

**STAKEHOLDERS' PERCEPTIONS TOWARDS THE INFLUENCE OF QUALITY ASSURANCE FACTORS ON MEDIA INTEGRATION IN TEACHING AND LEARNING OF CRE IN SECONDARY SCHOOLS****<sup>1,\*</sup>Habwenje Henry Murundu, <sup>2</sup>Napwora Jesseh Wekesa and <sup>2</sup>Esokomi Solomon Nuni**<sup>1</sup>Maasai Mara University, P.O. BOX 861-20500, Narok, Kenya<sup>2</sup>Tom Mboya University, P.O. BOX 199-40300, Homa Bay, Kenya**Received 10<sup>th</sup> June 2025; Accepted 13<sup>th</sup> July 2025; Published online 29<sup>th</sup> August 2025**

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**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 quality assurance 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 quality assurance factors on media integration in teaching and learning of CRE in Secondary schools in Vihiga County, Kenya. 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 quality assurance had a moderate influence on media integration in teaching and learning. It further established that teachers were overloaded and therefore adopted lecture method in teaching and learning of Christian Religious Education in public secondary schools. This negatively influenced media integration in teaching and learning of Christian Religious Education in secondary schools. The study recommends that; School administrators should be regularly inducted on the importance of media integration in teaching and learning of Christian Religious Education so as to emphasize and provide support on the preparation of professional records such as; schemes of work and lesson plans to ensure that teachers adequately incorporate various media resources in their schemes of work and lesson plans.

**Keywords:** Quality Assurance, Media, Integration, Teaching and Learning, Christian Religious Education.

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**INTRODUCTION**

Stakeholders' perceptions towards Quality Assurance factors are key determinants of the integration of media in teaching and learning of Christian Religious Education in secondary schools. Quality assurance is the constant coordination, monitoring and follow - up of the process of Curriculum development and implementation. This constant monitoring involves understanding of subject content, pedagogy, and learners to focus on meeting students' needs encompassing cognitive, affective and psychomotor domains (Darling-Hammond, 2021). Quality assurance factors influencing integration of media in the teaching of CRE in secondary schools in Kenya were critically reviewed under; Teachers' Workload, Lesson Preparation, Lesson Presentation, Evaluation, and Appraisal.

**Teachers' Workload in Schools**

Many studies have revealed that, the workload assigned to teachers in schools influence their acceptance of media integration in teaching and learning in schools hence, lowering the quality of teaching and learning process of a subject. For instance, in Australia, Stacey *et al.* (2024) contend that teacher workload in teaching and learning is a growing problem internationally and proposes for reduction of work in lesson planning through reviews in curriculum in education. The study was conducted in a university in Australia while the current study was conducted in secondary schools in Vihiga County, Kenya.

In Australia, Zunica (2023) conducted both quantitative and qualitative study on; 'Factors Influencing Integration of Online Learning in High Schools.' The study involved Computers Coordinators. In an interview, one Computer Coordinator in a school stated that increased workload of teacher is alarming and cannot allow a teacher to integrate all the media given to him into the teaching and learning process. This lowered the quality of teaching and learning process in schools. The study involved Computer Coordinators as respondents while the current study involved Principals, Heads of Departments, learners and CRE teachers as respondents. Also Al-Zoubi and Al-Mousa (2024) conducted another study on the conducts and effectiveness of ICT training courses within the Jordanian education system. The sample population was 113 teachers and 12 school principals. Interviews questionnaires, direct classroom observations and field-notes, of classroom practices were used for data collection. In the study one principal reported that teachers are already overloaded to teach and practice what they have to teach. This therefore inhibits the integration of media technology in teaching and learning in schools. The study was conducted in Jordanian education system while the current study considered teachers workload as a factor influencing integration of media in teaching and learning of CRE particularly in secondary schools in Kenya. Joe and Mtsi (2024) support this when they point out that for teachers to realize the aims of educational system as well as implementing new initiative, it is necessary to lessen the workload of teachers. This can be realized through integration of media and technology, delegating administrative tasks, encouraging collaborative lesson planning and resource sharing, and setting clear boundaries in the teaching and learning in schools.

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\*Corresponding Author: *Habwenje Henry Murundu*,  
Maasai Mara University, P.O. BOX 861-20500, Narok, Kenya.

In Australia, Stacey *et al.* (2022) asserts that the work of teachers is often understood primarily in relation to student learning as opposed to a form of labour for the teachers and other workers in question. Such a focus in understanding, fails to recognize the relationship between conditions of work and the nature of that work. The authors argue that increased accountability in teaching profession through paperwork and reporting requirements have operated to re-shape and re-define what it means to be a teacher, and what teachers “do”. The demands are reported to have created a substantial workload increase and burn out, leading to a perceived need for teachers to undertake “triage” in their work, and hence leaving some – if not all – activities ultimately incomplete. This creates tensions in the work of teachers and limits the ability of teachers to integrate media.

In Kenya, Mururi *et al.* (2025) assessed the influence of teaching workload on teachers' psychological well-being in special schools and units. The study revealed a weak positive relationship with no statistical significance between teacher's workload and psychological well-being; however, reported challenges in lesson planning time and a heavy workload in managing students' diverse needs Kitonga *et al.* (2024) investigated the influence of teacher workload on implementation of digital literacy programme in Kitui County, Kenya. The research question addressed the following key items: The status of teacher workload among primary school teachers, activities that limit teachers from integrating ICT in learning and the challenges that teachers faced while preparing for ICT classes and the mitigation measures that may help in ensuring teachers integrate ICT fully in teaching and learning. The finding indicated that teacher training had positive influence on execution of the digital programme and teacher workload was significantly less in schools where teachers were frequently using ICT devices.

### Teacher Preparation

Curriculum planning and implementation is a collective responsibility of many participants (Stacey *et al.*, 2024). Teachers play a crucial role in the preparation for the Curriculum implemented in the classroom (Ileri *et al.*, 2024): The study further states that, to ensure higher quality of curriculum is implemented, teachers address questions such as: Who will staff the program? How will the classroom look like? Which is the best way to group students? Are all students present in class? What are they going to learn and at what time? How much content will the students learn in a single lesson or in a week? What is the objective to be achieved in a single lesson? How does each and every student perform in class? She adds that preparation of instruction is done depending on the premises of growth and development of the learners. The current study, however, sought to establish teachers' preparation as a quality assurance factor influencing integration of media in teaching and learning of CRE in secondary schools in Vihiga County, Kenya. The advent of Generative AI (GenAI) in education has presented a transformative approach to traditional teaching strategies, which overlooked the differentiated needs of individual students based on learning preferences. Karpouzis *et al.* (2024) introduce a GenAI-powered lesson planning assistant that features an interactive phase allowing educators to input their classroom context. The study established that the innovation significantly cut down preparation time and improved customization for various learner needs, including those in

special education setting. This AI-driven approach signifies a paradigm shift in education, suggesting its potential applicability in broader educational contexts, including special education needs (SEN), where individualized attention and specific learning aids are paramount. Kussin *et al.* (2024) explored the experiences of TESL pre-service teachers in Malaysia who utilized AI tools like ChatGPT and Magic School AI. The participants shared that these tools significantly boosted their efficiency in designing lessons, generating ideas, and adapting AI-generated content to their needs. In another study by Lee and Zhai (2024), it was found that pre-service teachers who used ChatGPT for planning science lessons created more detailed and coherent lesson plans. They also expressed greater confidence in their ability to integrate digital tools into their teaching.

Asli (2006) on 'Elementary Pre-Service Teachers' Opinion about Parental Involvement in Children's Education.' noted that, teachers are the final planners of the Curriculum implemented at the classroom (micro level). The quality of the lesson implemented depends on the quality of media teachers plan to be integrated into the teaching and learning process. Asli (2006) further notes that teachers make various judgements about appropriate activities and media to be integrated in the teaching and learning process, satisfactory levels of learners' achievements, necessary follow – up activities among others to ensure quality. They also make on – spot judgements about how children are reactive about topics that need to be recapitulated or re – taught, activities that can be omitted and the quality of media to be integrated into the lesson. The point of departure is that, the study was conducted in elementary pre-schools in Florida State University, USA while the current study was conducted in Secondary Schools in Vihiga County, Kenya.

Republic of Kenya (2006) notes that, to ensure quality in learning, curriculum should not stand apart from teachers, but with teachers' knowledge, theories and beliefs that influence their instructional plans, decisions and actions including their implementation of curricula. The document further enunciates that, the teacher is expected to explore the learning experiences with children, select and integrate media, provoke ideas, problem solving and conflict ideas from children and explore them further. He is supposed to organize the classroom, type of instructional media, document to the children's progress reports, help the students see the connection in the learning experiences, have dialogue with parents and foster connection between home, school and the community. Contrary to this, a study by Chukwuemeka and Aregbesola (2025) on the secondary school teachers' proficiency in integrating technology within their subject matter in Nigeria,' found out that most secondary school teachers do not integrate media in their lesson during the time they prepare for lessons. This makes them ignore integration of media in teaching and learning process. While the study was conducted in Nigeria and focused on integration of media in all subjects, this study was conducted in secondary schools in Vihiga County, Kenya and it focused on teachers' preparation as a quality assurance factor influencing integration of media in the teaching and learning of a single subject (CRE) in secondary schools. Mutai *et al.* (2024) carried out a study to investigate the influence of teacher preparedness in implementation of drama method in CRE instruction in public secondary schools in Nandi East Sub County, Kenya. The results obtained from the study on teacher preparedness and on the use of the drama method showed that

while the majority of teachers did undergo some training in the drama approach during their pre-service training, a significant number of teachers did not. Many teachers use the drama method frequently with dramatization being one of the more frequently used techniques although its use varies among the different pedagogical methods. Further, the findings showed that there is a positive correlation between teachers training on drama methods and extent of drama implementation.

### Lesson Presentation

The quality of the lesson presented is determined by the quality of teacher's preparedness to teach and how well he/she delivers the material (Smith & Jones, 2024). While personal characteristics vary among teachers, everyone can use several tools of trade to enhance the effectiveness and the quality of the lesson presented (Republic of Kenya, 2006).

Chusna *et al.* (2024) analyzed how digital media is used in Indonesian primary classrooms. Their research shows that when lessons include interactive digital tools-like educational apps and multimedia content students become more engaged and their diverse learning styles are better catered to. However, they also highlighted ongoing issues with teacher training, which hampers the effective integration of media into lesson plans.

Korona and Hutchison (2023) discussed high school teachers who participated in a media literacy professional development course. These teachers started to incorporate media literacy strategies-such as breaking down online sources and having students create their own videos-into their lessons. Yet, the changes were only modest, indicating that real progress in media integration rely not just on training content but also on how lessons are delivered to promote media use.

Kovalenko *et al.* (2022) suggested a blended learning model for secondary education, outlining how lessons should be designed to include AR and VR at specific points-mixing traditional presentations with immersive media to boost cognitive engagement. While this model is mostly theoretical, it underscores the importance of timing when presenting AR/VR content, ensuring it enhances learning rather than distracts from it.

A study carried out by Ambuko (2008) on Selection and Use of Media in Teaching Kiswahili in Secondary Schools in Emuhaya District revealed that; a well-planned lesson with adequate and appropriate teaching and learning resources enable the teacher to be confident. This leads to a high quality lesson presentation. On the other hand, the current study examined lesson presentation as a quality assurance factor influencing integration of media in teaching and learning of CRE in secondary schools in Vihiga County, Kenya.

A study by Mongare and Ayienda (2023) conducted on 'Factors that Contribute to Performance in Public Examinations in Rural Secondary Schools in Kisii District, Kenya, and found out that the quality of lessons presented determine the quality of the students' Kenya Certificate of Secondary Examination (KCSE) results in Kisii District. The study utilized a large study population of 170 teachers, 480 form four students and 90 principals of secondary schools while the current study utilized a study population of 120 teachers of CRE, 112 principals, 112 Heads of Humanity

Department and a County Quality Assurance Officer. The current study also differs because it sought to examine lesson presentation as a quality assurance factor influencing integration of media in teaching and learning of CRE in secondary schools in Vihiga County, Kenya.

### Objectives of the Study

The study therefore aimed at establishing stakeholders' perceptions towards the influence of quality assurance factors on media integration in teaching and learning of 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;

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

Similarly, the sample size of principals was calculated;

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

Equally, the sample size of students was calculated as;

$$Sample\ size = \frac{384}{1 + \frac{384}{8200}} = \frac{384}{(1 + 0.4683)} = 367$$

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 SCQASO were selected using saturated sampling technique given that he was the only six (few) 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 Sub-County Quality Assurance and Standards Officers (SCQASO) 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. SCQASO interview schedule was necessary because SCQASOs 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. Fairchild (2011) argues that, reliability could be viewed in terms of comprehensiveness of data and what actually occurred in the setting under study. Fairchild (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 Quality Assurance Factors on Media Integration in Teaching and Learning

The study sought to establish the stakeholders' perceptions towards the influence of quality assurance on media integration in teaching and learning of Christian Religious Education in Vihiga County, Kenya. To achieve this, the study collected quantitative and qualitative data on elements of quality assurance including curriculum design, teacher preparedness, frequency of lesson observation, workload, professional guidance and supervision, performance appraisal and feedback. Quantitative data was analyzed using descriptive statistics and presented in Table 1.

As regards to curriculum design, the result in Table 1 reveal that the mean rating of principals was (M=3.84) and mean rating of teachers was (M=3.87). This indicates that principals and teachers perceive curriculum design to have influenced high integration of media in the teaching and learning of Christian Religious Education in secondary schools in Vihiga County. These findings point out to Ajibola *et al.* (2023) submitting that curriculum is not being implemented effectively due to the inadequacy of resources required to implement the content and spirit of the curriculum.

SCQASO Number 5 reported during interview that;

“Curriculum design significantly influences integration of media in teaching and learning by determining the purpose, scope and methods used to incorporate media into the learning process.”

This implies that Quality Assurance Officers had positive perception of curriculum design in use and as a result would effectively oversee their implementation for the benefit of teachers and learners of Christian Religious Education in the secondary schools in Vihiga County, Kenya.

On the same question, SCQASO Number 2 submitted that, “*curriculum design is key in the determination of what learners need to know and guide teachers on the selection and use of appropriate media in teaching and learning of different strands and sub-strands*”.

**Table 1. Principals' and Teachers' Responses on Stakeholders' Perceptions towards the Influence of Quality Assurance Factors on Media Integration in Teaching and Learning of CRE**

Statement	Res	VL	L	M	H	VH	M
Curriculum design	P	1 (1.1)	7 (8.0)	20 (23.0)	36 (41.4)	23 (26.4)	3.84
	T	1 (1.1)	7 (7.7)	20 (22.0)	38 (41.8)	25 (27.50)	3.87
Teacher preparation	P	3 (3.4)	7 (8.0)	26 (29.9)	32 (36.8)	19 (21.8)	3.66
	T	4 (4.4)	13 (14.3)	20 (22.0)	36 (39.6)	18 (19.8)	3.56
Frequency of lesson observation	P	9 (10.3)	22 (25.3)	34 (39.1)	16 (18.4)	6 (6.9)	2.86
	T	11 (12.1)	24 (26.4)	35 (38.5)	15 (16.5)	6 (6.6)	2.79
Teaching workload	P	6 (6.9)	22 (25.3)	32 (36.8)	18 (20.7)	9 (10.3)	3.02
	T	14 (15.4)	23 (25.3)	32 (35.2)	17 (18.7)	5 (5.5)	2.74
Professional guidance and supervision	P	3 (3.4)	24 (27.6)	25 (28.7)	27 (31.0)	8 (9.2)	3.15
	T	10 (11.0)	22 (24.2)	33 (36.3)	20 (22.0)	6 (6.6)	2.89
Instructional coaching of teachers	P	6 (6.9)	14 (16.1)	39 (44.8)	21 (24.1)	7 (8.0)	3.10
	T	6 (6.6)	25 (27.5)	30 (33.0)	23 (25.3)	7 (7.7)	3.00
Feedback on instructional coaching	P	12 (13.8)	24 (27.6)	27 (31.0)	19 (21.8)	5 (5.7)	2.78
	T	11 (12.1)	23 (25.3)	34 (37.4)	14 (15.4)	9 (9.9)	2.86
Overall Mean on Quality Assurance	P						3.20
	T						3.10

**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

With regard to teacher preparation for curriculum implementation, the mean rating of principals' at (M=3.66) and teachers' mean rating at (M=3.56) suggests that teacher preparation for curriculum implementation was thought to have influenced high integration of media in the teaching and learning of Christian Religious Education in secondary schools.

Interview of Heads of Department Humanities established that a majority of teachers prepare schemes of work and lesson plan. However, they pointed out that some of the Schemes of work were a replica of commercial publishers and that teachers only use the textbooks and lesson notes to teach students without making their own schemes of work to guide them in the teaching and learning process. In addition, the heads of department reported that lesson observations revealed that the media mentioned in the scheme of work were not used in class during the actual teaching due to the fact that they were inadequately provided. In the researchers view, teachers were professionally trained but they were not exhibiting knowledge and skills of preparing schemes of work by themselves. Therefore, suggesting reluctance and apathy on the roles and responsibilities of teachers. Mundia (2018) argues that the lesson plan is an important document and it must be detailed. It must cover all topics and indicate how teaching should be carried out using various instructional media. A note on which books to use, what activities to be done by the learners, which exercises are to be completed together with the instructional media required for teaching all need to be included.

Conversely, document analysis established that majority of teachers did not prepare proper professional documents for CRE teaching and learning. For instance, out of 17 schemes of work availed by HODs and analyzed; 4 (23.5%) were incomplete and approved while 13 (76.5%) were incomplete and not approved. This suggests that teachers of CRE could only be using textbooks and lesson notes to teach students without making schemes of work to guide them in teaching and learning of CRE. Also, out of the four schemes of work which were incomplete and approved, only two of them had a column that was filled with a variety of instructional media.

Similarly, classroom lesson observation and interviews of HODs revealed that even the available media were not used in class during the actual teaching due to the fact that the instructional media were inadequately provided in schools as was reported by HOD Number 5:

"I always indicate in my schemes of work and lesson plans that I integrate the various media resources in my CRE lessons when I actually don't. The main reason is that media resources are not adequate enough in my school to match the increasing number of students in classes. For instance, I teach in a four streamed school with sixty students in each class and the book-student ratio is 1: 12 which obviously impacts on the teaching and learning of religious education. In addition, the school has no electronic media resources to be used in teaching and learning which make it difficult for me to prepare for my lessons."

The findings point out that, although majority of teachers of Christian Religious Education have professional knowledge and understanding of the importance of teacher preparedness, in practice they do not plan to facilitate instructional delivery through media integration during CRE teaching and learning.

Schemes of work and lesson preparation is an essential investment in teaching and learning of CRE because they specify the objectives of the lesson, teaching and learning activities and the type of media resources that are to be used (Walaba, 2013).

In regard to frequency of lesson observation, the responses of principals' (M=2.86) and teachers' (M=2.79) imply that frequency of lesson observation influence moderate integration of media in the teaching and learning of Christian Religious Education. Interview of Heads of humanities noted that, although Christian Religious Education should be taught four times a week with an expectation of a daily/weekly check of lesson plans by the Heads of Humanities, majority reported to be checking in sometimes. This means that teachers could not be incorporating media in their professional records and lessons because the heads of department humanities were not effectively supervising how the CRE curriculum is being implemented by having a daily check of lesson plans. In the same vein, the interview findings from Quality Assurance and Standards Officer indicated that they occasionally verified how teaching was done in schools by observing teachers' lessons in class. The finding is in agreement with Okombo (2019) viewed that as pedagogical leaders in school, principals of institutions should ensure effective implementation of the curriculum by ensuring that teachers prepare all their professional records and attend all their lessons. Documentary analysis revealed that although CRE is taught three times a week and the expectation would be a daily/weekly check of lesson plans by the principals, majority of them (72%) either check the lesson plans sometimes (16%) or never check at all (56%). According to this finding, principals never check lesson plans to find out whether teachers of CRE integrate media in their professional records. In the researchers' point of view, it can be argued that teachers are not incorporating media in their professional records and lessons because the principals are not supervising how the CRE curriculum is being implemented by having a daily check of lesson plans and ensuring that teachers integrate media use in their lessons. Kangahi (2015) supports the view that, as pedagogical leaders in school, heads of institutions should ensure effective implementation of the curriculum by ensuring that teachers prepare all their professional records and attend all their lessons.

Siemens (2021) perceives learning experiences as the interaction between the learner and the external conditions in the environment to which he or she can react. Learning takes place through the active behavior of the student and it is what he or she learns, not what the teacher does. As regards teachers workload, the result in Table 1 indicates the mean rating of principals at (M=3.02) and teachers' mean rating at (M=2.74), thereby suggesting that principals and teachers perceive workload to have influenced moderate integration of media in the teaching and learning of Christian Religious Education. The finding is in tandem with Kemboi and Yungungu (2022) study findings demonstrating that workload limited teachers' lesson preparation and utilization of instructional media in the teaching and learning in secondary schools in Kenya. Interview responses of Quality Assurance and Standards Officers revealed that teachers were certainly overloaded. The high teaching load was due to the problem of teacher shortage. This means that teachers did not have enough time to prepare the various instructional media for teaching Christian Religious Education because of the high teaching load in terms of the number of lessons they taught in a week.

SCQASO Number 3 asserted that:

“Teacher’s instructional workload is important in the integration of media in teaching and learning of Christian Religious Education. If teachers have excessive instructional workload of their working conditions, they are likely to show low commitment to integration of media in the teaching and learning of Christian Religious Education and other subjects.” Similarly, SCQASO Number 5 submitted that:

“Teachers grapple with unbearable teaching loads. For instance, our visits to a number of secondary schools in this Sub-County noted that majority of the teachers of CRE taught lessons more than 28, apart from the crowded classrooms and administrative duties they attend to on daily basis. The issues technically could limit effectiveness in teacher preparation and integration of media in teaching and learning of Christian Religious Education.”

Developing systematic lesson plans involves knowing what needs to be done and when to do it or focusing on task and time (Raimes, 2018). The excerpt stresses serious planning before the teacher enters a class to teach. This is because teachers attend to four areas when planning: goals, sources of information, the form of the plan and the criteria for the effectiveness of the planning. This is fully supported by Mua and Namaswa (2017) that planning is concerned with setting up a system for utilizing resources to their best advantage, that is, a good teacher is concerned with the optimum use of resources to meet in the most economical way, the given education aims. Planning therefore is the first and crucial part of good educational management. Joanna and Heather (2018) state that seeing; touching and smelling real objects is very motivating. Planning is extremely vital for good teaching and learning yet this study revealed that teachers of CRE did not use instructional media during teaching because of lack of planning.

Classroom lesson observation of HODs humanity teaching CRE revealed that chalkboard was the main and commonly used non-textual media in teaching and learning of Religious education. Teachers did not register the presence of study trips, computer mediated materials for CRE teaching and learning, tape recorders and mobiles in their schools. This finding also reveals that teachers did not use electronic media in teaching and learning because they were inadequately provided in schools. This was because of the reason advanced by the principals that some media resources are expensive to be purchased in most schools. In encouraging teachers to integrate modern technology in teaching and learning, Donald (2019) pointed out that much data is available via electronic networks 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). However, the teachers explained that in as much as they would like to use the media in teaching and learning, the electronic media resources are either not available or not adequate in schools and that is why they used chalkboards/chalk walls because of their adequacy in availability as compared to other non-textual resources. On professional guidance and supervision, the principals’ (M=3.15) and teachers’ (M=2.89) perceived that teacher professional guidance and supervision influence moderate integration of media in the teaching and learning of Christian Religious Education. Handayani *et al.* (2024)

*established that the role of the school principal as an academic supervisor is substantial and helps teachers improve their competence in using learning media in the classroom. They continue to explain that despite technical obstacles experienced such as limited network access, enthusiasm and commitment of the supervisor in guiding and motivating teachers are supportive factors in efforts to enhance teacher competence in using learning media. The finding further supports Rasdiana et al. (2024) finding indicating that instructional e-supervision by the school principal and learning organization influence the teachers’ information, communication and technology (ICT) competencies based on the teacher professional digital competence framework in the process of integrating technology into teaching.*

In reference to instructional coaching of teachers, the principals’ (M=3.10) and teachers’ (M=3.00) perceived moderate influence on integration of media in the teaching and learning of Christian Religious Education. The findings corroborates SCQASO Number 4 comment that, “*instructional coaching provides teachers with customized, supportive and just-in-time training which enables them to enhance integration of media while teaching Christian Religious Education*”. The study findings align with Ismajli *et al.* (2020) study results which revealed that, coached teachers integrated technology more frequently, purposefully and with diversity in approaches to teaching and learning. Similarly, Sabariah *et al.* (2024) *established a significant relationship between coaching quality and teachers’ media development, with interactive presentations, mobile apps, and instructional videos being the most commonly created resources.*

Equally, feedback on instructional coaching was perceived by principals’ (M=2.78) and teachers’ (M=2.86) to have moderate influence on integration of media in the teaching and learning of Christian Religious Education. In the same vein, HOD humanities Number 2 pointed out in an interview that; “*Feedback serves an important role in instructional coaching which promotes deeper learning experiences and enable teachers to focus their attention on integration of media in the teaching and learning process.*” Also, a Sub-County Quality Assurance and Standards Officer was in support that feedback on instructional coaching was significant in providing insight into the teaching and learning process. The SCQASO reported that:

“*Feedbacks help to identify and address gaps in the instructional coaching process and as a result facilitates improvement processes and ensures learner satisfaction during lesson delivery. Also, the insights provided in the feedback, help us determine potential quality issues in teaching and learning process.*”

The response clearly indicates that feedback on instructional coaching of teachers is instrumental in gleaning out the weakness and strength of the instructional coaching. On the whole, the overall mean of principals’ mean at (M=3.20) and teachers’ mean at (M=3.10), suggests that quality assurance influence moderate integration of media in the teaching and learning of Christian Religious Education. The findings are consistent with the interview findings of teachers indicating that, teachers adopted lecture method in teaching Christian Religious Education; they simply pick up the CRE course books and go to class. Raimes (2018) stresses serious planning before the teacher enters a class to teach.

**Table 2. Students' Responses on Stakeholders' Perceptions towards Influence of Quality Assurance Factors on Media Integration in Teaching and Learning of CRE**

Statement	n	Percentage				
		SD	D	U	A	SA
Teachers prepare hand written lesson notes for CRE	342	6.2	10.0	4.9	63.2	15.7
Teachers use printed lesson notes	342	9.5	15.6	7.0	54.3	13.6
All teachers integrate media during CRE lessons	342	40.3	24.5	8.2	13.8	13.2
Lesson observation regularly performed	342	30.0	40.4	2.6	16.1	10.9
School administration monitor CRE lesson attendance	342	28.3	36.8	5.0	20.0	9.9
Teachers complain about their workload	342	7.5	15.5	8.0	57.3	11.7
ICT employed in CRE lesson delivery	342	25.9	33.4	4.4	24.2	12.1
Resource persons utilized in some CRE lessons	342	9.1	16.4	6.3	56.8	11.4
Regular feedback on learners performance outcomes ensured	342	6.0	11.3	3.9	67.8	11.0

This is because the teachers attend to four areas when planning: goals, sources of information, the form of the plan and the criteria for the effectiveness of the planning. Mua and Namaswa (2017) state that planning is concerned with setting up a system for utilizing resources to their best advantage, that is, a good teacher is concerned with the optimum use of resources to meet in the most economical way, the given education aims. Planning therefore is the first and crucial part of good educational management. As regards to students' perceptions towards the influence of quality assurance practices on integration of media in teaching and learning of CRE in secondary schools, Table 2 indicates the results of descriptive analysis. The result in Table 2 indicates that, majority of students affirmed that teachers prepare hand written lesson notes for CRE (78.9%), use printed notes (67.9%), complain about teaching workload (69.0%), make use of resource persons in some CRE lessons (68.2%), and give regular feedback on students' performance (78.8%). On the other hand, majority of students' reported that not all teachers integrate media during CRE lesson (64.8%), lesson observation not regularly performed (70.4%), school administration did not monitor CRE lesson attendance (65.1%), and ICT was not integrated in CRE lessons (59.3%). The results suggest that teacher workload and supervision of lessons influence integration of media in teaching and learning of Christian Religious Education in secondary schools in Vihiga County. The finding concurs with Digale *et al.* (2022) findings that workload for the head teachers was high and had a significant effect on head teachers' instructional supervision.

## Conclusion

Based on the study findings, the study concludes that, stakeholders were of the view that quality assurance had a moderate influence on media integration in teaching and learning. It further established that teachers were overloaded and therefore adopted lecture method in teaching and learning of Christian Religious Education in public secondary schools. This negatively influenced media integration in teaching and learning of Christian Religious Education in secondary schools.

## Recommendations

Study findings recommended that, School administrators should be regularly inducted on the importance of media integration in teaching and learning of Christian Religious Education so as to emphasize and provide support on the preparation of professional records such as; schemes of work and lesson plans to ensure that teachers adequately incorporate various media resources in their schemes of work and lesson plans.

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