

The main purpose of this study was to determine the influence of subject specialization during training to the performance and attitudes of Social Education and Ethics (SEE) teachers. The study compared the attitudes and performance of SEE teachers with Religious Education (R.E) training and those trained in other disciplines apart from Religious Education. Further, it also compared the instructional methodologies used, problems met and solutions suggested for the effective teaching/learning in SEE by the two groups of SEE teachers.

There were 73 SEE teachers with R.E training, 31 SEE teachers trained in other disciplines apart from R.E. training, 31 SEE teachers trained in other disciplines apart from R.E and 224 form two students. The sample teachers and students were drawn from 34 secondary schools in Nairobi, Kajiado and Machakos Districts.

The data for the study were collected using four instruments:- (i) Questionnaire for SEE teachers, (ii) Questionnaire for SEE students, (iii) Likert Type Teacher Attitude Scale, (iv) Teachers Performance Observation Schedule. The main findings of the study were as summarized below:

1. The two sample groups of SEE teachers showed unfavourable attitude towards SEE and did not significantly differ when compared in attitudes using a 't' test.
2. The two sample groups of SEE teachers had low performance in SEE as each group attained a mean score below the expected mean score. The two groups did not significantly differ in their performance.
3. The two sample groups of SEE teachers used averagely the same instructional methodologies in SEE.
4. Most of the instructional methodologies frequently used were those grouped under expository methods such as lecture, the narrative and text reading.
5. The problems faced and solutions proposed in the effective teaching/learning in SEE by the two groups of SEE teachers did not differ.
6. The students' perceived problems in the effective teaching/learning of SEE were relatively the same as those indicated by the teachers.

Out of the study, the following recommendations were made:

1. There should be urgent training organized for SEE teachers.
2. There should be some seminars organized to effectively equip those who are to help in the training of SEE teachers.
3. There should be organized for secondary school students, teachers, head teachers and school communities as a whole to help improve their attitudes towards SEE.

4. The existing SEE syllabus should seriously be re-assessed in terms of its objectives, content and methods.

5. The existing SEE text-books should be re-assessed with an aim of improving them to make them more relevant and effective in the achievement of the expected goals and objectives.