Assessing Moral Education in Kenyan Secondary Schools

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Abstract:- Previous research has consistently reported that Kenyan students' moral standing and general conduct in the wider society reflects incompetence in moral insights. The scenario in which immoral behavior has dominated the character of the Kenyan youth has brought to contention whether the moral well being of the youth is on a downward trend suggesting that either the assessment of moral insights through C.R.E is defective or the Kenyan education system as a whole is defective. Another possibility is that the syllabus does not contain relevant elements that could enable students acquire and develop the needed moral insights. One other likelihood could be the existence of a discrepancy between the C.R.E assessment strategies and the instructional practices meant to achieve them. From the forgoing, it was evident that the nature of this discrepancy is yet to be established for effective intervention strategies to be put in place to arrest the apparent downward trend in the acquisition of moral insights. Specifically the study determined whether or not the modes of moral assessment are employed by teachers in their (teachers) instructional assessments in Kisumu East district secondary schools. Two instruments used in collecting data included, an in-depth interview schedule and documents analysis guide. The study population comprised 48 teachers. Out of this population, 16 which constituted 30% of the teachers' population were selected using simple random sampling technique. The obtained results suggested that teachers rarely used the moral judgment modes or indices that could gauge the learner acquisition of moral competence. Another notable finding was that the curriculum and the syllabus guides did not elaborate on the moral judgment modes or indices that teachers ought to use during C.RE assessment.

Keywords:- Objectives, Moral judgment indices, Moral competence/Value acquisition.

I. INTRODUCTION

Stake (1967) states that in every curriculum implementation activity, there is the intended antecedent and transactions aimed at achieving what the curriculum intends and the expected outcome. For the intended outcome to be realized, congruence must exist between the transactions and the intended antecedents.

In the case of C.R.E as a subject the objective is to enhance the identification and acquisition of values or morals in the Kenyan societal context. Teachers must therefore put in place those strategies or modes that will enable them ascertain that learners have achieved what is expected of them as far as value acquisition is concerned. Wordington

(2004) states that assessing value acquisition by the teacher is a complex undertaking because values vary in the way they are understood. Some societies like in the Western World take values simply to mean living in accordance with the law of the land where one is said to be a law abiding citizen. On account of this, to the author it will be difficult for a school to assess learner identification and acquisition of values. That only a court of law with competent lawyers could determine this. Wordington's (2004) position reflects a hedonistic stance where morality is viewed in terms of individuality. The idea of corporate morality as such is not considered in this case. Religion is also relegated to the peripheries and morals taught through religion are thus viewed with skepticism.

Luther (2001) on the other hand explains that it is the educational philosophy of a country that defines or determines its morality. Every teacher or educator therefore has the responsibility of ensuring that what the nation takes for its standard values is taught to all learners. Assessment in the achievement of those values must be put in place by he national education policy makers. This to the reconstructionist, education policy makers like Kierkegaard (1954) sounds like straight jacketing the learner by subjecting him or her to values that may be alien to him or her.

Chris & Barbara (2010) in their work "An Examination of the Effectiveness of a Collegiate Character Education Program" found that moral achievement can be assessed by engaging learners in a work programme well designed to enable learners to manifest different types of values in dealing with people. They state that this can be done under keen observation of moral tutors who will give scores and award grades as soon as the learner is through with the duty he or she was assigned. This is good but how sure is the evaluator that it is not the lure to score high grades which will make the learner to consistently behave in a manner that show morality. A full proof method of assessing value acquisition is needed in this matter.

Going down to the traditional era of Europe, Strange (2010) states that morality was assessed in terms of how religious one appeared to be, knowledge alone was not enough. This was due to the fact that there was a greater attachment to values than just knowing. This view is what the British brought to Kenya. Currently, a show of civility, service, ethics, social justice and integrity are viewed as important components of morality. At present, a variety of approaches to be used in assessing the dimensions of value identification and acquisition, qualitative as well as quantitative, cross-sectional and longitudinal are found in libraries. They range from familiar survey formats to creative

online portfolio assessments. They include measure of character antecedents and correlates (for example, prior service involvement and attitudes) and even specific value spectra assessed in various value survey (SVI; Schwartz (1992); the Rokeach value survey (Rokeach 1973); and the Allport Vernon & Lindsay study of values (1970). They focus on value acquisition of individual students and also address the components and features of institutions and programs designed to influence and cultivate these outcomes.

Perhaps most common among measurement efforts have been various applications of innovations and surveys to assess dimensions of character and the institutional components that contribute to them, for example, Aston & Antonio (2000) used select items relative to civic responsibility mutual helpfulness, cultural awareness and sensibility; volunteerism, importance of raising a family, religious beliefs and convictions and understanding of others, (P.4) from Higher Education Research Institute (HERI) national survey data to evaluate the impact of types of learners involvement and various institutional characteristics on value acquisition. They found in range of school experiences associated with value development to include exposure to religious studies, ethics studies, women's studies, participatory in religious services and activities, social activities with students from a variety of racial and ethnic backgrounds and participation in leadership education. Similarly, Kuh (1998) used existing data from the College Student Experiences Questionnaire (CSEQ) to assess the effects of values centred institutions; concluding that creating a college of moral acquisition entails a mission-articulated emphasis on value development, a holistic talent development philosophy, faculty and staff committed to the personal development of students, careful monitoring of policies and practices for consistency and commitment to character development, assessment of students experiences and activation of a character building culture. A good example of this approach comes in the form of the DePaul Values Project (Filkins and Ferrari; 2003) wherein learners report through an annual survey their perception of the school's core mission and values, information that is helpful in connecting students' attitude and behavior to value acquisition opportunities and experiences.

Other forms of assessment have focused on knowing the development of mental progression of students meaning_ making students relative to principled thinking Rest (1979) and moral maturity (the Moral Judgment Interview, or MJI; Colby and others, 1979). Numerous studies have employed the Defining Issues Test (DIT, King and Mayhew, 2002) and the MJI for example, to evaluate students' level of moral reasoning and the nature of their reasons given for various moral judgments.

Some recent efforts to address assessment in this domain have included the use of self-assessment rubrics and protocols, development of real and virtual portfolios and online assessment techniques. For example, the United States schools' programs noted earlier a self assessment paper and pencil value assessment Rating scale is used to solicit students reports of the frequency of their own behaviors regarding twelve dimensions of the concept of morality,

integrity, honesty, loyalty, selflessness, compassion, competency, respectfulness, responsibility and self-discipline, decisiveness, spiritual appreciation and cooperativeness. There is an argument that quantitative measures risk simplifying what is essentially an integrated constellation of personal attributes (Kuh 1998), suggesting that qualitative assessment (students journals, papers, performance) might better land themselves to a richer documentation of relevant outcomes (Colby, Ehrich, Bearmont & Stephens, 2003; Ramally 2000), Alverno school has long been a leader in the use of such techniques, pioneering creation and analysis of portfolios of student work and performance observations judged on the bases of public developmental criteria (Alverno School Faculty, 1994). Similarly at the University of California, Barkeley, an Evaluation System for Experimental Evaluation (SEE: http) has focus groups in addition to many of the same techniques mentioned earlier, to assess the outcome of service learning courses, incorporating information about faculty goals and outcomes, and community agency perceptions as well.

A final illustration of a recent and innovative integration of value assessment and technology is found in the Virtual Professional Portfolio plan at St. Michael's College, where students have the opportunity to submit online documentation relative to their ability…to judge what is right, care deeply about and desire what is right, and do what is right even in the presence of pressures from the outside and temptations on the inside (http://www.2.smcrt.edu/src/career/vppp).

These value assessment approaches are important not only for evaluating the efficiency of school moral or value interventions and programs, but also for communicating institutional goals, expectations and practices in regard to value outcomes. Documenting these dimensions can offer critical formative feedback for supporting institutional efforts in this direction and for improving overall outcomes.

The above information from the literature cited reveals what pedagogical practitioners in value education recommend for use in assessing value acquisition. In Asia Radhakrisnan (2007) states that value assessment may not occur adequately where pen-and-paper is used. In Africa Ocitti (1979) and Mbiti (2002) all agree that learner performance involving a practical show of positive character is the surest show of moral competence. Ramally (2000) suggests that where possible both pen-and-paper and practical tasks should be made use of in evaluating value acquisition. Whatever the case, the researcher is of the opinion that where this is to be done by use of pen-and-paper key moral issues ought to be clearly identified and isolated for purposes of assessment otherwise affective issues may end up not being captured properly.

In Kenya, the R.O.K (1988) and R.O.K (1999) education commission reports together with K.I.E (2006) asserts that in doing value assessment, recourse should be made to the elements of the affective domain objectives earlier on advanced by Bloom, Krathwohl & Masia (1996). As to whether this is adhered to by the curriculum implementers who are the teachers, is what this research sought to determine. In the K.I.E (2006) C.R.E curriculum

guide emphasis is laid on written examination or paper and pencil tests as a mode of testing the learner's knowledge in C.R.E. The tests at secondary school level are short structured essays and the long essay type's pen and paper tests are useful in getting evidence in cognitive attainment. On the other hand, Kuh (1998) observes that when it comes to determining affective achievements by the learner they may be limited unless the examination is structured in such a way that affective issues that demand learner attention are clearly spelt out. Ferrari (2003) suggests using three strategies to assess learner achievement in the area of moral education. He suggests the use of interviews. Through interviews with the students on moral issues, it is possible for the teacher to secure evidence concerning moral or value interests and change in attitude which is a manifestation of value acquisition. Observations are also advocated for in assessing value identification and acquisition. The idea is that it provides evidence on a learner's level of commitment to a value. It also reveals a learner's level of moral maturity and also of social adjustment. This makes it a good device for learners' appraisal on moral growth habits especially on moral reasoning. Observations can be both direct and indirect, though a checklist of a range of values the learner is expected to exhibit should be made clear. One weakness of this strategy is that it requires time, secondly, isolating moral issues in which the learner is to be assessed can be challenging. Finally, Ferrari (2003) proposes the use of carefully designed questionnaire on various value issues. This instrument the author explains enables the learner to react to a series of value related questions so that evidence is collected on learner moral interests and attitude dispositions.

Added to the foregoing modes of assessing learner identification and acquisition of values, Dinabindhu (2007) also suggest two strategies for use in value assessment. These are pupil products and records. In supporting this instrument he argues that the actual products made by learners provide another useful way of getting evidence of value laden behavior. An essay written by a learner on religious matters or family life he argues can be a clear pointer to the learner's attitude towards certain moral practices. Records diaries of pupils and anecdotal and cumulative records maintained by teachers are also important in assessing learner identification and acquisition of values. The learner's diaries throw much light on their personal social challenges. An anecdotal record is the teachers' disposition of significant pupil behavior in an incident or critical moral situation. Evidence on pupils' attitude to others and other aspects of personality can be obtained from anecdotal records. Cumulative record is also an assessment device that the teacher can use to discover a students' moral growth in different directions. All these are some of the modes that should be used by teachers to determine learner identification of moral values.

In East Africa Occiti (1979) and Mbiti (2003) state that traditionally, value assessment was done through the practical tasks which were given to the learner. That where the learner was expected to develop the virtue of honesty, the virtue would be taught to the learner using methods like the folklores and all manner of stories on how one received luck due to honesty, or how one became unlucky due to dishonesty. This will be followed by assigning tasks which

demand a display of the virtue of honesty. A learner would thus be commended for showing the value or would be punished for failing to exhibit the value. At times values were taught using what Occiti (1979) refers to as the African affective strategy (superstition). In this instance the learner would be told the consequences of for example misconduct without taking him or her through the modern type of reasoning. The fear of repercussions of behaviour would make the learner to be moral in his or her conduct. The two approaches have been condemned because they do not make a clear distinction between affect and cognition, but they have been accepted and appreciated for being powerful character development tools.

Research in the Kenyan moral education reveals that not much has been done in examining the assessment practices in the moral education. Research has only concentrated on challenges of implementing the social studies curriculum in primary schools. For example, Moya (1987) studied the implementation of the social studies curriculum in Siaya district. The findings of his studies concentrated on the challenges that the primary school teachers faced in implementing the social studies curriculum. The study did not address assessment issues in C.R.E curriculum implementation.

Masingule (1988) also made an attempt at studying the implementation of the C.R.E curriculum in secondary schools. The study only addressed performance issues. The emphasis of his study was purely cognitive and issues of identification of moral values were not addressed. It appears therefore that the issue of modes of assessing learner achievement in moral education has not been given attention in research. The study therefore tried to address this issue.

II. METHODOLOGY

This study adopted descriptive survey design to gather data from teachers of C.R.E in form two in secondary schools in Kisumu East district. The form two classes were chosen because it is at this level of psycho-social development that using spiritual insights to make accurate moral decisions is perceived to be challenging (Lahey, 1995). It is also in this class that C.R.E is made compulsory in the Kenyan education system (R.O.K, 1999). The study population comprised of 48 C.R.E teachers. The study sampled a 1/3 of the population which comprised 16 C.R.E teachers by simple random sampling technique. The instruments used in the study included an in-depth interview schedule and a documents analysis guide which evaluated teacher knowledge and planning to inculcate spiritual insights in the learner. Piloting of the instruments was done in-order to determine both reliability and validity of the research instruments. Face validity of the instruments was attained by giving the instruments to four experts in the field of study for critique and review. The instruments were then reviewed to make them suitable for data collection. The data gathered from the in-depth interviews and documents analysis guide were transcribed and organized thematically before analyses and interpretation. The data was then reported in form of texts.

III. RESULTS AND DISCUSSION

- **Modes of Value Assessment used by the C.R.E Teachers to determine Learner Identification and Acquisition of Moral Values**

This study endeavored to determine the modes of assessment used by C.R.E teachers in determining the learner's identification and acquisition of moral values. The study objective was based on the research question: How do the teachers determine through assessment, the identification and acquisition of moral values by the learner (assessment of affective achievement)? Results from the in-depth interview and documentary analysis were organized and presented as shown in the next paragraph.

During the interview the teachers were asked to state the functions of value assessment. To this question, the sixteen teachers interviewed confirmed that values acquisition is assessed for purposes of diagnosing the strengths and weaknesses of the teaching – learning process in as far as values identification and acquisition are concerned. Secondly, the sixteen teachers responded that assessment serves the function of providing a tangible goal towards which the teaching learning of values should go. The teachers were asked further to state whether they had put in place a value education examination policy. To this question, one teacher of CRE confirmed putting in place a specific value assessment policy, six teachers stated that this was covered in the general school assessment policy, whereas nine teachers said their assessment of learners is dictated to by the term dates stipulated by the Ministry of Education. In the interview again, the teachers were asked to state whether or not they planned value assessment activities. The sixteen teachers indicated that they always planned for this on the basis of the general school examination activity. When asked to be specific whether in the examination paper structure they planned to ensure that value instructional objectives and content matched. The answer was that, this was done with recourse to the lower cognitive levels. The affective domain objective levels were limited to value reception and response. The valuing process, organization and characterization were not tested. The sixteen teachers also admitted testing value awareness, though the research revealed that testing of this level of affective domain objective was selective. Professionally there are methods and instruments that are put in place for use in assessing learner acquisition of values. As such teachers were asked to state those that they made use of.

One of the methods used in assessing value acquisition is the work programme, the teachers were asked whether they engaged learners in a work programme as a means of assessing learner acquisition of values by observing them practice those virtues which they have learnt in the classroom. In this respect all the sixteen teachers indicated that they were not aware of this approach. They were also asked during the interview to state whether they tested through pen and paper, show of virtues of civility, social justice and diplomacy in dealing with others. To this, the teachers responded that they were not aware that this is supposed to be done and they also expressed lack of knowledge of how this should be done. The interview went further to inquire from the teachers whether they used value

surveys, value questionnaires, moral judgment interviews, (M J I) and defining issues tests (D I T) as modes in determining learner acquisition of moral values. The teachers confirmed knowledge of the forgoing but admitted that they did not use these approaches. As to why they did not use these strategies no reason was given. In assessing learner acquisition of moral values, Aggarwal (2004) recommends the use of virtual professional portfolios and pupils product record. Teachers were asked to state their usage of these approaches and they confirmed not using them. They also admitted ignorance.

As a follow up on the answers given by teachers during the interview, documents were analyzed to establish whether or not the teachers planned to use the forgoing strategies in assessing learner acquisition of moral values. The syllabus extract was void of these strategies, the curriculum guide mentioned use of observations but did not specify whether they should be anecdotal, unobtrusive, and direct or otherwise, this left the teacher confused. Otherwise other methods like DIT, MJI, use of rating scales virtual professional portfolios and pupils' product records were not mentioned. The lesson plans and schemes of work did not also mention them

In assessing the learner identification and acquisition of values feed back monitoring should be involved. This is because Ayot and Patel (1992) state that this ensures curriculum validity of a scheme of assessment to ascertain the degree to which assessment of the learner reflects the curriculum system in-terms of purpose, content and pedagogical processes. When teachers were interviewed to determine whether they had put in place feed back monitoring mechanisms three teachers admitted doing so while the remaining thirteen accepted not doing so.

Added to the foregoing teachers were asked to state whether they used their assessment reports to highlight on learner achievement in both the affective and cognitive spheres of learning values. The sixteen teachers accepted laying emphasis on the latter. On the former, five teachers confirmed laying emphasis, while eleven answered otherwise. The interview went a head to ascertain whether teachers tested the five levels of the affective domain objectives, only three accepted testing the level of attending at awareness level, the remaining thirteen confirmed lack of awareness about the levels of affective domain objectives hence not testing them. In the use of modes of testing the learner, the sixteen teachers stated that this was done through written examination in which the learners' cognitive achievements were gauged. Testing achievement in the affective domain objectives fifteen teachers admitted was difficult while one stated that it requires a lot of time.

The research interviewed the teachers to determine whether or not they tested the valuing process in the affective domain objective, the sixteen teachers said they were not aware that this was supposed to be done. A similar answer was given when the study sought for information on the testing of responding, organization and characterization which are other levels of the affective domain objectives. When the researcher modified his questions and asked the

teachers to confirm whether they tested sublevels of the aforesaid affective domain objective the response showed lack of knowledge.

Despite, the answer given above by the respondents for satisfactory coverage of the research objective, more data was sought for in documents. Documents such as curriculum guides, schemes of work, lesson plans, lesson notes, past examination papers (both national and internal) and the syllabus extract for CRE were scrutinized. The curriculum guide was analyzed to ascertain whether it gave direction to teachers on the mode of assessment to determine learner achievement in moral education. It was realized that the document stated that written tests, observation and projects should be used because they are instrumental in assessing cognitive objectives. There was no mention of ways by which the affective objectives can be tested. Perhaps this is why teachers seem not to be concerned with learner achievements in this objective domain. The guide proposed use of regular continuous assessment tests, competition both in class and between schools as a means of testing learner's achievement in cognitive domain objectives, the area of affective objectives was left blank.

The study went ahead to analyze the schemes of work and lesson plans to generate more data to answer the research question. The researcher went through ninety six schemes of work prepared by the sixteen teachers over the last two years. These documents revealed that the sixteen teachers do not plan to test learner achievement in the identification and acquisition of moral values. At various levels the research looked at the schemes of work to reveal the teachers plan to test the levels of the affective domain objective such as receiving as well as its sublevels of awareness, willingness to receive and selected attention on values. These were found to be missing. Other levels of the affective domain objective such as responding , valuing, organization and characterization by a value or value complex together with the corresponding sublevels seemed not to be tested by the teachers because both the schemes of work and the lesson plans did not indicate any plan or intention to test them.

The lesson notes used by the C.R.E teachers were also scrutinized to determine whether there was any indication that the teachers planned to test the learner in the area of value identification and acquisition. Aggarwal (2004) states that in using a teaching method such as the questioning approach, topics should be stated in question forms which can later be transformed into actual examination questions. Through this method, testing of the learners' achievement in the identification and acquisition of values can be planned for even in the notes. This is because notes as Bloom, Krathwohl & Masia (1996) state are dictated to by the examination trend and vice – versa. When the notes used by the sixteen CRE teachers were looked at they showed total inclination towards cognition as opposed to acquisition of values in the affective domain.

Another document that was analyzed during the study was the past examination papers given to the form twos. The past examinations given to the form two classes over the last five years were studied. The past papers were scrutinized to

determine the inclusion of those questions which test the learner identification and acquisition of values. The result indicated that the questions dwelt more on the cognitive aspect of value identification than on the affective aspect of it. Most of the questions required learners to mention state and identify religious episodes and facts concerning various topics learnt in class as stipulated in the syllabus through which they were taken during the normal classroom lessons. Questions which could have required learners to show consciousness of values, valuing itself or characterization on value basis were not indicated in the papers. The CRE syllabus extract was also analyzed to determine whether or not it gave direction on how the teachers should determine learner achievements in identification and acquisition of moral values. The syllabus had the objectives stated both at topical and general levels. Modes of determining learner identification and acquisition of values were not stated.

The foregoing results indicate that the cognitive aspect of learning values through CRE is what teachers emphasize on at the reflective phase of instruction. This reveals that once teachers have taught CRE or even in the course of teaching the discipline, the gulf between cognition and affect are not bridged. The implication here is that, the learner will be competent in recalling religious facts whereas in practicing what is taught in CRE they will be incompetent because their attitudes were not influenced during the CRE learning episodes.

The study revealed that the teachers have not put in place what is called by Calin (2009) the value assessment policy. In this policy, during quizzes or tests on CRE the learners are expected to identify values as they emanated from the various religious episodes. The learners are also expected to rank the values in their order of preference and how they affect them as individuals and what their impact is going to be in their lives. In the value assessment policy, the teachers are expected to isolate the various values as they emanate from the content and clearly state how they would test learners in them. During this time, the examination paper should contain elements of value reception, response, organization and characterization so that the learner is made to imbibe the spirit of the values as opposed to memorizing them and not making them part of his or her life. Andrei (2008) adds that value education will not just be examinations oriented but will be life oriented as well. In this study lack of value assessment policy is noted as such value acquisition approaches in teaching seem to have suffered a backwash effect.

Given the fact that value acquisition is not emphasized on in the examinations value education is also not well focused on as should be the case. This is probably why in Kisumu East District in Kenya religion is learnt but is not lived. When this happens, the society will be a wash with vices like corruption both at economic and moral levels. The documents such as the schemes of work lesson plans indicated a lack of plans to test the learner value identification and acquisition. It is well known as Wordington (2007) puts it that proper assessment of a learning outcome cannot be realized when what is to be tested is not planned for. As such in assessing learner

identification and acquisition of values, what is to be assessed must be arranged for well in advance. Bloom, Krathwohl and Masia (1996) suggest that in testing value identification and acquisition by a student, the following should be factored into the assessment plan.

- Test of awareness in which a learner's consciousness of a value is examined.
- Test of willingness to receive in which a learner is asked what his or her position is on certain moral issues.
- Test of controlled attention in which the learner is examined to show opinion on different values issues.
- Test for acquiescence in responding, where the learner is examined to show willingness in acquiring certain values and practicing them without being influenced by another party.
- Test for valuing- where the learner is tested on ability to rank values as they affect his or her behavior.
- Test on characterization when a learner is asked to state why a habit is good or bad.

Questions planned and distributed along the various levels of the effective domain or stratum as shown above will enable learners to realize the need for identifying values during various religious education episodes. Through, this Park (2009) states that values will not only be mastered for examination purposes but will be identified and acquired for practice in general life situations. In Kisumu East District the study is of the view that failure to plan for what is to be tested in value education has made teachers to ignore this important aspect of learning. This has in turn led to moral degeneration in the Kisumu East district Society. Moon (2009) states that if the teaching and examination in CRE can be directed towards enabling learners to identify and acquire morals in societal context, the human society in general and Kisumu East District inclusive will realize the creation of moral giants who will make the world a better place to dwell in.

Professionally speaking Colby (1979) and Mayhew (2002) state that work programme is one of the best methods in assessing learner acquisition of moral values. In using this strategy, the teacher should engage the learner in a work programme that demands a show of the values learnt in class. The teacher should in this case organize for situations that place students in a position in which they practise what has been learnt in the classroom. These conditions have the power to evoke moral sensitivity and seriousness far better than concocting moral dilemmas or than raising questions based on even the best readings. It is in a work programme that the learner will able to show the various aspects of values acquired in the course of learning CRE. The virtues or values shown by the learner during a work programme should be observed and rated by the teacher so that grades are awarded at the end of the day. Whiteley (1992) observes that the forgoing is the surest way of placing value on moral acquisition and development by the learner.

On the other hand Rokeach (1973) and Strange (2010) suggest a number of approaches to be used in assessing value acquisition and development. These strategies are both qualitative and quantitative, cross sectional and longitudinal. They range from surveys to virtual professional portfolios.

They include measures of moral antecedents and correlates (for example prior service involvement and attitudes) and specific value spectra assessed in various value surveys such as the Schwartz Value Survey (SVI; Schwartz,(1992); the Rokeach Value Survey (Rokeach, 1973); and the Allport, Vernon, and Lindsey study of values (1970). These focus on moral gains of individual learners and also address the component and features of institutions programmes designed to influence and cultivate these outcomes.

Among the methods that have been recommended for use in assessing learner acquisition of moral values is the application of inventories and surveys which determine the various dimensions morals that has been acquired by students. Astin and Antonio (2000) state that a teacher can use select items relative to civic responsibility, moral awareness, spiritual sensitivity, and spiritual judgment and so on. The learner can be made to discuss issues that pertain to the forgoing and report them to the teacher for assessment. Filkins & Ferrari (2003) used a similar approach in which students report through an annual survey their perceptions of the core values learnt over time in the CRE classrooms. This information is important in connecting students' attitudes and behaviors in as far as value acquisition is concerned.

Other forms of value assessment strategies should focus on examining the developmental progression of students' meaning making structures relative to principled moral thinking and moral maturity. For example the Moral Judgment Interview which was developed by Colby and others (1979) and Defining Issues Test developed by King & Mayhew (2002) which assess the students level of moral reasoning and the nature of their reasons given for various moral judgments. These should be applied by the teachers when assessing value acquisition. Use of self assessment rubrics and protocols, development of real and virtual portfolios for self assessment by the learner has also proved useful. In this instance a self-assessment, paper and pencil character assessment rating scale is used to solicit student reports of the frequency of their own behaviors regarding twelve dimensions of the concept of morality: integrity, honesty, loyalty, selflessness, compassion, competency, respectfulness, fairness, responsibility and self-discipline, decisiveness, spiritual appreciation and cooperativeness. With these strategies put in place value acquisition assessment can be done without any problem.

In conclusion these various value assessment strategies are important not only for evaluating the efficacy of secondary school moral acquisition interventions, but also for communicating institutional goals ,expectations and practices in regard to character outcomes. Documenting these approaches can offer critical formative feedback for supporting schools' efforts in this direction and for improving overall outcomes.

IV. CONCLUSION

Acquisition of moral values is not assessed adequately by the secondary school C.R.E teachers in Kisumu East district. Pen and paper, methods that are inadequate and

which do   not measure affective achievements is what was commonly used.

V. RECOMMENDATION

Assessment of CRE should be such that use is made of observations, moral judgment interviews, defining issues test and any other indices of moral achievement as opposed to the use of pen and paper only. This approach should be adopted by the Kenya National Examinations Council as well.

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