

AN INVESTIGATION ON THE ATTITUDES OF TEACHERS AND STUDENTS
TOWARDS CHRISTIAN RELIGIOUS EDUCATION IN SELECTED
SECONDARY SCHOOLS IN NAKURU DISTRICT.

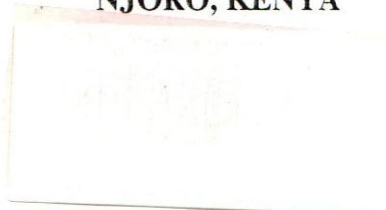
BY

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the Award of a Master of Education (Curriculum & Instruction) Degree of Egerton
University.

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Dedication

To my loving husband Fredrick. B. Sichach and our children Moses and Joy Queen for their love, patience and support. I can never thank you enough.

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This thesis would not be what it is were it not for many people giving me their suggestions and support whether moral or material. Though their names may not appear in this section, their efforts will forever remain appreciated in my life.

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To all mentioned and unmentioned, may GOD bless you accordingly through the Christ Jesus, whose name we profess and witness.

Abstract

Christian Religious Education (CRE) has been offered for a long time as a subject of study in secondary schools in Kenya. At the beginning, it was taught for the conversion of Africans to Christianity. However, after independence, it gained a new orientation of an academic subject that could be used to achieve the national goals of education such as moulding of students' behaviour and fostering respect for human personality. The 8-4-4 system of education introduced in 1985, placed a premium on science and technical subjects which could be directly or indirectly used for self-employment. Consequently, CRE assumed a low status due to its limitation in the provision of opportunities for self-employment. Hence, the subject became an elective which few students chose. However, in the last decade, there have been many student riots, which have led to the destruction of property, loss of school time due to unprecedented closures, and loss of life. This may be an indicator of the lack of emphasis on core moral values that CRE was expected to instil in students. This study investigated the attitudes of teachers and students towards CRE as a tool for shaping moral values of students and it also sought the suitability of the teaching methods used in CRE in meeting objectives within the affective domain in which attitudinal changes lie. Ex-post facto research design was adopted. The study was carried out among CRE teachers and Form Four students in 10 selected secondary schools in Nakuru District. The sample size for this study comprised of 307 students and 31 CRE teachers. Teachers Attitude Questionnaire (TAQ) and Students' Attitude Questionnaire (SAQ), containing both closed and open-ended items were used to collect data. Data were analysed through the Statistical Package for Social Sciences (SPSS) version 9.0. Descriptive and inferential statistics were used. Tests of significance were performed at $\alpha = 0.05$. The results of the study indicated that the study of CRE is important and relevant in the world today due to its contribution to moral and spiritual development and provision of career opportunities. However, the wide nature of the syllabus, peer pressure, lack of suitable adult role models and human weakness affected its effectiveness in bringing about positive behavioural change to all students. The results could therefore be useful to policy makers in the Ministry of Education, curriculum developers at the KIE in that they can revise the syllabus to suit the current moral needs of the students. CRE teachers may also benefit in that the results may help them to adjust their instructional strategies. Counsellors may help students to come out of the web of peer pressure and human weakness.

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CHAPTER ONE

INTRODUCTION

1.0 Background Information

Religion has been defined differently by various people. According to Mugambi (1990), religion is defined historically as the embracement of beliefs, rites and institutions, which fulfil specific functions of a society. To others, religion means the worship of higher powers from the sense of need (Braden, 1981). According to these definitions, religion recognises the supreme power and also expresses and explains the values of the society.

Man is concerned with finding out why things happen the way they do, who he is and what the universe is (Iheoma, 1997). Man believes that there is a higher power concerned with all this. Mbiti (1975) asserts that religion permeates the whole way of life of man and it does not exist as a separate institution. It is interlaced into the fabric of all institutions and aspects of life. Ondiek, (1988); Barnard & Burges (1996) note that religion is important to man in that it teaches people about the universal brotherhood of mankind and the consequent need for harmonious co-existence. They argue further that religion attempts to make unusual phenomena comprehensible, it is a source of moral guidance, teaches about virtues of humility, value of life and encourages human development through education. Religion integrates people into ritual ceremonies, which bind them into moral values and beliefs. It provides values that safeguard and uphold the society. These values include truth, love, respect and decency (Mbiti, 1975). Therefore, one of the characteristics of religion is moral prescription which stresses that some things are good and should be encouraged and vice versa (Johnston, 1997). Johnston continues to argue that religion is unique in that it claims a 'higher' source of moral values in which the sacred is invoked in

order to influence behaviour. Watson (1993) notes that all the great world religions have high moral codes that teach selflessness and love for others. He also admits that though moral values can be held or lived without religion, the link between religion and morality cannot be readily separated.

The school aims at moulding the youth to become men and women of integrity and substance. Education is a form of socialization and reflects the needs and interests of society (Iheoma, 1997). The school attempts to transmit the cultural moral values, which the society appreciates and endeavours to attain so that the youth can fit into the larger society after school. These values include self-control, helpfulness, respect for individual's property, respect for authority and respect for other people (Shepard, 1977; Schaffer & Lamm, 1992). Watson (1993) and Groenewegen (1993) argue that it is necessary for students in schools to receive part of their education through Religious Education (RE). This is because one of the purposes of RE is to teach morality. That is, RE is understood as moral education through which students' values and attitudes are moulded towards a desirable and accepted form by society. Examples of such values are kindness, compassion, tolerance, co-operation and concern for justice. Religious Education is seen as a way to reduce crime and promote a stable society (Goldman, 1964). The teaching of RE also helps to promote respect and understanding of religion and people (Watson, 1993). It is in this connection that Aduda (2001) asserts that providing learners with only cognitive skills is not enough. Schools are not useful if they produce bright but intolerant and violent people, who cannot accommodate and accept others. Neither are they useful if they produce people without morals. Christians believe that their faith provides a more adequate basis for life and thought than a secular world view and regard the world as lacking an ultimate purpose and value other than those ascribed to it by individuals (Gunton, 1992). Students need to

know God and how their behaviour, the world and society around them should be (Byrnes, 1984). These virtues are learnt in Religious Education.

However, Religious Education faces many challenges. These include; problems of global evil and suffering, technology, materialistic lifestyle and damaging criticisms of various religious leaders and teachers among others (Grimmitt, 1973; Watson, 1993). Concerns about morality today and solutions to human problems are seen as mechanistic and so religion is left out (Watson, 1993). All these affect the perceived value of Religious Education and as a result, it continues to have a low status.

There are three religions that are taught in Kenya's secondary schools whose syllabi have been approved by the Kenya Institute of Education, (KIE, 1992). These are Hindu Religious Education (HRE), Islamic Religious Education (IRE) and Christian Religious Education (CRE).

Hindu is the oldest organised world religion and has its origin in India (KIE, 1989; Ondiek, 1989). It has no single founder or a single holy book. Hinduism allows everyone to reflect, investigate, inquire and cognate. The basic moral principles of Hindu religion are Satya (truth), Rita (moral conduct of the society), Daksha (studying of Vedas), Tapas (self-discipline in speech, deeds and thought), Brahman (prayer and worship) and Yajna (religious ceremonies (Ministry of Education, MoE 1988).

The objectives of teaching HRE are drawn from the Hindu religion. It aims at exposing the students to the principles of Hindu Dharma which they can relate to their daily life. These include spiritual qualities such as love, compassion, peace, non-violence, tolerance and moral qualities such as justice, truth and forgiveness (KIE, 1992).

Islam is the youngest major world religion and its founder is prophet Mohammed (MoE, 1988; Ondiek, 1989; KIE, 1989; Mugambi 1990). Islam means submission to God (Allah). The Koran and Hadith are the main sources of the content of learning. Islam stresses on the acceptance of God and adoption of right or virtuous way of life (MoE, 1988). A Muslim should, therefore, maintain purity in every form. A person should become conscious of the existence of God, which should stimulate true moral qualities corresponding to every physical action (Ahmad, 1979).

The basic moral principles of Islam are based on the practical aspects of religion, that is Fighi (MoE, 1988). These are the internal (spiritual) life and the external aspects, which are the simple practical practices of a Muslim in daily life. A Muslim is expected to maintain harmony and keep his body and mind clean and pure. It stresses upon decency, love and charity and discourages pride and vanity. In understanding the objectives of IRE, the learner is expected to judge others' experiences, avoid unverified matters, engage in a wide range of experiences and choose the best (Husen &Neville, 1994).

Christianity is the religion founded by Jesus Christ of Nazareth and his teachings are found in the Bible (MoE, 1988). Jesus stressed two main themes: love for God and love for one's neighbour (Matthew: 22:37). In the Bible, Jesus is potrayed as a compassionate person. He encouraged, consoled, fed and healed people (MoE, 1988). Christians try to follow his way of life. Among the objectives of teaching CRE is the moral concerns such as self- respect, respect for others and for their property.

From the foregoing discussion, it emerges that the major aim of teaching these religions is to offer to the learners experiences that would enable them make positive contributions to the society and to lay a strong foundation for the development of self-discipline, integrity, diligence, adaptability and co-operation (KIE, 1992). They are, therefore, all concerned with behaviour and moral development of students.

Table 1 shows the distribution of students enrolled in CRE for Kenya Certificate of Secondary Education in Kenya.

Table 1: Distribution of Students by Enrollment in RE Subjects.

Year	1999		2000		2001	
	Total of students	No. %	Total of students	No. %	Total of students	No. %
CRE	75,815	95.6	69,787	94.8	65,300	93.8
IRE	3,482	4.4	3,777	5.1	4,304	6.18
HRE	22	0.027	31	0.042	17	0.02
TOTAL	79,319		73,595		69,621	

Table 1 shows that CRE has the majority of students enrolled for religious education (Kenya National Examination Council (KNEC), 1999, 2000, 2001). IRE and HRE had low enrollment.

This study focused on Christian Religious Education as one of the religious subjects taught in Kenyan schools.

1.1 CHRISTIAN RELIGIOUS EDUCATION (CRE)

The teaching of CRE in Kenya dates back to the 19th century with the coming of the European Missionaries (KIE, 1989). It was during this time that formal education was largely started in

Kenya and Christian Religious Education held a central part in the objectives of teaching (Mungai, 1992). For many people, therefore, CRE was identified with Christian Missionaries.

Christian education all through the colonial period was conversional. The Bible was the main text for teaching. The main aim of the missionaries' coming to Kenya was to convert, regenerate and civilize Africans (Sifuna, 1976). Sheffield (1973) and KIE (1985) concur by arguing that, the goal of missionary education was to convert Africans and train catechists who could both preach and teach the converts. Consequently, Africans were expected to leave their traditional religious practices which were thought by Europeans to be superstitious, immoral and ungodly and adopt Christian values. Many European Christian denominations were involved in this work and the school was, therefore, used as a means of spreading the Good News to win converts for each denomination. Since the early times, Christian churches have had close links with education and the teaching of CRE was always a feature of the curriculum (Iheoma, 1997).

During the colonial period, education in Kenya became predominantly religious in which the lives of the holy men of the Bible were magnified. Such an exposure aimed at giving the youth an education that would lead them to be good Christians. At the same time, it aimed at enabling them to develop such habits of industry and economy that would enable them to become good citizens, who would be able to support and take care of themselves when no longer supported by the missionaries (Groenewegen, 1993).

After independence, the Ominde Commission was set up to look into the general problems affecting education in Kenya (Republic of Kenya, 1964). One of the issues it considered was whether religious education or Christian instruction as it was known, and other religions accepted in the country, should be taught in a secular and a multi-religious society of Kenya. The

commission concluded that Religious Education, in as far as it was concerned with moral growth and the acquisition of knowledge and understanding, should continue to play this vital role in the school curriculum.

Religious Education, therefore, took a new look. The content and nature of the subject matter changed from that of converting Africans to Christianity to an academic subject so that it could be utilized in the realisation of one of the national goals of education: to consciously change positively the attitudes of learners and foster respect for human personality (Republic of Kenya, 1964). The Commission, therefore, recommended that Religious Education continue being taught in Kenyan schools. In this regard, the Government of Kenya (2001) recommended that CRE be made a compulsory subject in all Kenyan secondary schools. CRE has, therefore, been holding an important position in the educational system before and after independence.

The objectives of the CRE curriculum aim at influencing the moral upbringing of students by inculcating moral values. The general objectives of CRE as stated in the syllabus include: developing the spiritual and moral insights in reaching conclusions and making appropriate decisions in a changing and developing country, developing a sense of self-respect and respect for others and promoting unity by developing understanding, respect and appreciation of other people's faiths and living in love with all people (KIE, 1992). CRE is compulsory in all public secondary schools in Kenya in form 1 and 2. It is an optional subject in form 3 and 4. This further shows the importance it is given by the Kenyan society.

Although students who pursue the subject up to Form 4 continue to perform well in national examinations, this does not translate into the desired good behaviour and morals. Recent activities happening in Kenyan schools cast a lot of doubts whether the stated objectives of

teaching CRE are being achieved. There is a lot of immorality and other forms of unacceptable behaviour among secondary school students today. These are, drug-abuse, assault of teachers, burning of fellow students, destruction of property and harmful religious practices (Wanja, Mituka & Kalela, 2001; Ragaa, 1999; Wafula, 1999).

Groenewegen (1993) argues that CRE is said to be less prominent than it used to be because of the drastic changes of the 8-4-4 system of education which made the subject an elective at Form 3 and 4. Wanyama (1996) supports this by saying that due to labour market demand for specific skills in potential candidates, some subjects like CRE seem to be rated lowly. Thus students would prefer to choose science-oriented subjects which are relatively more marketable. In addition, Otiende (1982) observes that the CRE syllabus content was abstract and divorced from children's immediate surroundings. Hence, CRE today is viewed differently from the way it was viewed before independence. The researcher has observed that the teaching of CRE is not making positive impact on learners' attitudes as expected by the objectives of the subject. Could this be partly due to poor teaching methods applied by teachers in the teaching of CRE, hostile social milieu or lack of role models? It was not clear how teachers and students felt about CRE. Given this background, it was important to establish the opinions of teachers and students about CRE as a subject intended to inculcate moral values to individuals and why the subject has been unable to stem the tide of unruly behaviour in Kenyan schools.

1.2 Statement of the Problem

According to Kenya Institute of Education (KIE, 1992), the objective of teaching CRE in secondary schools is to enable the learner to develop spiritual and moral insights in reaching conclusions and making decisions appropriate to a Christian in a changing world. Through CRE, students are expected to develop positive attitudes of self-respect, respect for others and their

property (KIE, 1992). However, inspite of CRE being mandatory in almost all public schools in the first two years of secondary education and becoming optional thereafter, there has been a concomitant increase in irresponsible behaviour and unacceptable acts among some students in secondary schools in Kenya in recent times. The cases of rampant lawlessness, drug abuse, destruction of property and lack of respect for human life, may be a reflection of a lack of core moral values that CRE is expected to inculcate in the students. This study therefore sought to investigate the attitude of teachers and students towards the teaching and learning of CRE in Kenyan secondary schools.

1.3 Purpose of the Study

The purpose of the study was to investigate the attitudes of teachers and students in secondary schools towards the role of CRE in inculcating moral values and enhancement of good behaviour among the youth.

1.4 Objectives of the Study

Specifically, the objectives of the study were to;

1. determine the attitudes of teachers and students on the importance of CRE in enhancing moral values;
2. determine the attitudes of teachers on the relevance of the themes in the CRE syllabus to moral development of the youth;
3. determine the appropriateness of the methods used in the teaching of CRE with changing of attitudes;
4. determine whether there is any gender difference in the attitudes of teachers and students on the importance of CRE in enhancing moral values; and
5. determine the teachers and students attitudes towards malpractices in Kenyan schools.

1.5 Research Questions

The research questions for this study were as follows:

1. What are the attitudes of teachers and students on the importance of CRE in enhancing moral values?
2. Are the themes in CRE syllabus relevant to the moral development of the youth?
3. Are methods used in teaching CRE in schools appropriate for development of positive attitudes?
4. Is there any gender difference in the attitudes of teachers and students on the importance of CRE in enhancing moral values.
5. What are the attitudes of teachers and students towards the malpractices in Kenyan schools?

1.6 Hypotheses

Two hypotheses were tested to achieve the study question number 4. These were;

Ho1: There is no difference in the attitudes of male and female teachers on the importance of CRE in inculcating moral values.

Ho2: There is no difference in the attitudes of male and female students on the importance of CRE in inculcating moral values.

1.7 Justification of the Study

Every society has a code of conduct and values which the members are expected to observe. If a member does not behave as expected, then that behaviour is termed as abnormal or unacceptable. CRE is taught in schools with an aim of helping the students to develop positive values such as self-respect and respect for others and their property. Though CRE continues to be taught in Kenyan secondary schools, this does not seem to translate into positive learners' behaviour. In the recent past, cases of students' unrest and disruptive behaviour have intensified. These include the destruction of property, burning of fellow students, drug abuse and harmful religious

practices (Government of Kenya, 2001). This is shocking and unacceptable to parents, stakeholders and educationists.

1.8 Significance of the Study

The study sought to provide empirical data on teachers' and students' attitudes towards teaching and learning of CRE and its relevance in inculcating positive moral values in the youth in secondary schools. The teaching of CRE appears not to achieve these objectives in view of rampant indiscipline in Kenyan secondary schools. This study attempted to shed light on why this is happening.

The information could be useful to teachers, as this may help them to adjust their instructional procedures in order to make the subject relevant. Knowledge acquired from the study may also be useful to guidance and counselling teachers.

Policy makers, the Ministry of Education, Science and Technology and curriculum developers at the KIE may also benefit from the findings of the study because additional data is required for making curriculum and evaluation decisions which may make the subject more relevant and useful.

1.9 Assumptions of the Study

The following assumptions were made for this study:

1. All students were exposed to the CRE syllabus in form 1 and 2.
2. The exposure of students to Christian religious practices and teachings would help provide informed responses to situations in life.
3. Learners' moral values were shaped by the exposure to religious knowledge.

1.9.1 Scope of the Study

This study was confined to selected CRE teachers and form four students in secondary schools in two selected divisions of Nakuru district. This was because Form Four students had already settled on their subject choices and it was the class which had been exposed for the longest time to the CRE syllabus. CRE teachers were chosen because they were responsible for the implementation of the syllabus.

1.9.2 Limitations of the Study

Due to the limited time available for this study, the researcher considered selected schools from two divisions in Nakuru District, namely, Nakuru municipality and Bahati. Samples of CRE teachers and Form Four students were the subjects for the study.

1.9.3 Definition of Terms

Attitude: refers to settled behaviour or manner of acting as representative of feeling or opinion (Simpson & Weiner, 1989). In this study, attitude denotes the feelings and opinions of teachers and students towards CRE.

Behaviour: The manner in which a thing acts under specified conditions or circumstances to or in relation to other things (Simpson & Weiner, 1989). In this study, behaviour refers to the manner in which secondary school students act after being exposed to the learning of CRE.

Religion: This is the recognition by man of some higher power having control of his destiny. This high power is perceived as being entitled to obedience, reverence and worship; the general mental and moral attitude resulting from this belief with reference to its effect upon the individual or the community (Simpson & Weiner, 1989).

Religious Education: This is the systematic, planned instruction in beliefs about the nature of the cosmos and of a supreme power, about rites and worship, about personal moral values and the ethics of human relations and about the meaning and goal of life (Husen & Postlethwaite, 1985).

Christian Religious Education (CRE): This is the study of Christian values and doctrines that guide man's relationship with God and also fellow men (Groenewegen, 1993).

Gender: This refers to the socially determined personal and psychological characteristics associated with being male or female namely "Masculinity and femininity" (Garret, 1992). According to this study gender refers to students' learned behaviour associated with their being either male or female.

Morality: This refers to what is perceived to be right or wrong (Hussen & Postlethweit, 1989). In this study morality refers to accepted conduct or behaviour.

Malpractice: This refers to such disruptive acts as drug use and abuse, smoking, sneaking out of school to social places, assaulting fellow students, and/or teachers.

Relevance: This means importance related to or pertinent to the matter in hand (Simpson & Weiner 1989). In this study, relevance refers to whether the content taught in CRE is related to the objectives set.

Value: This refers to code of behaviour or ethics (McLeod, 1984). In this study it denotes such behaviour as respect for human life, respect for self, harmonious living with others and respect for other people's property.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Several scholars of Religious Education note that literature on CRE in primary and secondary schools is plentiful but mostly written by Western Europeans, particularly the British (Ombuna 1994; Wainaina 1984). However, there are a few local writers such as Mbiti (1975), Mugambi (1990) and Ihoema (1997), among others. This literature review was used to contextualise and illuminate this study.

2.2 Importance of Religious Education in Schools

CRE is not just an object of human curiosity but also a source of emotional security that gives self-confidence to people (Eavey, 1968). It is supposed to bring change both at home and in schools. It is, therefore, important to look at CRE in the light of educational and social conditions (Eavey, 1968; Republic of Kenya, 1964).

Religious Education is important as it has been identified as providing answers to the ultimate questions raised by man. It assists man in the search for truth as he / she responds to God's revelation and provides an understanding of beliefs in a way that could enrich one's own religious horizons and experiences (Holms, 1975; Ehoema, 1997). CRE is not only concerned with the development of religious and spiritual understanding, but also with the understanding of human nature and issues of harmonious social co-existence. Therefore, CRE teach students how to live harmoniously with each other and with other people in the society.

Ihoema (1997) is of the view that it is only through the process of religious education that the problem of religious pluralism and different ways of life can be faced and dealt with in a rational manner. CRE is a powerful source of human motivation and it is useful for attaining acceptable ends even in this utilitarian age (Watson, 1993). Therefore, if CRE is concerned with the understanding of the human person, it has a great role to play in the society especially at this time of social change.

Groenewegen (1993) and Government of Kenya (2001) postulate that it is appropriate for the youth to receive part of their education in the context of Religious Education. This is because Religious Education gives direction to thought processes and activities. It also helps the youth to perceive the difference between good and evil, imparts a sense of human solidarity, promotes the power of reason and helps students towards personal autonomy based on the criteria of awareness of alternatives (Malusu, 1981; Grimmitt, 1973). It would be important for everyone concerned with the well-being of the youth, and by extension of the whole society, to place a high value on the teaching of CRE.

Though the importance of teaching CRE is clear and the subject continues to be taught in Kenyan secondary schools, it seems not to have impacted positively on students' behaviour. The school is one of the most dynamic sectors of modern capitalistic enterprise and students' riots seem to have become part of knowledge industry (Nkinyangi, 1980; Kinyanjui, 1979). There is a lot of immorality and unacceptable acts among students, which include destruction of school property, killing of fellow students and assaulting teachers (Kinyua, 2000; Siringi 2000; Kuria, Ngugi, Ngwala & Gitau, 1991). This has led to a spread of successions of moral panic throughout our educational system. O'Dennell (1994) describes this situation as an image of social disorder and evil. Sociologists have cited the environment and inheritance as the causes of

these problems. Environmental factors include poverty, thwarted aspirations resulting into a gap between objective and opportunity, peer pressure, harsh academic authority, poor quality of teaching and societal transition (O'Dennell, 1994; Broom & Selzric, 1968). Lack of emphasis on this vital subject by the government could also be a cause of these problems. Despite this, the blame has been laid on the students (Nkinyangi, 1980; Kinyanjui, 1979).

Mbiti (1991) observes that good morals are the food that keeps the society alive, healthy and happy. Consequently, if there is a moral breakdown in our schools, the end of the education system is tragic. Hence, CRE is a core subject for training in good moral values. Thus, all those concerned with the well-being of our society, should take it seriously.

The ability of CRE to achieve its purposes does not merely depend on the content of the syllabus. Other factors come into play. These include the teaching and learning methods, the attitudes of teachers and students towards the subject and the syllabus structure. It was important, therefore, that these factors be studied so as to understand their influence on teachers' and students' attitude towards CRE.

2.3 Effects of Teaching-Learning Methods on Students' Attitudes Towards CRE

Watson (1993) and Ryans (1969) note that the most fundamental factor in the teaching of any subject is the teacher. An effective CRE teacher is not only able to create a good rapport with students but is also good at organizing the subject. It is obvious that experience and knowledge yield dividends in the classroom. In the secondary schools, considerable sophistication is called for in order to sustain students' interest. This is because students can pick many notions from every method teachers use. The relevance of an educational programme is to a large extent determined by the quality of teachers. If teachers are misfits or are indifferent to their

responsibilities, the whole programme is likely to be ineffective and largely wasted (Mwangi, 2000). This may make the student develop a negative attitude towards a programme or a subject, resulting in the objectives of the course not being met.

Ryans (1969) avers that different scholars hold differing views about good teaching. Some say that it is as a result of teacher training in a college or university, others view it as a matter of teachers "dynamic personality" and still others argue that it is revealed by the discipline the teacher is able to maintain in the classroom. However, Ryans contends that whatever the stand, competent teachers should have a mastery of technical skills of teaching to facilitate students learning and display attitudes which foster learning.

According to KIE (1990) Kenyan teachers never cover the content as expected nor use the practical oriented methods necessary for developing the anticipated skills and attitudes. They neither use practical methods nor teaching aids. Kathuri (1990) observes that teachers use the lecture method mostly in teaching at secondary school level. Though this method saves time during instruction, it should not be overemphasised as the learner may remain passive and slavishly follow the teacher without any critical input. Practical methods should not only apply to science subjects where laboratories are used, but also to the arts subjects such as CRE. In addition to the lecture method, other methods advocated are audio-visual presentations, field trips, demonstrations, role-plays, sociodrama, creative methods such as poetry and dance, among others.

Field trips are assignments carried out in the world outside the classroom, usually for the purpose of providing real experiences or showing application of theoretical learning (Groenewegen, 1993). Some topics where field trips would be useful are, for example misuse of

wealth, African cultural expressions in Christian worship and equality of human beings. This would help students to appreciate wealth, culture and people of different cultural backgrounds. Drama makes the students to get involved with topics especially those which concern social issues such as marriage and forgiveness (Groenewegen, 1993). This helps students to act out a problem and then a solution. Group discussion facilitates the development of critical skills. This method helps students to attain most levels of cognition and affective domains (Groenewegen, 1993). These methods draw on the imagination of the students due to their visual support and encourage a critical review of the topics thus encouraging active participation. This is in line with Grimitt's (1973) suggestion that active learning methods help children develop concepts and an understanding of their world.

Life Approach and Social and Life Designs are also important methods for teaching CRE because they help the learner to relate the knowledge learnt to every day life experiences. These methods help to overcome situations in which some of the academic disciplines are felt to be divorced from reality. Rousseau, Pestalozzi and Comenius (cited in Sifuna, 1976; Shiundu & Omulando, 1992) emphasise the need to place pupils' interests at the centre of the learning process. They argue that children learn nothing from books and rote memorization as these make learning entirely meaningless and uninteresting. They advocate a curriculum where the child, not the subject matter, determines both the quality and quantity of learning. Opportunities should, therefore, be created to link the children's past and present experiences with what they recognize to be the central concept of religion. It is in this light that Gachegoh (1990) and Malusu (1981) recommend that CRE be made more relevant through the use of the child's experiences. This is likely to make the subject more exciting for learners.

Another teaching/ learning approach related to the above is the Systematic Method (Groenewegen, 1993). This approach assists the learner to see relationships between what is known and the unknown, thus laying a good basis for what is to be learnt. The learner can learn from any exchange with the environment as organised by the teacher, so long as it is well organised to enable the learner to conceptualise events. This study sought to find out if these methods are applied relevantly during the teaching of CRE, so as to enhance positive changes in behaviour.

2.4 Effects of Teachers' Attitudes on the Teaching/ Learning of CRE

Mbiti (1991) contends that a large number of teachers are in the profession only because they could not find a job of their choice and that the profession often attracts candidates who were not keenly interested in it. Kariuki and Kibera (1996) claim that even after teachers complete their training, teaching is only a waiting bay for other opportune careers. Experience has shown that when students are making career choices to train in public universities, most of them choose teaching as the third or fourth option. Therefore, they get to teaching only after other areas have failed. This can be attributed to a lack of interest in the profession, which may result in lack of enthusiasm and motivation (Ndirangu, 2000).

Remuneration is another contentious issue. From experience as a teacher, arts teachers are paid less than science and technical teachers and this causes discontent. This demotivates teachers and causes them to feel that their subjects are not important. Nkosana (1998) found out that if the teachers feel that a subject is not important to an extent that they do not emphasise it, students are not to blame for having the same attitude. At the same time, teachers' attitudes and behaviour towards teaching could affect their teaching styles in such a way as to make a difference in students' outcomes (Husen & Noonan, 1978; Twoli, 1986).

A report from the office of the Nakuru Provincial Director of Education (2001) shows that students who had dropped CRE in favour of Social Education and Ethics felt that the subject was difficult, abstract or too historical. This could be a reflection of poor approaches used in the teaching of CRE in schools. Some teachers do not seem to have fully understood what the subject is all about. It is a bit like trying to paint a picture with no picture frame in mind resulting into confusion, distraction and difficulty in applying oneself to anything. Teachers need to know the overall value and purpose of CRE (Watson, 1993). This will help them advise their students accordingly. They can be more effective if they are seen as experts in their areas and are able to prepare properly for teaching it. This could probably make the students develop a positive attitude towards the teaching of CRE. Good planning by the teacher enhances good teaching and leads the child to adventuring, intellectual hunts, opening of windows in the mind, stimulating imagination, stirring interest, encouraging curiosity and giving the child a lot of confidence (Alexander, 1956 cited in Malusu, 1981). It was important, therefore, to find out the teaching methods used by CRE teachers as this may affect the attitude of students towards life.

2.5 Effects of Techno-Scientific Culture and Culture of Self Towards the Learning of CRE.

The emphasis placed on mechanical and organisational efficiency in the modern times has greatly encouraged utilitarian attitudes towards life. Grimitt (1973) and Watson (1993) attribute this to the materialistic world outlook prevalent in the world today which has cultivated a mistaken belief on the power and ability of technology to solve man's problems. They note that the achievements of technology have dazzled man so much that he may argue that it is only science that can provide true knowledge. Science is, therefore, viewed as omni-competent, that

is, it can explain everything, hence, religion becomes irrelevant (Fennema & Paul, 1990). These authors note that material and spiritual goods are seen to be on competitive display.

The utilitarian attitude towards life which has been cultivated in modern times, has led to craving for more money, possessions, power, social status, pleasure and entertainment among others (Watson, 1993). This may indicate that man is the measure of all things. This has directly or indirectly affected teaching and learning in schools. With the introduction of the 8.4.4 system of education in Kenya, emphasis has been placed on science and technical subjects, which could directly or indirectly provide opportunities for self-employment. CRE has, therefore, lost its credibility and has a low economic status compared to scientific and technical subjects. Thus, students tend to choose subjects that would provide employment because candidates are required to possess specific cognitive and psychomotor skills. CRE does not seem to offer these skills, consequently, the values it fosters are considered secondary (Wanyama, 1996).

Aduda (2001) and Einstein in Polkinghorne (1988) note that CRE is equally important. Aduda (2001) argues that schools would be useless if they only produced bright but intolerant people. Einstein supports this by saying that science without religion is lame and religion without science is blind. Therefore, religion and science must work together to the benefit of the society. The emphasis laid on technical and science subjects may affect students' attitude towards CRE and hence make them insensitive to its positive contribution in life.

Other factors that may affect students' attitude towards CRE include different denominational backgrounds of the students, lack of direct experience of what forms the bulk of its content and indifferent or hostile attitudes towards religion in some, which may hinder their responsiveness to the subject matter of Christian instruction (Mutoro, 1985). Loukes (1968) argues that students

are interested in central religious and moral questions of life but questioned the relevance of the education they receive in schools, as it did not seem to answer these moral questions. Therefore, it was important to find out the attitudes of students towards CRE and how it may be improved.

2.6 The Effects of Syllabus Structure on Students Attitudes towards CRE

It has already been noted that the CRE syllabus is abstract and historical in nature and therefore divorced from learners' experiences (Gachegoh, 1990; Wanyama, 1996). An ideal syllabus should be relevant to individual pupils and society. It should be suitable for the age group or stage of development of the pupils and integrated or linked with other subjects in the curriculum (Ayot and Patel, 1987). According to KNEC (2000), CRE syllabus derives its structure from five main domains. These are:

1. The Old Testament
2. The African Heritage
3. The New Testament
4. The life of Christian Communities in the past
5. Contemporary Christian Living

This organization starts from unknown to the known rather than vice versa which should be the norm, making it difficult for students to understand the immediate relevance of CRE. This may perpetuate students' negative attitudes towards the subject. Indeed, the subject is an elective in form three and this kind of a structure may discourage the students from pursuing the subject. Further, Shiundu (1980) and Otiende (1982) have also identified the problems of CRE as being too abstract and divorced from the child's immediate surroundings hence its low social status at primary and secondary school levels. The main complaint from teachers on the other hand has been that the secondary school syllabus is overloaded with content, therefore, teachers tend to rely

heavily on teaching for examination rather than application of the content of the subject (Groenewegen, 1993). Though some modifications were made in 1992, Groenewegen noted that the reduction in the aspects of contemporary Christian living was somewhat unfortunate. As a result, the traditional biblical components of the Old and New Testament have become much more prominent at the expense of more relevant contemporary aspects. This is because the former is easier to examine but it is a sacrifice at the altar of the examination system. There is need, therefore, to shift emphasis from examination to the acquisition of knowledge, skills, values and attitudes. Further, Evening (1974) contends that one of the major problems in understanding Religious Education of which CRE is part, is that the syllabus is not suitable for the age group of the student. This is because those who make the syllabus are adults and find it difficult to look into the child's mind or to identify moral aspects to be taught at a certain age. Therefore, it is easy to make a syllabus which does not fit the age of the child (Malusu, 1981). This could lead to lack of understanding of the content by the students leading further to a negative attitude towards the subject. Specialists who understand child psychology and development should, therefore, make the syllabus.

Other problems faced by students in understanding the Old Testament books results from among other factors, lack of archaeological and historical support for Bible stories and the fact that CRE is clothed in Western traditions (Ombuna, 1994). Constant use of the Bible also makes the subject boring and difficult to answer application questions (Wassike, 1985). Bell, cited by Wassike (1985), visited Kenya, courtesy of Churches Education Association (CEA) to teach educationists on the theory and practice of teaching CRE in schools. He noted that CRE needed more than a factual knowledge to be an educational task. It should be appraised to help children cope with the present and the future. Watson (1993) noted that to some students, CRE is an embarrassment, dull, irrelevant, a soft option and dangerous as it tries to get into peoples'

morals. While to others, it is tremendously important, central to curriculum and exciting. As such there is need to choose well-connected experiences which will cater for both groups. There is, therefore, a need to evaluate the structure of the CRE syllabus so as to make it comprehensive and relevant to the changing times. This would make the students see its relevance to everyday life. This would lead to a positive change of attitude.

2.7 Effects of Gender Towards Learning CRE

Eshwani (1974) argues that most areas of study have concentrated on abilities and achievements between boys and girls. Boys have been found to be better than girls in the performance of mathematics and science. Girls on the other hand have shown superior performance in verbal skills and social sciences. These differences were found to be more significant at adolescence, the age of most secondary school students. One aspect of this study focused on gender mediated attitude difference.

Johnston (1997) has noted that there are more women than men in church and also the number of women in high positions in the church is increasing. KNEC reports (1999, 2000 & 2001) show that there is a higher enrollment of girls than boys in CRE. This may be due to different interests and attitudes attributed to gender. Maccoby & Jackline (1974), who studied the attitudinal and value differences between the sexes noted that girls had different interests, expressed different attitudes and different values with regard to learning what was important to them. Further, Gage & Berlinger (1989) noted that there is a tendency for boys to be more aggressive than girls. These observations are most consistent with gender-linked differences in the personality domain. Most differences between the two sexes are in large part determined by culture and behaviour that is learned through reinforcement from adults and peers through specific process of discrimination, generalization, performance and practice (Keeves, 1985).

This study took into account the Kenyan context to establish particular reasons that may have led to either gender having a positive or negative attitude towards CRE.

2.8 Theoretical Framework

This study will be guided by the functionalist theory developed by Emile Durkheim in 1856. The focus of this theory is the concept of function (Schaefer & Lamm, 1985). In this theory, Emile noted the positive role played by religion in society. He noted that religion is of vital importance in all societies as it plays a key function in assisting social cohesion or solidarity. Functionalists emphasize that schooling performs many functions that are essential in maintaining the stability of society. Among these are the transmission of culture, knowledge, promotion of social integration and maintenance of self-control (Schaefer & Lamm, 1985).

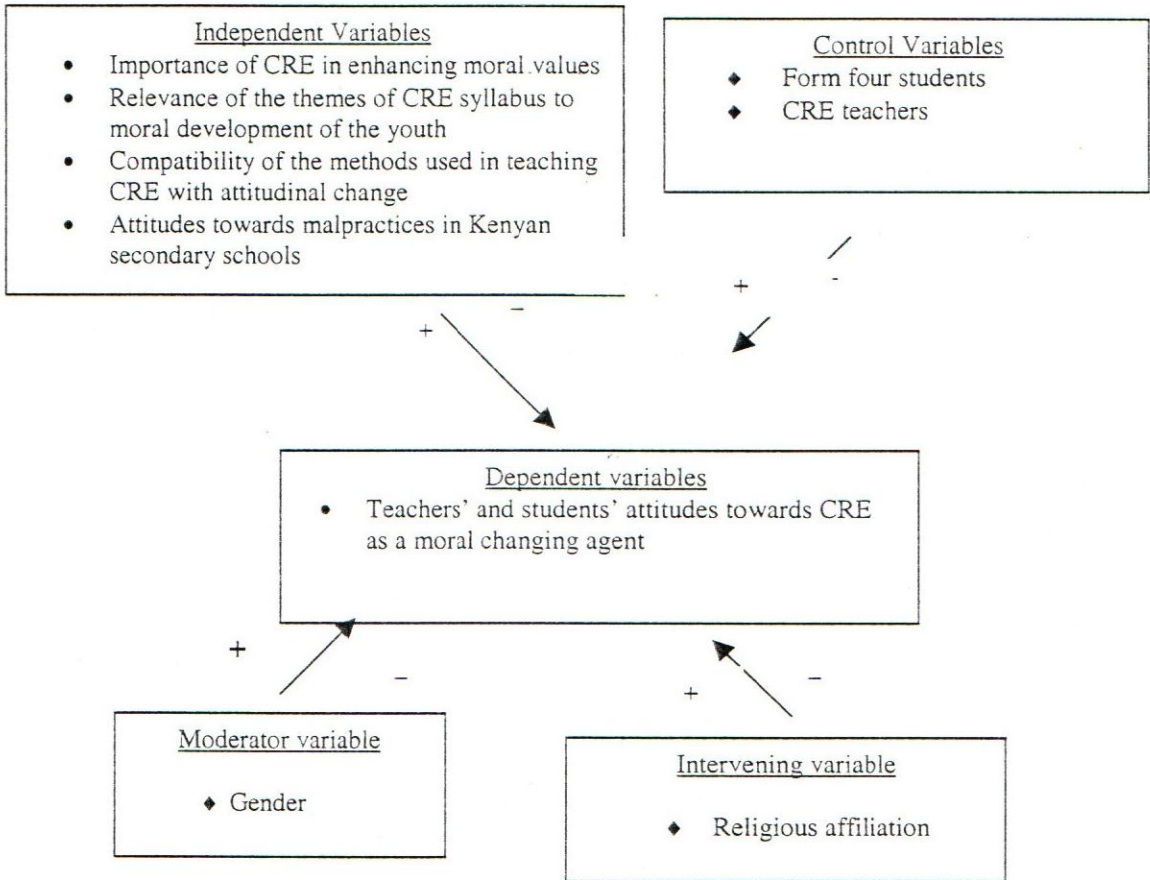
In early societies, knowledge, skills, values and beliefs, which enhanced social cohesion, were transmitted from one generation to the other, through initiation of the young by the older generation (Shiundu & Omulando, 1992). In modern times, education is viewed as a conscious effort by society to promote certain important values and beliefs of the community (Ondiek, 1986; Shiundu & Omulando, 1992). Ondiek (1986) further claims, "that schools are social institutions created and maintained by the society in order to perpetuate certain aspects of its culture, through purposive schooling and learning" (p. 26). Schooling enhances attitudes and values that the society thinks are essential for its propagation (Shiundu & Omulando, 1992). Ondiek (1986) and Shiundu & Omulando (1992) argue that education boosts environmental and inherited contributions to the shaping of students' behaviour in the desired direction. Functional approach emphasises that behaviour is directed towards accomplishing goals that are socially defined (Light, Sheldon & Woodhead, 1991). Ondiek further notes that education offers liberating skills, which help people to control themselves, their lives and their environment.

Such qualities as honesty, industry, sharing, love of self and others and respect for other peoples' property are encouraged (Ondiek, 1986, Scheafer & Lamm, 1995; Shiundu & Omulando, 1992).

The purpose of cognition, which is translated through social units such as formal institutions, is to guide intelligent action (Light, et al 1991). The Christian principles that are taught through CRE emphasize virtues that help to keep the school and the society as a whole in harmony. These include loving your neighbour as yourself and doing unto others what you would like them do unto you. Other principles that are stressed include love, charity and selflessness, respect of self and universal brotherhood of mankind among others (KIE, 1989; 1992).

According to the functionalist view, thought and action are integrated (Light, Sheldon & Woodhead, 1991). Hence, if these principles of Christianity are being taught in Kenyan secondary schools, it would be expected that students reflect them in their daily lives. However, this does not seem to be the case. There was need, therefore, to carry out a study to find out why the teaching of CRE has not impacted positively on students in secondary schools.

2.9 CONCEPTUAL FRAMEWORK



The positive (+) and the negative (-) signs indicate that the variables (independent, control, moderator and intervening) could positively or negatively affect the dependent variables (teachers' and students' attitudes towards CRE).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study was to determine the attitudes of teachers and students towards CRE in selected secondary schools in Nakuru district. This chapter presents the description and justification of research methodology that was used in the study. It describes the research design, population, sampling, instrumentation, administration of research questionnaires and data analysis.

3.2 Research Design

The research design adopted was ex-post facto. This refers to a design where the researcher does not have direct control of independent variables. The variables are taken as they are in a natural setting (Nannuly, 1978; Ary, Jacobs & Razavie, 1972). This design was appropriate because the researcher did not manipulate the variables but studied them as they were. In the schools, teachers and students had been exposed to the CRE syllabus and also had heard of or experienced the acts of indiscipline.

3.3 Location of the Study

The study was carried out in selected secondary schools in Nakuru district. This district was selected because of its cosmopolitan nature, accessibility and familiarity to the researcher and the existence of a critical mass in terms of the number of secondary schools. Nakuru district is divided into thirteen divisions. These are Mauche, Lare, Elburgon, Njoro, Rongai, Molo, Bahati, Keringeti, Mbogoine, Olenguruoni, Nakuru municipality, Gilgil and Naivasha.

3.4 Population

The target population comprised of all CRE teachers and 5,654 Form Four students from selected secondary schools in Nakuru district. The form four students were selected for this study because they had already made their subject choices. It was also the class, which had been exposed more to the CRE syllabus.

3.5 Sampling Procedure and Sample Size

According to a report obtained from the Nakuru District Education Office (2001), there were 134 secondary schools in the district. Due to time and financial constraints, schools in all the divisions could not be visited. Sampling was, therefore, carried out to provide a sample which could give information that was used to make judgements about a much larger number of cases (Kathuri & Pals, 1993).

The sampling frame was obtained from the class registers of Form Four students of 10 selected schools in Nakuru district. Two divisions were purposively selected. These were Nakuru municipality and Bahati. This was because the two divisions were accessible and familiar to the researcher. The population of form four students in these divisions was 1797 and 1105 respectively, totaling to 2902.

According to Cohen & Manion (1985), Adam & Schavaeveldt (1985) and Mungai (1995), there does not seem to be a universally accepted sample size. While Ary, et al (1972), Owen & Jones (1973) and Cohen & Manion (1985) argue that a minimum sample size of 30 subjects is sufficient for comparison purposes in most studies. Kathuri & Pals (1993) state that a minimum sample size of 100 subjects in a major-group and 20 – 50 subjects in a minor – subgroup could

be sufficient. However, a sample should be large enough to be representative of the target population (Tuckman, 1972; Borg & Gall, 1996; Kathuri & Pals, 1993).

In this study, the researcher adopted the Fisher formula cited in Mugenda & Mugenda (1999). The formular gives the researcher an adequate sample size for this study.

According to Fisher (1973) in Mugenda & Mugenda (1999), a sample from a population of 10,000 is 384. In this study the target population is less than 10,000 and to determine a sample from it, Mugenda & Mugenda (1999) recommends the formula

$$nf = \frac{n}{1 + \left(\frac{n}{N}\right)}$$

Where nf= the desired samples size when the population is less than 10,000

n= the desired sample size when the population is more than 10,000

N= the estimate of the population size

Therefore, the sample size of students in the selected divisions was expected to be;

$$\frac{384}{1 + \left(\frac{384}{2904}\right)} = 339$$

However, this did not turn out to be the case because, during data coding and rostering, it was found out that some questionnaires (32) had incomplete and scanty information. These were, therefore, rejected reducing the sample size to 307. However, this sample was adequate for this study. Kathuri & Pals advocate for a sample size of 100-200 subjects in a major sub-group in a survey study of which Ex-post Facto is part.

The researcher had also assumed that there were two (2) CRE teachers in each selected school and that the sample size for the CRE teachers would be 20. However, some schools had more than two CRE teachers who were also included in the study as respondents. Hence, the sample size for teachers was 31 instead of 20.

3.6 Instrumentation

Attitudes can either be positive or negative. Attitudes are measured by the use of attitude scales, which may be in the form of either, five point likert scales or semantic differentiation (Nunnally, 1978; Kerlinger, 1983). Various instruments may be used for collecting attitudinal data, for example, questionnaires (Nunnally, 1978). Tuckman (1972) argues that questionnaires make it possible for the researcher to measure what a person knows (knowledge), likes and dislikes (values and preferences) and what a person thinks (attitudes and beliefs). Consequently, the questionnaire was found to be an appropriate tool for data collection for this study.

Two questionnaires were used for data collection. These were; Teachers' Attitude Questionnaire (TAQ) and Students' Attitude Questionnaire (SAQ).

The variables of the study were:

- (a) Dependent variables – teachers' and students' attitudes towards CRE.
- (b) Independent variables - the importance of CRE as an agent of attitudinal change, syllabus content, methods used in teaching CRE.
- (c) Moderator variable - gender.
- (d) Intervening variable- religious affiliation.
- (e) Control variables -CRE teachers and Form Four students.

3.6.1 Teachers' Attitude Questionnaire (TAQ)

This consisted of items which were both closed and open -ended on the attitudes of teachers towards the teaching and learning of CRE. Specific areas of focus were; the importance of CRE as a moral changing agent, the adequacy of the syllabus content, the teaching and learning methods used and the attitude towards the acts of indiscipline in secondary schools in Kenya. Closed- ended questions were measured on a 5-point Likert scale.

3.6.2 Students' Attitude Questionnaire (SAQ)

This also consisted of items which were both open and closed –ended on the attitudes of students towards the teaching and learning of CRE. Specific areas of focus were; the importance of CRE as a moral changing agent, the teaching and learning methods used and the attitude towards the acts of indiscipline in Kenya secondary schools. Closed- ended questions were also measured on a 5-point likert scale.

3.7 Validity and Reliability of Research Instruments

The questionnaires were pilot tested in Njoro division in Nakuru district. Piloting was done in order to check the reliability and validity of the research instruments. Mugenda & Mugenda (1999) and Borg & Gall (1996) recommend pre-testing of research instruments before use in research. Experts from the faculty of Education at Egerton University validated the content of the instruments. Borg & Gall (1996) recommend that 2-3 units be used in pre-testing. Therefore, pilot study was carried out in three schools from a division that did not take part in the actual study. CRE teachers and students in those schools became the respondents. Results of the pre-test were used to refine the questionnaire to be used in research.

For reliability, Cronbach's Coefficient Alpha formula was used. This is because it can be used to assess reliability for both multiple choice and essay questions (Borg & Gall, 1996). The teachers' and students' attitude questionnaires had a reliability of 0.76 and 0.81 respectively. A reliability coefficient of 0.7 and above is considered acceptable (Henerson, Morris & Fitz-Gibbon, 1987). Hence, the questionnaires were accepted as reliable.

3.8 Administration of Research Instruments

A research permit was sought, after which the researcher contacted participating schools through a letter posted to the school (see appendix A). Then, dates and time were fixed when the researcher could visit the school to carry out the research. The researcher delivered the questionnaires to the schools and administered them to the CRE teachers and students. The researcher collected the questionnaires immediately after they were filled in to ensure higher returns. However, some teachers required more time due to their involvement in other responsibilities. In such cases, arrangements were made on when the questionnaires were to be collected.

3.9 Data Analysis

The questionnaires contained both closed (5- point Likert scale) and open-ended items. For the closed items, each item was coded in order to obtain the magnitude of what was being measured with strongly agree (SA) being the highest and strongly disagree (SD) being the lowest. Open-ended items were assigned descriptive codes, which were used to assign meaning to each response (Greenan; et. al, 1998). The analysis of the coded data was done using the Statistical Package for Social Sciences (SPSS). Quantitative and qualitative methods of data analysis were used in which both descriptive (frequencies, means and percentages) and inferential statistics (T-test) were applied. The statistical significant level for inferential statistics was at $\alpha = 0.05$.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents results and discussion on the attitudes of teachers and students towards CRE in selected secondary schools in Nakuru district. The data was collected from CRE teachers and form four students.

The study aimed at answering the following questions:

1. What are the attitudes of teachers and students on the importance of CRE in enhancing moral values?
2. Are the themes in CRE syllabus relevant to the moral development of the youth?
3. Are the methods applied in teaching CRE appropriate for changing attitudes?
4. Is there any gender difference in the attitudes of teachers and students on the importance of CRE in enhancing moral values?
5. What are the attitudes of teachers and students towards the malpractices in Kenyan secondary schools?

Two null hypotheses were tested to achieve the objectives of the study for research question 4.

Ho1: There is no gender difference in the attitudes of male and female teachers on the importance of CRE in enhancing moral values.

Ho2: There is no gender difference in the attitudes of boys and girls on the importance of CRE in enhancing moral values.

Tables 2 and 3 show participation by religion and gender by teachers and students respectively.

4.1. Distribution of Participation by Religion and Gender

Table 2: Distribution of Teachers by Religion and Gender.

Religion	Gender	F	Percentage (%)
			N=31
Christians	Male	6	19.4
Christians	Female	25	80.6
Total		31	100.0

Table 2 indicates that there were more women teaching CRE than men. This may imply that women were more sympathetic to religion than men. The researcher has also observed that there were more women attending church than men as earlier observed by Johnson (1997). This may explain the higher representation of women teaching CRE. Table 3 indicates students enrollment by gender and religious inclination

Table 3: Distribution of Students by Religion and Gender.

Religion	Gender	F	Percentage (%)
			N=297
Christians	Male	146	49.0
	Female	142	47.8
Muslim	Male	-	-
	Female	7	2.3
Mungiki	Male	2	0.6
	Female	-	-
Rasta	Male	-	-
	Female	1	0.3
Total		297	100

The total number of students on Table 3 is 297. They are 10 less than the actual sample size. This was because, some students did not indicate their religion as required in the questionnaire. However, Table 3 shows that the majority of students studying CRE (96.8%) professed the Christian faith, while others were Rasta, Mungiki and Muslims. Rasta, Mungiki and Muslim students studied CRE so as to meet the minimum requirements for examination purposes. Rasta and Mungiki had the lowest percentages because they are upcoming and outlawed sects with few followers. The Mungiki sect especially is associated with anti-social behaviour such as killings as reported in Nakuru (Muiruri, 2003). This sectarian religion is not recognised in Kenyan secondary school curriculum. Hence, the government and the society in general do not think favourably about the Mungiki followers. The results that most of the students studying CRE were Christians is in line with results obtained by KNEC (2001), which indicated that 93.8% of students in Kenya are Christians and 6.18% are Muslims. The results and discussion of this study are presented in the sections that follow.

4.2. Attitudes of Teachers and Students on the Importance of CRE in Enhancing Moral Values

In order to respond to this objective, teachers and students perspectives were captured by determining their responses to the following three areas.

- (a) Values they perceived as being promoted by CRE.
- (b) Why students chose to study CRE.
- (c) Whether teachers and students felt CRE was still important in this techno-scientific age.

4.2.1. Values Perceived as Being Promoted by CRE

Table 4 provides a summary of the responses made by teachers and students on the values they perceived as being promoted by CRE.

Table 4: Values Perceived as being Promoted by CRE.

Statements	Teachers' responses		Students' responses	
	%	N=31	%	N=297
CRE helps students to:				
(a) Grow morally upright	90.0		91.2	
(b) Accept each other	90.0		90.4	
(c) Respect oneself	86.6		88.8	
(d) Make morally rational decisions	82.6		83.6	
(e) Understand and love others	65.5		90.8	
(f) Respect peoples' property	69.0		91.0	

The findings of the study indicated that CRE teachers and students respectively, were in general agreement that CRE was an important subject. This is because it helped students achieve certain moral values in life. These included, moral growth, self-respect, respect for other people and their property and making morally rational decisions concerning issues in life. This implies that CRE is important in enhancing moral values. The teaching of CRE helped students to grow into socially acceptable beings who portrayed the desired behaviour in the society. This was in line

with Grimmitt (1973), Malusu (1981) and Groenewegen (1993), who contended that through the learning of CRE, students were able to perceive the difference between good and evil. CRE was also viewed as being able to promote the power of reason by helping students to grow towards personal autonomy based on criteria of awareness of alternatives (Grimmitt. 1973; Malusu, 1981). This was an indication that knowledge gained from the learning of CRE enabled students to make informed judgements by weighing alternatives of moral actions to be taken. Snik & Jong (1995) agree with these findings by arguing that if moral thinking is encouraged, it helps students grow into people with personal identity and dignity. Over 86% of teachers and students respectively were in agreement that CRE helped students to respect themselves and respect other people. Similarly, 69.0% and 91.0% of teachers and students respectively indicated that CRE helped students to respect other people's property. This shows that personal and social aspects go hand in hand for the benefit of the individual and the society at large. The respect for self is likely to lead to respect for other people and this also is likely to enhance human identity and dignity. The findings of the study also agree with Shorter (1991), who contended that culture and morality were closely related facets of human dignity and identity. Mbiti (1991) confirms this when he argues that good morals are the food that keeps the society alive, healthy and happy.

However, the researcher observed that though the teachers, to some extent, agreed that CRE helped students to understand, love other people and respect their property, the magnitude of responses between the two groups differed. More students (90%) agreed with the statements than teachers (65%). This may suggest that students perceived CRE as an important subject which may help them achieve these values. The lower responses in the case of teachers may emanate from their experiences with students. In the recent past, secondary school students have caused massive destruction on school property and also burned their fellow students. For example, students riots in Nyeri High and Kyanguli secondary schools resulted in tragedies in

which many students died and property destroyed, when some students attacked their colleagues (Kinyua, 2000; Siringi, 2000).

*4.2.2. Why Students Chose to Study CRE

The study sought to find out from the students why they chose to study CRE despite the fact that it was an optional subject. Table 5 indicates their responses.

Table 5: Why Students Chose to Study CRE.

Statements	Responses %	
	Yes	No
	N= 218	
(a) To know God better	89.0	11.0
(b) To be a better person	85.7	14.3
(c) For my future career	71.3	28.7
(d) It is an easier subject	32.0	68.0
(e) To please my parents	8.1	91.9

Table 5 shows that majority of students (89.0%) chose CRE in order to know God better. This is an indication that even in this utilitarian age, people still are interested in knowing God. The knowledge of God helps a person to know and understand the do's and don'ts of life in relation to the will of God. This knowledge of God is attained through the learning of CRE in schools as already confirmed by students. This is in line with Pope Paul II (1992) who argued that the highest goal of personal development is to orientate oneself to God. This finding contradicts Grimmitt (1973) who claimed that the current generation has been overwhelmed by technology

and, therefore, has no need for God. The results also contradict the humanistic view that man is the measure of all things (Martin, 1996). At the same time, 85% of CRE students claimed that they chose to study CRE so that they could be better people in the society. This implied that the knowledge of God attained through the learning of CRE helped students to fit better in the society. For instance, the ~~Ten~~ Commandments are some of the basic principles of Christianity that teach students their duty towards God and their fellow men (KIE, 1992). (

Further, 68% of students indicated that they willingly chose to study CRE. Of the 68% interviewed, 23.7% and 46.6% chose to study CRE because of moral and spiritual nourishment respectively. They indicated that they did not choose CRE to please their parents or because it was an easier option. However, the minority (32%), were forced by circumstances to study CRE. For example, some studied CRE because it was either compulsory in the school they were or it was an easier option as indicated on Table 5.

4.2.3. Relevance of CRE in the World Today

In addition, the researcher was interested in finding out whether, in the opinions of teachers and students, CRE is relevant in the world today. Table 6 shows the various reasons why CRE was perceived as being relevant today.

Table 6: Reasons for the Relevance of CRE in the World Today.

Reasons	Teachers (%)	Students (%)
	N=31	N=259
(a) Spiritual and Moral development	19.4	89.7
(b) Career choice and placement	80.6	10.3

Results given in Table 6 show that both teachers and students perceived CRE as relevant in the world today. Both groups argued that CRE contributes to moral and spiritual development and also career choice and placement. However, an interesting observation was the difference in the perceptions of teachers and students as shown in Table 6. Whereas the teachers argued that CRE would help students grow morally upright (90%) (see Table 4), the teaching of CRE in their opinion, was a way of earning their daily bread. Many teachers (80.6%) saw CRE in terms of career opportunity. Students perceived the learning of CRE as important because it promoted spiritual development and enhanced positive moral values (89.7%). This is an indication that young people are interested in living an acceptable life as required by God and society even in this utilitarian age.

Both teachers and students, therefore, viewed CRE as an important subject which may be useful in enhancement of moral values. The students indicated that the knowledge of God through the learning of CRE was paramount as it helped them become morally upright people. However, the attitude of teachers towards CRE was biased towards career. Hence, they may not teach in a way likely to change students' behaviour positively.

4.3. Relevance of the Themes of CRE to the Moral Development of the Youth

Teachers were then asked whether CRE topics were relevant in the enhancement of moral values. Results from the study indicated that a majority of the teachers (74.6%) agreed that the topics in the CRE syllabus were relevant in enhancing moral values. This implies that CRE topics were relevant to the moral development of the youth. Nevertheless, this contradicted the kind of behaviour that was portrayed by the students in school and out of school. Such behaviour as violence against their colleagues, teachers and parents was against the teachings of CRE

(Castillio, 1986). However, 25.4% of the teachers felt that some topics were not relevant. They cited the abstract nature of the syllabus and poor coverage of current moral issues due to its wide nature as the source of the irrelevance. These observations concur with Shiundu (1980), and Groenewegen (1993), who noted that the CRE syllabus was overloaded with content and it was also abstract and divorced from learners' every day experiences. This group of respondents, therefore, highlighted some topics that they thought needed to be included. Table 7 shows a list of the proposed topics.

Table 7: Topics to be Included in CRE syllabus.

Topics	Percentage (%)
	N=8
(a) Health and society (HIV/AIDS)	27.7
(b) Adolescence and its challenges	23.5
(c) Power and politics	20.5
(d) Gender relations and sexuality	16.8
(e) Gospel and the Epistles	11.7
(f) Family life education	9.8

Results of the study on Table 7 indicates that a few topics needed to be added to the current CRE syllabus to make it more relevant in the world today. The topic on health and society was rated highest. Teachers indicated that this topic needed attention with special reference to HIV/ AIDS. This may be due to the effects the disease has had on the society. These include, increased number of orphans, street children, economic constraints on families and untimely deaths (KIE, 2001). Another topic which captured the attention of the teachers was adolescence and its challenges. Secondary school students are at this stage of life. The characteristics of this stage

include search for independence and identity. Other challenges were unemployment, health and marriage (Adams & Gullota, 1983; Lerner & Spanier (1980)). All these problems needed to be looked at early enough to help students cope with the challenges they posed in school and after school.

The teachers also recommended the topic on power and politics to be included in the syllabus. This may be because political leaders are perceived by the youths as role models. However, many of these leaders portray negative behaviour to the youth. The Government of Kenya, (2001) noted that leaders made inflammatory statements, fought openly in public, used violence to demand for their rights and practiced corruption among other malpractices. Such behaviour may result in a negative rather than a positive influence on the youth. Such a topic would help students to understand the political arena hence guard against corrupt influences of power-politics not tempered by moral influence.

4.4. Compatibility of the Methods used in Teaching CRE with Attitudinal Change

Each topic has specific objectives to achieve (Otiende, Bennars & Boisvert, 1994) and, therefore, appropriate teaching methods to help achieve the set objective(s) must be employed by teachers. There are certain methods that can be used in changing attitudes. The study also sought to find out the teaching methods generally applied by CRE teachers and whether they can positively change student's attitude towards life.

Table 8 indicates that CRE teachers mainly used three methods in teaching CRE. This can clearly be observed from the table where use of life examples, lecture and group discussions were rated 86.0%, 83.0% and 89.7% respectively by teachers. Teachers and students generally agreed on the

use of lecture method in the teaching of CRE. However, they differed on the use of life examples that was rated at only 50.6% by CRE students.

Table 8: Frequency of Methods used in the Teaching of CRE.

Methods	Teachers% of use N=31	Students% of use by teachers N=307
(a) Use of life examples	86.0	50.6
(b) Lecture	83.0	89.9
(c) Group discussion	89.7	61.3
(d) Narratives	52.0	99.2
(e) Assignments	48.0	14.0
(f) Dramatization	26.0	13.7
(g) Resource persons	22.0	9.0
(h) Educational trips	16.0	8.2

The frequent use of the lecture by teachers as indicated by the students showed that CRE teachers did not exploit methods that were likely to bring attitudinal change fully. Due to the wide nature of the syllabus and limited time, lecture method is used to help cover the vast syllabus in time for examinations (Groenewegen, 1993). The over-use of the lecture method by the teacher may lead to students getting bored and not critically analysing the meaning of what was being taught. Walkin (1982), Groenewegen (1993), Benaars, Otiende & Boisvert (1994), disapprove the frequent use of lecture method by teachers because it inhibits students participation as it is a one way communication. Kathuri (1990) also agrees with them by arguing that the use of the lecture method makes students to slavishly follow the teacher without any critical input.

Use of life examples was another method which 86.0% of teachers indicated they often used. This implies that teachers tried to relate topics being taught to learner's experiences or to day-to-day issues. However, only about half of the students (50.6%) agreed with their teachers on this. This means that CRE teachers may not be using Life Examples method as much as they claimed. Malusu (1981) and Gachegoh (1990), agree with the students that teachers do not relate topics well to the learners' experiences. Use of Life Examples is one of the methods recommended in the teaching of CRE. It tries to overcome situations in which some of the academic disciplines are delivered in an abstract or theoretical manner, divorced from the learner's experiences (Sifuna, 1976).

The discussion was another method which teachers claimed they often used. This indicates that teachers actively involved students in the learning process during CRE lessons. Class discussion helps students to share ideas and experiences and also promotes the power of reason. This method is used only on specific topics of a subject, for example, the New Testament principles on responsibility for others such as Jesus the Shephard, forgiving, being the light and salt of the world among others ((Otiende, Benaars & Boisvert, (1994); Groenewegen, (1993). Dehaan, (1999) argues that class discussion is an important method in teaching ethical dilemmas. For instance, whether it is justifiable to assist somebody who is terminally ill, with no hope of recovery, to end his or her life or whether taking the life of a convicted murderer provides sufficient restitution to the person who was killed and to the relatives left behind. Through the discussion' method, students debate and are able to deal with these issues intelligently rather than emotionally. Group discussion facilitates the development of critical thinking skills. It helps the students to attain most levels of cognitive and affective domains (Groenewegen, 1993). However, it requires skillful use by the teacher in order to avoid time wasting and rowdiness that may result if it is poorly planned and implemented (Groenewegen, 1993). Sixty-one point three percent

(61.3%) of CRE students also supported their teachers contention that they used group discussion as a teaching method.

Table 8 also shows that 99.2% of the students indicated that their teachers used narratives. Only half of the teachers indicated that they used the narrative method (50.2%). This implies that teachers do not emphasise the narrative, one of the methods recommended in the teaching of CRE for the purpose of behavioural change. Narratives are peculiar to the teaching of social sciences of which CRE is part (Groenewegen, 1993) as they give more lengthy examples to support the teaching. The lengthy examples help the students to clearly understand the meaning of what is being taught. Half of CRE teachers did not emphasise the narrative method. They may be weak in using narratives as an instructional device.

However, the results of the study indicate that CRE teachers tried as much as possible to employ methods that can help students to positively change behaviour. Those were for example, use of life examples, dramatization and to some extent, narratives, field trips and resource persons among others. However, many of the teachers (80.6%) saw CRE in terms of provision of career opportunities (see Table 6). This means that they may not have emphasised methods which may change students' attitudes positively inspite of indicating so. CRE teachers also may be hindered from the use of a variety of methods by time and limited resources. Some methods such as field trips require a lot of time and money. Time and resources may be limited in the face of the current CRE syllabus and the current economic situation in Kenya respectively. Teachers, therefore, need to use locally available materials where possible in order to achieve the set objectives (UNESCO, 1997).

4.5. Attitudes of Teachers and Students Towards the Malpractices in Secondary Schools

Kenya

In the last decade, cases of student unrest and disruptive behaviour have been on the increase (Government of Kenya, 2001). The study was interested in finding out whether some of the malpractices cited in the reports of indiscipline in schools were manifested in the schools studied. At the same time, the study was interested in finding out whether CRE teachers and students approved or disapproved of such behaviour. Table 9 shows the teachers' and students, responses on the manifestation of malpractices in their schools.

Table 9: Malpractices in Secondary Schools.

Behaviour	Percentage of Occurrence	Percentage of Occurrence
	as rated by teachers(%) N=31	as rated by students(%) N=307
(a) Cheating	86.6	86.3
(b) Stealing	80.7	84.6
(c) Sneaking out of school	80.6	65.1
(d) Cigarette smoking	76.7	61.6
(e) Sexual immorality	72.4	40.6
(f) Alcohol/ beer drinking	67.7	60.9
(g) Bhang smoking	61.3	23.2
(h) Destruction of school	45.2	31.5
Properties		

Results in Table 9 indicates that over 60% of both groups agreed that cheating, stealing, sneaking out of school and cigarette smoking were among the most common malpractices that occurred in Kenyan schools. Some of these malpractices tended to be condoned by the Kenyan society. For example, cigarette smoking, drinking of alcohol and cheating. Most of the students in secondary schools in the sample indicated that lying and stealing from their fellow students and the schools were common place. Stealing causes suffering to the affected students and also to the school and society at large. This is because the victims are denied the use of their property.

Other vices like sneaking out of school were also prevalent as indicated by both teachers and students. Students may have sneaked out of school so that they could get time to engage in malpractices such as drug abuse and drinking. They may also sneak out of school to buy such harmful substances as cigarettes, bhang and alcohol, or engage in other types of vices. Therefore, schools seem to have become a breeding ground for drug abusers.

Teachers and students rated the involvement in illicit sex at 72.4% and 40.6% respectively. Muthigani (1995) argued that increased occurrence of students' involvement in sexual immorality may emanate from other social practices. Abusing both drugs and alcohol is likely to reduce the reasoning power among students leading to their involvement in other misbehaviour (KIE, 1995). This may also result in poor academic performance and achievement. However, the percentage of teachers and students who indicated the occurrence of sexual immorality in schools differed markedly. This may imply that the students perceived the behaviour as a greater vice. Consequently, they could not stand out and declare the truth. Sexual practices are termed as evil if practiced before marriage. Nevertheless, teachers indicated that it is a common practice among their students. Sexual practices by students may lead female students to drop out of school due to pregnancy.

Destruction of school property was indicated as prevalent in secondary schools in Kenya. Table 9 indicates that 45.2% and 31.5% of teachers and students respectively had this experience in their schools. This is an indication that destruction of school property was not so prevalent as the other practices shown on Table 9. It was rated the lowest among other malpractices. This may imply that media exaggerate the prevalence of destruction of school property because when there is such an incident, it is widely covered by the media. The abuse of drugs and alcohol may also contribute to students destroying school property. Castillio (1986) observed that abuse of drugs turns young people wild resulting in unleashing of violence against their teachers and fellow students, leading to destruction of life and property.

The study also sought to find out whether students got involved in such malpractices as indicated on Table 9. All teachers indicated that they did not approve of such behaviour. Similarly, 74.6 % of students declared the same. This indicates that the society, old and young, does not approve of such malpractices. Those who disapproved argued that such behaviour could result in loss of students' lives and destruction of property, mental illness and poor academic performance. This concurs with Muthigani (1995) who asserted that behaviour such as drug abuse might lead to failure in examinations, promiscuity, mental illness, school drop out and initiation into organised crime. However, 25.4% of the students indicated the reasons for involvement in some of the malpractices. Their reasons for the involvement are presented in Table 10.

The highest rated reason was influence by peers and lack of adult role models in adult society (42.6%). This implies that the adult society provide poor role models to the youth. Where the society is characterised by people who are drunkards, smokers and corrupt. These types of people hinder positive moral development of the youth.

Table 10: Reasons for Students Involvement in Malpractices.

Reasons	Percentage (%) N=74
(a) Influence of peers and society	42.6
(b) Human weakness	31.9
(c) Poor school management	17.1
(d) Escape punishment from teachers	6.3
(e) Recreation/ fun/ adventure	2.1
Total	100

Government of Kenya (2001) observed that students are negatively influenced by what they see and hear in the society and also through the mass media. The adult society negatively influences the youth, for example when people use violence in demanding their rights, open defiance to authority and making inflammatory statements. The media influence the youth through excessive advertisement of cheap alcohol, excessive violence as seen on television and pornographic literature (Government of Kenya, 2001).

Students spend most of their time in school with their colleagues. For acceptance, a student has to conform to the group norms (Lerner &Spanier, 1980). If the values and behaviour of such a group are socially undesirable, this is likely to result in negative behaviour in such a student. A student may indulge in such behaviour as drug abuse, stealing and drinking of alcohol.

Another reason the youth argued contributed to their involvement in some of the malpractices was human weakness. The respondents rated this as high as 31.9%. This meant that though the students were willing to do what was right, they were forced by circumstances to act contrary to

their will. The study indicated that school authorities provoked students to bad behaviour due to poor management of school resources, harsh rules and poor planning of leisure time. Poor use of leisure time may result in students getting bored hence leading to involvement in mischief such as sneaking out of school. This kind of behaviour may be a way of escaping punishment. Consequently, 80% and 65.1% of teachers and students respectively indicated that students sneaked out of school. Punishment if not applied carefully may result in the culprit building up resentment. Therefore, the teacher needs to counsel the student before administering the punishment. This will make a student to take punishment positively.

Teachers and students were further asked whether CRE could help reduce these vices. Table 11 shows their responses.

Table 11: Can CRE Reduce Occurrences of these Vices.

Respondents	Yes	No	Undecided
Teachers N=31	89.7%	10.3%	-
Students N=307	81.0%	16.5%	2.6

Results on Table 11 show that over 80% of both teachers and students indicated that CRE may help reduce the malpractices. This implies that teachers and students view CRE as a moral changing agent. The teaching of CRE may help students to have positive attitudes towards themselves and life in general. The Ominde Commission (Republic of Kenya, 1964) supported continued teaching of CRE in schools due to its ability to bring positive change both at home and school. Groenewegen (1993), Malusu (1981) and Government of Kenya (2001) support this view by arguing that CRE can help eliminate vices as it helps students perceive the difference

between right and wrong. It is only through CRE that different problems in life such as pluralism can be dealt with in a rational manner (Ihoema, 1997).

From the foregoing, students and teachers agreed that malpractices existed in their schools. A majority of the teachers and students did not approve involvement of students in such malpractices. Those who indicated that they got involved in malpractices, appeared to have been caught up in a web of human weakness and peer pressure. Hence, they need counselling.

4.6. Determination of Gender Difference in the Attitudes of Teachers and Students on the Importance of CRE in Enhancing Moral Values.

Two hypotheses were tested so as to achieve the study question 4. These were;

Ho1: There is no gender difference in the attitudes of male and female teachers on the importance of CRE in enhancing moral values.

Ho2: There is no gender difference in the attitudes of male and female students on the importance of CRE in enhancing moral values.

Tables 12 and 13 show summaries of T-test results on the teachers and students attitudes (by gender) on the importance of CRE in enhancing moral values.

Table 12: T-test Results (by Gender for the Attitude of Teachers) on the Importance of CRE in Enhancing Moral Values.

Statements	male means N=6	SD	female means N=25	SD	T-test	P value
CRE helps students to:						
(a) Grow morally upright.	2.20	1.10.	1.88	.53	.369	.316
(b) accept others.	1.80	0.41	2.08	.72	-1.127	.422
(c) respect themselves.	1.67	0.52	2.12	.73	-1.771	.162
(d) make rational moral decisions.	1.80	0.45	2.21	.83	-1.566	.301
(e) Understand and love others	2.00	0.00	2.74	1.39	-2.522	.209
(f) respect peoples' property .	2.00	0.00	2.70	.129	-2.577	.205

*Statistically significant at $\alpha = 0.05$

The results in table 12 indicate that there is no statistically significant difference between male and female teachers on their attitudes on the importance of CRE in enhancing moral values. This was done by comparing the calculated probability (P) with the specified Alpha level ($\alpha = 0.05$). In this case, the calculated P is greater than the specified Alpha level. Therefore, the hypothesis was accepted. This implies that the attitudes of teachers regarding the role of CRE in promoting positive values on students are not dependent on gender. Both male and female teachers view CRE as important in helping students to become morally upright, accept themselves, respect other people and their property and also make rational decisions in life.

Table 13: T-Test Results (By Gender on the Attitudes of Students) on the Importance of CRE in Enhancing Moral Values.

Statements	boys means	SD	girls means	SD	T-test	P value
	N=146		N=142			
CRE helps to:						
(a) Grow morally upright.	1.61	.97	1.52	.72	-.201	.841
(b) Accept others.	1.71	.77	1.77	.72	-.425	.671
(c) Respect themselves.	1.68	.89	1.65	.91	-.967	.334
(d) Make morally rational decisions.	1.96	1.31	1.83	.95	-.693	.489
(e) Understand and love others.	1.71	.82	1.74	.75	-.926	.355
(f) Respect peoples properties.	1.68	.93	1.70	.80	-.287	.775

*Statistically significant at $\alpha = .05$

The results on the attitudes of students (by gender) on the importance of CRE in enhancing moral values indicated that students' attitudes towards the importance of CRE are not dependent on gender. This was done by comparing the calculated probability (P) with the specified Alpha level ($\alpha = 0.05$). In this case, the calculated P is greater than the specified Alpha level. Therefore, the hypothesis was accepted. This implies that both boys and girls perceive CRE as an important agent of positive behaviour change. The learning of CRE helps students to achieve positive values such as self-respect, respect of other people's properties, love and understand others and make morally rational decisions in life. In this case, therefore, the hypothesis was accepted.

4.7. Summary

From the foregoing, moral values emanating from the knowledge of God as taught in CRE were found to be important even in this techno- scientific age. Consequently, CRE was indicated as relevant in the world of today. The subject was also viewed as important in providing career opportunities, especially by teachers who participated in the study. On the same note, students indicated that they chose to study CRE not because it was an easier option, but because they wanted to know God more. They indicated that this knowledge was important in building them up morally and spiritually.

The majority of CRE teachers agreed that the themes/ content in the syllabus were adequate in enhancing moral values. However, a few of the teachers indicated that there was need to add a few topics which would enable the teaching of CRE to meet the current moral challenges. However, there was little agreement among teachers on the themes to be included

The results of the study indicated that CRE teachers tried as much as possible to use methods that would lead to behaviour change. These were, life examples and discussion and to some extent dramatisation, field trips and invitation of resource persons among others. However, there was a general agreement by teachers and students on the overuse of the lecture method. This method is not recommended for teaching of CRE. This is because, it is a one way communication hence hindering students' active participation in the learning process. The students easily get bored and slavishly follow the teacher without any critical input which may lead to a less positive impact on behaviour. However, teachers complained that the syllabus was wide. Consequently, they used the lecture method to help them cover the syllabus in time for the national examinations.

Further, majority of the teachers and students disapproved the malpractices in schools. Such malpractices included; stealing, abuse of drugs, sneaking out of school and sexual immorality among others. They argued that CRE could help students make responsible moral decisions. However, some students could not keep up with the high moral standards taught in CRE. They cited peer pressure, lack of good role models in adult society and human weakness as the reason for the failure. Such students need counselling.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the conclusions and recommendations of the study. The study aimed at investigating the attitudes of teachers and students towards CRE. In the recent past, schools have been locked by unrest which has led to disruption of studies, loss of life and destruction of property. The main aim of the study was to determine the attitudes of teachers and students on:

- ◆ the importance of CRE in inculcating moral values;
- ◆ the relevance of the themes in CRE syllabus to moral development of the youth;
- ◆ the appropriateness of the methods applied in teaching CRE for attitudinal change;
- ◆ whether there is any gender difference in attitudes of teachers and students on the importance of CRE in enhancing moral values; and
- ◆ attitudes of teachers and students towards the malpractices in Kenyan secondary schools.

The analysis of the data was carried out according to the responses to research questions which were in turn based on the research objectives. This study has contributed to knowledge in the following ways:

- ◆ It has provided evidence that religion and religious pursuits have not been dulled by the techno-scientific culture as transmitted by media and society. Results of the study showed that students were still interested in knowing God even at this utilitarian age.

- ◆ Teachers and students indicated that CRE could help reduce malpractices in schools as it teaches about virtues. However, possession of CRE knowledge does not mean that students will behave positively. Some social and personal factors; for example peer influence, lack of good adult role models in the society and human weakness contributed to improper behaviour.
- ◆ CRE was seen as a moral changing agent for students only. This is because, majority of the teachers indicated that CRE was important as it enabled them earn their daily bread while students indicated that it is important in moral and spiritual development.

5.2. CONCLUSIONS

5.2.1. Teachers' and Students' Attitudes on the Importance of CRE in Enhancing Moral Values

The objective aimed at determining the perceptions of CRE teachers and form four students on the value of CRE in helping students develop positive moral values. The results indicated that both CRE teachers and form four students agreed that CRE was an important subject in shaping students' moral values. Students indicated that they chose to study CRE not because it was an easier option but because they wanted to know God more. Furthermore, teachers and students claimed that CRE was relevant in the world of today as it leads to moral and spiritual development and also provides career opportunities. However, it was noted that many teachers viewed CRE as a way of earning their daily bread while students indicated that CRE was important to them for moral and spiritual development. Hence, teachers may not emphasise the teaching of CRE in order to achieve the desired changes on students.

5.2.2. Teachers' Attitudes towards the Relevance of the Themes of CRE Syllabus in Inculcating Moral Values

Teachers agreed that the content/ themes addressed in the CRE syllabus were adequate in inculcating moral values. However, a few of them suggested that some extra topics be included to help tackle the current moral issues effectively.

5.2.3. Teachers' and Students' Attitudes on the Appropriateness of the Methods used in the Teaching of CRE with Behavioural Change

On this objective, it was observed that CRE teachers tried to some extent to use methods that would help students to positively change attitude. These were life examples, discussion and dramatisation,. However, there was a general agreement on the over-use of the lecture. The lecture method is not recommended in the teaching of CRE, as it is a one-way communication that reduces student participation a lot during the lesson. The overuse of the lecture was due to limited time for covering the vast CRE syllabus for purposes of examination.

5.2.4. Teachers' and Students' Attitudes Towards the Malpractices in Secondary Schools in Kenya

Results of the study indicated that both teachers and students did not approve such cases of indiscipline as bhang smoking, stealing and cigarette smoking in schools. However, of the students who claimed that they involved themselves in such vices, they did not do so because they liked it. They were caught up in the web of peer pressure, lack of role models in the adult society and human weaknesses.

5.2.5. Hypotheses 1 and 2

Two hypotheses were formulated for research question number 4. Hypothesis 1 (HO₁) stated that there was no gender difference in the attitudes of teachers on the importance of CRE in enhancing moral values. The hypothesis was accepted in all the six items. Hypothesis two stated that there was no gender difference in the attitudes of students regarding the importance of CRE in enhancing moral values. The hypothesis was also accepted. Therefore, there was no gender difference in the attitudes of teachers and students on the importance of CRE in enhancing positive moral values.

5.3. RECOMMENDATIONS

In view of the foregoing conclusions, the following recommendations were made:

1. Since CRE was perceived by both teachers and students as an important subject in enhancing moral values. It should be made compulsory in all Christians learning institutions.
2. Teacher training colleges, universities and CRE teachers themselves should put more emphasis on the teaching methods that would help achieve objectives within the affective domain.
3. Results showed that there was a general agreement that CRE teachers used lecture more often than any other method. They claimed they did this because the syllabus was overloaded with content hence time was a limiting factor. In view of this, the CRE syllabus should be trimmed to allow for the use of a variety of methods which may lead to attitudinal change.

4. In-service courses should be made available for CRE teachers to help them teach well within limits of overloaded syllabus, time pressure and resources. This will help the teachers to acquire practical skills for classroom use.
5. Results indicated that a few of the students indulged in such behaviour as bhang smoking, cigarette smoking and stealing among others due to human weakness, peer pressure and lack of role models in the adult society. Counselling should be used to help such cases.

5.4. Recommendations for Further Research

During the course of this study, certain issues came into light which may warrant further research. These are:

1. Since teachers indicated that they concentrated more on only a few methods of teaching, there is need to find out if they are trained in such skills used in teaching within the affective domain.
2. This study was also limited to CRE and hence research can be extended to IRE and HRE.
3. The study indicated that the society did not provide credible role models to the students hence providing a conflicting situation in the learners minds between what they have learnt in CRE lessons and the behaviour in adult society. Further research would be necessary to determine the degree to which adult behaviour may impact on the moral development of the youth.
4. Lastly, research should be carried out to determine the influence of mass media on the behaviour of the youth.

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APPENDIX A

LETTER OF INTRODUCTION

Pauline. W. Githaiga.

Department of Education Curriculum & Instruction,

P. O Box 536,

Njoro.

Dear Sir/ Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH IN THE SCHOOL.

I am undertaking a research entitled 'An Investigation on the Attitudes of Teachers' and Students' Towards CRE in Selected Secondary Schools in Nakuru District'. Your school has been selected to participate in this study. CRE teachers and selected students will be involved. I assure you that their responses will be held in strict confidence.

Thank you in advance.

Yours faithfully,

Pauline. W. Githaiga.

APPENDIX B

TEACHERS' ATTITUDE QUESTIONNAIRE [TAQ]

You are kindly requested to answer the questions below as sincerely as possible. Respond either by writing, or putting a tick (✓) where required. There is no correct or wrong answer. The information you give will be treated confidentially. You are therefore free to give any additional information where necessary.

PART I: GENERAL INFORMATION

Please tick(✓) in the appropriate box

1. Type of school: Girls only Boys only Mixed
2. Your gender: Male Female
3. Your religion : Christian Other (specify) _____
4. Years of experience as CRE Teacher
5. In the table below respond by ticking (✓) the appropriate response using the following key:-

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

	SA	A	U	D	SD
(a) I enjoy teaching CRE					
(b) CRE is useful to students					
(c) CRE helps students to grow morally upright					
(d) CRE helps students to accept other people					
(e) CRE enhances self-respect, respect of others and their property					
(f) I view CRE as an important subject					
(g) The public view CRE as an important subject					
(h) I feel embarrassed being a CRE teacher					

6. Have students in your school been involved in any of the following practices? Please tick (✓).

	Yes	No
Bhang smoking	<input type="checkbox"/>	<input type="checkbox"/>
Cigarette smoking	<input type="checkbox"/>	<input type="checkbox"/>
Stealing	<input type="checkbox"/>	<input type="checkbox"/>
Drinking of alcohol (beer)	<input type="checkbox"/>	<input type="checkbox"/>
Sneaking out of school	<input type="checkbox"/>	<input type="checkbox"/>
Disobedience to teachers	<input type="checkbox"/>	<input type="checkbox"/>
Destruction of school property	<input type="checkbox"/>	<input type="checkbox"/>
Sexual immorality	<input type="checkbox"/>	<input type="checkbox"/>

7. (i) In your own opinion, do you approve the occurrence of the above practices among students?

Yes No

Please explain.

8. (i) Do you think the teaching of CRE helps in discouraging the occurrence of such behavior?

(a) Yes (b) No

(ii) If No, briefly explain

(iii) If yes, briefly explain.

9. (i) Are the CRE topics adequate in inculcating moral values among students?

(a) Yes (b) No

b. If No, briefly explain

10. Suggest any other topic(s) apart from what is already in the syllabus, which you would like included in the CRE syllabus.

11. In the table below respond by ticking (√) the appropriate response against the given statement using the following key.

- SA = Strongly Agree
- A = Agree
- U = Undecided
- D = Disagree
- SD = Strongly Disagree

	SA	A	U	D	SD
My school readily provides the required resources for teaching CRE.					
Teaching resources used in the teaching of CRE are outdated.					
Lecture method should be discouraged in the teaching of CRE.					
CRE resource persons visit my school often time.					
Students actively participate in class during CRE lessons.					
CRE assignments waste a lot of time.					
Students visit religious centers to learn more on some CRE topics					
I like using life-examples in the teaching of CRE.					
I encourage discussions during CRE lessons.					
Time allocated for teaching CRE is inadequate					
I feel teaching CRE is boring					
I prefer teaching CRE to any other subject					
Educational stories should be encourages in learning of CRE.					

12. (a) I use the following methods and techniques in the teaching of CRE. Show how frequently you use them by ticking (✓) against each option.

Frequency of use:

Methods/Technique	Used Very often	Often Used	Occasionally Used	Rarely Used	Never used
Assignment					
Lecture					
Resource Persons					
Narratives					
Dramatization					
Role-play					
Educational trips					
Use of life Examples					

(a) For the methods/techniques used often why do you use them frequently?

(b) For those rarely or never used, why is this so?

13. (a) Is it difficult for students to apply what is taught in CRE to everyday life?

(a) Yes (b) No

If Yes, why?

14. How can the teacher make CRE easier to practice in every day life?

15. Is the teaching of CRE relevant in today's world?

Yes

No

(b) Give reason(s) for your answer.

APPENDIX C

STUDENTS' ATTITUDE QUESTIONNAIRE [SAQ]

You are kindly requested to answer the questions below as sincerely as possible. Please respond by or ticking (✓) where required. There is no correct or wrong answer. The information you give will be treated confidentially. You are therefore free to give any additional information where necessary.

PART I: GENERAL INFORMATION

Name of your school:

Please tick (✓) in the appropriate box

2. Type of your school : Mixed Single sex
3. Your gender : Male Female
4. Your religion : Christian Other (specify) _____

5. In the table below, respond by ticking (✓) the appropriate response against the statement using the key below.

- SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

	SA	A	U	D	SD
(a) Given a chance I would choose to study CRE upto form four and beyond					
(b) CRE is important to me					
(c) CRE helps me to grow morally upright					
(d) The teaching of CRE help me to accept other people					
(e) I am happy to learn CRE					
(f) CRE should be made compulsory in all schools					
(g) CRE teaches me to respect myself, respect other people and their property					

6. (i) Do you study CRE now?

- (a) Yes (b) No

(ii) If Yes why? Briefly explain

(iii) If No, why? Briefly explain

7(a) The following are common habits among secondary school student. Tick (✓) the ones common in your school.

	Yes	No
(a) Sneaking out of school	<input type="checkbox"/>	<input type="checkbox"/>
(b) Destruction of school property	<input type="checkbox"/>	<input type="checkbox"/>
(c) Bhang smoking	<input type="checkbox"/>	<input type="checkbox"/>
(d) Cigarette smoking	<input type="checkbox"/>	<input type="checkbox"/>
(e) Stealing	<input type="checkbox"/>	<input type="checkbox"/>
(f) Drinking beer	<input type="checkbox"/>	<input type="checkbox"/>
(g) Disobeying teachers	<input type="checkbox"/>	<input type="checkbox"/>
(h) Other (please explain)		

(b) In your own opinion, do you approve the occurrence of the above behavior in your school?

(a) Yes (b) No

If Yes, please explain.

(c) Can the teaching and learning of CRE help to reduce the above habits? Please explain.

I learn CRE for the following reasons? Tick (✓) the appropriate one.

	SA	A	U	D	SD
(a) To pass exams					
(b) To be a better person					
(c) To know God better					
(d) To fit in the society					
(e) To enrich my knowledge					
(f) To please my parents					
(g) It is an easy subject					
(h) To boost my intended career					

9. Respond by ticking (✓) the appropriate response to each of the statements given below using the following key.

- SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

	SA	A	U	D	SD
(a) My CRE teacher makes the subjects interesting					
(b) CRE topics are difficult					
(c) It is boring doing CRE assignments					
(d) We dramatize topics during CRE lessons.					
(f) My class visits many places so as to learn particular CRE topics					
(f) My teacher uses a variety of teaching aids during CRE lessons.					
(g) My teacher often use discussions during CRE lessons					
(g) Visitors come to my school to talk to us about good Christian living.					
(J) My teacher talks as we make notes often times					

10. Which of the following activities does your teacher often use in CRE lessons? Please tick (✓)

- (a) Teaching through religious videos
- (b) Inviting guest speakers
- (c) Dramatization
- (d) Group discussion
- (e) Educational trips
- (f) Note making as the teacher talks
- (g) Assignments

11. Is it difficult for you to apply what is taught in CRE to everyday life?

- (a) Yes (b) No

(a) If Yes, why?

(b) If No, why?

(13) Do you think CRE is relevant in the world today?

- (a) Yes (b) No

Briefly explain

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