



ASSESSMENT OF VARIATION IN MOTIVATION AMONG THE STUDENTS TAUGHT USING ECLECTIC LEARNING APPROACH AND THOSE TAUGHT USING CONVENTIONAL METHOD IN CRE IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS COUNTY.

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ABSTRACT

The purpose of the study was to assess eclectic learning approach and its effect on students' learning outcomes in Christian Religious Education in public secondary Schools in Machakos County, Kenya. The specific objective was to assess the variation in motivation among the students taught using eclectic learning approach and those taught using conventional method in CRE in public secondary Schools in Machakos County, The study was guided by Bruner's Constructivism Theory. The study adapted mixed methodology and a Quasi Experimental Research Design and to be specific the Solomon's Four Non Equivalent Control Group Research Design. The target population comprised of 21 principals, and 1680 Form Three CRE students totaling to 1701 in the 21 extra county schools in Machakos County. Two Extra County schools (one girl's and one boy's school) were selected using Stratified random sampling technique. Random sampling technique was used to select 160 Form three CRE students from the two extra county schools. Each school had two streams with each stream having 40 CRE students. Two principals were sampled using purposive sampling. The total number of respondents were 162. The study used students' questionnaires, tests and interview guide as tools for data collection. The research instruments were piloted in one Extra-County Girl's school and one Extra-County Boy's school in the neighboring Makueni County to ascertain validity and reliability. The data was analyzed using descriptive and inferential statistics with the help of STATA Version 14. Presentation of data was done using tables. The study deduced teaching CRE to students using the eclectic learning approach has a significant less variation in motivation compared to teaching CRE students using the conventional learning approach; The study recommends that the Ministry of Education ought to ensure that all secondary schools have a learning environment which stimulates strong learner performance towards their achievement goal; there is need for concerted efforts from the various stakeholders including the ministry of education, principals and teachers to integrate eclectic learning approach.

Key words; Conventional Teaching, eclectic learning, learning outcome motivation

Background to the Study

The use of the eclectic approach is usually systematic in developed countries like the United Kingdom, France, and China, and the trainer should have knowledge of the approach in order to ensure that the method works out appropriately and efficiently in the classroom situation of the learning institution. The teacher has to adopt unique strategies while teaching where the students are able to gain the necessary knowledge on the subjects being taught. Eclectic learning employs a variety of methods that aid in the creation of a more comfortable learning environment for students (Baytar, 2016).

In an eclectic learning approach, teachers are allowed the freedom to pick from a number of teaching methods in order to meet the goals of the lesson (Lin, 2011). According to Rivers (1981), a leading proponent of the eclectic learning approach, the premise is that during the procedures of classroom classes, the teachers adapt the suitable approaches that are usually well-known. Wudu (2006) discovered that teachers value learner-centered methodology (LCM) because it allows students to help one another through practical skills, creative independence, and diverse sharing. An example of an eclectic learning strategy is presented, in which teachers use many ways based on teaching approaches and methodologies. The teacher must choose a strategy that is in the students' best interests. The eclectic approach has made it impossible to select a single teaching method.

The eclectic method is usually different from the traditional and cognitive methods (Disvar and Tahriri, 2009). The approval covers knowledge construction, content integration, bias elimination, and competitive aptitudes empowerment. Trainers, who are also teachers, must accommodate and apply a new way of thinking in order to incorporate the changes. The concept of bilingual knowledge learning is based on the development of vision during the learning process. Teachers are able to advance in their multilingual learning applications. Teachers can assist students in gaining information in order to properly regulate them. Cognitive learning, on the other hand, is based on the abilities and knowledge they possess, allowing the teacher to commence learning on them. Knowledge should make sense in having an importance among the students with their inherited knowledge when using cognitive approaches (Paul and Elder, 2008). This enables students to put their skills to use in resolving challenges arising from a real-life scenario.

Eclectic learning was popular in the 1990s, and it is still popular now. Eclecticism, according to Larsen and Freeman (2015), encompasses the qualities of being desirable, coherent, and pluralistic in learning and teaching activities. Eclecticism comprises a diverse range of learning activities, which are frequently based on varied characteristics and objectives. Teachers' teaching activities boost students' learning in this technique.

The eclectic approach encompasses a variety of teaching and learning strategies that are often used in today's academic institutions. Although age is not an issue, the learning approach as a learning method usually works for a number of types of students. The application of this strategy can make the learning process more entertaining (Lee & Spires, 2009).

A study in Pakistan by Suleman and Ishtiaq (2016), on effects eclectic learning approach students' academic achievement and retention in English in Elementary Level found out that eclectic learning approach has positive effect on students' academic achievement and retention. Eclectic learning approach was found more productive,

effective and successful in teaching of English as compared to traditional learning approach at elementary level.

Brown (2002) argued that eclecticism provides the solution because the approach allows the teacher to select what works within their own dynamic contexts.

Kumar (2013) conducted a study on the eclectic method-theory and its application to learning English. He found out that unlike any other influential educational theory, the “Eclectic” theory has caused sharp curve for many researchers of English language teaching. The development is further progressed into sharper analysis. Some people advocate it greatly and some criticize it harshly. Of course, it has its own advantages and disadvantages. The advantages lie in general understanding aspects. Firstly, with this theory, it becomes easier and more possible for the learners to understand the language of the text with the context of culture. Secondly, it blends the practices of listening, speaking, reading and writing into an organic whole. It is obvious that any one method does not serve the right purpose of teaching English. This is how teaching English by combination of various methods and approaches will help the teacher to teach English effectively. Kumar (2013) points out that an eclectic approach has a number of advantages, one of which is that it connects classroom experiences to students' daily activities.

In another study conducted in Zambia by Mwanza (2019) on The Eclectic Method to language teaching: clarification and conceptual extensions, it was established that the methods which have been included in the continuum (combinations) are not prescriptive of what should constitute a single method, simple or complex eclecticism. The number and choice of methods are just an example of the possible combinations. With the eclectic continuum, the point is that teacher development through the use of the eclectic approach is continuous and progressive.

Jebiwot (2014) did a study in Kenya on the use of eclectic method in teaching and learning English in Primary Schools in Eldoret District. The study established that use of Eclectic Method in teaching of English was important as it made teaching innovative and enjoyable and learning objectives easily achieved. The Eclectic Method makes the teaching of English to be practical as it facilitates retention and builds confidence in learners.

Narad and Abdullah (2016) defines learning outcome of students as the knowledge gained and evaluated by a teacher through marks based on academic goals set by students and their teachers in a given learning period Continuous assessment or examination results from the goals that are usually measured by education outcome. They went on to say that it assesses how well teachers and students are meeting educational objectives in relation to learning institutions. As a result, it may be inferred that a student's learning outcome is usually focused on a specific time period. Students' learning outcomes can be measured through frequent assignments delivered in a local and national environment based on examinations, assessments, and coursework (Lee, & Spires, 2009). In developed countries such as China, the United Kingdom, and Japan, students' academic success is often influenced by their self-esteem, motivation, and commitment to a higher education vision. Poor academic performance can also be the result of poor grading, which can have an impact on admissions to a higher learning institution.

In Kenya, the learning of CRE dates back to the beginning of formal education. Kenya's educational systems were examined in order to capture the country's cultural values. In 1964, a commission led by Prof. Simeon Ominde established and stated that CRE should be included in school curricula to ensure that knowledge and values are obtained during the learning process (Murray, 2011). Currently, the usefulness, weight, and applicability of CRE in

personal development have faced numerous problems, which are expected to continue to grow over time (Ravindran, 2005). According to a KNEC Report (2020), schools should strive to foster moral and spiritual growth in students in order to foster beneficial development that is associated with good morals. In order to increase the learners' personal development, this must be done in compliance with and adherence to national, social, and cultural objectives. As a result, CRE was viewed as an academic subject that could aid in the delivery of high-quality education. The Kenya National Examination Council (KNEC) structures, as well as the subject's objectives, include such purposes (Schussler, 2009).

Therefore, since eclectic learning has been confirmed to be an effective teaching method in other subjects in other previous studies, this study will try to establish whether applying this approach in teaching CRE can help in solving the problem of low performance in the subject.

Hypotheses of the Study

H₀₁: There is no significant variation in motivation between the students taught using eclectic learning approach and those taught using conventional method in CRE in public secondary schools in Machakos County.

Theoretical Framework

This study was guided by Bruner's (1990), Constructivism Theory. Bruner (1990) defines invention as "the process of developing new knowledge based on the experience of the learner. Constructivism emphasizes the necessity of learners actively participating in the construction of knowledge for them, as well as the development of new ideas or concepts based on prior knowledge and experience

Review of Literature

The eclectic approach is a name given to a teacher's utilization of techniques and activities from a variety of teaching approaches and methodologies in the shift away from instructors following one single methodology. Depending on the goals of the lesson and the learners in the group, the instructor chooses which methodology or approach to utilize (Hansen, 2008). Almost every modern textbook has a combination of techniques and methodologies. The session begins with an inductive activity in which students utilize a reading text to identify many users of synonyms for movement. They then put them into effect using traditional ways. In another class the information is recycled through a task-based lesson, with learners generating the directions for an exercise handbook. A typical lecture can include material from many sources. The lexical approach, for example, concentrating on having a direct way of teaching that may be accomplished through the introduction of new learning approaches, is covered by the communicative approach, which is used in communication gap activities (Paul & Elder, 2008).

Eclectic learning approach combines the skills of listening, speaking, reading, and writing into a seamless whole. It is self-evident that no single approach is appropriate for teaching CRE. This is why combining multiple methods and ways to teach CRE can assist the instructor in effectively teaching CRE (Hammond, 2010). Teaching CRE should be made simple by placing students in actual circumstances; the best method to teach CRE is to put them in settings. Because of the circumstances, the content is clearly understandable. It is also critical that the settings created be appropriate for the students' level and cultural background. In many situations, CRE teachers themselves are

ineffective. As a result, the Eclectic approach may be useful in a variety of circumstances. It advocates that a variety of methods can be used depending on the level of students and the method chosen.

Traditional education, also known as conventional education, or back-to-basics education, is still frequently utilized in schools. Students would sit in silence as one by one took turns reciting the lesson until each had been called upon (Gholami, , & Tirri, 2012). Each student's recitation would be listened to by the teacher, and they were required to study and memorize the assignments. Traditional methods of instruction guaranteed that students were rewarded for their achievements, that class hours were used efficiently, and that clear rules were used to regulate students' behavior. They were founded on long-standing traditions that had been effectively implemented in schools for many years. Teachers disseminated information and enforced behavior norms (Pajares, et al., 2007).

Teaching today's youth necessitates a shift from traditional education to one that is more comprehensive, communicative, and technological. Traditional teaching techniques cause students to lose interest in class, become discouraged, bored, quit attempting to complete assignments, and do badly on examinations. The emphasis in a language acquisition classroom is usually on structure, form, and practice. Students have been required to learn teaching principles and terminology and use their translation abilities in many traditional classrooms (Tyler, & Boelter, 2008). Both argue that lesson teaching has been a problem among instructors, educators, and methodologists. Other subjects should not be taught in a stand-alone session since students will not be able to apply the principles while speaking or writing on their own. Furthermore, traditional teaching requires students to demonstrate knowledge and content mastery through testing, which can jeopardize their learning because they have little control over the situation (Teemant, 2010). This is because what they produce will not reflect what they know about the language, but rather what they memorize.

Student motivation is an important component of students' learning results and subsequent lives. Eclectic learning approach plays a key role in motivation of learners when used appropriately. If a substantial percentage of students are uninspired, attempts to raise academic standards, improve teacher effectiveness, and identify and aid low-performing schools will be ineffective (Cook, 2009). The time has come for a national discussion on what schools, parents, and communities can do to better inspire children and teenagers to learn, endure, and achieve in school and in life. Students' motivation has an impact on their overall learning results, how they interact with teachers, how much time and effort they commit to their studies, how much help they seek when they are suffering, how they do on examinations, and how diverse learning approaches are used.

It is difficult, if not impossible, to increase students' academic success if they are not motivated, regardless of how wonderful the instructor, program, or institution is. Furthermore, uninspired individuals might alienate other students from academics, affecting the classroom or school atmosphere as a whole (Emaliana, 2017). Higher levels of desire to study have been related to improved conceptual comprehension, school satisfaction, self-esteem, social adjustment, and school completion rates, among other things (Levin, & He, 2008). As teachers shun away from applying eclectic learning method and emphasize on conventional methods students' motivation tends to wane. According to a 2004 study by the National Research Council, up to 40% of high school students are disengaged from learning, inattentive, spend little effort on schoolwork, and report being bored in school. The repercussions of a lack of motivation are

severe. For example, 70 percent of high school dropouts indicated they were uninspired in a 2006 study on why they dropped out of school (Zohar, et al., 2016).

Motivation is difficult to describe and measure, but there are two primary forms of motivation recognized by scholars: intrinsic and extrinsic. Intrinsic motivation is the drive to accomplish or achieve something because it is something that one genuinely enjoys or values (Mullins, 2011). Extrinsic motivation is the desire to accomplish or achieve something not for the sake of enjoyment, but because it will result in a certain outcome. The distinction between the two is more akin to a plectrum than a dividing line; every activity may be driven by a mix of intrinsic and extrinsic variables, and the same person can be motivated differently in an eclectic learning method (Armstrong, 2012).

The consequences of an eclectic learning method have an impact on students' motivation (Pajares, et al., 2007). Students who believe they have a limited capacity to study or who believe they are unlikely to achieve, for example, frequently struggle with motivation. Students who think of intelligence as a fixed quantity that they either have or don't have are less motivated than students who think of knowledge as something that can alter and expand. The elements that contribute to student motivation that have an impact on students' learning results are largely agreed upon by researchers. The more certain schools and districts have tried to push students to work harder by giving them money or other incentives, the more successful they have been (Samoores, 2017).

Methodology

The study employed Mixed Methodology paradigm, since it used both quantitative and qualitative methods. This methodology was suited for this study since the data which was acquired required both quantitative and qualitative analysis. Creswell and Clark (2007), observe that mixed methodology is of great importance because the combination of both quantitative and qualitative approaches provides better understanding of research problem and complex phenomena than either approach alone. A mixed methods study design, according to Johnson, Onwuegbuzie and Turner (2007), comprises the collection of both qualitative (open-ended) and quantitative (closed-ended) data response to reach questions or hypotheses.



Research Findings**Results of LSD on Motivation Based on Responses on Achievement Goal Strong**

(I) Sub-category	(J) Sub-category	Mean	Std. Error	P-value
		Difference (I-J)		
C1	C2	1.225	0.6211	0.0521
	E1	-1.525	0.5002	0.0031
	E2	-1.675	0.5649	0.0040
C2	C1	-1.225	0.6211	0.0521
	E1	-2.75	0.5618	0.0000
	E2	-2.90	0.6201	0.0000
E1	C1	1.525	0.5002	0.0031
	C2	2.75	0.5618	0.0000
	E2	-0.15	0.4989	0.7645
E2	C1	1.675	0.5649	0.0040
	C2	2.90	0.6201	0.0000
	E1	0.15	0.4989	0.7645

As tabulated in Table 28 the difference between C1 and C2 (0.0521), and E1 and E2 (0.7645) was not statistically significant since P-value exceeded 0.05. This implies that E1 and E2 groups, C1 and C2 groups performed relatively the same on motivation based on responses on achievement goal strong. However, the comparison between the mean difference in the groups C1 and E1 (0.0031), C1 and E2 (0.0040), C2 and E1 (0.0000), and C2 and E2 (0.0000) were statistically significant since P-value was less than 0.05. This shows that the experimental groups (E1 and E2) mean score was higher than the control groups (C1 and C2) mean score on motivation based on responses on learning environment stimulation.

Similar sentiments were echoed by Siddiqui (2012) who compared the direct, communicative and eclectic approaches in teaching ESL and concluded that eclectic approach is the most effective approach as the teacher enjoys the freedom to absorb the best techniques of all the well-known methods and approaches. Disvar and Tahriri (2009) also points out that instructors may affect students' motivation through their teaching techniques, classroom management, relationships with students, and expectations and beliefs based on an eclectic learning approach.

Recommendations

The hypothesis to be tested was that there is no significant variation in motivation between the students taught using eclectic learning approach and those taught using conventional method in CRE in public secondary schools in Machakos County. The Ministry of Education ought to ensure that all secondary schools have a learning environment which stimulates strong learner performance towards their achievement goal.

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