

## Research Article

# ASSESSMENT OF DIFFERENCE IN SELF-EFFICACY AMONG 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 determine the difference in self-efficacy 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 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 totalling 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 students self-efficacy, was significantly greater once students were taught CRE using eclectic learning approach compared to when they were taught CRE using conventional learning approach. The study recommends that there is need to improve students' self-efficacy through boosting their self-image, self-identity, self-esteem, and role performance by integrating the eclectic learning approach with the conventional methods; there is need for concerted efforts from the various stakeholders including the ministry of education, principals and teachers to integrate eclectic learning approach.

**Keywords:** Conventional Teaching Approach, Eclectic Learning, Self-efficacy, learning outcomes.

### INTRODUCTION

#### Background to the Study

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. 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 Ishiaq (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. 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.

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.

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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. Learners in Kenya's educational system must be able to spend more time and effort in their studies in order to get excellent grades and acquire the abilities that employers need in future employment (Hammond, 2010). Students' learning outcomes at public secondary schools have a role in determining whether or not they will be allowed to continue their studies in higher education institutions, particularly universities. The learning outcome of a student also determines whether or not the student has received critical instruction at the learning institution. Learners with high-level learning outcomes are thought to have a better probability of living a happy life in the future. According to Barker and Gum (2014), Government's efforts are aimed at boosting academic outcomes, which are ascribed to a variety of interventions such as scholarships, teacher training, and infrastructural supply throughout the country.

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).

## HYPOTHESES OF THE STUDY

**H<sub>0</sub>:** There is no significant difference in self-efficacy 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

Eclectic learning approach is a fantastic method to achieve learning objectives. CRE teachers must concentrate on unique instructional methods. There are numerous ways to teach CRE, but Eclectic teaching incorporates good aims from well-known techniques as well

as Eclectic teaching concepts (Hansen, *et al.*, 2008). CRE has to be put together and learned at the same time. The eclectic approach might help you choose the best path to achieving a specific goal. The necessity of introducing cultural products is just as important as capturing and improving information or expressing one's thoughts in CRE learning. Time allocation might be a difficulty when using the communicative technique (Larsen & Freeman, 2004). Eclectic method is a popular method these days because students in the classroom are heterogeneous and intelligent on a variety of levels (Thomas, 2010). Some teachers, on the other hand, are extremely sensitive to the use of various methods; they prefer to use a particular method in the classroom because it is simple to implement. In CRE All of the teaching concepts should be used by the teacher. A rich mix of different activities is a strategy of teaching through eclectic means. The approach's distinguishing qualities includes the oriental setting of cultural materials, which may not bring out the students' full language ability if they are to be taught as global market leaders. The whole teaching process is meaningless if the instructor does not pay attention to the needs of each student (Vernadakis, 2012). Some individuals strongly support the Eclectic method, while others strongly oppose it. Of course, it has its own set of benefits and drawbacks. The benefits stem from a general grasp of the subject. To begin with, this idea makes it easier and more probable for students to comprehend the information (Wallace, 2013).

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. The eclectic learning method is an important part of the overall learning process (Olugbeng, & Olusegun, 2010). It involves combining of different teaching methods for teaching – learning process to be successful.

Teachers' roles will be determined by the various approaches they employ in the classroom (Cook, 2009). Teachers must first assess their students' strengths and limitations, after which they must develop lessons and activities that are tailored to their students' requirements. As a result, the teacher's duties will be as an observer, designer, planner, guider, facilitator, and entertainer, who will utilize his authority to lead the class and make the teaching and learning process systematic. The learner's job, on the other hand, will be to demonstrate their knowledge, understanding, skills, characteristics, and capacities by participating in teaching/learning activities and being cooperative and communicative with one another (Lederman, & Burstein, 2006). According to Bandura (2006), self-efficacy is an individual's belief in his or her ability to master certain actions, situations, or aspects of his or her own psychological and social functioning. It may be inferred that self-efficacy motivates people to believe in their capacity to overcome obstacles that prevent them from achieving their objectives. They think they can effectively achieve students' learning outcomes in order to meet their desires, dreams, and goals. Human successes and good well-being are said to necessitate a positive feeling of personal effectiveness. This is due to the fact that everyday social realities are rife with challenges, adversities, disappointments, and frustrations. People must have a

healthy feeling of personal efficacy in order to keep up the consistent effort required to achieve (Young *et al.*, 2011).

Zorah, *et al.*, (2016) argues that eclectic learning approach helps in boosting learner's self-efficacy. Students who have a high sense of self-efficacy are more likely to set tough goals for themselves and to be genuinely driven when eclectic learning method is applied in learning process, the students will put up a high level of effort in order to achieve their obligations. Self-efficacious students bounce back fast from failures and are more likely to achieve their personal objectives in the end. Students with low self-efficacy, on the other hand, feel they will fail and are thus less likely to put out a focused, sustained effort, and may regard difficult activities as dangers to be avoided. Eclectic learning approach will have a positive impact on learning outcome of learners since it gives teachers room for choosing teaching strategies which are best for learners unlike the conventional method. This will be of great help to students with low self-efficacy (Zajacova, *et al.*, 2015). Self-efficacy can be gained from various perspectives. Teachers can utilize a variety of teaching techniques to help students develop self-efficacy. Students' self-efficacy is boosted by mastery experiences, while it is eroded by failures. Having a vicarious experience of watching a peer excel at a task might boost confidence in one's own skills (Hoke, 2008). During an eclectic learning method, teachers can assist students by minimizing stressful conditions and lessening anxiety around events such as examinations or presentations (Zimmerman, *et al.*, 2012).

Zimmerman, *et al.*, (2012) points out that students with high self-efficacy are confident in their ability to comprehend lessons, handle educational challenges, and choose the most challenging courses Bandura (2006) discovered that students with strong self-efficacy are capable of completing a difficult assignment. Self-efficacy influences course choices as well as extracurricular activities. In an eclectic learning method, students with strong self-efficacy have excellent learning results. Self-efficacy relates to a person's overall assessment of his or her coping abilities in a wide range of situations, as well as a person's conviction in his or her capacity to plan and carry out the steps necessary to meet students' learning objectives (Ravindran, *et al.*, 2005). Students with strong self-efficacy are known for their efforts and perseverance (Zajacova, *et al.*, 2015)

In an eclectic learning method, teachers respectfully point out the flaws in students' work. Students' confidence in their learning results may be harmed as a result of too helpful conduct (Zajacova, 2015). Students' unfavorable attitudes regarding their abilities and belief in their ability to learn and accomplish may be exacerbated by frequent advice and assistance from professors. The teacher's modest assisting conduct will have a beneficial influence, but the teacher's frequent guiding and supporting behavior may create students' reliance during eclectic learning (Ali, & Saunders, 2008). The ability to learn from the successes and failures of others is based on observational learning. Students observe their classmates' work and believe that if their classmates can improve their grades and learn lessons, they can learn and grasp the difficulties as well. When compared to instructors, students of the same age are a major model for promoting high self-efficacy.

## 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

The students' self-efficacy construct was measured using four indicators, namely; self-image, self-identity, self-esteem, and role performance. The table shows that the corresponding Cronbach's Alpha for self-image was 0.9459, self-identity was 0.9244, self-esteem was 0.9026, and role performance was 0.9121. Hence all the constructs had an alpha whose values exceeded the recommended 0.7 level, thus all the construct were included in the final analysis in students' self-efficacy.

The study sought to determine the difference in self-efficacy among the students taught using eclectic learning approach and those taught using conventional method in CRE in public secondary schools in Machakos County.

### T-test analysis of Self Efficacy Scores for CLA and ELA

Groups	N	Mean	S.D	Mean Differences	t-value	P-value	Decision
CLA	80	46.9625	11.6363				
ELA	80	51.75	9.1174	4.7875	2.8967	0.0043	Reject null

The Table indicates that teaching CRE using CLA produced a Students' self-efficacy mean score of 46.9625 while using ELA produced a Students' self-efficacy mean score of 51.75. The difference in the two samples was 4.7875, with a computed t-statistic of 2.8967 whose associated p-value was 0.0043. Since the computed p-value was less than 0.01, it shows that the difference was statistically significant at the 1 percent level of significance. This indicated that students' self-efficacy for ELA was greater compared to students' self-efficacy for CLA. Therefore, the null hypothesis that stated there is statistically no significant difference in self-efficacy between the students taught using eclectic learning approach and those taught using conventional method in CRE was rejected. This indicates that teaching CRE to students using eclectic learning approach had a statistically greater students' self-efficacy compared to those students taught CRE using conventional learning approach. Students self-efficacy was measured using four scales namely self-image, self-identity, self-esteem, and role performance. Further analysis of the scales of self-efficacy, indicates all the scales were statistically significant at the 5 per cent level of significance. Specifically self-image (mean difference=1.2875, t-statistic= 2.9472, p=0.0037), self-identity (mean difference=1.575, t-statistic=2.9392, p=0.0038), self-esteem (mean difference=0.85, t-statistic=2.8943, p=0.0043), and role performance (mean difference=1.075, t-statistic=2.5370, p=0.0122) all in favor of the eclectic learning approach. These implies that the differences in students self-efficacy between the students taught using eclectic learning approach and those taught using conventional method in CRE was as a result of differences in their self-image, self-identity, self-esteem, and role performance in favor of eclectic learning approach.

Similar findings were observed by Zajacova, *et al.*, (2015) who noted that expectancy, value, and emotional components are favorably related with self-regulated learning components in an eclectic learning method. Likewise, Bong (2014) deduced that low self-efficacy students will avoid interacting with their peers and that eclectic learning approach that build peer models have a higher influence on increasing self-efficacy, especially when seeing students who have struggled in the past and afterwards reducing barriers in academic activities. Moreover, Zorah, *et al.*, (2016) argues that eclectic learning approach helps in boosting learner's self-efficacy. Students who have a high sense of self-efficacy are more likely to set tough goals for themselves and to be genuinely driven when eclectic learning method is applied in learning process, the students will put up a high level of effort in order to achieve their obligations. Self-efficacious students bounce back fast from failures and are more likely to achieve their personal objectives in the end. In the same line Zajacova, *et al.*, (2015) observed that eclectic learning approach will have a positive impact on learning outcome of learners since it gives teachers room for choosing teaching strategies which are best for learners unlike the conventional method. This will be of great help to students with low self-efficacy. Zimmerman, *et al.*, (2012) further argued that during an eclectic learning method, teachers can assist students by minimizing stressful conditions and lessening anxiety around events such as examinations or presentations. Pajares, & Schunk, (2012) also argued that teachers' motivational words, in particular, will help students improve their self-efficacy.

## RECOMMENDATIONS

The study sought to determine the difference in self-efficacy among the students taught using eclectic learning approach and those taught using conventional method in CRE in public secondary schools in Machakos County. Teaching students CRE using eclectic learning approach had a statistically greater students' self-efficacy mean score of 46.96 (difference =4.7875, t-statistic =2.8967, p-value =0.0043) compared to those students taught CRE using conventional learning approach with a student's self-efficacy mean score of 51.75. Teaching students CRE using the eclectic learning approach had a significant greater self-efficacy in comparison to teaching them CRE using conventional learning approach.

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