EFFECTS OF TEACHING CHRISTIAN RELIGIOUS EDUCATION AS AN ELECTIVE SUBJECT ON STUDENTS' BEHAVIOUR IN SECONDARY SCHOOLS IN MWEA DIVISION, MBEERE DISTRICT, KENYA

BY

MUTINDA DANIEL MULI
E54/CE/10024/2004

A PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION

KENYATTA UNIVERSITY

DECEMBER 2009
DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

Mutinda Daniel Muli
E54/10024/04

This research project has been submitted for review with our approval as university supervisors.

Prof. Jack Green Oketch
Date

Dr. L. I. Libese
Date

Department of Educational Administration, Planning and Curriculum Development, Kenyatta University
DEDICATION

To my wife Esther,

Our children Lillian, Marion and Robin

I have done it for you
ACKNOWLEDGEMENTS

I sincerely thank my Creator, the Almighty God, who gave me the physical, mental strength and good health to undertake and accomplish this work within the prescribed period of time.

I owe a special indebtedness to my supervisors Prof J. G. Oketch and Dr. L. I. Libese for their guidance and service throughout the period. Their professional suggestions and comments assisted me to the next level. In addition, I must extend special thanks to all the lecturers who taught me coursework. Collectively, your efforts and expertise have given me a rudimentary look into your world; it’s a nice place to visit but I wouldn’t want to live there! I stand in awe of your knowledge. I also thank Kenyatta University for giving me a chance to study.

I appreciate my fellow student colleagues and friends notably, Muia, Jane Kariuki, and Lucy whose untiring support and encouragement supplies strength along the way to complete this process.

I am indebted to my wife who has been so supportive and bearing with me throughout the long hours while I worked on this research project. I cannot forget our children Lillian, Marion and Robin who are simply the love of our life. May they have the future to their advantage.

Finally, I am indebted to many who have contributed to the various stages of this body of work. God bless you all.
This study sought to investigate the consequences of making Christian Religious Education an elective subject in the Kenyan secondary schools with focus on Mwea Division of Mbeere District, Eastern Province. This study was significant in highlighting the problems posed by clustering and labelling some subjects as more superior than others leading to adverse manpower imbalances being experienced particularly in teaching profession. The study used survey design which obtained descriptive data as well as show the existing relationships between variables. The study targeted 440 form three students taking religious education in all the secondary schools in Mwea Division of Mbeere District. The study participants included 220 students, 11 heads of humanities departments, and 12 CRE teachers selected from 11 secondary schools in Mwea Division. The researcher used questionnaires; interview guides and observation schedule in data collection. Validity of the instruments was determined by two lecturers considered to be experts in the field while test-retest method was used to determine the reliability of the instruments. Quantitative data was analyzed using the Statistical Packages for Social Sciences (SPSS) while qualitative data was analyzed using MAXqda and data presented thematically. The study established that majority of the students from secondary schools in Mwea Division of Mbeere District had positive attitudes toward CRE. However, despite these positive attitudes, a number of factors affected their choice of the subject. The schools did not have adequate resources for teaching and learning of CRE, and students are discouraged by parents and peers from choosing the subject, ostensibly because the subject is not required for ‘superior’ university courses like the sciences. Consequently, those who chose the subject take it because it is considered easy and as a booster subject to raise the grades. Clustering of subjects affect students’ choice of CRE in that this limits students’ choice of the subject as they tend to choose those subjects that will assist them in their future careers, and in that CRE is taught at the same time with some sciences, that is, CRE\Physics. This means that a student can either choose CRE or Physics but not both. From the findings of the study, it was recommended that Religious Education be made compulsory not an elective to take the place of Social Education and Ethics. This is because it helps in moulding students’ behaviour and therefore contributes in the fight against indiscipline. In addition more resources should be channelled to the teaching of CRE in secondary schools in Kenya.
TABLE OF CONTENTS

Declaration ............................................................................................................ ii
Dedication ............................................................................................................... iii
Acknowledgements ............................................................................................. iv
Abstract ................................................................................................................ v
Table of Contents .................................................................................................. vi
List of Figures ........................................................................................................ viii
List of Tables .......................................................................................................... viii
Acronyms and Abbreviations ............................................................................... ix

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study .............................................................................. 1
1.2 Statement of the Problem ............................................................................ 2
1.3 Purpose of the Study ................................................................................... 3
1.4 Objectives of the Study ............................................................................... 3
1.5 Research Questions ...................................................................................... 4
1.6 Assumptions ................................................................................................. 4
1.7 Significance of the Study ............................................................................ 4
1.8 Limitations of the Study ............................................................................. 5
1.9 Delimitations of the Study ......................................................................... 5
1.10 Theoretical Framework ............................................................................. 5
1.11 Conceptual Framework ............................................................................ 7
1.12 Operational Definition of Terms ............................................................... 9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction .................................................................................................. 10
2.2 Religion and Education .............................................................................. 10
2.3 The Christian Religious Education Curriculum ......................................... 13
2.4 Subject Clustering In the Curriculum ........................................................... 15
2.5 Attitudes towards Religious Education ......................................................... 17
2.6 Discipline and Education .......................................................................... 18
2.7 Summary of Literature Review .................................................................... 20

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction .................................................................................................. 22
3.2 Research Design .......................................................................................... 22
3.3 Locale of the Study

3.4 Target Population

3.5 Sampling Procedure and Sample Size

3.6 Research Instruments

3.6.1 Questionnaire

3.6.2 Interview Guide

3.7 Piloting of the Study

3.8 Validity and Reliability of the Research Instruments

3.8.1 Validity

3.8.2 Reliability

3.9 Data Collection Procedures

3.10 Data Analysis Plan

3.11 Logistical and Ethical Considerations

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

4.2 Background Data of the Study Participants

4.3 Proportion of Students Who Took CRE at KCSE Level

4.4 Factors Influencing Students Selection of CRE

4.4.1 School-Related Factors Influencing Students’ Choice of CRE

4.4.2 Student-Related Factors Influence Students’ Choice of CRE

4.4.3 Employment-Related Factors Influencing Students’ Choice of CRE

4.4.4 Community-Related Factors Influence Students’ Choice of CRE

4.5 Impact of Taking CRE on Students’ Behaviour

4.6 Attitudes of Students towards CRE

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

5.2 Summary of the Findings of the Study

5.3 Conclusion

5.4 Recommendations

5.5 Suggestions for Further Studies
<table>
<thead>
<tr>
<th>ACRONYMS &amp; ABBREVIATIONS</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE</td>
<td>Christian Religious Education</td>
</tr>
<tr>
<td>GCSE</td>
<td>General Certificate of Secondary Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>RE</td>
<td>Religious Education</td>
</tr>
<tr>
<td>SEE</td>
<td>Social Ethics Education</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Packages for Social Sciences</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

This chapter discusses the background to the study, statement of the problem, purpose and objectives of the study, research questions, and significance of the study. It further brings in focus the assumptions, limitation and delimitations of the study and finally the theoretical and conceptual framework.

1.1 Background to the Study

Schooling is an important life process that strives to develop an individual into a better being. What has been witnessed in the secondary schools in terms of violence has been shocking to the society in general and educationists in particular. This has brought in question the issue of whether learners are taught human values in the school curriculum. Wasike (1985) points out that at school, students are just not prepared to pass examinations and have a specific career but for membership of a wider community. It is therefore paramount that students should not just focus on subjects that will endow them to secular development but also seriously consider religious implications of their well being.

In the Kenyan education system, religious education and social ethics education have been the main subjects that have fronted the teaching of ethics and values among the students. The 8-4-4 system of education introduced in Kenya in 1985 made religious and social education and ethics examinable subjects at both primary and secondary levels. It further introduced clustering and specialization in various subjects. However, the 8-4-4 curriculum was criticized for being overloaded

The Koech commission, Republic of Kenya (1999) received complains about lack of specialization in the 8-4-4 systems. The commission recommended that the
curriculum for secondary 3 and 4 be flexible to allow students to start specialization through their choice of subjects. It further said that there be certain amount of bias towards sciences, or technical and vocational subjects where students can specialize and that exact subject selection be dependent on the prevailing resources and facilities at the school. It also recommended that the curriculum at this level should be reduced to a minimum of seven subjects selected from four groups with three core subjects and one subject from each of the other groups. Among the subject left out was social education and ethics. RE was made elective.

Recent developments in education are showing that the overemphasis of sciences and languages is making subjects in humanities - of which religious education is - less attractive to students. This has led to the diminishing number of students opting for religious education right from secondary to tertiary institutions. This study will seek to investigate the consequences of making religious education an elective subject in the Kenyan secondary schools with focus on Mwea Division of Mbeere District, Eastern Province.

1.2 Statement of the Problem

Religious Education is important in playing the role of developing the learners' spiritual growth and ethical behaviour which generally has far reaching effects on the student's morals and socially acceptable values (self-discipline). Since the making of humanities as elective subjects, many students are shying away from religious education because the subject is presumed uncompetitive in the job market. This has led to very few schools offering religious education as compulsory in schools. This implies that students are exposed to less opportunities of learning morals hence the immoral behaviours that characterize the current school environment in Kenya.
The sporadic spread of violence in schools perpetrated by students; and other ills like drug abuse, abortions, and sexual immoralities among others have become common occurrences in our secondary schools. This scenario has greatly upset the normal learning processes in the affected schools not to mention the loss of lives and properties plus the cost of reconstructing these schools. This is an indicator of low moral values and social responsibilities among the students in the secondary schools. The big question that religious organizations, educationists and education administrators are grappling with is whether students' values and morals can be seriously boosted by making religious education a compulsory subject in secondary schools.

This study therefore intended to find out the effects of making Christian Religious Education an elective subject in secondary schools and its resulting consequences on the behaviour of the students in Mwea Division of Mbeere District.

1.3 Purpose of the Study

The purpose of this study was to establish the effects of teaching CRE as an elective subject in secondary schools and its resulting consequences on the behaviour of the students in Mwea Division of Mbeere District.

1.4 Objectives of the Study

This study was guided by the following objectives:

1. To find out the proportion of students enrolled to sit for CRE as a subject for KCSE in secondary school in Mwea Division of Mbeere district
2. To find out the factors which influence the students' choices of religious education.
3. To establish whether teaching of religious education has consequences on behaviour change of the students.

4. To find out the attitudes of form three students towards CRE.

1.5 Research Questions

1. What proportion of students has enrolled to sit for CRE as a subject for KCSE in secondary school in Mwea Division of Mbeere district?

2. Which factors influence students in either choosing or not choosing religious education?

3. Does teaching of religious education have any positive change on the students’ behaviour?

4. What attitudes do form three students have towards CRE?

1.6 Assumptions

The first assumption the researcher made was that schools in Mwea Division offer Christian Religious Education (CRE) and that it is elective. The second assumption was that the choice of subjects in Form 3 is purely personal and no external influence is involved and finally teaching of CRE is significant in behaviour change of learners.

1.7 Significance of the Study

This study is significant in three folds. Firstly, the findings of this study may be helpful in advocating for making the religious education a compulsory subject in secondary schools and be given a role of complimenting guiding and counselling in schools. Secondly, these findings may help in highlighting the dangers posed by clustering and labelling some subjects as more superior than others which lead to negligence of the later leading to adverse manpower imbalances being experienced particularly in teaching profession. Finally, this study could serve as a follow up to the
situation in the Secondary Schools concerning the CRE graduates of KCPE. Therefore, to avoid wastage in efforts put in by the Primary School Educators, the recommendations of this study propose better ways of maintaining the tempo.

1.8 Limitations of the Study

The study was limited to only one division. It was not possible to cover the whole District or Nation due to the factor of limited time and financial constrains. However, in future researchers can carry out a countrywide survey to determine the situation. The study focused on Christian Religious Education, basically as an elective subject in form three. Other subjects referred to were for the purpose of basic comparison but not in-depth study of the same.

1.9 Delimitations of the Study

The study focused on secondary schools, both public and private within the study area. Second, even though Christian Religious Education has been offered for many decades in the country, with a great deal of success, the study was confined to the period between 1999 and year 2007. Third the study focused on the form three students in the sampled secondary schools. The teachers involved in this study were strictly the class teacher and the subject teacher(s) in form three in the sampled schools.

1.10 Theoretical Framework

This study was based on the theory of self-concept by Carl Rogers as cited in Calhoun & Acocella (1978). The self-concept theory has it that, the notion of the self is primarily perceptual. This is built from the many experiences. The child learns about their self from his own experiences and from the behaviour of others. The importance
of the self in psychological thinking has both empirical and theoretical foundations. Self-reference is frequent in conservations of adults and classroom data show that this is also true of children. Therefore, when a child learn what or who he/she is from a religious point of view, it helps in shaping the behaviour of the learner and acquisition of values which are necessary for one’s moral and social development. This is true in as far as the teaching of right and wrong is concerned. When a learner is told “That is wrong or right”, they develop a self-picture of an upright person based on what is accepted by others as right, Calhoun & Acocella (1978).

Therefore, education being essentially a social activity, and not just for the individual, people learn to act as they do in compliance with demands of the society in which they live. These demands are enshrined within the moral code. For a person to be acceptable in the society he lives he/she must develop the acceptable morals and this boosts the self-picture of the individual. This is perfectly achieved through Christian teaching.
Religious education is one of the subjects which mould learners into morally upright individuals in their later lives. The Kenyan curriculum provides for this subject to be taught as an elective. This compounded with other factors like overemphasis on sciences, math and languages has made very few students choose CRE as an elective.
subject. This has led to the diminishing of the number of students training in religious education careers at the universities and other tertiary colleges. With this new arrangement, the personnel in these careers is lacking a situation that is already being felt in secondary schools during the recruitment of CRE teachers as few have trained in this area.

It is however more worrying to see learning institutions being turned into fields of evil practices when there exists an avenue of teaching morals and social values to these learners yet this is being neglected. This study therefore conceptualized that if students in form three decide to neglect CRE and choose other elective subjects, then an opportunity for them to learn morals and values will be limited hence the students are likely to exhibit juvenile delinquency and antisocial behaviour. This translates to evils like burning of schools, acts of violence against fellow students and teachers, drug abuse, early pregnancies and marriages among others.

On the other hand, if religious education is made compulsory or students are encouraged to take it, then the chances of them learning morals and values will be increased. This opportunity will make these learners acquire these values and this coupled with other factors like students’ discipline, membership in religious unions among others will make the learners more socially upright. This will therefore translate to students who have acceptable morals and values in schools and even at home. Ills like violence and drug abuse in schools are likely to diminish. This will in turn give rise to effective schools. This has been summarized as follows:
1.12 Operational Definition of Terms

**Attitude:** Refers to one's feelings, prejudice or bias, inclinations, preconceived notions, ideas and convictions about an issue. In this study, the issue in question is Christian Religious Education.

**Behaviour:** Refers to the general conduct, or manner of acting and controlling oneself; including discipline and morality.

**Curriculum:** Refers to a plan for providing learning opportunities to achieve broad goals and specific objectives for an identified group of learners. In this study, curriculum will refer to the subjects offered in secondary schools in Kenya.

**Discipline:** Refers to the acceptable behaviour in a social set up.

**Religious Education:** Denotes teachings that explain man's relationship with one another, the universe and ultimate supernatural power-God. Here it is literary used to refer to the Christian view of the same.

**Secular values:** Refers to those values that define the common principles upon which a given society is based, irrespective of religious or doctrinal affiliations.

**Values:** Refers to the acceptable, worthwhile or meaningful in terms of human efforts to promote societal welfare, or the common good in avoidance of moral decadence or chaos.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature concerning the subject of study under the following sub-headings: Religion and Education, The Christian Religious Education Curriculum, Subject Clustering in the Curriculum, Self-Concept, Attitudes towards Religious Education, discipline and education and Summary of Literature Review.

2.2 Religion and Education

The teaching of Christian Religious Education in Kenya has undergone tremendous changes over the years. The subject traces its origins to the coming of the European missionaries who taught it in order to gain Christian converts. The missionary approach to the subject was confessional, that is, it was aimed at converting children to Christianity. The syllabus required a careful textual study of the Bible from which the students were required to relate what they studied to contemporary life, Onsongo (2002).

After independence, attempts were made to make education relevant to the needs of the Kenyan society. Various educational commissions were appointed to survey the existing educational resources, curriculum, and methodology, and advise the government accordingly. The Ominde Commission, Republic of Kenya (1964) and the Education Act, Republic of Kenya (1968) both emphasised the importance of teaching Christian Religious Education in schools under the guidance of various churches which sponsored schools.
In respect to the teaching of Christian Religious Education in schools, a joint church panel was set up in 1968 to work on a syllabus which could be more relevant to the Kenyan situation. A committee of Catholics and Protestants from Kenya, Malawi, Tanzania, Uganda and Zambia under the title "Rubaga Workshop", prepared syllabus 223 "Christian Living Today" in 1970. The special aim of the syllabus was to enable the student to grow towards responsible Christian maturity. This syllabus emphasised life-related themes. The second Christian Religious Education Panel met in 1980 to review the syllabus developed after independence. They reviewed all the syllabi from primary and secondary schools, teacher training colleges, up to university, Onsongo (2002).

Commenting on the aims and objectives of syllabi, the panel noted that: the aims and objectives of the Christian Religious Education syllabi were either Biblical or Christian-centred; the aims and objectives of the syllabus pointed towards the confessional aspects of CRE; and the syllabi had therefore, through their aims and objectives, pre-determined what the learner should come out with, leaving him/her very little choice, Onsongo (2002).

The comments show that the syllabi for Christian Religious Education developed after independence needed some review to make them learner-centred. The panel recommended that a new syllabus was needed for forms 1 and 2, which moved away from "Bible Themes" to Bible studies and "Life Themes" as was the case in forms 5 and 6, Syllabus Review Report (1980).

The church, being a spiritual fountain, it is imperative that it plays an integral role in shaping up the morals of the students. The essence of Religious Education is the redirection of individual life, from finite attachments to active love and devotion and, to God the creator in a personal way. The purpose of Religious Education is therefore to
impart in the learner the mental and spiritual capacity for reverence to God who is the foundation of all knowledge. Religious study therefore is an exposition of what is true, excellent and just.

The Republic of Kenya (1999) observes that, Religious Education has been considered by religious organizations as not just another academic subject. It is a subject that has been expected to effect behavioural changes among the learners. In this regard, a need arises to have RE taught by committed and practicing teachers of the faith in which they offer instruction.

Therefore, religion and education play a complementary role in the lives of the learners. On the same issue of religion and education, the Kenya Episcopal Conference (1982) stresses the deep-rooted belief that religion must be the basis of education and that intellectual advancement, as evidenced by good examination results, achieved at the expense of sound moral and cultural growth was not good enough. Hence the need for Religious Education in schools was continuously stressed.

Malusu (1985) notes that the constitution of Kenya grants freedom of conscience, of thought and of religion, freedom to manifest one's religion and to propagate it in worship teaching, practice and observance. It also allows every religious community to establish and maintain places of education where they may provide religious instruction.

There is a strong relationship between religion and education. In this case therefore, religious education should be part and parcel of the school curriculum at all levels. Wasike (1985) in support of this said that at school, students are not just prepared to pass exams and have a specific career but for membership of a wider community. It is in this context that pupils should be encouraged to have both secular and religious
world out-look. The secular out-look can be provide by other subjects whereas the religious out-look is provided by Religious Education. This subject has inherent values hence it must have its place on our curriculum.

Getui (1993) says that students become members and participate in religious aspects of school life because of being influenced by friends who as members as well as old members of the groups whose deeds and actions (helping and serving others) behaviour (are disciplined and morally upright) and beliefs are attractive and admirable. Getui (1993), further observes that, students who participate in the religious activities are an asset to the school in the sense that their lifestyle is a challenge and example to other students. Staff and colleagues admire and respect them and the latter seek their advice and counsel.

In this case therefore every student must be aware of the existence of a religious interpretation to life. This makes CRE a must have for every student of Christian faith. The recent violence experienced in schools is a clear indication that students must be strongly be grounded on the base of CRE so that the expected values are imparted in them. The foregoing literature indicates that there is a strong inclination towards virtues in Religious Education and it was the desire for the researcher to establish this link.

2.3 The Christian Religious Education Curriculum

Curriculum refers to the subjects offered in a Kenyan Secondary School. Curriculum can also be defined as a plan for providing learning opportunities to achieve broad goals and specific objectives for an identified group of learners (students). These are the experiences the students undergo under the supervision of the school.
One of the goals of education in Kenya is to promote social equality and responsibility, which in other words is to foster sense of social responsibility within an education system, which provides equal education opportunities. In this case therefore, the secondary school curriculum is designed to offer a variety of subjects which will equip the learner with the knowledge and skills and develop positive attitudes.

Christian Religious Education (CRE) has been offered in Kenyan schools for many decades, being examinable at both primary school and secondary school levels. The (Republic of Kenya, 1964) recommended that Religious Education (RE) be taught as an academic subject. Over the years, this has been done.

Among other objectives, the curriculum of CRE states that through this subject, learners should acquire social, spiritual and moral insights to think critically and make appropriate moral decisions in a rapidly changing society, Kenya National Examination Council, (2005). It further says that the students should acquire basic principles of Christian living and develop a sense of self respect and respect for others and finally it should contribute positively to the transformation of self and the society as a whole.

However, the curriculum is not adequate to lead the learners to deeper commitment in their religious faiths to enhance their morals. This realization is what led to the establishment of the pastoral program of instruction to complement the teachings given in RE in the formal timetables, especially in primary schools; time has been allocated for this aspect of religious instruction. However, the pastoral program has not been effective in secondary schools and this is an anomaly.
It is also sad to note that CRE is not a compulsory subject from form 3 and most of the students are more or less likely to take it as an option when selection of examinable subjects come. The Republic of Kenya (1999) received complaints about specialization and establishment of core curriculum. Therefore, the curriculum for form 3 and form 4 was made more flexible to allow students to start specialization through their choice of subjects. The recommendations were such that, there be certain amount of subject bias toward science, humanities and vocational subjects where students can specialize.

Report on the Task Force on Student Discipline and Unrest in Secondary Schools, Republic of Kenya (2001) later pointed out that the curriculum was overloaded and that it did not cater for the holistic development of the child. It recommended that the curriculum should be reviewed to address the needs of the individual, human values and life skills.

The report further noted that RE should be embedded in the school curriculum and made compulsory all the way from form 1 to form 4 so as to strengthen the spiritual foundation of students. Despite this recommendation by the task committee on school unrest, CRE is still optional in many secondary schools, yet at the moment it remains the key subject to teach social values to learners.

2.4 Subject Clustering In the Curriculum

The KNEC curriculum in secondary schools includes a minimum of seven subjects selected from five groups. For award of the KCSE certificate, candidates will be graded on their best seven subjects. For sighted candidates these subjects include all the three subjects in group one, two subjects in group 2 and one subject in group 3.
For blind candidates these subjects include all the three subjects in group 1, biology in group 2 and one subject in group 3

A). **Group 1:** Core/Compulsory subjects
1. Mathematics
2. Kiswahili
3. English

B). **Group 2:**
1. Biology
2. Chemistry
3. Physics

C). **Group 3.** Only one may be taken
1. Geography
2. History and Government
3. Christian Religious Education
4. Islamic Religious Education
5. Hindu Religious Education

D). **Group 4:**
1. Agriculture
2. Aviation Technology
3. Home Science
4. Art and Design
5. Computer Science

E). **Group 5:**
1. French
2. German
3. Arabic
4. Music
5. Business Studies
With the above clusters, the students are allowed to specialize in areas of their choice provided they study all the core-subjects. These clusters have been adopted by the curriculum implementers and consumed as they are. However, other recommendations of the Republic of Kenya (1999) were ignored which has put some subjects at a risk of extinction. For example, the commission noted that the current secondary school curriculum is examination-oriented and that there is need to shift emphasis from examination to acquisition of knowledge, skills, values and attitudes. The commission was of the view that monitoring and evaluation of the secondary school curriculum should be made more comprehensive with a view to capturing all the aspects of the child’s growth and development. The commission therefore recommended that at the end of the secondary segment level, a scholastic Assessment and Evaluation Examination leading to an award of a General Certificate of Secondary Education (GCSE) be given. This examination aims at assessing students’ talents and academic ability, and shall be given twice every year. This however, was not implemented and the commission’s recommendations have been selectively addressed. There is a danger of losing point in the upbringing of the future scholars in this nation and obliteration of some subjects.

2.5 Attitudes towards Religious Education

Getui (1993) carried out a study on religious aspects of secondary school life and their effects on the youth in Nairobi and outlined a number of factors influencing the youth to involve themselves in religious studies and movements. She says students involve themselves in religious movements in schools because they want to recognize and acknowledge the supernatural and divine being such as God/Jesus/Mohammed, because of what they have done or can do for the individual. These deeds or roles include creation, the redeeming death of Jesus, the ability to control evil, for being the
only way, for the help in life such as answering prayers, for being guides and providers.

Students also desire to study the word of God, understand it, learn and know more of it and from it, Getui (1993). They also get guidance from the word on what one should be and can do and the word also keeps them away against Satan’s disturbance, Getui (1993). Further, students are involved in religious movements for the hope of having a chance to learn more (about) and being guided about others, understanding them better, and accepting them the way they are. They learn to be social and relate with others.

Gatumu (1983) notes that, Britain has pioneered in researching on the area of attitudes towards Religious Education. The problem of attitude arises from the way religion is presented. Gatumu (1983) attributed the apathy of head teachers towards the teaching of Christians Religious Education to the National Examination Structure, the certificate of Primary Education (CPE) which did not consider all subjects on the official primary school curriculum. She also says that many other studies in Britain have identified the church attendance, parental attitude towards the subjects, social class, geographical area and the style of the curriculum and its objectives as important attitude factors towards Religious Education. It is against this background that Religious Education has been grouped with others standing an equal chance of being selected yet it is already disadvantaged from an attitude point of view.

2.6 Discipline and Education

In its most general sense, discipline refers to systematic instruction given to a disciple (follower). To discipline thus means to instruct a person to follow a particular code of conduct or order. Usually, the phrase 'to discipline' carries a negative connotation.
This is because enforcement of order - that is, ensuring instructions are carried out - is often regulated through punishment, Fowers (2008). In the field of child development, discipline refers to methods of modelling character and of teaching self-control and acceptable behavior, Papalia, Wendkos-Olds, and Duskin-Feldman (2006).

Bashell (1973) says that classroom discipline is a set of procedures designed to eliminate behaviours that compete with effective learning. Therefore any activity interfering with learning is unwanted. This is further supported by Kelly (1980) who says that effectiveness in the classroom requires that the teachers' plan for organisation and management begins with the expectation that students can and will learn appropriate social and academic behaviours.

Maundu (1986) says that the behaviours that conflict with desirable learning are referred to as discipline problems, problem behaviours or unwanted/undesirable classroom behaviours. Wiener (1972), states that the purpose of discipline is achievement of whatever goals and that achievement requires discipline. In this case therefore, for the goals of education to be achieved in Kenya, discipline is key.

Leslie (1971) says that youngsters really want some control. Self-control and self-direction are the very base of our society. The parents, teachers and administrators have unique roles in the development of self-control. Schools must help children to learn self-control as a problem that must be solved in order to live happily as a member of a group. The development of discipline takes time, yet it is a big and subtle education problem.

Mutisya (2003), in his study of the problems of indiscipline affecting selected secondary schools in Central Division of Kitui District found that different schools experienced the same nature of students' discipline. These include; theft, lateness,
absenteeism, truancy, noise making, unattended duties, wrong dressing, homosexuality and drug abuse. This affected academic performance.

Maundu (1986) in his survey of classroom discipline problems faced by teachers in selected primary schools in Kangundo Division Machakos District found out that many factors such as the level of development of the learners, teachers' behaviour, the nature of the curriculum, classroom atmosphere, home background of the children, administrative behaviour of the headteacher and peer influence affects pupil behaviour in classroom. In view of the foregoing literature it is clear that curriculum plays a major role in shaping the learner in terms of discipline.

2.7 Summary of Literature Review

From the Literature Review, it is evident that religion and education are inseparable. Religious Institutions (Churches) are the sponsors of educational institutions and as such they use the latter to propagate their faiths. The government has provided legislation for the practice. It has also been established that the studies conducted on attitude issues concerning CRE indicate a low status of the subjects. That is, it is unpopular with students and to some extent, teachers.

The changes effected on the Secondary School curriculum in Kenya have clustered CRE with other subjects and classified them as electives. This is the case in spite of the recommendations from task forces and commissions which have acknowledged the need for learners to be taught morals and values through CRE so that they basic principles of Christian living and develop a sense of self respect and respect for others. Further these learners should be exposed to religious education which will contribute positively to the transformation of self and the society as a whole. The current wave of moral, social and behavioural evils engulfing (drug abuse, devil
worshiping sexual violence among others) schools can be effectively confronted if religious values are incarnated in the learners.

3.1 Introduction

This chapter covers methodological issues of the study. The study, the research design chosen, the data collection tools, the targeted area and target population. It further includes issues concerning the construction of research instruments. This chapter mainly focuses on the way techniques as well as logistical issues are handled that were incorporated in the study.

3.2 Research Design

The study employed the descriptive research design. Descriptive research as a form of quantitative research was chosen because the targeted sample or the population, involved in the study, was large and the researcher was unable to draw conclusions or make inferences about the population. (Cohen, et al., 2000) defined survey as an attempt to obtain data that can be used to determine the current state of affairs of a particular process or process.

Survey was appropriate for this study due to the nature of the study and the large population of respondents. The researcher targeted an area within a school within the Eastern Province within a short period of time. The questionnaires were distributed in class during the school term. The data were collected in order to determine the effects of incorporating religious values in the teaching of religious education.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers methodologies that were used in this study. The chapter covers the research design chosen, discusses the variables and shows location of the study and target population. It further looks at sampling techniques and sample size, the construction of research instruments and where the pilot study took place. Finally, the chapter discusses validity and reliability, data collection procedures, data analysis techniques as well as logistical and ethical issues that were observed during the study.

3.2 Research Design

The study employed the descriptive survey design. Creswell (2005) defines survey research as a form of quantitative research in which an investigator identifies either the sample or the population, collects data through questionnaires or interviews and draws conclusions or makes inferences about the population. Mugenda & Mugenda (2003) defines survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables.

Survey was appropriate for this study as it helped the researcher gather data from a large population of respondents, that is, students in Mwea Division in Mbeere District of Eastern Province within a short time. The research also obtained both quantitative (statistical) and qualitative (attitudes and opinions) data, which made it possible to investigate the effects of teaching CRE as an elective subject in secondary schools.
The decision to use correlation design is that it enabled the researcher to discover the relationship between variables through the use of correlation statistics. Gall, Borg & Gall (1989); Fraenkel & Wallen (2000); Orodho (2005) note that in a correlation research, relationships among two or more variables are studied without any attempt to influence them. They contend that a major purpose of correlation research is to clarify our understanding of important phenomena through the identification of relationships among variables. The study attempted to determine the relationships that occur between teaching of CRE subject and whether this provides positive change in the behaviours of learners.

3.3 Locale' of the Study

Figure 3.2 Map Showing Mbeere District
The study was carried out in Mwea Division. This is one of the Divisions in Mbeere District. The other Divisions are Siakago, Gachoka, and Evurore. Mbeere District is in Eastern Province. It borders other districts on either direction such as Embu, Meru South, Mwingi, Kirinyaga and Meru North. The district has a large part being semi-arid and it receives both the short and long rains.

This area was chosen as an ideal locale because most of the schools, in addition to offering CRE, are also sponsored by Kenya's three mainstream church denominations; Catholic, Anglican and African Inland Church. This is an almost perfect representation of the Christian faith in the area. Further, due to limited funding, the area is ideal because the schools are not located widely apart and are easily accessible. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The area was chosen because it is within reach by the researcher.

3.4 Target Population

Orodho (2005) defines target population as a set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalized. The study targeted form three students in all the secondary schools in Mwea Division of Mbeere District. There were a total of 11 schools with an estimated population of 40 students per class. This made a total of 440 students. Each class has one class teacher, one subject teacher and the curriculum co-ordinator. Assuming that none of the teachers doubles his/her role, this made a total of 33 teachers. The form three students were the researcher's interest because it is in this form that students are allowed to make final choices for examination in Kenya Certificate of Secondary Education (KCSE).
Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Target population</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of schools</td>
<td>11</td>
</tr>
<tr>
<td>No. of students</td>
<td>440</td>
</tr>
<tr>
<td>No. of teachers</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>484</td>
</tr>
</tbody>
</table>

Among the 11 schools, two are boys boarding, three are girls boarding, three are mixed day and boarding, and three are mixed day.

3.5 Sampling Procedure and Sample Size

The process involved a multi-stage sampling technique that requires two or more successive steps or stages to obtain the required sample. The first procedure was to stratify the students into two groups based on those who take CRE and those who don’t. A lottery technique was applied such that eight small pieces of paper written on the symbol YES were folded into small sizes. Alongside these, there were others written on NO, totalling to the actual number of students in form three class in the particular school which was picked by the students. Those who picked the yes papers participated in the study. The procedure was done in all the 11 schools. In each school 20 students were picked. This totalled to a sample size of 220 students in the study, as shown in Table 3.2. This is 50% of the target population. All the subject teachers of CRE in those particular form three classes and class teachers participated in the study.
### Table 3.2 Sample Matrix

<table>
<thead>
<tr>
<th>Participants</th>
<th>Target population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>11</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>Subject teachers</td>
<td>16</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>HoDs-Humanities</td>
<td>11</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>Students</td>
<td>440</td>
<td>220</td>
<td>50</td>
</tr>
</tbody>
</table>

#### 3.6 Research Instruments

Two research instruments were used in carrying out the research and facilitating gathering of information: questionnaires and interview schedules. Details of each of the instruments are given below.

##### 3.6.1 Questionnaire

According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. They further state that it is composed of a list of questions that relate to the topic under study and is given to targeted people in the field who in turn give their responses. The desired information is then extracted from the questionnaires. Questionnaires have a big advantage in that so much information can be gathered and analyzed within a short time and since they are presented on paper there is no opportunity for interviewer bias.

The study had two questionnaires - one for subject teachers and another one for students. The questionnaires had both closed and open-ended questions. The questionnaire had three key sections that comprised of personal background
information, subject preference and attitudes of learners about CRE which were captured using both Likert scale of measurement.

3.6.2 Interview Guide

This involved the researcher meeting face to face with the Heads of Department. It involved having direct discussions too. Orodho (2004) affirms that interview schedules make it possible to obtain the data required to meet the objectives of the study. The researcher had semi-structured interview guides which were used during personal interviews. The instruments were geared towards meeting the specific objectives of the study. This enabled the researcher to get more in depth information from heads of humanities departments on the factors affecting teaching of CRE in secondary schools in Mwea Division.

3.7 Piloting of the Study

Before the actual study, it is important to conduct the pilot study. Robson (1993) argues that piloting provides opportunity for the researcher to test their confidence in identifying difficulties and obstacles that may affect the actual collection of useful data. In summary, the pilot study evaluates the effectiveness and validity of the instruments. The pilot study was conducted in one of the secondary schools in the division which was exempted from the final study. The findings from the school helped to guide the researcher on whether to adjust the instruments where possible or adopt the instruments as they were.
3.8 Validity and Reliability of the Research Instruments

3.8.1 Validity

Validity, according to Orodho (2005) is the degree to which a test measures what it purports to be measuring. This is how well a test measures what it is intended to measure. He further describes validity as the degree to which results obtained from and analysis of data actually represent the phenomenon under investigation. For purposes of this study, a panel of two competent lecturers in the area being investigated were requested to assess the relevance of the content used in the questionnaires. They examined the questionnaires individually, and provided feedback to the researcher. Their recommendations were incorporated in the final questionnaires so as to enable collection of data that was valid for the analysis.

3.8.2 Reliability

Frankel and Wallen (2000) puts it that a measuring instrument is reliable if it provides consistent information after several tests. It must have the capacity to consistently yield the same results when repeated measurements are taken under the same conditions. Orodho (2004) defines reliability as the consistency in producing a reliable result. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept.

The researcher used the test-retest method during piloting of the study to test the reliability of the instruments and 0.75 Pearson’s product moment correlation coefficient was obtained and considered high enough to judge the reliability of the instrument. Re-testing of the instruments was done as follows:
1. The developed questionnaire was given to four identical students.
2. The answered questionnaires were scored manually.
3. The same questions were administered to the same group of subjects after a period of one week.
4. The questionnaire responses were scored manually.
5. A comparison between answers obtained in number 2 and 4 above was made.

A Pearson’s product moment formula for the test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire are consistent in eliciting the same responses every time the instrument is administered.

3.9 Data Collection Procedures

The researcher obtained an introduction letter from the Department of Educational Administration, Planning and Curriculum Development, Kenyatta University, ascertaining that he was a bona-fide student of the university. The researcher also applied for authority from the Ministry of Education which enabled him go to the field and collect data. The research permit enabled the researcher get assistance and co-operation from district education office, Mbeere District, selected schools and all subjects to inform them of their inclusion in the study, and of intended visits. Questionnaires were hand delivered and self administered. The researcher established a rapport with all respondents and explained the purpose of the study and how to respond to the questions, after which they were filled and collected after one week. The researcher conducted face to face interviews with the Heads of Departments.
3.10 Data Analysis Plan

Data collected was organized and read through before the actual analysis. The researcher used both quantitative and qualitative data analysis techniques for this study because both approaches complement each other well. Quantitative data was analyzed using the Statistical Packages for Social Sciences (SPSS). This is a computer programme meant to help ease analysis of data. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. Frequency tables, percentages and bar graphs were used to present the information. Qualitative data was analyzed using MAXqda software and the findings presented thematically.

3.11 Logistical and Ethical Considerations

Appointments through prior visit to the respective schools were made at a convenient time; the respondents was assured of confidentiality by the researcher by not discussing information from one respondent with another or displaying it in any way to the public without permission from relevant individual or authority. The students participated after the researcher had consulted them and their teachers so that they had informed consent. The interviewees had a right to withdraw if they so wished and this was respected. The participating institutions got the final copy of the study.
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter covers data analysis and a discussion of the study findings based on research questions. The purpose of the study was to establish the effects of teaching CRE as an elective subject in secondary schools and its resulting consequences on the behaviour of the students in Mwea Division or Mbeere District. The study had the following research questions:

1. What proportion of students has enrolled to sit for CRE as a subject for KCSE in secondary school in Mwea Division of Mbeere district?
2. Which factors influence students in either choosing or not choosing religious education?
3. Does teaching of religious education have any positive change on the students' behaviour?
4. What attitudes do form three students have towards CRE?

The chapter is organized into five sections, with the first section covering background data of the study participants and the other four sections addressing the four research questions.

4.2 Background Data of the Study Participants

First the study sought to describe the background of the participants. The study participants included 220 students, 11 heads of humanities departments, and 12 CRE teachers selected from 11 secondary schools in Mwea Division, Mbeere District. Among the twelve teachers, 4 (33.3%) were male while 8 (66.7%) were female. As it may be observed in Figure 4.1, nine (75%) of the teachers had Bachelor of Education
degrees, 2 (16.7%) of the teachers were certificate holders, while one (8.3%) had diploma qualification.

**Figure 4.1: Academic qualifications of the CRE teachers**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>16.7%</td>
</tr>
<tr>
<td>Diploma</td>
<td>8.3%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

Academic qualifications of teachers are important because adequately trained teachers tend to perform better than those who are not adequately trained, as established by researchers such as Wanzare and Ward (2000). Odhiambo (2005) is of the view that the most important purpose of a school is to provide learners with equal and enhanced opportunities for learning; the most important resource a school has for achieving that purpose is the knowledge and skills of its teachers; and the most important strategy for maintaining and improving that resource is a career and professional development process for teachers. This implies that teachers need to continually be in-serviced in order to become effective instructional supervisors.

Table 4.1 below shows the teaching experience of the CRE teachers.
Table 4.1: Teaching experience of the CRE teachers

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Number of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>1 - 4 years</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>10 - 14 years</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Over 15 years</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As it can be seen in Table 4.1 above, 2 (16.7%) of the teachers had a teaching experience of 1 year, 3 (25%) had a teaching experience of 2 – 4 years, 3 (25%) had been in the teaching career for 5 – 9 years, one (8.3%) had a teaching experience of 10 – 14 years, while 3 (25%) had a teaching experience of over 15 years. Research shows that work experience is important because teachers who have practiced for many years are aware of the most effective teaching methods, and are more conversant with the subject matter of their teaching subjects, thereby posting better results Hunter (1984). Among the 220 students in the study, 85 (38.6%) were boys while 135 (61.4%) were girls.

Table 4.2 below shows the religious affiliation of the students.

Table 4.2: Religious affiliation of the students

<table>
<thead>
<tr>
<th>Religious affiliation</th>
<th>Number of students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>115</td>
<td>52.3</td>
</tr>
<tr>
<td>Catholic</td>
<td>96</td>
<td>43.6</td>
</tr>
<tr>
<td>Muslim</td>
<td>9</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
As it can be seen in Table 4.2 above, 115 (52.3%) of the students were Protestants, 96 (43.6%) were Catholics, while 9 (4.1%) of the students were Muslims. This shows that most of the students in the study were Christians. It would be expected that Christian students take CRE more than non-Christians. This is because CRE aims at enabling students acquire basic principles of Christian living and develop a sense of self respect and respect for others and the transformation of self and the society as a whole.

4.3 Proportion of Students Who Took CRE at KCSE Level

The first research question asked: What proportion of students have enrolled to sit for CRE as a subject for KCSE in secondary school in Mwea Division of Mbeere district?

The students who participated were asked to indicate whether they had registered to take CRE for the KCSE examinations, to which they responded as shown in Table 4.3.

<table>
<thead>
<tr>
<th>Extent to which students like CRE</th>
<th>Number of students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have enrolled for CRE</td>
<td>187</td>
<td>85.0</td>
</tr>
<tr>
<td>Have not enrolled for CRE</td>
<td>33</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 shows that 187 (85%) of the students in the study had enrolled for CRE while 33 (15%) had not enrolled for the subject. This is an indication that majority of the students in the study were taking CRE.
The heads of humanities departments were asked to state whether they considered the number of students taking CRE in their schools to be adequate, to which they responded as shown in Figure 4.2 below.

**Figure 4.2: HoDs’ views on adequacy of number of students taking CRE**

![Pie chart showing HoDs' views on adequacy of number of students taking CRE](image)

Figure 4.2 shows that 9 (81.8%) of the HoDs considered the number of students taking CRE in their schools to be adequate, while 2 (18.2%) considered the number inadequate. Those indicating that the students taking CRE were adequate argued that the number of students who have enrolled to take CRE at KCSE level is quite significant compared to those who have not done the same. Also putting into consideration that CRE is not a compulsory subject it means that most students love CRE. Those indicating that there were inadequate students taking CRE argued that the school being a double stream should have enrolled more students than it had enrolled at present; also CRE being a subject that impacts on students’ social values, should be taken by almost all students.
The findings above suggest that there were adequate students taking CRE in secondary schools in Mwea division of Mbeere District. This is encouraging, based on the fact that recent developments in education have led to the overemphasis on sciences and languages is making subjects in humanities - of which religious education is- less attractive to students. This has led to the diminishing number of students opting for religious education right from secondary to tertiary institutions. Increasing the number of students taking CRE means that more and more students have access to information related to morality and Christian values, which may reduce cases of indiscipline in schools.

According to the Report of the Task Force on Student Discipline and Unrest in Secondary Schools, Ministry of Education (2001), it is observed that adolescence is a volatile stage and a period characterized by identity crisis. As students seek to identify themselves with peer groups, CRE can help students to identify with those peers who practice morality that is taught in the classroom, thereby improving discipline situation in schools. This has been supported by Wachira (2001), who observed that when undesirable social behaviour seems to pay off, and especially if there is a possibility of getting away with it, then the attraction to engage in undesirable behaviour increases. Since in CRE students are taught that there are consequences for every behaviour, and that sins do not go unpunished, students develop the mentality that it is not possible to get away with undesirable social behaviour.

4.4 Factors Influencing Students Selection of CRE

The second research question asked: Which factors influence students in either choosing or not choosing religious education?
4.4.1 School-Related Factors Influencing Students’ Choice of CRE

The humanities HoDs were asked to indicate what they considered to be the school-related factors that influence students’ choice of CRE for KCSE examination, to which they responded as shown in Table 4.4. The table shows that the main school-related factors that influenced students to choose CRE were that CRE is less challenging compared to other subjects (54.5%); Information in CRE can be got from other places like in churches (36.4%); the fact that most of the students are Christians (27.3%); availability of CRE teachers (18.2%); the fact that CRE does not involve practicals like the sciences (18.2%); the school having a history of good performance in CRE (9.1%) and the school being sponsored by Catholic Church which encourages teaching of the subject (9.1%).

Table 4.4: School-related factors influencing students’ choice of CRE

<table>
<thead>
<tr>
<th>Factors influencing students to choose CRE</th>
<th>No. of HoDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE is less challenging compared to other subjects</td>
<td>6</td>
<td>54.5</td>
</tr>
<tr>
<td>Information in CRE can be got from other places like in churches</td>
<td>4</td>
<td>36.4</td>
</tr>
<tr>
<td>Most of them are Christians</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>Availability of CRE teachers</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Since it doesn’t involve practicals, students like it</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>The school has a history of good performance in CRE</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>The school is sponsored by Catholic Church which encourages teaching of the subject</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors influencing students not to choose CRE</th>
<th>No. of HoDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students consider CRE a burden because of being asked to buy and read the Bible</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>Inadequacy of learning resources</td>
<td>4</td>
<td>36.4</td>
</tr>
<tr>
<td>Most students do not like the subject</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>
The findings presented in Table 4.4 suggest that most students choose CRE because they consider it to be less challenging, or because they are Christians. This shows that various desirable school-related factors like guidance and counselling were not emphasised in schools. Guidance and counselling is important in assisting students to understand the relationship between what they learn in class and their career aspirations. Students should not be left alone to choose subjects merely on the basis of their difficulty levels. Teachers and teacher counsellors should assist students to understand themselves better and the career opportunities available to them in relation to their personalities.

From Table 4.4, it can also be seen that the HoDs reported that the school-related factors that influenced students not to choose CRE included: Most students consider CRE a burden because of being asked to buy and read the Bible (45.5%), Inadequacy of learning resources in the schools (36.4%), and that most students do not like the subject (18.2%). It therefore emerges that some schools did not have adequate teaching and learning resources for CRE.

Onyango (2001) explains that teaching/learning resources are those resources designed, modified and prepared to assist in teaching and learning. Such resources include textbooks, reference books, teachers' guides, manuals, journals, magazines, reports, and charts. Availability of such resources is required to improve academic performance thereby attracting more students to the subject.

### 4.4.2 Student-Related Factors Influence Students' Choice of CRE

The HoDs were asked to name the student-related factors that influence students' choice of CRE for KCSE examination, to which they responded as shown in Table 4.5.
Table 4.5: Student-related factors influencing students’ choice of CRE

<table>
<thead>
<tr>
<th>Factors influencing students to choose CRE</th>
<th>No. of HoDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the students are Christians</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>Students have a positive attitude towards the subject</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>CRE is considered to be easy – booster subject</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Christian Union and Catholic Action are very active in school, hence making students like the subject</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors influencing students not to choose CRE</th>
<th>No. of HoDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students influence one another to make a choice and mostly chose the teacher not the subject.</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>Career interests of the students do not favour CRE</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Table 4.5 shows that according to the HoDs, the student-related factors influencing students to choose CRE include: most of the students are Christians (45.5%), most students have a positive attitude toward the subject (45.5%), students believe that CRE is easy and it is a booster subject (18.2%), and most are active members of Christian Union (CU) and Catholic Action (CA) hence have a positive attitude towards the subject. It emerges from this table that most students consider CRE to be easy and a booster subject to improve their aggregate performance at KCSE level.

On the student-related factors that influence students not to choose CRE, 3 (27.3%) of the HoDs reported that students influence one another to make a choice and mostly chose the teacher not the subject, while 2 (18.2%) indicated that career interests of the students do not favour CRE. Peer influence has been reported as a key variable influencing career choice. This is unfortunate because a student may be influenced by peers to make the wrong choice, only to realize later that the student cannot succeed in the career. Gati & Saka (2001) say that due to the complexity of the decision-making on further education/study, adolescents have to use various skills in the
process of selection. There are large differences in the decision-making process among adolescents. Some are able to make a decision without difficulty while others cope with various obstacles in their environment (e.g. limited financial means, accessibility of the university) as well as with internal difficulties. Due to the confusion often associated with career choice, some students make decisions based on what their friends seem to prefer.

### 4.4.3 Employment – Related Factors Influencing Students’ Choice of CRE

The humanities HoDs were asked to indicate the employment – related factors that influence students’ choice of CRE for KCSE examination, to which they responded as shown in Table 4.6.

<table>
<thead>
<tr>
<th>Factors influencing students' choice of CRE</th>
<th>No. of HoDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some students would like to further their studies in Theology and social studies which require CRE.</td>
<td>8</td>
<td>72.7</td>
</tr>
<tr>
<td>Better results in CRE enhance chances of higher education and thus jobs</td>
<td>6</td>
<td>54.5</td>
</tr>
<tr>
<td>There has been the issue of special subjects and so discourage students from taking it.</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>Humanities teachers have not been getting employment because of the same reason.</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Table 4.6 shows that according to the HoDs, the employment-related factors that influenced students’ choice of CRE as an examinable subject included: Some students would like to take social sciences (e.g law, theology) in university while others would like to join sisterhood, priesthood\pastors, and community workers or even offer voluntary services, others would like to be CRE teachers (72.7%), better results in CRE enhance chances of higher education and thus jobs (54.5%), there has been the
issue of special subjects and so discourage students from taking it (45.5%), and Humanities teachers have not been getting employment because of the same reason (18.2%). It is important therefore that CRE teachers embark on marketing the subject, and showing students its importance especially for those planning to pursue social science courses. This is in line with observations in the Handbook for Schools Guidance Counselors, Ministry of Education (1977), which suggests that among the many educational problems experienced by students is inability to understand the relationship of their curricular choices to their vocational objectives.

4.4.4 Community-Related Factors Influence Students’ Choice of CRE

The HoDs were asked to indicate the community – related factors that influence students’ choice of CRE for KCSE examination, to which they responded as shown in Table 4.7.

Table 4.7: Community-related factors influencing students’ choice of CRE

<table>
<thead>
<tr>
<th>Factors influencing students’ choice of CRE</th>
<th>No. of HoDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students come from Christian oriented families. Those brought up in strong Christian families prefer CRE.</td>
<td>9</td>
<td>81.8</td>
</tr>
<tr>
<td>Some parents prefer their children to take sciences and don’t encourage them to take CRE.</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>Some parents don’t encourage their children to attend church services or participate in church activities, denying them the chance of being religious leading to lack of interest in CRE</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>Most students perform well in CRE compared to other humanities hence parents encourage their children to take CRE as a choice.</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>CRE teaches about the morals which are important for a community</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Table 4.7 shows that the community-related factors that influence students’ choice of CRE included: Most students come from Christian oriented families, and those
brought up in strong Christian families prefer CRE (81.8%); some parents prefer their children to take sciences and don’t encourage them to take CRE (45.5%); some parents don’t encourage their children to attend church services or participate in church activities, denying them the chance of being religious leading to lack of interest in CRE (27.3%); most students perform well in CRE compared to other humanities hence parents encourage their children to take CRE as a choice (18.2%); and CRE teaches about the morals which are important for a community (9.1%).

The CRE teachers reported that clustering of the subjects affect students’ choice of CRE in that:

- It limits their choice of the subject as they tend to choose those subjects that will assist them in their future careers.
- Affects them in that CRE is taught at the same time with some sciences, that is, CRE\Physics. This means that a student can either choose CRE or Physics but not both.
- Students prefer CRE to Geography since CRE is a booster subject; most of the students have ended up choosing it because the school has a history of good performance.
- Students feel CRE is a lesser subject with limited job opportunities as compared to Geography.
- The three humanities – History, Geography and CRE are clustered hence students prefer History to CRE as their compulsory humanity.
- Some are poor in CRE which essentially lowers their interest in the subject. A few, however, like it much and are willing to pursue it.

The CRE teachers were asked to rate the adequacy of teaching resources for teaching CRE in their schools, to which they responded as shown in Figure 4.3.
Figure 4.3 shows that 3 (25%) of the CRE teachers rated resources in their schools adequate, 7 (58.3%) rated them inadequate while 2 (16.7%) considered the resources very inadequate for teaching of CRE. The teachers noted that they had few revision modules; textbooks were few with up to four students sharing a single book; the school has refused to buy bibles for students; the textbooks available in school are very shallow and the school should also buy some tapes to aid in teaching and learning; and that with the increasing enrolment of students in the schools, the teaching and learning materials have become inadequate. Inadequacy of teaching/learning resources has been identified by Eshiwani (1983) as a major constraint experienced by schools and which affect academic performance. When resources are constrained for a given subject, students consistently fail in that subject and this may discourage students from taking that subject.
The third research question asked: Does teaching of religious education have any positive change on the students' behaviour?

All the 12 (100%) CRE teachers were of the opinion that CRE plays a role in behaviour change of students. Table 4.8 shows the explanations given by the teachers for this observation.

Table 4.8: Ways in which CRE influences behaviour of students

<table>
<thead>
<tr>
<th>Influence of CRE on students' behaviour</th>
<th>No. of HoDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who apply what they learn in CRE in their personal lives avoid vices and practice virtues</td>
<td>7</td>
<td>63.6%</td>
</tr>
<tr>
<td>Changes their behaviour as they learn how to respect human life, how to relate with God and the rest of the creation</td>
<td>5</td>
<td>45.5%</td>
</tr>
<tr>
<td>Most of the topics are related to messages passed by God to His people and hence through the teachings some students are reformed.</td>
<td>3</td>
<td>27.3%</td>
</tr>
<tr>
<td>Contemporary issues learnt in form four assist so much</td>
<td>2</td>
<td>18.2%</td>
</tr>
<tr>
<td>It guides and gives principles on morals and social values to students and on how to the live and relate with others in the society in general.</td>
<td>2</td>
<td>18.2%</td>
</tr>
<tr>
<td>In every topic we learn the relevance of each and application in Christian life.</td>
<td>1</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Table 4.8 shows that the teachers indicated that students who apply what they learn in CRE in their personal lives avoid vices and practice virtues (63.6%), CRE changes students' behaviour as they learn how to respect human life, how to relate with God and the rest of the creation (45.5%), most of the topics are related to messages passed by God to His people and hence through the teachings some students are reformed (27.3%), contemporary issues learnt in form four assist so much (18.2%), CRE
guides and gives principles on morals and social values to students and on how to live and relate with others in the society in general, (18.2%), and in every topic students learn the relevance of each and application in Christian life (9.1%).

The students were asked to indicate the extent to which they agreed or disagreed with the statement that “CRE helps reduce indiscipline cases among students”. Their responses are as given in Figure 4.4.

**Figure 4.4: Students’ views on impact of CRE on discipline**

![Bar chart showing student views on CRE impact on discipline](image)

Figure 4.4 shows that 100 (45.5%) of the students strongly agreed with the statement that CRE helps reduce indiscipline among students, 94 (42.7%) agreed, 18 (8.2%) disagreed while 8 (3.6%) strongly disagreed. This shows that majority of the students supported CRE as a tool for discipline control, which is in line with Getui (1993) who says that students participating in CRE are disciplined and morally upright.

It therefore emerges that CRE has a positive impact on students’ behaviour. This is in line with Wasike’s (1985) assertion that at school, students are just not prepared to pass examinations and have a specific career but for membership of a wider community. Religious Education is important in playing the role of developing the
learners’ spiritual growth and ethical behaviour which generally has far reaching effects on the student’s morals and socially acceptable values.

4.6 Attitudes of Students towards CRE

The fourth research question asked: What attitudes do form three students have towards CRE

Attitudes affect almost every decision that people make every day. Positive attitudes will mean that an individual will most likely engage in the activity in question. Negative attitudes on the other hand mean that the individual will most likely not engage in the activity. Attitude can be defined as a learned, positively enduring predisposition to respond to a given object in a constantly favourable or unfavourable way, Ajzen and Fishbein (1980). The students were asked to indicate the extent to which they liked CRE as a subject, to which they responded as shown in Table 4.9.

Table 4.9: Extent to which students like CRE

<table>
<thead>
<tr>
<th>Extent to which students like CRE</th>
<th>Number of students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>152</td>
<td>69.1</td>
</tr>
<tr>
<td>Average</td>
<td>8</td>
<td>3.6</td>
</tr>
<tr>
<td>Not at all</td>
<td>60</td>
<td>27.3</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.9 shows that 152 (69.1%) of the students liked CRE very much, 8 (3.6%) were average, while 60 (27.3%) did not like the subject at all.

The students were presented with 10 items to measure their attitudes toward CRE. The items were measured in a Likert scale ranging from strongly agrees to strongly
agree. Based on their responses, attitudes towards CRE were computed as shown in Figure 4.4.

**Figure 4.5: Attitudes of students toward CRE**

![Pie chart showing attitudes towards CRE]

- Negative (13) 5.9%
- Very positive (50) 22.7%
- Positive (157) 71.4%

Figure 4.4 shows that 157 (71.4%) of the students had positive attitudes toward CRE, 50 (22.7%) of the students had very positive attitudes, while 13 (5.9%) had negative attitudes. This shows that majority of the students in Mwea Division of Mbeere district had positive attitudes toward CRE. These positive attitudes suggest that the students take CRE positively as a subject.

The CRE teachers indicated that their students are prepared to select subjects for KCSE by the curriculum coordinator and Guidance and Counselling masters, and by consulting parents on especially on future careers. The teachers indicated that a lot of guidance and counselling is conducted together with inviting professional speakers to talk to the students, adding that this tended to improve the attitudes of students toward the subject.
The teachers and HoDs were asked to propose what should be done to increase the number of students selecting CRE for KCSE examination, to which they responded as shown below:

- Recruiting more CRE teachers and make the syllabus friendly to the students. Students should also be encouraged to take the subject and shown how applicable it is to real life.

- Be sensitised on its importance – It moulds the behaviour of a community; it brings unity in the nation and importance of respect for human life. Should also be aware that a grade A in CRE carries the same points with an A in other subjects. They should also take CRE as a course subject and not a booster subject.

- CRE as a subject should be made compulsory not an elective. All church – sponsored schools should be directed to teach CRE from F1 to F4.

- The school should provide adequate resources for learning CRE.

- Motivate the best CRE students who do well in KCSE probably by calling them for voluntary work.

- Re-organising the syllabus in such a way that human sexuality is taught at form one so that it can help the students in avoiding irresponsible sexual behaviour.

- The teacher\student ratio should be balanced and students should be encouraged to take CRE as a career subject and not a booster subject.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the study, conclusions and recommendations arrived at, together with suggestions of related studies that could be carried out in future.

5.2 Summary of the Findings of the Study

The purpose of the study was to establish the effects of teaching CRE as an elective subject in secondary schools and its resulting consequences on the behaviour of the students in Mwea Division of Mbeere District. The study participants included 220 students, 11 heads of humanities departments, and 12 CRE teachers selected from 11 secondary schools in Mwea Division, Mbeere District. Given below is a summary of the study findings.

The study established that 187 (85%) of the students in the study had enrolled for CRE while 33 (15%) had not enrolled for the subject. This is an indication that majority of the students in the study were taking CRE. Nine (81.8%) of the HoDs considered the number of students taking CRE in their schools to be adequate, while 2 (18.2%) considered the number inadequate.

The main school-related factors that influenced students to choose CRE were that CRE is less challenging compared to other subjects (54.5%); Information in CRE can be got from other places like churches (36.4%); the fact that most of the students are Christians (27.3%); availability of CRE teachers (18.2%); the fact that CRE does not involve practicals like the sciences (18.2%); the school having a history of good
performance in CRE (9.1%) and the school being sponsored by Catholic Church which encourages teaching of the subject (9.1%). On the other hand, the school-related factors that influenced students not to choose CRE included: Most students consider CRE a burden because of being asked to buy and read the Bible (45.5%), Inadequacy of learning resources in the schools (36.4%), and that most students do not like the subject (18.2%).

The study established that the student-related factors influencing students to choose CRE include: most of the students are Christians (45.5%), most students have a positive attitude toward the subject (45.5%), students believe that CRE is easy and it is a booster subject (18.2%), and most are active members of Christian Union (CU) and Catholic Action (CA) hence have a positive attitude towards the subject. On the student-related factors that influence students not to choose CRE, 3 (27.3%) of the HoDs reported that students influence one another to make a choice and mostly chose the teacher not the subject, while 2 (18.2%) indicated that career interests of the students do not favour CRE.

The employment-related factors that influenced students' choice of CRE as an examinable subject included: Some students would like to take social sciences (e.g. law, theology) in university while others would like to join sisterhood, priesthood\pastors, and community workers or even offer voluntary services, others would like to be CRE teachers (72.7%), better results in CRE enhance chances of higher education and thus jobs (54.5%), there has been the issue of special subjects and so discourage students from taking it (45.5%), and Humanities teachers have not been getting employment because of the same reason (18.2%).

The community-related factors that influence students' choice of CRE included: Most students come from Christian oriented families, and those brought up in strong
Christian families prefer CRE (81.8%); some parents prefer their children to take sciences and don’t encourage them to take CRE (45.5%); some parents don’t encourage their children to attend church services or participate in church activities, denying them the chance of being religious leading to lack of interest in CRE (27.3%); most students perform well in CRE compared to other humanities hence parents encourage their children to take CRE as a choice (18.2%); and CRE teaches about the morals which are important for a community (9.1%).

The CRE teachers indicated that students who apply what they learn in CRE in their personal lives avoid vices and practice virtues (63.6%), CRE changes students’ behaviour as they learn how to respect human life, how to relate with God and the rest of the creation (45.5%), most of the topics are related to messages passed by God to His people and hence through the teachings some students are reformed (27.3%), contemporary issues learnt in form four assist so much (18.2%), CRE guides and gives principles on morals and social values to students and on how to the live and relate with others in the society in general, (18.2%), and in every topic students learn the relevance of each and application in Christian life (9.1%).

On students’ attitudes toward CRE, it was established that 157 (71.4%) of the students had positive attitudes toward CRE, 50 (22.7%) of the students had very positive attitudes, while 13 (5.9%) had negative attitudes. This shows that majority of the students in Mwea Division of Mbeere district had positive attitudes toward CRE. These positive attitudes suggest that the students take CRE positively as a subject.

5.3 Conclusion

This study established that majority of the students from secondary schools in Mwea Division of Mbeere District had positive attitudes toward CRE. However, despite
these positive attitudes, a number of factors affected their choice of the subject. For one, schools did not have adequate resources for teaching and learning of CRE, and students are discouraged by parents and peers from choosing the subject, ostensibly because the subject is not required for ‘superior’ university courses like the sciences. Consequently, those who chose the subject take it because it is considered easy and as a booster subject to raise the grades. Clustering of subjects affect students’ choice of CRE in that this limits students’ choice of the subject as they tend to choose those subjects that will assist them in their future careers, and in that CRE is taught at the same time with some sciences, that is, CRE\Physics. This means that a student can either choose CRE or Physics but not both.

5.4 Recommendations

Based on the findings of the study, the researcher recommends that:

1. The Ministry of education should recruit more RE teachers and make the syllabus friendly to students. Students should also be encouraged to take the subject and shown how applicable it is to real life.

2. Religious education as a subject should be made compulsory not an elective. This is because it helps in moulding students’ behaviour, and therefore contributes in the fight against indiscipline.

3. Career Masters should be involved in assisting students in choice of subjects and trained in vocational guidance.

4. More resources should be channelled to the teaching of CRE in secondary schools in the country.
5.5 Suggestions for Further Studies

1. A similar study should be carried out in other districts to establish the trends on choice of CRE.

2. A study to compare drug abuse and participation in strikes by students taking CRE and those not taking CRE.
REFERENCES


54


Dear Respondent,

I am Mutinda Daniel Muli, a student in the Department of Educational Administration, Kenyatta University pursuing Master of Education Degree in Curriculum Development. I am currently carrying out a research project titled “Effects of Teaching Christian Religious Education as an Elective Subject in Secondary schools in Mwea Division of Mbeere District, Kenya.” I therefore request that you kindly fill this questionnaire. All information will be treated confidentially. I thank you for your co-operation.

Yours faithfully,

Daniel Mutinda

KU Student
APPENDIX TWO

QUESTIONNAIRE FOR STUDENTS

This research is meant for academic purposes. The aim of the study is to investigate the factors affecting the teaching of CRE as an elective subject on students’ discipline and ethics in secondary schools in Mwea Division, Mbeere District, Kenya. You are therefore, requested to provide answers to these questions as honestly as possible. Kindly DO NOT write your name anywhere on this questionnaire. Responses to these questions will be treated confidentially. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Part One: Background Information

1. Name of the school .................................................................

2. Gender

   i) Male [ ]
   ii) Female [ ]

3. Age in years .................................................

4. Last term’s grade in CRE .................................

5. Your religion (tick appropriately)

   i) Catholic [ ]
   ii) Protestant [ ]
   iii) Muslim [ ]

   Other (specify) .................................................................

6. How do you like CRE education?

   i) Very Much [ ]
   ii) Average [ ]
   iii) Not at All [ ]
7. Part Two: Students’ Attitude towards CRE

1. Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the following scale.

<table>
<thead>
<tr>
<th>SA - Strongly Agree</th>
<th>A - Agree</th>
<th>D - Disagree</th>
<th>SD - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE is an interesting subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE helps students know and understand meaning of life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have gained self-confidence and developed positive self-image with the knowledge in CRE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE should be taught to Christian students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE should just be taught in churches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE should be made compulsory in secondary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE curriculum effectively teaches moral and social values to learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE helps reduce indiscipline cases among students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE teaches reality about life to students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE leads to a better career in life</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Have you registered to take CRE for the KCSE examinations?
   (i) Yes [ ]
   (ii) No [ ]

3. What are your reasons for registering or not registering to take CRE at the KCSE level?

   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................

THANK YOU FOR YOUR PARTICIPATION
APPENDIX THREE

QUESTIONNAIRE FOR CRE TEACHERS

This research is meant for academic purposes. The aim of the study is to investigate the factors affecting the teaching of CRE as an elective subject on students’ discipline and ethics in secondary schools in Mwea Division, Mbeere District, Kenya. You are therefore, requested to provide answers to these questions as honestly as possible. Kindly DO NOT write your name anywhere on this questionnaire. Responses to these questions will be treated confidentially. Please tick [V] where appropriate or fill in the required information on the spaces provided.

Part 1: Background Information

1. Your gender
   a. [ ] Male
   b. [ ] Female

2. Your age (in years)
   a. [ ] Between 20-29 yrs
   b. [ ] Between 40-49 yrs
   c. [ ] Between 30-39 yrs
   d. [ ] 50 yrs plus

3. Level of education
   a. [ ] Master’s Degree
   b. [ ] Bachelor’s Degree
   c. [ ] Diploma
   d. [ ] Certificate
   Other (Specify)

4. Indicate the number of years you have taught CRE as a subject
   a. [ ] 1 year
   b. [ ]1-4 years
   c. [ ] 5-9 years
   d. [ ] 10-14 years
   e. [ ] Over 15 years

5. Why did you train in CRE as a subject?

........................................................................................................................................

........................................................................................................................................
6. What is your level of interest in this subject?

......................................................................................................................................................................................................
......................................................................................................................................................................................................
......................................................................................................................................................................................................

7. How does clustering of the subject affect students' choice of CRE?

......................................................................................................................................................................................................
......................................................................................................................................................................................................
......................................................................................................................................................................................................

8. How does performance in CRE in your class compare with performance in other humanities (History, Geography)?
   a. [ ] Performance in CRE is better
   b. [ ] Performance in other humanities is better

9. Explain briefly the adequacy of resources for teaching and learning of CRE in your school.

......................................................................................................................................................................................................
......................................................................................................................................................................................................
......................................................................................................................................................................................................

10. How does your workload compare with that of teachers who do not teach CRE?

......................................................................................................................................................................................................
......................................................................................................................................................................................................
......................................................................................................................................................................................................

11. In your opinion, do you think CRE plays a role in behaviour change of students?
   a. [ ] Yes
   b. [ ] No
12. What recommendations can you make in relation to strengthening teaching/learning of CRE.

THANK YOU FOR YOUR PARTICIPATION
APPENDIX FOUR

INTERVIEW SCHEDULE FOR HEADS OF HUMANITIES DEPARTMENT

1. How many students have enrolled to take CRE at KCSE level in this school?
2. Do you consider this number of students adequate or inadequate? Please explain.
3. How many CRE teachers are there in the school?
4. Comment on the adequacy of CRE teachers in your school in relation to the number of students taking the subject.
5. How does the workload of CRE teachers compare with that of other teachers?
6. What is the status (adequacy and relevance) of teaching and learning resources for CRE in your school?
7. How does the school prepare students to select subjects for KCSE?
8. What do you consider to be the school-based factors that influence students’ choice of CRE for KCSE examination?
9. Which student-related factors influence students’ choice of CRE for KCSE examination?
10. Which home and community-related factors influence students’ choice of CRE for KCSE examination?
11. Which employment-related factors influence students’ choice of CRE for KCSE examination?
12. What do you propose should be done to increase the number of students selecting CRE for KCSE examination?