develop values.

The value clarifying response (VCR) is a teaching skill which encourages the development of valuing skills. It is designed to involve students in practice experiences making them aware of their feelings, ideas and beliefs so that choices they make are conscious and deliberate and are based on their value systems [5]. The VCR is not intended as a discussion starter but merely as a passing remark to set the individual students thinking. The technique does not so much judge, approve or disapprove of the students holding the value but is restrained and geared more to the ability of the students to justify value and hold it responsibly.

The self exploratory exercise lets the students explores himself/herself and the feeling of emotions.
biases prejudices and unreasoned preferences he/she has. The exercise is always geared to a specific value, belief or issue. The student is limited to make a provisional stand on it without much reflection. It merely asks for first reactions and is appropriate as a lesson starter especially when a teacher embarks on a new topic. The Yes/No questions help the individual students identify their unreasoned preferences. The self exploratory exercise can also be used to help students identify their origins of their unreasoned preferences.

It is an investigation into values, beliefs or opinions held in the group/class. The group inquiry method is similar to the self exploratory exercise except that it is geared to finding out what groups think, which protect the individual from public exposure. The method encourages students to identify unreasoned preference which they hold as a group. It also enables students to compare their own preferences with those of fellow students. It aims at establishing what the attitude of the whole group. The learners are given each issue where the teacher records the total of each alternative.

The thought sheet refers to a special kind of assignment for students to write, perhaps on a weekly basis; half a page describing the thought most precious to them. The teacher should restrict the assignment to the content of one unit to ensure the thoughts are directly relevant to the theme under discussion. The others are read, remarked on writing, signed and returned to their authors. The remarks take the form of writing value clarifying response. The value sheet is useful for practicing the valuing skills of identifying alternatives, advantages and disadvantages of relevant alternatives and identifying the factors preventing one’s peace with a value choice. The approach makes available to the students a complete range of alternatives. The value sheet can be done individually, for personal value formation in a group for social value formation and a class discussion. This stages should be allowed, one for choosing provisionally and more through exercise on the basis of scrutinizing of the pro and cons of each alternative.

In the teaching of C.R.E. the teacher is expected to apply appropriate teaching methods based on learners’ experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through solution of methods which aim at making the teaching learner centered and to bring about positive behavior change. The teacher should use creativity and innovativeness in whatever methods of technique to help promote and sustain the positive change [6].

In her study on the use of life approach method of teaching C.R.E. in secondary schools, Onsongo [12] defined life approach as starting to teach with the real and concrete and the present situation of the learner and letting them arrive at a religious understanding of those experiences. The approach implies that God speaks to people through their situation and experience and emphasize the use of learner’s day to day experiences as the basis of teaching C.R.E. Religious beliefs can be taught as if they were facts, they are by nature experiential Grimmit [15]. Findings from developmental psychology presuppose a developmental approach in all teaching. This calls for emphasis on the students own experiences, needs and interests and the need to encourage learners to look more deeply into their feelings, acts and experiences and to express what they discover in everyday language. The pluralistic and materialistic nature of present – society cannot allow for the use of traditional methods of teaching religion. To some extent religion has become private affair so the approach in teaching it should be one that helps the students make his/her own free choice particularly in matters relating to value acquisition [12].

**Teaching Resources used in Attainment of Affective Domain Objectives**

Teaching resources refer to both the reference materials and teaching aids and resource persons a teacher uses in the lesson. Reference materials are the resources the teacher gets information from in preparing for the lesson. They include the Bible; approved text and syllabus. Teaching aids refer to the tools a teacher uses during the lessons to reinforce learning. They include

These are personnel with various knowledge on different topics to be handled in a particular lesson. They are appropriate only where they are likely to bring about the desired behaviors in a learner. Prior arrangements have to be made and students should be explained to who is coming, why such a person is expected to be particularly useful and the procedures that are to be used. The teachers should agree with the students on a number of essential questions to be asked and preferably the questions should arise from the students themselves. Groenwegen [13] suggests that resource persons would be ideal for teaching topics like Christian approaches to leisure where associated workers would be called upon to explain how leisure can be spent in order to attain affective domain objectives. The resources persons are also expected to be role models in the various issues they discuss in topics. However this has not been the case as teachers to go for any person irrespective of his/her behaviour and attitude that would make the students have positive change in behaviour and attitude.

These involve recording of conversations recorded among different people during visits, interviews using a cassette recorder or film. The resources can be used instead of a resource person.
Nasibi [3] asserts that the teachers can interview a resource person by few students with a cassette recorder who asks questions suggested to them in class. The response given to them by resource person will be recorded and then taken to class during lesson for further discussion in order to make informed choices which will culminate into attainment of affective domain objectives in the learning of C.R.E. The teachers have only been recording conversations that portray good values but fail to record ugly occasions where learners can hear the consequences of negative values so that learners can be able to judge form the consequence which value to acquire. Most schools have also been facing challenges when using the audio recording such as cassette recorders, they may be scratched at some point hence relaying incomplete conversations between different people or groups to the learners.

These are combination of pictorial graphic and numerical materials designed to present a clear visual summary of an important process or set of relationships. A teacher can use a process chart to represent a flow of activity as well as the orderly sequence of separate stages. Groenwegen [13] proposes that a chart should show interrelationships of events that would lead to attainment of objectives at the end of the lesson. In C.R.E. a teacher should ensure that the charts are attractively presented to the learners and the writings carry value that the learners are supposed to acquire. The teacher then should ask question concerning what is presented in the chart; This has not been the case as teachers only present summaries of the lessons or to show order of events in particular topics rather than presenting values as to be acquired by learners as per societies expectations. They only use the charts to explain the main points and neglect the values to be acquired at the end of the lesson.

These include course books that are recommended by the Ministry of Education, supplementary books and other reference materials that may be used in teaching. Onsongo [5] proposes that textbooks should be used to individualize instruction through independent study assignment for example using portions of particular textbooks to do assignments or write notes. In C.R.E the teacher should add reality to text book abstractions by using display and pictures to bring out the value that a learner is supposed to acquire. However, the teachers have been using the textbook as a course outline that is word for word during the lesson hence end up not achieving the intended purposes or objectives.

Challenges faced by Teachers in Attainment of Affective Domain Objective

The teaching and learning of C.R.E. in secondary reveal that the subject has continued to be less prominent among students in secondary schools. Eshiwani [16] in his research on quality secondary in Kenya noted the challenge associated with the teaching of subjects like C.R.E. which is perceived by learners as having a minimal contribution to the job market. This is compounded with the fact that the subject is not a prerequisite for entry to highly ranked professional courses like medicine, engineering, law and computer science. Many students are opting for science subjects. C.R.E. teachers faces a number of challenges which hinder them achieve affective domain objectives. They include lack of resources, use of life approach method, concentration on application and statement of the objective itself.

Teaching resources refer to both reference materials, teaching aids and resource persons a teacher uses in the lesson reference materials are the resources the teacher gets information form in preparing for the lesson [3]. Ogoma [17] in her seminar paper in the teaching of Social Studies noted that lack of resources is one of the problems teachers face. She noted that the subject for a long time has been using old resources that have never been changed. C.R.E. teachers also lack adequate resources in teaching the subject.

The other problem is the negative influence of the newly established resources such as print and electronic media and the internet which the students have been hooked to. These channels have introduced the learners to foreign conflicting value and immoral practices. This trend is worrying to the C.R.E. teacher because it is influencing the learners negatively such that they cannot heed to the values being taught by the teacher hence hindering the achievement of the affective domain.

Objectives are intended outcome of learning processes. Ogoma [17] noted that syllabus is overloaded and pressure of examination force the teacher to resort to teaching with an aim of achieving objectives that will make a learner pass the exams. They resort to traditional methods or expository methods which may not make a learner to achieve the affective domain objectives.

Bansikiza [7] asserts that proper objectives being stated should focus on value such as honesty, respect, integrity which the teacher convey in the process of teaching. Failure to state the correct affective domain objectives will not enable the teacher to focus on the values to pass to the learners thus hindering their attainment.

Onsongo [5] stressed the importance of stating correct affective domain objectives. Since Objectives determine the end result of teaching, it is very necessary to state correct objectives that would lead to
attainment of intended outcome. Teachers fail to correctly write affective domain objectives hinder its attainment in that it will not determine the end result of teaching the topics.

Onsongo [12] defined life approach as starting to teach with real and concrete present situation of the learners and letting them arrive at religious understanding of those experiences. The approach implies that God speaks to people through their situations and experiences and emphasizes the use of learner day to day experiences as a basis of teaching C.R.E.

The C.R.E. teachers also face a challenge in using life approach because it is time consuming. Life approach requires that teachers and students have a discussion on life experiences brought to class some teachers feel that the syllabus content is so wide and in their effort to cover it may ignore to use it in order to cover the syllabus in time because of competition among the subjects in the curriculum. Eshiwani [16] noted that the challenge associated with teaching of C.R.E. which requires life approach is perceived by learners as having minimal contribution to the job market. This is compounded with the fact that the subject is not a pre requisite for entry to highly ranked professional courses like medicine, engineering thus making the teachers to use short cuts in teaching without following the required approach and this hinders the attainment of affective domain objective.

Concentration on Cognitive Domain of Learning

Explanation is the most crucial part of lesson development whereby the teacher explains the main points of the lesson by use of various teaching aids to make the lesson look more real, lively and interesting. Various methods such as discussion, questions and answer note making can be used for in-depth explanation. Comprehension knowledge of the content [18]. C.R.E. teachers concentrate mostly on this stage of lesson development due to the pressure of examination at the expenses of other vital stages of lesson development hence hindering attainment of affective domain objectives.

Related Studies

Wainana [19] conducted research on problems facing teachers in implementing the new C.R.E. syllabus in primary schools in Thika Municipality. Findings in his research revealed that methodology stood out as a major source of difficulty in the implementation of the new syllabus and teachers found it difficult to use recommended approaches due to lack of time, heavy teaching loads, poor professional guideline and supervision in the subject. The use of instructional methods goes hand in hand with relevant instructional methods. These are ways upon which a teacher presents instructional procedures so that they can be effective in producing the kind of learning process desired. Curriculum implementation can only succeed if the right teaching methods are applied.

Kochhar [20] observes that the most perfect syllabus remains dead unless quickened into life by right methods in the teaching of History. The teacher should be able to use permutations and combinations of methods, devices and techniques to make teaching interesting. There are different methods that are used in the teaching of C.R.E more than one method can be used in teaching one particular lesson. This calls for the teacher to use appropriate teaching methods that are relevant to the situations faced by the learners which teachers do not apply.

Ogoma [17] in her seminar paper on teaching of C.R.E. in a changing society observed that the subject should not only be taught from biblical perspective but should be given an experiential and existential touch. This study concurs with the study in that some of the topics being handled are current issues that exist in the society today. Kimosop [21] in her study on the implementation of revised C.R.E. curriculum in secondary noted that one biggest challenge is lack of training, in service and refresher courses for teachers on new approaches in response to changes in the society. She also found that there was general lack of teaching and learning materials.

Kipkemboi [22], study on challenges of moral education established that teachers are faced with challenges in trying to promote student’s moral development through attainment of affective domain objectives. This is because of the heavy workload that is given to them including discipline and moral upbringing due to negligence on the parental responsibility. This paper agrees with the study that due to challenges faced, that hinder attainment of affective domain objectives. It fails to give solutions in curbing these challenges faced.

Research Design

The study adopted a descriptive survey design. The design was considered appropriate as it enabled the researcher to reach many subjects within limited time [23]. According to Cohen and Mahon [24], a descriptive survey helps to gather data at a particular point in time with the intention of describing the nature of existing conditions, identifying standards against which existing conditions can be compared and determined in the relations that exist between specific events.

Study Population

Public schools were chosen because they are the institutions that employ trained and qualified teachers to handle subjects in various classes. There are
The researcher used both probability and non-probability sampling techniques. In probability sampling, stratified sampling was used to categorize schools into National, County, and Sub-County schools. Purposive sampling was used to select four C.R.E. teachers and random sampling was used to select respondents from every school. The researcher used a sample size of 50% of the number of C.R.E. teachers in every school category.

### Table 1: Categories of Sampled Schools and Teachers in Kisumu East Sub-County

<table>
<thead>
<tr>
<th>School Category</th>
<th>Total Number</th>
<th>Population of C.R.E. Teachers</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>1</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>County</td>
<td>11</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>Sub County</td>
<td>30</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>114</td>
<td>57</td>
</tr>
</tbody>
</table>

### Research Instruments

The study made use of four instruments stated below:

1. The questionnaire: makes it possible to obtain a wide variety of responses and to draw more reliable conclusions from the respondents. Questionnaires facilitated easy and quick derivations of information within a short time. The questionnaires contained both open and closed-ended questions.

2. The observation schedule was developed by the researcher to collect data on statement of affective domain objectives, teaching methods, and resources used.

### SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

The study involved C.R.E. teachers in public secondary schools in Kisumu Sub-County, Kenya. A total of 57 teachers participated in the study. Data was collected by use of questionnaire, observation, and interview schedule and document analysis. Data was analyzed using descriptive statistics in form of frequencies and percentages and presented in tables. Quantitative techniques were also used to cite themes and responses given by the respondents in direct speech.

### Findings of the Study

The study was designed to examine the attainment of affective domain objectives in the teaching of C.R.E. This was based on the objectives of the study as follows:

1. Assess how teachers state affective domain objectives in the preparation of C.R.E.
2. Determine the methods teachers use in teaching C.R.E. to attain affective domain objectives.
3. Establish teaching resources used by teachers in attainment of affective domain objectives.
4. Find out challenges faced by teachers in attainment of affective domain objectives.

The study revealed that not more than 50% of the teachers stated affective domain objectives. Majority of the teachers did not state affective domain objectives. When translated into Krathwohl taxonomy the most of the objectives stated were under receiving and responding which expected the learners to give feedback at the end of the lesson. The rest of the levels of the taxonomy had no objectives being stated.

On the lesson plans that were checked 43% had affective domain objectives which were categorized under while 57% receiving and responding had cognitive domain objectives., that were attainable at the end of the lesson. The teachers who stated affective domain objectives agreed that they were not aware of Krathwohl taxonomy and the ones who did not state decreed of the limited time they spend in teaching the lesson. The study found out that majority of the teachers did not use the valuing methods during teaching. From the questionnaire few percentages of teachers used the methods in teaching various sub-topics.

The study noted that teachers mostly used methods like discussions, questions and answer during teaching. Out of the lessons that were observed 17% of the teachers tried to use the methods that were aimed at attaining affective domain objectives while 83% used methods that led to attainment of cognitive domain objectives. Teachers who used the valuing methods decreed of the limited time they spend in teaching the lessons. The findings from document analysis revealed that most of the methods stated were aimed at attaining cognitive domain objectives.

The study revealed that less than 50% of the teachers used the resources during teaching C.R.E. Findings from the questionnaire revealed that audio recordings and pictures were not being adequately used...
by teachers as the percentages are lower than those of textbooks and chalkboard.

The findings from observation revealed that 13% of the teachers use pictures and audio recordings while 87% used chalkboard and textbooks. Majority used the resources that are chalkboard and textbooks to illustrate and summarize the main points. When interviewed they admitted that they face challenges in using resources during teaching to attain affective domain objectives.

The study revealed that teachers cited challenges they face in teaching as lack of adequate resources, concentration on cognitive domain of learning inadequate time to follow life approach procedure and lack of adequate skills to enhance attainment of affective domain objectives. The findings revealed that 78% of the teachers agreed that they face the challenges, 8% were undecided while 14% disagreed that they face challenges in attainment of affective domain objectives.

CONCLUSION
C.R.E. as a subject in school is mandated to enhance the acquisition of values and the development of acceptable behaviours in relation to Christian living principles [5]. This would be only possible if teachers state correct affective domain objectives, employ methods and resources that would help enhance value acquisition and development of character during teaching.

The study revealed that teachers were only stating affective domain objectives that would only lead to cognitive domain objectives were achievable at the end of the lesson. There is need to state affective domain objective that would lead to value acquisition and development in character in learners.

Resources are very important because they facilitate learning process. The study indicated that most teachers did not use the resources efficiently and effectively for the purpose of attainment of affective domain objectives.

Majority of the teachers used chalkboard and textbooks for the purpose of highlighting main points and summary of the lesson. There is need for using resources efficiently and effectively during the learning process in order to attain the intended objectives.

As revealed in the study teachers faced challenges ranging from failure to correctly state affective domain objectives, concentration on the cognitive domain of learning, failure to use life approach, lack of adequate resources and lack of adequate skills to enhance attainment of affective domain objectives. There is need to address these challenges and solutions be found to enable attainment of affective domain objectives in learning.

SUGGESTIONS FOR FURTHER RESEARCH
Based on the findings from the study the researcher suggests that;
1. A similar study should be conducted in other Sub Counties since the findings of the study cannot be generalized to cover the entire country.
2. Further researcher should be carried out on specific value skills acquisition methods and how they can be used to attain affective domain objectives.
3. A study should be carried on how specific resources can be used in teaching to attain affective domain objectives.

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