

**TEACHER-RELATED FACTORS THAT
AFFECT IMPLEMENTATION OF THE
INTEGRATED SECONDARY SCHOOL
CHRISTIAN RELIGIOUS EDUCATION
SYLLABUS IN MOMBASA DISTRICT, KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION**

KENYATTA UNIVERSITY

SEPTEMBER 2003

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*Teacher related
factors that affect*



2004/269238

DECLARATION

This thesis is my original work and has not been presented for a degree award in any other University.



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DEDICATION

This thesis is dedicated to my late wife, **Prisca Santa** and my two sons **Waswa** and **Njeremani**.

There are loyal hearts

There are spirits brave

There are souls so pure and true

You have given me the best

Through the crooked path of destiny

When the art of being kind

To all this world needs

(Anonymous)

ACKNOWLEDGEMENTS

A work of this kind is the culmination of years of experience and I wish to thank all those who have provided significant help over this time to the success of this work. I am extremely grateful to my supervisors **Dr. J. M. Malusu** and **Dr. F. M. Gateru** for their professional and parental guidance during the writing of this thesis. I am also indebted to other staff in the department of Educational Administration, Planning and Curriculum Development and in particular Dr. Bunyi, Dr. Libese, Prof. Okech and Dr. Ngugi under whom I took various courses chaired by Dr. Mse.

I would like to thank the Kenyatta University library staff, particularly Miss. Alice Bulogosi (Education Department) and the late Mrs. Beth Mwigie (Humanities section) for getting innumerable publications and for much aid in locating research materials. Writing this work would have been impossible without such help. Being visually impaired, I owe a particular debt of gratitude to Chengo Katana, Abel Sauti and Mary Ong'udi for turning my thoughts into immaculate typescripts. I extend special gratitude to Mr. Kenedy Asembo and Antony D. Bojana both of Kenyatta University for assisting in editing and typesetting and proof reading this work.

My special thanks also go to my late wife Prisca Santa who before her sudden demise assumed all sorts of obligation and commitment so that I could have free time to devote myself to this work. To Mr. Brown Ondego and his sister Lena Ondego, I am grateful for your steadfast love and material support that made this venture possible. May God bless you all.

L.H 2003

ABSTRACT

There have been many curriculum changes in Kenya since independence. These changes are usually implemented after a report of a commission appointed by the government. For example in 1985 Kenya changed its education system from seven years of primary education, four years secondary, two years of high school and three years of first degree in the university to eight years of primary education, four years of secondary school and four years of the first degree in the university.

The 8-4-4-education system is mainly characterised by its integrated (broadfileds) approach in contrast to the previous system, which emphasised a separate subjects approach. When the integrated approach was introduced in Kenyan Secondary Schools, teachers were inadequately in serviced. Research has shown that without in service course, teachers encounter problems in implementing a new curriculum innovation. (Porter, 1975; Hawes, 1979; Malusu, 1997). In addition, pre-service training alone is insufficient to provide teachers with all the skills and knowledge in implementing the school curriculum (Porter 1975; Oluoch, 1982). The success of a curriculum innovation, therefore, depends on the preparedness of the implementers (teachers) (Oluoch, 1982).

Like any new curriculum innovation, the 8-4-4 program presented new challenges to teachers, it required new knowledge, skills and attitude to implement it effectively (Hawes 1979; Oluoch 1982; Malusu 1997). In addition, it required the in servicing of teachers to keep the teachers abreast of the new strategies of implementing the new curriculum innovation (Oluoch 1982). Most importantly, teachers were to be convinced on the necessity of the innovation since they are the main agents of implementation (Hawes, 1979). From the literature reviewed, there is no empirical evidence to show how well teachers were prepared to implement

the integrated secondary school syllabus (1985) under the 8-4-4 system and the challenges they encounter.

This study intended to investigate teacher related factors affecting the implementation of the integrated Secondary school C.R.E. Syllabus (1985). This study was carried out within Mombasa District, Coast Province of Kenya. The research design was a descriptive survey. Ten schools were purposively selected for the study to obtain qualitative data from the teachers of integrated C.R.E. syllabus. Information on the teachers' experiences on the implementation of the C.R.E. course was obtained by the use of a questionnaires, interview and observation schedules. Information regarding the experiences and opinions of heads of department (humanities) and head teachers was sought through the use of interview schedules. The data was analysed and interpreted qualitatively.

Although most teachers were generally of sound academic and professional competences, they did not have a clear understanding of the concept of integration in relation to the teaching of integrated C.R.E. curriculum. Therefore, they encountered a number of problems in the implementation of the new curriculum innovation. The study hence, recommends that the course be taught in universities to the teacher-to-be by qualified staff that are competent in the thematic (broad fields) approach to C.R.E. curriculum. The study also recommends continuous in-service training for all the teachers of integrated C.R.E. curriculum among other recommendations.

TABLE OF CONTENTS

DECLARATION	II
DEDICATION	III
ACKNOWLEDGEMENTS.....	IV
ABSTRACT	V
TABLE OF CONTENTS.....	VII
LIST OF TABLES AND FIGURES.....	XI
ABBREVIATIONS AND ACRONYMS.....	XII
CHAPTER ONE	1
INTRODUCTION TO THE STUDY.....	1
BACKGROUND TO THE STUDY.....	1
STATEMENT OF THE PROBLEM.....	15
PURPOSE OF THE STUDY	16
SPECIFIC OBJECTIVES OF THE STUDY	16
RESEARCH QUESTIONS.....	17
SIGNIFICANCE OF THE STUDY.....	18
ASSUMPTIONS OF THE STUDY.....	19
THE SCOPE AND LIMITATION OF THE STUDY	19
THEORETICAL FRAMEWORK OF THE STUDY.....	20
ORGANIZATION OF THE THESIS.....	24
DEFINITIONS OF SIGNIFICANT TERMS.....	25
CHAPTER TWO	28
REVIEW OF RELATED LITERATURE.....	28
ROLE OF TEACHERS IN IMPLEMENTATION OF CURRICULUM INNOVATION.....	28

ROLE OF PRE-SERVICE TEACHER EDUCATION IN IMPLEMENTATION OF CURRICULUM INNOVATION	31
ROLE OF IN-SERVICE TEACHER EDUCATION PROGRAMMES IN IMPLEMENTATION OF CURRICULUM INNOVATION	33
STUDIES ON INTEGRATED APPROACH	35
CHAPTER THREE	38
RESEARCH DESIGN AND METHODOLOGY	38
RESEARCH DESIGN	38
STUDY LOCALE	40
DESCRIPTION OF TARGET POPULATION	41
SAMPLE AND SAMPLING PROCEDURE.....	43
RESEARCH INSTRUMENTS	46
QUESTIONNAIRE	46
INTERVIEW SCHEDULE	47
LESSON OBSERVATION SCHEDULE.....	49
PILOTING OF RESEARCH INSTRUMENTS.....	50
DATA COLLECTION PROCEDURE.....	51
DATA ANALYSIS AND PRESENTATION.....	52
PROBLEMS EXPERIENCED IN THE FIELD	53
CHAPTER FOUR	54
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	54
TEACHER’S ACADEMIC AND PROFESSIONAL PREPAREDNESS TO IMPLEMENT THE INTEGRATED SECONDARY SCHOOL C.R.E. SYLLABUS (1985)	55
TEACHER’S ACADEMIC QUALIFICATIONS.....	55
TEACHER’S PROFESSIONAL QUALIFICATION	57

THE ADEQUACY OF PRE-SERVICE TEACHER EDUCATION PROGRAMME IN THE IMPLEMENTATION OF INTEGRATED C.R.E. IN THE SECONDARY SCHOOL CURRICULUM	61
TEACHING LEARNING STRATEGIES EMPLOYED BY THE TEACHERS IN THE IMPLEMENTATION OF THE INTEGRATED SECONDARY SCHOOL C.R.E. SYLLABUS (1985).....	64
TEACHING-LEARNING RESOURCES USED IN THE IMPLEMENTATION OF THE INTEGRATED SECONDARY SCHOOL C.R.E. SYLLABUS	67
WAYS IN WHICH TEACHERS OF INTEGRATED C.R.E. SYLLABUS WERE INVOLVED IN THE INITIAL DEVELOPMENT OF THE C.R.E. SYLLABUS	69
ATTENDANCE OF IN-SERVICE TEACHER EDUCATION PROGRAMMES BY TEACHERS OF THE INTEGRATED C.R.E. SYLLABUS (1985)	72
ATTITUDES OF TEACHERS TOWARDS THE C.R.E. SYLLABUS	76
DIFFICULTIES THE TEACHERS OF C.R.E. ENCOUNTER IN IMPLEMENTING THE INTEGRATED C.R.E. SYLLABUS	80
CHAPTER FIVE	84
SUMMARY, CONCLUSION AND RECOMMENDATIONS	84
SUMMARY OF THE RESEARCH FINDINGS	86
CONCLUSION.....	88
RECOMMENDATIONS	88
SUGGESTIONS FOR FURTHER RESEARCH	89
BIBLIOGRAPHY	92
APPENDIX 1: QUESTIONNAIRE FOR FORMS TWO AND THREE TEACHERS OF C.R.E.	99

APPENDIX 2: INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT (HUMANITIES).....	104
APPENDIX 3: INTERVIEW SCHEDULE FOR HEADTEACHERS	106
APPENDIX 4: LESSON OBSERVATION SCHEDULE.....	108
APPENDIX 5: MAP OF LOCATION OF MOMBASA DISTRICT	115
APPENDIX 6: MAP OF MOMBASA DISTRICT EDUCATIONAL BOUNDARIES	116
APPENDIX 7: MAP OF MOMBASA DISTRICT ROADS.....	117

LIST OF TABLES AND FIGURES

TABLE	PAGE
Table 1: Relationship Between the 8 – 4 – 4 Integrated C.R.E Syllabus (1985) and the Old syllabuses	13
Table 2: Sampling.....	46
Table 3: Academic Qualifications of the Teachers of C.R.E.....	56
Table 4: Professional Qualification of the Teachers of C.R.E.....	57
Table 5: Teachers' Years of Experience in Teaching C.R.E. at Various Levels .	58
Table 6: Teachers' Years of Experience in Teaching C.R.E. in Different Classes	59
Table 7: Teachers' Subject Specialization at Pre-service Training.....	61
Table 8: Teaching Learning Strategies Teachers Use in the Implementation of Integrated C.R.E. syllabus (1985).....	65
Table 9: The Teaching and Learning Resources the Teachers used in the Implementation of the Integrated C.R.E.....	67
Table 10: Teachers' Ranking of Best Three Teaching Subjects in Order of Preference	77
Table 11: Difficulties the Teachers of C.R.E. Encounter in Implementing Integrated C.R.E. Syllabus.....	81
FIGURES	
Figure 1: The Research, Development and Diffusion Model	21

ABBREVIATIONS AND ACRONYMS

C.R.E.	Christian Religious Education
E.A.A.C.E.	East African Advanced Certificate of Education
E.A.C.E.	East African Certificate of Education
K.A.C.E.	Kenya Advanced Certificate of Education
K.C.E.	Kenya Certificate of Education
K.N.E.C.	Kenya National Examinations Council.
K.N.U.T.	Kenya National Union of Teachers
K.U.	Kenyatta University
K.U.C.	Kenyatta University College
R.D.D.	Research Development and Diffusion Model
S.E.E.	Social Education and Ethics
U.N.E.S.C.O	United Nations Educational Scientific and Cultural Organization.
JKF	Jomo Kenyatta Foundation
KIE	Kenya Institute of Education
KLB	Kenya Literature Bureau
KCSE	Kenya Certificate of Secondary Education

CHAPTER ONE

INTRODUCTION TO THE STUDY

This chapter presents the background to the problem, statement of the problem, purpose of the study, specific objectives of the study, research questions, significance of the study, assumptions of the study, scope and limitation of the study, theoretical framework of the study and definition of significant terms respectively.

Background to the Study

The quality of any education system in a society is contingent upon sound curriculum design. To make the curriculum design in line with the dynamic society's needs, change is inevitable. It is important to note that the history of education in Kenya has been characterised by curriculum changes. These changes are usually implemented after a report of a commission appointed by the government.

The first such commission, after independence was the Kenya Education Commission, in 1964, headed by Professor H. Ominde. This commission brought extensive changes in education practice of that time (Republic of Kenya, 1964). For example, it led to the abolition of racially structured education, religious segregation, and sectarian education. The commission also led to the restructuring of the school system from the previous four years of primary (standards one to

four), four years of intermediate (standards five to eight), and four years secondary education, to seven years primary (standards one to seven), four years of secondary education, and two years of higher secondary education and three years basic university education.

Since then, there was no significant change in educational structure until 1981 when the Presidential Working Party on the Second University was established and its report accepted in 1982, leading to the introduction of what has come to be known as the 8 – 4 – 4 education system in Kenya, that was implemented in 1985.

The new system refers to eight years primary, four years secondary and four years of basic university education. The new system also has been characterized by its integrated (broad fields) curriculum design approach in contrast to the previous separate subject approach. The integrated approach led to the fusing of some hitherto related subjects that had been taught separately. For example, Kiswahili was fused with Fasihi and English with Literature.

Integration also came about by fusing different themes, topics or areas of learning that were more or less considered separate subjects (examined by separate papers) in the old system to be within the same discipline. In this regard, different themes, for example, the Old Testament, the New Testament, Church History, African Religious Heritage, and Christian Approaches to Social and Ethical Issues

which were taught and examined as separate papers in the old system were fused into one common Christian Religious Education Programme and examined by two compulsory papers. In this approach, all students were exposed to the common Christian religious heritage.

The integrative approach to curriculum design is a 20th century phenomenon. Its architects were the Gestalt theorists who advocated for the development of the integrated (broad fields) overview first and then deal with structural components. In the context of the 8-4-4 system, students are expected to have a broad overview of all the subjects at the secondary school level and then specialize into professions of their preference at the university and other tertiary institutions of training.

The mastery of the broad content, from the Christian Religious Education perspective, will enable the student to join various careers such as law, medicine, guidance and counselling and even preaching. Gestalists view perception and learning as holistic experience based on grasping of patterns and configurations (Longstreet, 1993). The 8-4-4-education system adapted its integrative (broad fields) approach from the Gestalt theory by amalgamating many curriculum designs representing various philosophies.

Curriculum design must be developed with the awareness of its philosophical position. It involves linking what society believes is important for children to learn in whatever way learning can be fostered with how children learn (Longstreet, 1993; Golby, 1983). The purpose of society oriented curriculum design is to serve the needs of the society as was advocated by Report of the Kenya Education Commission (1964). Society and its perceived needs forms the basis of content selection. Consequently, the knowledge-centred curriculum design is aimed at transmitting to children that knowledge which is most important to all of humankind (KNEC, 1985). The electives curriculum design, on the other hand, stands for the collection of content based on different sets of doctrines such as the humanities (C.R.E., History, Geography, Islam, Social Education and Ethics), and creative arts (Music, Fine Art), among others, as reflected in the 8-4-4 broad fields curriculum design. Basically, integrationists hold that knowledge is interrelated, expressive, and diversified.

To establish the circumstances that led to the introduction of the Integrated Christian Religious Education Syllabus (1985) in Kenyan secondary schools, knowledge of the syllabuses that proceeded is significant. In 1967, the churches working in conjunction with the Ministry of Education began a complete revision of all syllabuses for Secondary Christian Religious Education Curriculum. The revision was in reaction to the older Cambridge School Certificate syllabuses, which were introduced for African secondary schools in Kenya in the 1940s . This

followed the 1949 African Education Report commonly known as the Beecher Report, The report focused on the need to provide both literally and practical education to the Africans in order to prepare them for future leadership of their country (Kenya Colony Protectorate, 1949). After independence, the Cambridge School Certificate syllabus, which was intended to measure the education standards in African schools in relation to those of the colonial government in Britain was superseded by the East African Certificate of Education (E.A.C.E.) following the Education Act of 1968.

The reason for substituting the Cambridge C.R.E School Certificate Bible Knowledge Syllabus with the East African Certificate of Education was to: “Make Religious Education relevant to the needs of African students” (Beecher, 1949). The approach, which the Cambridge C.R.E. syllabus adopted, had no direct link to the life of students and their cultural background. There was emphasis on knowledge and interpretation of scripture, Christian theology and church history without any attempt to link the content to contemporary Christian living and the lives of students in an East African environment. Thus, the Cambridge syllabus was known by such titles as Religious Knowledge, Bible, and Bible Knowledge at “O” level and Divinity at “A” level respectively (Malusu, 1991). It can be noted from the aforementioned syllabuses that each syllabus was an improvement on the other due to the ever-changing needs of the society. The

innovations were rather narrow and encouraged more specialization as opposed to the 8-4-4-curriculum innovation, which is broad based.

In working out Christian religious syllabuses, the joint churches panel were faced with the problem of different Christian theological insights and the need to meet the educational and academic requirement of the Ministry of Education, which were meant to be relevant to student needs and experience, and to African religious experience (Malusu, 1991). According to KNEC (1985) the development of the new syllabus, therefore, had two main aims, namely:

- To make religious education more relevant to the lives of students in an East African environment and
- To adapt religious education to the student's cultural background, which is African culture and traditional African religious experience.

In Forms one and two, three different C.R.E syllabuses were developed locally and implemented at different times for the secondary schools. Each school was free to choose which syllabus to adopt at forms one and two levels hence, the beginning of the concept of specialization. In this sense, every school was to choose which syllabus to offer. Another reason for the development of three C.R.E. syllabuses was to resolve the problem of differing Christian theological insights that had put Churches Panel, National Secondary Christian Education

Panel, Course Panel and Academic Board at the Kenya Institute of Education in a dilemma (Malusu, 1991). The three syllabuses were as stipulated below:

- The Kenya Junior Secondary Examination (K.J.S.E) C.R.E Syllabus, which was implemented in 1969 in all Harambee Secondary Schools, that presented candidates for the examination at the end of form two.
- The Developing in Christ syllabus, which was introduced in 1972 in some government, maintained schools not offering the K.J.S.E.
- The locally produced non-examinable Christian Religious Education Syllabus introduced in 1977 by the Kenya Institute of Education (K.I.E.) (working in conjunction with the churches) for those schools, which did not wish to offer either K.J.S.E. or the Developing in Christ Syllabus.

The two C.R.E syllabuses namely: 223 and 224 were prepared and approved for use by forms three and four, in 1973. They were examined for the first time in 1974 by the East African Examinations Council offering the now phased out East African Certificate of Education to successful candidates ranging from division one to four. Schools that were categorized as B (high cost) such as Lenana, Alliance, Mang'u, Kenya High, among others, were allowed the choice of the new syllabuses or the Cambridge School Certificate Syllabus 220, 221: Bible Knowledge. These syllabuses were giving schools a variety to chose from unlike the 8-4-4 Integrated C.R.E. syllabus (1985) which is compulsory to all the candidates taking C.R.E.

By 1976, the Cambridge School Certificate, Bible Knowledge Syllabus was replaced by syllabuses 223 and 224 and 240. Hence, forth, candidates were to sit for either C.R.E. Syllabus 223 or 224. Syllabus 223 was part of the Developing in Christ programme, while 224 was influenced by the structure and content of the Cambridge Syllabus.

The P240 (Divinity) was offered in forms five and six (otherwise commonly referred to as 'A' level). It consisted of four papers of which candidates were to do any three, answering four questions from each. However, this paper was discontinued in Kenya at the close of 1975 and was subsequently replaced by the East African Advanced Certificate of Education (E.A.A.C.E.), under the label P245 which consisted of the following papers:

- P245/1 The Old Testament (compulsory).
- P245/2 The New Testament.
- P245/3 Christianity in the East African Environment.
- P245/4 Christian Approaches to Social and Ethical Issues.

The four named papers of the originally developed five were approved, at the beginning, for the purpose of examination by the then East African Examinations Council (Kenya and Uganda) for the award of the East African Advanced Certificate of Education (E.A.A.C.E.). The fifth paper P245/5 African Religious

Heritage Today was later approved and implemented in schools in 1980. The paper was examined in 1982 by the Kenya National Examinations Council (established in 1980), thus, the C.R.E. paper 245 replaced the Cambridge School Certificate Divinity Syllabus Paper 240 beginning a new dimension of the experience of the church in an East African environment and the traditional African religious experience of the students.

In 1980, the Kenya National Examination Council replaced the East African Examinations Council and C.R.E papers were renamed thus:

- P223 changed to P227 (Christian Living Today)
- P224/1 changed to P228/1 (St. Luke's Gospel and its Relevance for Africa Today)
- P224/2 changed to P228/2A (Old Testament: Selected Themes)
- P224/3 changed to P228/2B (The Early Church, Its Growth and Extension)
- P224/4 changed to P228/2C (The Church in East Africa)
- P224/5 changed to P228/2D (African Religious Heritage with special reference to East Africa)
- P245/1 changed to P241/1 (Old Testament)
- P245/2 changed to P241/2 (New Testament)
- P245/3 changed to P241/3 (Christianity in the East African Environment)
- P245/4 changed to P241/4 (Christian Approaches to Social and Ethical Issues)
- P245/5 changed to P241/5 (African Religious Heritage Today)

The objectives and contents of these papers however remained the same. The certificate awarded at the end of forms four and six became the Kenya Certificate of Education (KCE) and Kenya Advanced Certificate of Education (KACE) respectively.

Candidates were to select one of the papers in addition to P228/1 (St. Luke's Gospel and its Relevance for Africa Today). This format reflects the concept of specialisation. The concept of specialisation was continued and developed by the Kenya Advanced Certificate of Education C.R.E. Syllabus for those who pursued forms five and six education. The main aim of the Advanced Certificate of Education C.R.E Syllabus was not only to: "deepen the student's understanding of the religious dimensions of life as contained in the Biblical revelation, Christian history, African culture and contemporary Christian thoughts," but also to "lay an adequate academic foundation for those who wish to pursue the study of religion at a specialist level", which "enables the student to develop insights into religious values and to relate these values to life as basis for judgements and choice" (Malusu, 1991).

The K.A.C.E certificate C.R.E. Syllabus was designed in such a way that candidates were to answer questions from three papers of their choice either from Paper 2 (New Testament), Paper 3 (Christianity in the East African Environment), Paper 4 (Christian Approaches to Social and Ethical Issues) or Paper 5 (African

Religious Heritage Today). Paper I (the Old Testament) was compulsory. The paper on the Christian Approaches to Social and Ethical Issues was introduced for the first time at this level of education because it aimed at “Developing knowledge of the selected issues by understanding the values involved and forming in one an ability to arrive at an independent judgement” (K.N.E.C, 1990).

With the introduction of the 8-4-4-education system in Kenya, ‘O’ Level papers were examined for the last time in 1987. The ‘A’ Level examination was done for the last time in 1989, being replaced by the Kenya Certificate of Secondary Education (KCSE) syllabuses and examination following recommendations by the Presidential Working Party on the Second University in Kenya in 1981. The main aim of the 8 – 4 – 4 system of education was: “To improve the quality of education at all levels”. The 1981 report stresses that this objective can only be achieved not through what is taught (subject matter), but how it is taught (methodology) (Malusu, 1991). Hence, the adoption of Integrated C.R.E. Syllabus.

In the 8 – 4 – 4 system, the C.R.E syllabus, content is structured under the following selected themes:

- The Bible (the Old and New Testament).
- Christian Witness
- Church in Kenya

- African Religious Heritage.
- Contemporary Christian Living

The Old and New Testament areas of study aim at relating biblical message to the lives of the learners. The African religious heritage aims at educating the learners on the cultural background so that they understand it as a major bond of integration in Christianity. The Christian witness and church in Kenya aim at acquainting the learners with the historical background and development of the Christian faith. The contemporary Christian living aims at enhancing the understanding of religious, ethical and economical issues affecting the world from both the local and global setting.

In 1981, the original report of the Presidential Working Party on the Second University in Kenya, commonly known as the Mackay Report, recommended some changes in the structure of education and these affected the post independence C.R.E. syllabus (Republic of Kenya, 1981). For instance, at independence, C.R.E. was offered as an independent discipline of study. The East African Certificate of Education and Kenya Certificate of Education, Christian Religious Education syllabuses gave a wide range of options, as already mentioned. However, under 8-4-4- the syllabus is clustered under Humanities Department with other subjects as Social Education and Ethics, History, Geography and Islamic Studies. Candidates may choose either of the subjects

from this category for their final examinations. The 8-4-4 C.R.E. syllabuses consists of two papers of which Paper 1 is structured in such a way that candidates must answer all the twenty questions. Paper 2 comprises six essay questions of which candidates select any four. The concept of integration (broad fields), which characterises the C.R.E. secondary school syllabus of the 8-4-4 system, is shown in Table 1.

Table 1: Relationship between the 8 – 4 – 4 Integrated C.R.E Syllabus (1985) and the Old syllabuses

Secondary Christian Religious Education Syllabus (1985) (K.C.S.E.) selected five themes	Kenya Certificate of Education/East African Certificate of Education (K.C.E/EACE).	Kenya Advanced Certificate of Education (K.A.C.E.)/ East African Advanced of Education (E.A.A.C.E).
1. The Bible (Old and New Testaments)	1. Old Testament Paper 24/2, (228/2A) 2. New Testament Paper 224/1, (228/1).	1. Old Testament Paper 245/1, (245/1) 2. New testament Paper 245/1, (241/2).
2. African Religious Heritage	3. African Religious Heritage Paper 224/5, (228/5D)	3. African Religious Heritage Paper 245/5, (241/5).
3. Christian Witness	4. The Early Church, Paper 224/3 (228/2B).	4. Part of the New Testament Paper 245/2, (241/2).
4. The Church in Kenya	5. The Church in East Africa, Paper 224/4, 228/2C.	5. Christianity in the East African Environment, Paper 245/3, (241/3).
5. Contemporary Christian Living	6. Christian living Today paper 223,227.	6. Christian Approaches to Social and Ethical Issues Paper 245/4, (24/4).

Source: Malusu (1991)

The table above illustrates that in the K.A.C.E./E.A.A.C.E. and the K.C.E./E.A.C.E. syllabuses, the various themes in the three columns were taught as examinable papers, while in the K.C.S.E. syllabuses, they are merged under one subject regardless of the paper. The teaching is not split into papers. They are only referred to as papers during the K.C.S.E. exams. Thus, integration in this case came about by merging different themes, topics or areas of learning that were more or less considered separate subjects (examined by different papers) in the old system to be within the same discipline. In this regard, different themes, for example, the Old Testament, the New Testament, Church History, African Religious Heritage and Christian Approaches to Social and Ethical Issues, which were taught and examined as separate papers within the old system were fused into one common Christian education programme examined by two compulsory papers. In this approach, all students were exposed to a common Christian religious heritage.

Like any new curriculum innovation, the 8-4-4 programme presented new challenges to teachers. It required new knowledge, skills and attitude to implement it effectively (Hawes 1979, Oluoch 1982, Malusu 1997). Additionally, it required the in-servicing of teachers to keep the teachers abreast of the new strategies of implementing the new curriculum innovation (Oluoch 1982). Most importantly, teachers were to be convinced on the necessity of the innovation since they are the main agents of implementation (Hawes, 1979). However, there

is no empirical evidence to show how well teachers were prepared to implement the integrated secondary school syllabus (1985) under the 8-4-4 system; more so, challenges they encounter.

Statement of the Problem

New social, political and economic factors bring about re-evaluation, innovation and change in education (Hawes, 1979). With the introduction of 8-4-4-education system in Kenya many curriculum changes have taken place. When the integrated 8-4-4 syllabus was introduced in Kenyan secondary schools, teachers were not adequately in-serviced (Malusu, 1997). Research has shown that without adequate teachers education in-service programmes, teachers encounter problems in implementing a curriculum innovation (Porter, 1975; Hawes, 1979; Ayot 1981; Malusu, 1997; Republic of Kenya, 1999). In addition, pre-service training alone is insufficient to provide teachers with all the skills and knowledge in implementing the school curriculum (Porter, 1975; Oluoch, 1982).

The integrated Christian Religious Education (1985) curriculum required in-service training of teachers to keep the teachers abreast of the new strategies to approach the innovation. Teachers were to be consulted and made participants in the planning of the integrated secondary school C.R.E. syllabus before its implementation (Bishop, 1985). This was necessary, as it would make them develop a positive attitude towards the innovation. Moreover, many graduates of

C.R.E. At that time, had gone through a specialised programme at the University (K.U.C. Calendar, 1980). Research has also shown that an integrated curriculum programme requires retraining of teachers to acquaint them with the new skills, knowledge and attitude (Magoma, 1999). This study, therefore set out to investigate how well- prepared teachers were in the implementation of integrated secondary school C.R.E. Syllabus (1985) in Mombasa District.

Purpose of the Study

The main purpose of this study was to investigate and establish teacher-related factors affecting implementation of the integrated secondary school C.R.E. Syllabus (1985) in Mombasa District.

Specific Objectives of the Study

The specific objectives of this study were:

- To find out the teacher's academic and professional preparedness in implementing the integrated C.R.E Syllabus.
- To find out the difficulties encountered by secondary school teachers in implementing the integrated C.R.E Syllabus.
- To find out the attitudes of teachers towards the Integrated C.R.E. syllabus (1985).
- To make recommendations with a view to improving teaching of the integrated C.R.E. in the secondary school curriculum.

Research Questions

Arising from the stated objectives, the study sought to answer the following questions:

- What academic and professional competencies do teachers of C.R.E. have to implement the integrated C.R.E. syllabus in secondary schools?
- How adequate is the Pre-service Teacher Education programme in implementation of integrated C.R.E. in the secondary school curriculum?
- What teaching-learning strategies do teachers of the integrated C.R.E. Syllabus use in implementing the course?
- What teaching-learning resources do teachers of integrated C.R.E. Syllabus use in implementing the course?
- In which ways were teachers of integrated C.R.E. involved in the initial development of the 1985 syllabus?
- How often do teachers of integrated C.R.E. course attend in-service education programmes?
- What are the attitudes of teachers of integrated C.R.E towards the C.R.E Syllabus?
- What difficulties do teachers of integrated C.R.E encounter in implementing the C.R.E. Syllabus?

Significance of the Study

This study was an attempt to establish teacher-related factors, which affect the implementation of integrated secondary school C.R.E. Syllabus (1985) in Mombasa District. The findings should be of importance to the national curriculum developers (K.I.E) and other stakeholders such as teachers, consultants, parents, university professors and lecturers and of general concern to politicians and lay-citizens.

The role of teachers in implementing any curriculum innovation is crucial. This is because teachers shoulder the responsibilities of receiving, interpreting and executing the curriculum package. The study therefore should be of significance because it would equip them with some solutions on how to go about the integrated C.R.E syllabus (1985) so as to improve their teaching performance. The national curriculum developers (K.I.E.) should equally benefit because the study has identified some problems that hinder the effective implementation of the integrated secondary school C.R.E. Syllabus (1985), which the developer may wish to consider for future action.

The role of training and retraining curriculum implementers (teachers) at the secondary school level lies mainly in the hands of university professors and lecturers. They too must be acquainted with the knowledge of the difficulties that teachers of C.R.E. encounter in implementing the integrated C.R.E. Syllabus so

that they may seek remedies to the same to produce better, prepared and well-trained teachers.

The study, finally, has availed data on such curriculum areas as provision of teaching-learning resources, which would be of great use stakeholders in education, such as, politicians, parents and lay-citizens, in improving teaching and learning in schools.

Assumptions of the Study

The following assumptions were made to guide the investigation:

- That teachers in Mombasa District use the integrated C.R.E. Syllabus (1985) in their schools.
- That secondary school teachers in Mombasa District encounter difficulties in implementing the integrated C.RE. Syllabus (1985).

The Scope and Limitation of the Study

There are many factors that influence the implementation of the integrated secondary school Christian Religious Education Syllabus (1985). This study focused on the teacher-related factors that affect the implementation of the integrated secondary school Christian Religious Education syllabus in Mombasa District. This means that a number of other factors contributing to ineffective implementation of the integrated secondary school C.R.E. syllabus as a curriculum innovation are not taken care of by the study.

The study was limited to only one district out of the seven districts in Coast Province of Kenya (see Appendix 5). This was due to lack of sufficient time within which the researcher was expected to complete the course. The funds available for the study were also not sufficient funds and this limited the researcher's in-depth exploration in Mombasa District during data collection period. Mombasa District was also selected because of the researchers knowledge of geographical area and its accessibility.

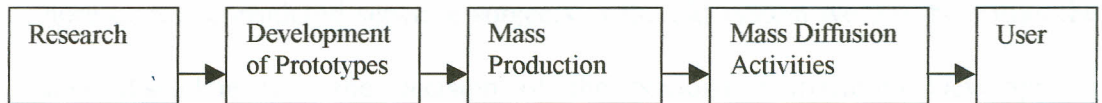
Limitation of the study to Mombasa District reduces the generalisability of the findings to other seven districts in the province and the rest of Kenya despite the fact that the same integrated Christian Religious Education Syllabus is in use. This is because Mombasa District may be influenced by unique teacher related factors that may not be applicable to the rest of the country. Therefore, generalisation cannot be drawn from this single case and be applied to all the other cases.

Theoretical Framework of the Study

The theoretical framework of this study which is the basis for conceptualising and investigating the problem, formulating of specific objectives, research questions and assumptions of this study against which the research instruments were derived, is from Havelock's (1969) Research Development and Diffusion Model (R.D.D.), otherwise commonly referred to as the Centre Periphery Curriculum

Model. Havelock's (1969) R.D.D. model is where an idea of curriculum development practice is conceived at the head or central office (in this case K.I.E.) and then fed into the system (Bishop 1985) as diagrammatically illustrated below.

Figure 1: The Research, Development and Diffusion Model



Source: Bishop (1985)

Havelock (1969) argues that the R.D.D. model is effective where curriculum developments has to be on a large scale so that ideas have to reach geographically dispersed and isolated users (teachers and pupils). The worthiness of this model to Kenya is manifested in the fact that the Christian Religious Education course is diffused to all the schools in Kenya ranging from Busia on the West of Kenya to Mombasa on the Coast, from Mandera to Isiolo District.

There is no conflict of ideas because the decision is diffused from one common point at the centre (K.I.E.). According to this model, the process begins with research by a central project team (the subject through course panels at K.I.E.), which develops a new curriculum, devices and designs new materials. The materials are then subsequently produced by government publishers (Jomo Kenyatta Foundation and Kenya Literature Bureau) followed by dissemination or

diffusion of the programmes. After this stage, the users (teachers and learners) are now to implement the innovation.

In the context of the study, the decision that there was to be an integrated C.R.E. syllabus (1985) involving different themes, topics or areas of learning that were more or less considered separate subjects in the old system were to be within the same discipline was the decision of the National Curriculum Development Centre... the C.R.E. Panel. In this regard, different themes for example, The Old Testament, New Testament, Christian Witness, African Religious Heritage, Christian Approaches to Social and Ethical issues, which were taught and examined as separate papers in the old system were fused into common Christian Religious Education Programme examined through two compulsory papers.

There is no doubt, therefore, that the Integrated C.R.E Syllabus (1985) before its adoption must have gone through the above procedure. Bishop (1985) says that while it is true that the material can ensure dissemination: "It is only the teachers and local groups at the chalk – face who can ensure implementation of the innovation". On the other hand, UNESCO (1970) cautions "Innovative and creative change has to be introduced by voluntary action and not by expert preaching or governmental decree".

This is because, as Bishop (1985), Oluoch (1982) and Hawes (1979) consent:

The problem of innovation is not a matter of supplying the appropriate technical information but rather a matter of changing attitude, skills, values and relationships.

To achieve change in attitude:

- Teachers must be involved from the initial stages of planning the new curriculum (Hawes 1979). Teachers must be consulted and be used as resource persons and not merely dictated upon (Hawes 1979).
- The attitude of the small group of experts who hold the views that they know what teachers want and are capable of doing does not show respect (Hawes, 1979). Therefore, teachers have to be made to understand why changes have to be introduced when the government finds a new innovation to be necessary as Hawes (1979) advocates: “changes in curriculum can be meaningful if teachers are offered opportunities to learn and understand them”. Nevertheless, R.D.D model is advantageous particularly in the Kenyan context in the sense that:
 - It taps efforts of experts and talented teachers for the welfare of the whole system. Therefore, the content that constitutes the Integrated C.R.E. Syllabus (1985) is not a one person’s issue but a combination of curriculum experts and C.R.E subject teachers respectively.
 - The innovation developed is worthwhile and of high quality because the research is developed in accordance to the rules and principles of curriculum development.

- Materials are presumably pre-tested before use by the system.

Basically, the underlying phenomenon in Havelock's (1969) R.D.D. model in relation to this study is the fact that Integrated C.R.E. Syllabus (1985) may have sound intentions and ideas but if teachers do not perceive its quality, worthiness and practicality then the syllabus may not effectively be implemented. Teachers should, therefore, be adequately prepared to implement the innovation.

Organization of the Thesis

The study is organised into five chapters. Chapter one is an introductory chapter which deals with the background to the study, theoretical framework, statement of the problem, purpose of the study, research questions, assumptions of the study, significance of the study, limitations of the study, definition of terms. Chapter two reviews literature related to present study. Chapter three presents the methodology adopted in conducting research. This includes such details as research design, study locale, target population, sampling procedures for data collection and analysis. In chapter four, data are presented, analysed and discussed, chapter five presents a summary of research findings, conclusion, recommendations of the study and suggestions for further research.

Definitions of Significant Terms

- Conduit:** A channel along which education flows.
- Curriculum:** Curriculum generally included the planned and unplanned; the situational and institutional; the dynamic actualities and documented intentions and the incidents and accidents (Stenhouse, 1975). The study adopts the definition by Malusu (1997), who defines curriculum as all the selected, organised, integrative, evaluative and innovative educational experiences provided to pupils consciously or unconsciously under the school authority in order to achieve designated learning outcomes.
- Division:** An administrative area within a district comprising all the schools and institutions located in the geographical area, usually headed by a District Officer (D.O.). An educational division is headed by an Area Education Officer who reports to the District Education Officer.
- Draft syllabuses:** Syllabuses that had not been approved by the Christian Religious Education Course Panel and the Academic Board.
- Implementation:** The stage when syllabuses and teaching-learning materials are being used by the target groups usually the teacher and the pupils.

Innovation: An improvement, which is measurable, deliberate, durable and unlikely to occur frequently (Huberman, 1975). On the other hand, it may refer to making changes or introducing new ideas with a view to improving the existing curriculum.

In-service Teacher Education: Development of individuals which arises from the whole range of events and activities by which serving teachers can extend their personal academic or practical education, their professional competency and their understanding of educational principles and methods.

Integration: The fusing of different themes, topics or areas of learning that are more or less considered separate subjects into one discipline as in the case of the Integrated C.R.E. Syllabus (1985).

Pre-service training: The training of teachers before they are accepted as professionals in education. The course constitutes academic, professional and teaching skills (methods). Qualified teachers must be issued with a licence from the Teachers Service Commission (who is the main employer of teachers in Kenya) to enable them work as teachers. The course takes two years for both primary and diploma

teachers and four years (eight semesters) for Bachelor of Education degree in our local universities.

Purposive Sampling: ‘This is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his/her study’ (Mugenda and Mugenda, 1999:50).

Zone: Consists of 12 – 23 schools in a division, located in the same geographical area under the school inspector who reports to Zonal Education Officer.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of the selected literature under the following headings:

- The Role of Teachers in Implementation of Curriculum Innovation.
- The Role of Pre-service Teacher Education in Implementing of Curriculum Innovation.
- The Role of In-service Education Programme in Implementation of Curriculum Innovation.
- Studies on Integrated Approach.

Role of Teachers in Implementation of Curriculum Innovation

Implementation refers to the stage, when syllabus and learning-teaching materials are being used by the target group, usually the teacher and the pupils (Malusu, 1997). This is the next logical step once a programme has been designed, developed, and piloted (Oluoch, 1982). Curriculum implementation in its wider sense refers to specific activities taken to ensure that the educational programme is executed as planned (Bishop, 1985). The most important variable in implementing an innovation is the classroom teacher. This is because the teacher is the one to interpret the intended objectives of the innovation and do the actual implementation by teaching.

In any centralised system, there is always a gap between the plans and the materials issued centrally by the National curriculum developers and the actual implementation in schools. Hawes (1979) observes that, this gap has always been very wide and continues to be so in Kenya. The gap has existed due to the ambitious nature of the centralised syllabus both in content and the language to be used in relation to the capabilities of teachers (Hawes, 1979). As a result, teachers who play a key role in curriculum implementation have been ineffective in this respect.

Indeed, the success of any curriculum innovation depends on the input from the classroom teacher. Hence, the first step in preparing teachers for implementation and innovation is by getting them to see and accept the need for change. This is due to the fact that teachers are the managers and interpreters of the curriculum innovation. The realization of the intended aims, goals and objectives of the curriculum innovation depends on them. Therefore, innovative and creative change has to be introduced by voluntary action and not by expert preaching or government decree (UNESCO, 1970).

The problem of innovation is not simply a matter of supplying appropriate technical information but rather, a matter of changing attitudes, skills and values among teachers (Bishop, 1985; Oluoch, 1982). As a result, teachers must be involved from the initial stages of planning the new innovation to be acquainted

with the new knowledge and skills (Oluoch, 1982; Bishop, 1985; Hawes, 1979). Teachers must be consulted and be used as resource persons and not merely dictated upon in order to internalise the new programme and also regard it as their own. (Hawes, 1979). The attitude of the small group of experts who hold the view that they know what teachers want and are capable of doing does not, therefore, show respect to the teachers who are the principal implementers and hence must be discouraged (Hawes, 1979).

Teachers have to be made to understand why changes have to be introduced in an education system and be given opportunities to learn and understand such changes so that they can look at the particular curriculum development effort as their own and not as something being imposed from the outside (Hawes, 1979; Oluoch, 1982). The failure of the New Mathematics in Kenya for example, was as a result of teachers not being adequately trained, in-serviced and prepared for the new change (Oluoch, 1982). Oluoch (1982) further observes that, teachers were not given enough time to understand what was involved in the New Mathematics Curriculum. For teachers to be effective in their role as curriculum implementers, they require adequate pre-service and continuous in-service teacher education programme. This study investigated how well the teachers of C.R.E. were prepared in performing their roles as implementers of the integrated secondary school C.R.E. Syllabus (1985). The study also investigated the difficulties teachers face in implementing integrated C.R.E. Syllabus (1985).

Role of Pre-service Teacher Education in Implementation of Curriculum Innovation

The 8-4-4 education system presented new challenges to teachers, like any new curriculum innovation. Its success is contingent upon well-structured pre-service teacher education. In the context of this study, curriculum is defined as all the selected, organised, integrative, evaluative and innovative educational experiences provided to pupils consciously or unconsciously under the school authority in order to achieve designated learning outcomes (Malusu, 1997).

The integrative and innovative elements in the definition directly relate to the study as the basis of the discussion on integrated Secondary School C.R.E. Syllabus in the 8-4-4-education system. Innovation in this sense refers to an improvement, which is measurable, deliberate, durable, and unlikely to occur frequently (Huberman, 1975). Hence, in 1981, the Kenya government made a decision by to restructure education system and training (Republic of Kenya, 1981). This was a deliberate and focused move and has lasted over 15 years, making it more or less durable.

For an innovation to be effectively implemented, good training is a pre-requisite because it prepares student teachers (future implementers of the curriculum innovation) by equipping them with the necessary academic and professional competencies to be applied during the implementation of the innovation

(Commonwealth Secretariat, 1974). This is only possible where a pre-service teacher education programme is well thought out and structured in such a way that it reflects all the necessary aspirations of the community that may have necessitated the innovation. Other than professional and academic competencies, it is the role of the pre-service teacher training programme to produce all round teachers equipped with a body of knowledge, attitudes and skills to enable them to correctly interpret the intended innovation (Oluoch, 1982). Therefore, good training must equip its client with good curriculum management skills.

Most new education programme cannot be implemented without providing adequate training to teachers (Lewy, 1977). This is because effective teacher preparation enables teachers to involve themselves in the new innovation, understanding and accepting the ideas contained in it. In this regard, pre-service training prepares teachers to adequately take up challenges embodied in the innovation through the mastery of content and methodology. Otherwise teachers may find themselves unable to implement a new curriculum innovation for which they have not been adequately prepared during the pre-service education (Oluoch, 1982). Parrot (1982) observes that as is the teacher so is the teaching. This statement underscores the sensitive role of pre-service teacher training programme. Therefore, good training functions as a conduit for the best education (Husen and Neville, 1994).

This study intends to investigate how well teachers were prepared during their pre-service teacher-training programme to implement the integrated Secondary school Christian Religious Education Syllabus (1985) as new innovation.

Role of In-service Teacher Education Programmes in Implementation of Curriculum Innovation

The term in-service teacher education refers to the development of individuals arising from the whole range of events and activities by which serving teachers can extend their personal academic or practical education, their professional competence and their understanding of educational principles and methods (Husen and Neville, 1994). In-service programmes range from conferences, workshops, short courses and refresher courses amongst others. In-service education may be of one day, a week, a month, three months and even a year depending on the objectives and the significance of the course in question.

The integrated secondary C.R.E. (1985) curriculum required In-service Teacher Education for teachers of C.R.E. to acquaint them with the new approach because many graduates of the subject at that time had gone through a specialised programme at the University and other tertiary colleges. (K.U.C. Calendar, 1980). In-service teacher education is crucial if a new innovation has to be effectively implemented because knowledge, skills, values, attitudes and aspirations of the community are ever changing. Therefore, new educational in-service programmes have to be prepared to enable teachers cope with the dynamic

changes placed upon them by the society (Commonwealth Secretariat, 1974). The implication is that the Integrated C.R.E. teachers need to be regularly in-serviced so as to implement the innovations effectively.

In this regard, teachers are challenged not to be contented with the knowledge and skills they acquired during their initial training but must regularly seek to grow both academically and professionally. Indeed, it is not possible to equip the student teachers with all the knowledge, skills, and attitudes, which would be sufficient for their whole professional life (UNESCO, 1975).

Initial training, is the beginning of learning, hence, continuous In-service Teacher Education is based on the professional conviction that no pre-service teacher education programmes are capable of providing graduate teachers with all the necessary skills they may require for their manifold roles as teachers (Porter, 1975). If teachers are to maintain their professional competence in the face of a new innovation, regular in-service programmes are essential.

Given effective In-service Teacher Education, teachers play a central role in implementing a new innovation like the secondary integrated C.R.E Syllabus (1985). Therefore, it is not proper to assume that teachers are in a good position to develop new strategies, new knowledge, new skills and attitudes independently on

the basis of common professional skills acquired during a Pre-service Teacher Education (Stenhouse, 1975; Oluoch, 1982, Bishop, 1985).

The rapid dissemination of a large body of knowledge, the impact of educational technology and the rapid social change legitimise the need for regular In-service Teacher Education (Commonwealth Secretariat, 1977). All the educational reports and commissions such as the Kenya Education Report (1964), Report of National Committee on Educational Objectives and Policies (NCEOP, 1976) and the Report of the Commission of Inquiry of the Education System in Kenya (1999) stress the significance of in-service teacher education programmes. The National Committee on Educational Objectives and Policies (1976), for example, saw the need for massive in-servicing of teachers to be able to cope with the changes in the content and approach in the curriculum (Malusu, 1997).

This study therefore, intended to find out how well teachers were prepared to implement the integrated secondary school C.R.E. Syllabus (1985) through In-service Teacher Education programmes.

Studies on Integrated Approach

The researcher has done extensive investigation in various public and university libraries, from subject experts and the national curriculum development centre (K.I.E.) to establish whether any studies have been done on the difficulties that teachers encounter in implementing the integrated secondary school C.R.E.

syllabus (1985). The effort has proven fruitless because so far no studies have been conducted on the subject from this perspective. The available studies on the subject of integration are found in languages particularly English and Literature. Omolo (1990), for example, found that teachers encounter the following difficulties when implementing the Integrated English course in secondary schools:

- Negative teachers' attitude towards the Integrated English Course;
- Too many pupils and few textbooks;
- Lack of syllabi and related guiding materials.

Magoma (1999) also conducted his studies on the teacher related factors, which influence the implementation of integrated English Course in secondary schools. He established that despite the fact that majority of teachers of integrated English Course were of sound academic and professional qualifications, they still faced similar problems listed under Omolo (1990). Hence, there was poor performance in the KC.S.E. National examination in Ibacho Division. He further observed that teachers were not adequately in-serviced to handle the integrated English Course.

Muutu (1993) too conducted research on the same area of integrated English Syllabus and equally came up with similar findings of Omolo (1990) and Magoma (1999). It follows from the three researchers that implementing any new innovation requires teachers of the right knowledge, skills and attitudes.

Kimathi (1998), on the other hand, conducted his study on general factors affecting the implementation of the 8-4-4 curriculum in primary schools and came up with similar findings already discussed. Unlike Magoma (1999), Omolo (1990) and Muutu (1993), Kimathi (1998) conducted his research amongst primary school teachers and he did not deal with the subject of integration. He however, identified lack of adequate teaching-learning resources as a major factor, which affects implementation of the 8-4-4 curriculum.

The researcher's intention, unlike Magoma (1999), Omolo (1990) and Muutu (1993), who researched on the integration of English and Literature, which were initially taught and examined as separate subjects, was therefore to investigate the teacher related factors that affect implementation of the Integrated Secondary School C.R.E. Syllabus (1985). This study focused on Christian Religious Education from a content integrated perspective. In this paradigm, topics, themes or areas of learning, initially taught as separate areas of specialisation and examined as separate papers in previous system (7-4-2-3) are fused to form one common content. The syllabus is therefore summarised into five themes, namely: the Bible (Old Testament and New Testaments), Christian Witness, Church in Kenya, African Religious Heritage and Contemporary Christian Living (K.I.E., 2000).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Any research is either aimed for invention or innovation (Bishop, 1985). To achieve this, the study locale, research design, target population, sample and sampling procedure, research instruments and data collection procedure must clearly be articulated to give the study the form it deserves. This chapter presents the design and methodology of the study. It presents the procedures used in investigating the problem and their implicit and explicit rationale.

Research Design

Kerlinger (1973) defines a research design as a plan, structure and strategy of investigating which seeks to obtain answers to various research questions. Basically, a design is a logical strategy for planning research procedures and providing evidence for the development of knowledge. This study in an attempt to investigate how well prepared teachers of C.R.E. were to implement the Integrated Secondary School C.R.E. syllabus (1985), employed a descriptive survey.

Descriptive design according to Gay (1976) is: "a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subject". The methodology involved in such a design is mostly qualitative in nature producing descriptive data (Sundeeep, 1983). Descriptive research design is

favoured by most social science researchers because of its ability to determine and report things the way they are.

The purpose of descriptive survey is to observe, describe and document aspects of a situation as it naturally occurs (Polit, 1995). It attempts to describe what was or what is in a social system such as the school (Abagi, 1995). It involves direct observation where the required behaviour is observed in a particular setting, participant observation where data are collected by an observer who is a regular, full-time participant in the activities being observed and interview method which involves face to face interaction between the researcher and the subjects as its method of inquiry.

The researcher conducted the study in ten public secondary schools within Mombasa District. The research design enabled the researcher to collect in-depth information concerning teacher-related factors, which influence the implementation of the integrated secondary school syllabus (1985) in Mombasa District. For the present study, the descriptive survey design enabled the researcher to explore deeply and exhaustively how well prepared the secondary school teachers of C.R.E. were to implement the integrated C.R.E. syllabus (1985) whose essence could have been lost in quantitative research. The qualitative nature of descriptive survey study in terms of being exhaustive is

recommended by Young (1956) who points out that exhaustive study describes accurately the relationships of factors and processes.

Study Locale

The study was conducted in the eighteen public secondary schools within Mombasa District. According to the Mombasa Development Plan (1997-2001), the district has an area of 282 square kilometres and is the smallest of all the seven districts in Coast Province. It borders Kilifi District to the north, Kwale District to the south and west and the Indian Ocean to the east. The study area lies between the latitudes 3^o80' and 4^o10' south of the Equator and between longitudes 39^o60' and 39^o80' east of the Greenwich Meridian. The position of the city in relation to the rest of the country is shown in Appendix 6. Administratively, Mombasa District is divided into four divisions, namely: Island, Changamwe, Kisauni and Likoni. It is further divided into twelve educational zones and fourteen sub-zones.

Singleton (1993) has observed that the ideal setting for any study is one that is directly related to the researcher's interests. Having taught in Mombasa District, the researcher had a professional interest to conduct the study in the District. Moreover, no research had been carried on the integrated secondary school C.R.E. syllabus despite the fact that teachers are encountering difficulties in implementing it (KNEC, 2000).

Singleton (1993) further observes that the ideal settings for any study should be easily accessible to the researcher and that which allows immediate rapport with the participants. Mombasa District was selected because of the researcher's knowledge of the geographical area, its accessibility and familiarity and therefore, data collection would not be obstructed by the participants' hostility due to suspicion. Wamahiu and Karugu (1998) and Magoma (1999), however, point out that familiarity with the informants has its own problems as sometimes the informants may refuse to cooperate with the researcher since they would feel that he/she already knows the answers to his /her questions. However, whether working with a familiar or unfamiliar group, the researcher must learn to handle the informants carefully. The researcher attained cooperation in the area of study by establishing a good working rapport with the participants through informal and formal discussions on various issues surrounding the secondary school C.R.E. syllabus currently in use. Such discussions bridged the gap between the researcher and the participants.

Description of Target Population

The target population was 18 public secondary schools. The target respondents included all the 36 teachers of C.R.E. in the 18 public secondary schools, 18 heads of humanity departments, and 18 headteachers within Mombasa District. Teachers were chosen for this study because they are the major agents in any curriculum implementation as they receive and interpret any curriculum package.

Teachers are also in direct contact with students and it is their responsibility to manipulate them for effective implementation.

Mombasa District has 33 secondary schools of which 18 are public secondary schools. Of the eighteen, six are for boys, four are mixed and the remaining eight are for girls. The Island Division has the highest number with 10 schools, followed by Changamwe Division with four and Kisauni Division with three. Likoni Division has only one secondary school. The average teacher/pupil ratio is 1:19. This falls way below the national average of 1:35 (Mombasa District Development Plan 1997-2001). The 18 public schools fall under different sponsorship groups although the government through the Teachers Service Commission provides them with teachers to implement the common secondary school curriculum.

On the other hand, the heads of humanity departments and headteachers were important in this study because they have some control over the teachers. More importantly, heads of department play a crucial role in the co-ordination and planning of the implementation of the Integrated Secondary C.R.E. Syllabus (1985). They are expected to supervise teachers of C.R.E. and help them where necessary.

Headteachers equally are a co-ordinating force in schools. They are charged with the responsibility of providing the required materials, general guidance to teachers of C.R.E and they also choose to or not to sponsor teachers for in-service courses to update their knowledge. Therefore, headteachers facilitate or hinder effective implementation of Integrated Secondary School C.R.E. Syllabus (1985).

Sample and Sampling Procedure

Two teachers of C.R.E. were purposively selected from each school. In cases where there were more than two teachers of C.R.E. simple random sampling method was used to select the two. In total, 20 teachers of C.R.E. participated in the study. The researcher obtained names of teachers of C.R.E. from the ten purposively selected secondary schools. The names of teachers of C.R.E. were written on slips of paper. The slips were folded and mixed and using lottery method two slips were picked from each school. The names of teachers of C.R.E. appearing on the slips were written down and they formed the sample of teachers who participated in the study.

Considering that ten schools were purposively selected for the study, ten heads of humanity departments and ten headteachers were equally purposively selected for the study using the rationale discussed before in favour of purposive sampling by the researcher.

Out of the ten purposively selected schools, two secondary schools were randomly chosen using the *hat method* for classroom observation in form two and three. Kerlinger (1973) points out that a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member. Thus, by randomly choosing the two schools for observation, it implied that the ten secondary schools would stand the same probability of being selected.

In lower classes, form two was chosen for observation as these students had already had one year of integrated C.R.E. course unlike the form ones. In higher classes, form three was chosen for the observation. Form four class was not chosen for the study since at the time of data collection, they were preparing to complete the syllabus and sit for the mock and final national examination.

The sample of the study was selected from 18 public secondary schools, teachers of C.R.E., and heads of humanity departments and headteachers in Mombasa District. During sampling, there was need to respect the wishes of parents that their schools should be under a particular religious influence. This is emphasised in the Kenya Education Commission Report of 1964. The report advises that this religious “sponsorship” should be exercised by a responsible central organisation of that institution.

Most secondary schools in Mombasa District are sponsored by: the Catholic Church, the Anglican Church of Kenya, the Muslim community and Charitable Organisations (e.g. the Round Tables, Aga Khan Foundation). There are also schools that are government maintained and assisted.

Historically, schools that were established by the missionaries tend to emphasise the teaching of C.R.E. while those, which were established and sponsored by the Muslim community, orchestrate the teaching of Islam (Sifuna and Otiende, 1992). With these considerations in mind ten schools were purposively sampled for the study because of the following reasons:

- The logic and power of purposive sampling lie in selecting information-rich cases for in-depth study (Patton, 1990) thus every category of sponsors as given above must be represented in the sample.
- None of the four divisions (Island, Changamwe, Kisauni and Likoni) meets the requirement of the definition of the term zone where it refers to 12-23 schools in a division, located in the same geographical area. To arrive at a fair representative sample of the district, purposive sampling was found to be most appropriate compared to other methods of sampling.
- Purposive sampling was again used by the researcher because of its relative advantage of time, money and manageability to the researcher (Nungu 1997).

A summary of the study sample is given in Table 2.

Table 2: Sampling

Division	Population (No. of Schools)	Sponsor	Sample
Likoni	1	Government	1
Changamwe	4	Government (2) Catholic (2)	Government (1) Catholic (1)
Kisauni	3	Government	2
Island	10	Government (3) Catholic (3) Muslim (4)	Government (1) Catholic (2) Muslim (2)
Total	18	18	10

Research Instruments

The following instruments were used in collection of data:

- 1 questionnaire
- 3 interview schedules and lesson
- 1 observation schedule respectively.

Questionnaire

A questionnaire with 23 questions was used for the 20 teachers of C.R.E to collect primary data. According to Satyanarayana (1983), a questionnaire is used in obtaining objective data. The questionnaire was personally administered to the twenty teachers of C.R.E. in the ten selected secondary schools within Mombasa District. The items were adapted from Magoma's (1999) study on teacher-related factors, which influence the implementation of the integrated English course in secondary schools in Ibacho Division and Malusu's (1997) study on the role of

Christian Church in Curriculum Development in Kenya. The adaptations of such items from previous instruments are advocated for by Chandra (1983). The researcher used this instrument to elicit information on 20 teacher opinions on how well-prepared they were to implement the integrated secondary school C.R.E. Syllabus (1985), teachers' academic and professional qualifications, strategies of teaching and their views on how the syllabus could be improved. (See Appendix 1).

The researcher asked such questions as:

- What difficulties do teachers encounter in implementing the integrated C.R.E Syllabus?
- How academically and professionally prepared are the teachers of the integrated C.R.E Syllabus?

The researcher's justification for the use of questionnaire is manifested in the fact that lesson observation and interviews were not applicable for a large number of teachers due to lack of enough time and other related factors.

Interview Schedule

Two interview schedules were used for interviewing heads of departments and headteachers. The researcher's selection of interview schedule as one of the instruments in the study is influenced by Satyanarayana (1983) observation that:

“it helps the interviewer to cover all the dimensions of the investigation.” Kerlinger (1973) further observes that: “more people are willing to communicate orally than in writing and will therefore, provide data more readily in an interview”. Hence, the justification of this instrument in the study. In an interview, it will be possible for the researcher to face the respondents and probe them further as regards the problem under study. Prasad (1983) argues that if the focal data for the research project are the attitudes and perceptions of peoples’ expectations, their anticipated behaviour and experiences, then the interview method is considered as one of the best methods. This is because in an interview, it is possible for the researcher to encourage the participants to express themselves more independently. The researcher is also able to probe the participants and give explanations and clarifications where necessary as regards the problem under study.

Interviewing was, therefore, used to get information from teachers of C.R.E. from the ten selected schools on the difficulties they encounter in implementing the integrated Secondary school C.R.E. syllabus (1985). The researcher also interviewed heads of department and their respective headteachers to get their opinions and feelings concerning the integrated secondary school C.R.E. syllabus (1985).

The study sought answers to the following questions, *interalia*:

- What is the attitude of the teachers towards the Integrated C.R.E Syllabus?

The rationale behind conducting the interview was to supplement and confirm information provided in the questionnaire (See Appendix 2). Most of the items in the interview schedules were adapted from Malusu's (1997) study on the Role of the Christian Church in Curriculum Development in Kenya and Magoma (1999) on teacher related factors, which influence the implementation of integrated English course in secondary schools in Ibacho Division.

Lesson Observation Schedule

A lesson observation schedule was used to observe the two teachers of C.R.E. This is one of the most important and extensively used methods in social science (Prasad, 1983). Due to its demand in nature, the researcher discovered that observation of lessons could not be possible for all 20 teachers of integrated C.R.E. course in Mombasa District, hence the researcher arranged to observe two teachers of C.R.E. from two different randomly selected schools to teach various C.R.E. topics from the Integrated Secondary Syllabus not necessarily in the order in which they occur. This approach enabled the researcher to identify various difficulties related to various topics within the subject during its implementation. The researcher recorded observation data by making notes on such things as the topic, number of students, schemes of work and lesson plan just to mention but a

few (See Appendix 5). Therefore, the lesson observation guide sought to establish answers to such questions like:

- Which teaching strategies do teachers of integrated C.R.E. syllabus use in implementing the course?
- Are objectives clearly defined?
- Is the content taught reflecting the objectives to be achieved?

Most of the items in the lesson observation schedule were adapted from Malusu (1997) study on the role of the Christian Church in Kenya and Magoma (1999) on teacher related factors, which influence the implementation of integrated English course in secondary schools in Ibacho Division. The purpose of using the instrument was to compare data collected from the questionnaire and the interview schedules.

Piloting of Research Instruments

There was need to pilot the research instruments in order to assess their validity and reliability. The interview guide and questionnaire were piloted in one school in Mombasa District, which was not part of the schools used in the study. The data collected were used to modify and revise those items, which were considered inapplicable to the study. Some of the items of the interview guide and questionnaire have been adapted from Malusu (1997) and Magoma (1999).

Chandra (1983) observes that adapted instruments require little changes following a pilot study.

Data Collection Procedure

The researcher travelled to each of the ten schools under study for familiarisation purposes before the instruments were administered and to also seek permission of the respective headteachers of sample schools. On the second visit, the researcher personally administered the questionnaire to each of the respondents for collecting data. This overcame the possibility of respondents discussing amongst themselves the appropriate answers to write. When responding to questionnaires and interview schedules, the respondents were requested to study each item carefully and answer it appropriately in writing. Enough time was given to the respondents to respond to all the items as required by the questionnaire. The respondents' level of education range from K.A.C.E./E.A.A.C.E. to Bachelor of Education (B.Ed) (See table 3)

All the information was treated with confidence when dealing with personal views and expressions in order to avoid possible victimisation and also elicit honest free responses from the respondents in the study. In this regard, the respondents were not required to provide their personal identities. Their introductory remarks contained in the questionnaire assured the respondents strict confidentiality of the information provided (Appendix I).

The researcher collected the questionnaire from teachers in person. The purpose of the study was disclosed to the concerned teachers of C.R.E. Details of the study were not revealed to prevent teachers from giving answers to please. After lesson observation period, the researcher conducted exhaustive formal and informal interviews with the heads of humanity departments and headteachers. During the interviewing sessions, the researcher made notes on such things as the teachers' professional and academic competencies, number of the students being taught, strategies and techniques employed and the difficulties encountered in implementing the integrated C.R.E. syllabus to highlight but a few. A research assistant was employed to countercheck the information provided during lesson observation and questionnaire. The research assistant also assisted in taking notes while the oral interview was in progress.

The researcher then arranged to observe two teachers of C.R.E. from two randomly selected schools to teach various C.R.E. topics from the integrated secondary school syllabus not necessarily in the order in which they occur for a period of 12 weeks.

Data Analysis and Presentation

Data collected from this research were manually coded, and tabulated. Descriptive statistics involving percentages and frequency distribution tables have been used to present the results. Peil (1995) observes that percentages are easier to

understand than the more complex inferential statistics. Gay (1976) highlights that simple statistics are as good as complex ones in analysis of data. He particularly notes that the complexity of analysis is not an indication of its goodness. The implication is that what is important in data analysis is not how complex it has been made to look but how well it has been done.

Problems Experienced in the Field

During the data collection period, the following problems were encountered:

- Absence of some teachers, heads of humanities departments and headteachers for what was described to the researcher as official functions elsewhere. This, however, did not affect data collections as the researcher had to make several visits to the schools affected, which increased the cost of the research.
- Several headteachers were unable to participate in the interview programme and delegated the duty to their deans of studies who were considered more conversant with curriculum matters. This appeared to be a blessing in disguise. The researcher was able to collect more data as there was more time to delve deep into curriculum issues affecting the Implementation of Integrated C.R.E. Syllabus (1985) with the teachers who handle the matter on daily basis. The amount of time the researcher had with the deans of studies could not have been gotten from the head teachers.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

The main purpose of the study was to investigate and establish teacher-related factors affecting implementation of integrated secondary school C.R.E. syllabus (1985) in Mombasa District with specific reference to how well-prepared teachers were in the implementation of integrated secondary school C.R.E. syllabus (1985) in Mombasa District.

In this chapter, the findings of the study are discussed under themes, which are derived from research questions of the study. This style of discussion is influenced by Kerlinger (1973) principles of data analysis and interpretation where the research analyst breaks down data into constituent parts to obtain answers to research questions and to test research hypothesis. The analysis of research data however does not in itself provide answers to research questions. Therefore, interpretation of data is necessary.

The findings of this study are discussed under eight themes, which are derived from the research questions stipulated below:

- What academic and professional competencies do teachers of C.R.E. have to implement the integrated C.R.E. syllabus in secondary schools?
- How adequate is the Pre-service Teacher Education programme in implementation of integrated C.R.E. in the secondary school curriculum?

- What teaching-learning strategies do teachers of the integrated C.R.E. syllabus use in implementing the course?
- What teaching-learning resources do teachers of integrated C.R.E. syllabus use in implementing the course?
- In which ways were teachers of integrated C.R.E. involved in the initial development of the 1985 syllabus?
- How often do teachers of integrated C.R.E. course attend In-service Education Programmes?
- What are the attitudes of teachers of integrated C.R.E towards the C.R.E syllabus?
- What difficulties do teachers of integrated C.R.E encounter in implementing the C.R.E. syllabus?

Teacher's Academic and Professional Preparedness to Implement the Integrated Secondary School C.R.E. Syllabus (1985)

This section attempts to answer the research question:

- *What academic and professional competencies do teachers of C.R.E. have to implement the integrated C.R.E. syllabus in secondary schools?*

Teacher's Academic Qualifications

The 20 teachers of C.R.E. to whom the questionnaire was administered gave their academic qualifications as stated in Table 3.

Table 3: Academic Qualifications of the Teachers of C.R.E.

QUALIFICATION	F	%
KJSE	-	-
KCE / KCSE	-	-
EAACE / KACE	2	10
B.ED	18	90
BA	-	-
BSc	-	-
Total	20	100

Key: F-Frequency

% - Percentage

From the table, it can be noted that 18 (90%) were Bachelor of Education (BEd) graduates and two (10%) were Kenya Advanced Certificate of Education (KACE) holders. The implication is that majority of the C.R.E teachers were graduates.

During interviews, the researcher established that seven of the headteachers (70%) were degree holders, two (20%) were Kenya Certificate of Education (KCE) holders and one headteacher (10%) was a Kenya Junior Secondary Education (KJSE) holder. The implication is that most of the headteachers had the professional competencies needed to assist the teachers of C.R.E. Hence, they would generally offer the required academic guidance without having an inferiority complex unlike the KJSE and KCE holders who are likely to be affected by the same. Given their high academic qualification, the headteachers

are likely to co-operate with the teachers whenever there is chance to better their (teachers') academic records. This is consistent with Oliver (1969) who notes that widespread involvement of teachers in curriculum implementation is effective only under good leadership. Hence, headteachers who are academically sound are likely to sponsor teachers of integrated C.R.E. syllabus (1985) for such teacher development programmes as in-service courses, workshops and academic seminars.

Teacher's Professional Qualification

The 20 teachers of C.R.E. to whom the questionnaire was administered gave their professional qualifications as stated in Table 4.

Table 4: Professional Qualification of the Teachers of C.R.E.

HIGHEST PROFESSIONAL QUALIFICATION	No of Teachers	%
S1	-	-
DIPLOMA	-	-
ATS	2	10
B.Ed Graduate	18	90
PGDE	-	-
Other	-	-
Total	20	100

Key: % - Percentage

It can be noted from the table that of the 20 teachers of C.R.E., 18 (90%) were B.Ed graduates (highly qualified) and only two (10%) were Approved Teachers Status (ATS) holders (lowly qualified). From this, it can be inferred that most of the teachers in the sampled schools were highly skilled professionals; hence, they were likely to have a more professional approach to the teaching of the C.R.E. syllabus.

In the questionnaire, the teachers were further asked to state their teaching experience. Table 5 shows the teachers' years of experience in teaching C.R.E. at various levels of education.

Table 5: Teachers' Years of Experience in Teaching C.R.E. at Various Levels

LEVEL	Number of Years									
	1-2 years		3-4 years		5-6 Years		7 and over		Total	
	F	%	F	%	F	%	F	%	F	%
Secondary	-	-	3	15	-	-	-	75	18	90
College (Primary Teachers)	2	10	-	-	-	-	-	-	2	10

Key: F-Frequency (No. of teachers out of 20)

% - Percentage

From the table, it can be noted that many of the respondents (75%) indicated that they had taught for over seven years at secondary school level.

The teachers were further asked to state their years of teaching experience in C.R.E in different classes. Table 6 shows their responses.

Table 6: Teachers' Years of Experience in Teaching C.R.E. in Different Classes

Teaching Experience in years	FORM											
	One		Two		Three		Four		Five		Six	
	F	%	F	%	F	%	F	%	F	%	F	%
1 – 2	-	-	4	20	6	30	-	-	1	5	-	-
3 – 4	-	-	-	-	-	-	-	-	-	-	-	-
5 – 6	4	20	-	-	-	-	6	30	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-
7 and over	16	80	15	75	13	65	12	60			-	-

Key: F-Frequency (No. of Teachers out of 20)

% - Percentage

From the table it can be noted that most of the respondents had taught C.R.E. in all the current forms (1-4) for more than seven years: 80% had taught in form one, 75% in form two, 65% in form three and 60% in form four.

It can be inferred from tables 5 and Table 6, that most of the teachers had taught C.R.E. in all the secondary school classes for a longer period of time. This long interaction with the Integrated C.R.E syllabus in all the forms was likely to give them an upper hand during implementation.

The 20 teachers of C.R.E. were further asked to state when they completed their pre-service training. Three (15%) said that they had completed their training between 1981 to 1985 when the old education system was in use, 11 of the teachers (55%) had undergone their initial training between 1986 to 1990 when the Integrated C.R.E. syllabus was in its early stages of implementation. Five (25%) underwent their training between 1991 and 1995 and one (5%) completed her initial pre-service teacher education between 1996 to 1998. It can be inferred that only those six teachers (30%) who had completed their training between 1991 and 1998, when the syllabus had been implemented were likely to have the necessary professional competencies to implement the integrated secondary school C.R.E. syllabus.

Precisely, it is important to note that even though most of the teachers of integrated C.R.E. syllabus had adequate years of experience in teaching, they were unlikely to have the necessary skills needed for successful implementation of the integrated curriculum as most of them underwent their pre-service training before the integrated C.R.E. syllabus was introduced. This argument is consistent with Walwenda (1986) who also argues that the more qualified and better trained teachers are, the easier it is to effect curriculum innovation no matter how suitable, brilliant or even relevant an educational system may be. Groenewegen (1993) in agreement with Walwenda emphasises that learning, to a large extent,

depends on training of the teacher who in this case is the facilitator of learning and transmitter of knowledge.

The Adequacy of Pre-service Teacher Education Programme in the Implementation of Integrated C.R.E. in the Secondary School Curriculum

This section attempts to answer the research question:

- *How adequate is the Pre-service Teacher Education programme in implementation of integrated C.R.E. in the secondary school curriculum?*

The 20 teachers of C.R.E. to whom the questionnaire was administered stated the subjects they were specialised to teach as shown in Table 7.

Table 7: Teachers' Subject Specialization at Pre-service Training

SUBJECTS SPECIALISED IN	No of Teachers (Out of 20)	%
C.R.E.	18	90
Kiswahili	7	35
Geography	7	35
History	4	20
French	1	5
Religion	1	5
Special Education	1	5

Key: % - Percentage

It can be noted from the table that 18 of the 20 teachers (90%) were specialised to teach C.R.E. among other subjects. Only two (10%) had not specialised to teach C.R.E. This implies that majority of the teachers were likely to have adequate

knowledge of the content of the integrated syllabus. Hence, the implementation of the syllabus would require minimal professional assistance.

From the interview with 10 heads of department, it was noted that nine heads of the department of humanities (90%) were specialised in Geography. Only one was specialised to teach C.R.E. The interview with the 10 headteachers revealed that eight of them (80%) specialised in science subjects. Only one (10%) was specialised to teach C.R.E. The other one (10%) was specialised in History. This implies that many of the heads of departments and headteachers would probably only offer minimal professional guidance to the teachers of C.R.E whenever they are faced with problems in the teaching of integrated C.R.E. syllabus in their respective schools.

The twenty teachers of C.R.E. were further asked to indicate in the questionnaire if their initial professional training adequately prepared them to teach. Fourteen teachers (70%) responded that they were only sufficiently prepared to implement the old C.R.E. syllabus. Five (25%) indicated that they were averagely prepared to implement the current syllabus while one (5%) indicated that she was sufficiently prepared to implement the current syllabus. When the teachers were asked to give their reasons for the answers given, eight teachers (40%) responded that they were not handling every aspect of the syllabus smoothly; four (20%) indicated that they have found their initial training not relevant to what they teach; five (25%) said

that they could at least manage to cope with the demands of the current syllabus, while three (15%) did not respond. The implication is that most of the teachers of C.R.E. find their initial professional training inadequate and irrelevant to what they teach. It also does not enable them to successfully handle the current syllabus.

The ten heads of departments of humanities in the respective schools were asked to comment on the preparation given to the teachers of C.R.E. to handle integrated C.R.E. syllabus. Four respondents (40%) said teachers were poorly prepared to handle the C.R.E. syllabus; three (30%) said they were fairly prepared; two (20%) said that the teachers of C.R.E. were very well-prepared while one (10%) did not respond. The headteachers were also asked to comment on preparation given to teachers to handle the C.R.E. syllabus. Five headteachers (50%) felt that the preparation given was insufficient, three (30%) felt preparation was sufficient, while two (20%) felt that preparation was very sufficient. It is evident that most headteachers and heads of departments, just like the teachers, were of the opinion that the teachers were not adequately prepared to implement the integrated C.R.E. syllabus.

From the findings, it can be inferred that most of the teachers of C. R.E. were not adequately prepared to implement the Integrated C.R.E. syllabus during their pre-service training. They found the training irrelevant to their teaching and does not

enable them to implement the integrated syllabus well. Hussen (1994) in discordance notes that there is need for adequate pre-service training in order to equip teachers with all the possible challenges they may face in their efforts to facilitate effective classroom interaction. Similarly, Oluoch (1982) notes that adequate preparation of the curriculum implementers is mandatory for the success of any curriculum innovation. Nacino (1994) also emphasises that a teacher can only succeed with adequate mastery of the subject he or she is teaching.

Teaching Learning Strategies Employed by the Teachers in the Implementation of the Integrated Secondary School C.R.E. Syllabus (1985)

This section attempts to answer the research question:

What teaching- learning strategies do teachers of the integrated C.R.E. syllabus use in implementing the course?

The teachers of C.R.E. were asked, through the questionnaire to state the teaching- learning strategies they employed in the implementation of the integrated secondary school syllabus. The information is presented in Table 8.

Table 8: Teaching Learning Strategies Teachers Use in the Implementation of Integrated C.R.E. Syllabus (1985)

TEACHING LEARNING STRATEGIES	No of Teachers (Out of 20)	%
(I) Lecture and Discussion	13	65
(II) Talk and Chalk	12	60
(III) Role play and socio-drama	10	50
(IV) Text Reading	8	40
(V) Note Writing	5	25
(VI) Case Study	4	20
(VII) Group Discussion	3	15
(VIII) Audio-Visual Presentation	2	10
(IX) Memory Verses	1	5

Key: % - Percentage

From the table, it can be noted that most of the teachers employed such teaching learning strategies as lecture and discussion (65%), talk and chalk (60%) and role-play and socio-drama (50%). It is also evident that such strategies as note writing (25%), case study (25%), group discussion (15%), audio visual presentation (10%) and memory verses (5%) were least employed.

During classroom observations, which lasted 12 weeks, the researcher found that there was an over use of the lecture strategy that tended to reduce interaction between the learners and their teachers. Occasionally, all the teachers observed tried to find whether the students had learnt by a way of asking relevant questions. At the end of each lesson, learners were allowed to ask questions on the concepts

not clearly understood. When the researcher asked the 13 teachers why they were overusing the lecture strategy, 12 of the teachers said that this was the only way they could cover the syllabus faster. The remaining one did not give any reason. The researcher also found out that the form three teachers of C.R.E. had an average mastery of content and were not able to handle the selected themes from both the Old and New Testaments successfully.

From these findings, it can be observed that most teachers not only employed the lecture and discussion strategy but also the talk and chalk. The lecture and discussion strategy appeared to be overused as the teachers found it appropriate for faster completion of the syllabus. In practice, both the lecture and discussion and talk and chalk strategies may be appropriate since they involve the learners in relating and sharing new ideas, information and knowledge which to some extent bring about learning and attitude change. However, within the paradigm of learner centeredness (upon which the hallmarks of effective teaching is based), these strategies are not wholly effective (Bishop, 1985). Groenwegen (1993) observes that the most productive teaching strategies that could be used to implement the Integrated C.R.E. syllabus are those in which the teacher is a facilitator rather than a transmitter of knowledge. Hence, such strategies as group discussion, which the respondents used minimally, could have been more effective. Lewy suggests that the teaching –learning strategies should be relevant and appropriate for effective implementation of any curriculum innovation.

Teaching-Learning Resources Used in the Implementation of the Integrated Secondary School C.R.E. Syllabus

This section attempts to answer the research question:

What teaching learning resources do teachers of integrated C.R.E. syllabus use in implementing the course?

The 20 teachers of C.R.E. were also asked to mention the teaching learning resources they used in implementing the integrated C.R.E. syllabus. Their responses are indicated in Table 9 below.

Table 9: The Teaching and Learning Resources the Teachers used in the Implementation of the Integrated C.R.E.

Teaching- learning resources	No. of Teachers (Out of 20)	%
Textbooks	20	100
Chalk	20	100
Library	18	90
Data bank (past papers)	15	75
Resource persons	10	50
Video and audio tapes	2	10

From the table, it can be observed that all the teachers (100%) used textbooks, chalk and library resources (90%). However, a few respondents (10%) indicated that they used audio visual aids. When the teachers were asked to state the titles of

C.R.E. textbooks they used, the teachers mentioned textbooks like *KIE BOOK 1-4*, *God Meets Us by Levi*, *C.R.E. Course Book by Kenya Literature Bureau*, *God's People*, *C.R.E. by Groenewegen*, *Top mark*, *C.R.E. revision* and the *Bible*. Fifteen of the teachers (75%) indicated *KIE* textbooks as their main texts, though the respondents criticised them as being shallow. Sixteen of the teachers (80%), however, indicated that the teaching- learning resources were not sufficient.

The teachers of C.R.E. were also asked to state who the suppliers of teaching resources in their schools were. Ten respondents (50%) indicated the headteacher, five respondents (25%) stated parents as the suppliers of these resources. Three (15%) indicated the government while other two respondents (10%) indicated that the teachers themselves were the suppliers of the teaching learning resources for use in their respective schools.

It can be drawn from the findings that textbooks, chalk and the library were the main teaching –learning resources for the implementation of the Integrated C.R.E. Most of the textbooks were published by K.I.E. though the respondents criticised them as being shallow. These teaching learning resources were however inadequate. They were mainly supplied by the school headteachers, who were likely to be biased towards some subjects when purchasing the required textbooks.

Groenewegen (1983) notes that teaching-learning resources constitute an important part in preparing schemes of work and lesson plans for implementing the Integrated C.R.E. syllabus. This is because a lesson can only be successful when teaching learning resources are employed effectively. Bishop (1985) argues that for a curriculum innovation to succeed, the teachers must have the tools for the job. There must be ready and continuous supply of teaching learning resources with adequate support sources.

It follows therefore that successful implementation of the integrated C.R.E. in the secondary schools cannot be achieved, when teaching learning resources are insufficient. The lack of adequate teaching and learning resources in most of the schools probably explains why the actual implementation of the Integrated C.R.E. as noted in the previous section appeared defective.

Ways in Which Teachers of Integrated C.R.E. Syllabus were Involved in the Initial Development of the C.R.E. Syllabus

This section attempts to address the research question:

In which ways were teachers of integrated C.R.E. involved in the initial development of the 1985 syllabus?

The teachers of C.R.E. were asked to indicate in the questionnaire if they were in any way involved in the initial development of the integrated secondary school C.R.E. syllabus. All the respondents (100%) indicated that they were not involved

in the initial development of the subject. When asked to give suggestions on what the curriculum planners could have done before the C.R.E. syllabus was implemented, 16 (80%) suggested that the curriculum planners could have gone round collecting views and ideas from experienced teachers of the C.R.E. subject. The other four respondents (20%) said that the curriculum planners could have informed the teachers of the changes the new syllabus and provided strategies that would guide proper implementation of the integrated C.R.E. syllabus (1985).

The teachers were further asked to state what they understood by the term integration as used in the context of the C.R.E. secondary school syllabus. Fifteen of the teachers (75%) could not define integration, while five (25%) said it was fusion of 'O' Level and 'A' Level syllabi content. This further confirmed their response that they were not initially involved in the development of the Integrated C.R.E. syllabus. The ten heads of department interviewed confirmed that the teachers were not in any way involved in the initial development of the syllabus.

One head of department said:

We were not involved in any way in matters concerning the content of the syllabus. The only change we felt was that the education system 7-4-2-3 changed to 8-4-4.

Another head of department gave the following comment:

The change was so sudden and disorganized that it took us (by then student teachers) by surprise. As 'future' teachers we were supposed to be consulted about these changes so as to be able to comply with them, but this was never done.

From the above findings, it can be inferred that most of the teachers were not involved in the initial development of the integrated secondary school C.R.E. syllabus. Yet, they felt that the curriculum planners could have gone round collecting their views and ideas on the syllabus they were expected to implement. These findings are consistent with Kerr (1968) who recommends that the real reform can only be achieved through a full measure of teacher involvement in the curriculum development process. Bishop (1985) similarly argues that if an innovation is to be anything more than a passing novelty, then all teachers must be involved from the start. However, their involvement must be genuine and they must be fully incorporated in planning and making decisions pertaining to the innovation. He explains that by involving as many teachers as possible in every step of curriculum development process, they are not forced to dance to a tune composed and played by people remote to their problems.

The hub of this argument is that by being involved, teachers acquaint themselves with content of the innovation and are able to predict and look for solutions for problems that may arise during the implementation process. In this respect, educational change (curriculum innovation) can only succeed when teachers are sufficiently convinced and impressed by the validity of the new approach and thoroughly grounded in the strategies necessary for its implementation.

Ideally, teachers' initial involvement in the development of a new innovation process is a *sine qua non* to its effective implementation because in the final analysis, it is he or she who has to operationalize on the innovation in question at a classroom level. Precisely, teachers are at the heart of curriculum development process and innovation whenever it is deemed necessary. Thus, the deficiency on the part of the Ministry of Education to involve the teachers in the development of the integrated secondary school C.R.E. syllabus is a major factor that affects the implementation of the curriculum innovation.

Attendance of In-service Teacher Education Programmes by Teachers of the Integrated C.R.E. Syllabus (1985)

This section attempts to answer the research question:

How often do teachers of integrated C.R.E. course attend in-service education programmes?

The researcher asked the twenty teachers of C.R.E. whether they had attended any in-service teacher education programme. Fifteen (75%) responded that they had not at all, while five (25%) said they had attended some in-service teacher education programmes. Four (20%) stated they had attended only once in the year 1999, while one (5%) indicated that he had attended thrice (in the years 1995, 1997, and 1999).

The teachers indicated that the in-service teacher education programmes were organised by the Heads Association of Mombasa District, Secondary Teachers Association of Mombasa District and the Kenya Institute of Education (KIE). When asked to comment on the usefulness of the in-service teacher education programmes, all of the teachers of C.R.E. indicated that the in-service teacher education programmes had been very useful to them. Regarding the content covered during the in-service teacher education programmes, the teachers indicated they were taught the following: how to set C.R.E. tests and examinations, teaching strategies, schemes of work, lesson planning and the concept of integration.

The teachers were also asked if they ever sought professional guidance in the teaching of C.R.E.. Fourteen out of the 20 respondents (70%) said that they had sought professional guidance, while three (30%) said they had never sought any. The 14 teachers were asked to state the areas, which they usually asked for professional guidance. Nine of them (45%) said they had sought for professional guidance on areas of content. Some of them mentioned some aspects they found hard to teach, for example *prophetic themes* and *African Religious Heritage*. The other four (20%) mentioned methodological aspects such as how to teach the recommended topics integratively.

The 14 teachers were further asked how often they sought professional guidance. Ten (50%) said that they sought professional guidance frequently while four (30%) said they sought guidance but not frequently. Asked to state the people that they sought professional guidance from, ten of the teachers (50%) mentioned fellow teachers while four (20%) said that they got professional guidance from seminar facilitators, and K.I.E. curriculum specialists. This intense quest for professional guidance is a reflection of how much the teachers desired the in-service courses in order to implement the syllabus successfully.

The researcher also sought information on whether respondents had ever been called to conduct in-service courses for other teachers of C.R.E. since graduating from In-service Teacher Education Course. Eighteen teachers of C.R.E. (90%) said they had never been asked to participate in the provision of information for the In-service Teacher Education. Only two (10%) had been directly involved in the programme.

Interviews with the 10 headteachers confirmed that very few teachers of C.R.E. had attended the in-service teacher education programmes. Six (60%) heads of schools said that the teachers of C.R.E. in their respective schools had never attended any in-service teacher education programme. Four (40%) said that they had attended but infrequently. In fact, when they were asked to state when the teachers of C.R.E. in their respective schools had attended their last in-service

teacher education programme, two (20%) said in the year 2000 and the other two (20%) said in the year 1998.

These findings reveal that most of the teachers had neither attended any in-service education programme nor been invited to conduct any. Yet, they sought professional guidance from fellow teachers on the content and methodology of the integrated C.R.E. syllabus. This suggested their desperate need for the in-service courses to upgrade their knowledge and strategies for effective implementation of the syllabus.

These findings are in discordant with Hawes (1979) and Malusu (1997) who recommend that there is need for regular (repeated yearly for six years) in-service training to enable teachers acquire the necessary knowledge, attitude and skills to implement a curriculum innovation. Malusu, in particular, argues that some qualified teachers who were trained many years ago may find problems coping with new curriculum changes, hence the need for regular in-servicing. Likewise, Oluoch (1982) asserts that if teachers are to maintain the present levels of teaching competencies, in the face of change in knowledge and need, the construction of comprehensive and structured in-service programmes appears to be essential. Therefore, in-service provision ensures that teachers become acquainted with new strategies and new teaching learning resources; and that they

keep abreast of changes in the knowledge content of the subject matter of their concern.

The education reports, commissions and national development plans in Kenya have all made reference to In-service Teacher Education. The National Committee on Educational Objectives and Policies (NCEOP) (1976), for example, recommended a massive in servicing of the teachers to enable them to be able to handle changes in content and approaches in new curriculum areas. Thus, like the implementation of the New Mathematics, which failed because teachers were not sufficiently in-serviced to understand the need for change and acquire the necessary new knowledge and skills for implementation (Hawes, 1979), there is likelihood that the lack of regular in-service education programmes for the teachers of Integrated C.R.E. may cause serious psychological, and socio-economic confusion (Shiundu and Omulando, 1992). The scenario that may have adverse effects on the implementation of the integrated secondary school C.R.E. syllabus (1985) in Mombasa District.

Attitudes of Teachers Towards the C.R.E. Syllabus

This section addresses the research question:

What are the attitudes of the teachers of integrated C.R.E. towards the C.R.E. syllabus?

The 20 teachers were asked to list in order of preference three subjects which they enjoyed teaching in the secondary school curriculum. The responses are presented in Table 10.

Table 10: Teachers' Ranking of Best Three Teaching Subjects in Order of Preference

SUBJECT	1 st		2 nd		3 rd		TOTAL	
	F	%	F	%	F	%	F	%
C.R.E.	7	35	12	60	1	5	20	100
Kiswahili	4	21	4	20	-	-	8	40
History	3	15	1	5	-	-	4	20
Geography	6	30	1	5	-	-	7	35
S. E. E.	-	-	2	10	7	35	9	45
Special Education	-	-	-	-	1	5	1	5
French	-	5	-	-	0	-	1	5

Key: F –Frequency (No. of teachers out of 20)

%- Percentage

The table indicates that though all the 20 teachers (100%) had a preference for C.R.E, most of them (60%) listed it as their second best choice. Only 7 teachers (35%) listed C.R.E. as their best choice. When the teachers were asked to state whether they thought the C.R.E. syllabus is useful in the secondary school curriculum, all of them (100%) responded affirmatively. Though the responses offered by the teachers on the usefulness of the subject were varied, they all reflected the value of C.R.E. as a subject. Fifteen teachers (75%) said that C.R.E.

was of moral value to the society as it plays a major role in teaching morals to the students. Three teachers (15%) indicated that C.R.E. is a career subject – which is a requirement in studying law and medicine. Two others (10%) indicated that C.R.E. broadened the knowledge of the learner. This affirmation, however, does not explain why the teachers gave C.R.E. a second preference. It could be argued that these teachers were perhaps responding to the question from a personal spiritual orientation rather than an objective pedagogical dimension.

The researcher went further to inquire from the teachers whether they enjoyed teaching C.R.E. and if they did, mention the areas they found most and also least interesting in the C.R.E. syllabus. Only eight teachers (40%) said they found teaching C.R.E. interesting and enjoyable. Four of these teachers (20%) said they enjoyed teaching the *Major Events in the Life of Jesus*. Three (15%) mentioned *Contemporary Christian Living* as their most interesting aspect and one (5%) stated *The African Traditional Heritage* as his most interesting aspect. Asked to comment on what they would regard as their least interesting aspect in the C.R.E. syllabus, five respondents (25%) mentioned *Selected Themes of the Old Testament*, while three (15%) mentioned *Christian Witness*.

The researcher also asked the 20 teachers to comment from experience the advantages of the current KCSE syllabus over the KACE/KCE syllabus. Twelve

teachers (60%) said they had never experienced any advantage of the current C.R.E. syllabus. They explained that the syllabus is too wide to cover within stipulated time and lamented lack of cohesion among the topics, which are not divided as per examination papers. They also said it was cumbersome to teach as teachers no longer taught along areas of specialization as in the old KACE/KCE syllabus. Eight respondents (40%) said that the KCSE syllabus is wide and has more content than KACE/KCE syllabus.

During interviews, the heads of departments of humanities were also asked to give their opinions on the relevance of the integrated C.R.E. syllabus. Six (60%) thought that C.R.E. is good for moral teaching and guidance, while four (40%) thought that C.R.E. is irrelevant especially in the contemporary world, where science is given more emphasis. However, most of these heads of departments, as already seen, did not teach C.R.E. hence could only be giving general comments rather than opinions emanating from their direct classroom interaction with the syllabus.

These responses show that even though the teachers have varied attitudinal predispositions towards the C.R.E. syllabus, most of them have a negative attitude towards the subject: they don't prioritise it, they don't enjoy teaching it, feel it has no advantage over the old syllabus as well as lacking cohesion among the topics and it does not allow for teaching along areas of specialization. These findings are

consistent with Bishop (1985) who admits that teachers may have a negative attitude towards teaching some subjects and that attitudes are among some of the things to be changed in an innovation. Similarly, Hawes (1978) and Oluoch (1982) consent that the problem of innovation is not a matter of supplying the appropriate technical information but rather a matter of changing attitude, skill, values and relationships. Hence, an innovative and creative change has to be introduced by voluntary action and not by experts or government decree (Unesco, 1975). Rogers and Shoemaker (1971), similarly, identify the principles of relative advantage and compatibility as criteria, which must be satisfied for an innovation to succeed. The authors argue that the innovation must be above the superseded idea as well as being compatible with the existing values, past experiences and needs.

The success of any curriculum innovation, therefore, depends on the attitude of the teachers towards its implementation. Since most of the teachers admitted having unfavourable attitudes towards the Integrated C.R.E. syllabus, it is unlikely that the syllabus will be implemented effectively.

Difficulties the Teachers of C.R.E. Encounter in Implementing the Integrated C.R.E. Syllabus

This section attempts to address the research question:

What difficulties do teachers of integrated C.R.E. encounter in implementing the C.R.E. syllabus?

The 20 teachers were asked through the questionnaire to state the difficulties they encounter in implementing the Integrated C.R.E. syllabus. Their responses are presented in Table 11.

Table 11: Difficulties the Teachers of C.R.E. Encounter in Implementing Integrated C.R.E. syllabus

Difficulty	No. of teachers (out of 20)	%
The syllabus too wide to be covered within stipulated time.	16	80
Insufficiency of learning resources e.g. course books, audio-visual aids and syllabus copies	15	75
Learners theological differences	13	65
Student's bias towards C.R.E.	13	65
Teaching some topics e.g. <i>Selected Themes of the Old testament</i>	6	30

It can be noted from the table that the major problems that teachers face include the large breadth of the syllabus, insufficient teaching- learning resources, learners' theological differences, and student's bias towards C.R.E.

During interviews, the heads of departments (humanities) confirmed that teachers of C.R.E. had reported these difficulties to them. Five heads of department

(humanities) respondents (50%) confirmed that there was a problem of student's bias to C.R.E., Four (40%) said that the syllabus was too wide to cover within stipulated time and that some topics were hard to handle. One (10%) said that the teachers in her department complained that the C.R.E. textbooks were not detailed enough in content to cater for student- teacher needs.

It can be noted from the findings that the teachers of C.R.E. face a variety of problems. The major difficulties included the large breadth of the syllabus, teaching-learning resources, learners' theological differences, and student's bias towards C.R.E. These findings are consistent with Walwenda (1986) and Magoma (1999) who argue that teachers have trouble in the implementation of new curriculum innovations. Magoma (1999) found that the large breadth of the syllabus and insufficient teaching and learning resources affected the implementation of the secondary school Integrated English Syllabus. Though Magoma conducted his research on the Integrated English, the findings could be used to argue a case for Integrated C.R.E. since both were implemented under the 8-4-4-education system.

The failure of curriculum planners to initially involve most of the teachers in planning the new syllabus, offer appropriate pre-service and in-service training packages, interalia, could have probably contributed to the difficulties experienced by the teachers of C.R.E. in implementing the new innovation. The

integrated secondary school C.R.E (1985) as an innovation thus appeared to be complex hence failing to satisfy Rodgers and Shoemaker (1971) criterion of complexity. The authors argue that if an innovation is too complicated, teachers find difficulty in interpreting it effectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to find out teacher-related factors affecting implementation of the integrated secondary school C.R.E. syllabus (1985). The study being a descriptive survey, concentrated in Mombasa District. The study employed a questionnaire, interview and lesson observation schedules as the main research instruments. This chapter presents a summary of research findings, conclusion, recommendations of the study and suggestions for further research.

The quality of any education system in a society is contingent upon sound curriculum design. To make the curriculum design in line with the dynamic society's needs, change is inevitable. It is important to note that the history of education in Kenya has been characterised by curriculum changes. These changes are usually implemented after a report of a commission appointed by the government.

The first such commission, after independence was the Kenya Education Commission, in 1964, headed by Professor H. Ominde. This commission brought extensive changes in education practice of that time (Republic of Kenya, 1964). For example, it led to the abolition of racially structured education, religious segregation, and sectarian education. The commission also led to the restructuring of the school system from the previous four years of primary (standards one to

four), four years of intermediate (standards five to eight), and four years secondary education, to seven years primary (standards one to seven), four years of secondary education, and two years of higher secondary education and three years basic university education.

Since then there was no significant change in educational structure until 1981 when the Presidential Working Party on the Second University was established and its report accepted in 1982 leading to the introduction of what has come to be known as the 8-4-4 education system in Kenya that was implemented in 1985.

The new system has been characterized by its integrated (broad fields) curriculum design approach in contrast to the previous separate subject's approach. The integrated approach led to the merging of hitherto related subjects that had been taught separately. For example, Kiswahili was fused with Fasihi and English with literature. Integration also came about by fusing different themes; topics or areas of learning that were more or less considered separate subjects (examined by separate papers) in the old system to be within the same discipline.

In this regard the New Testament, Christian Witness, African Religious Heritage and Christian Approaches to Social and Ethical Issues, which were taught and examined as separate papers in the old system, were fused into one common Christian Religious Education Programme and examined by two compulsory

papers. In this approach, all students were exposed to the common Christian Religious Heritage.

Like any new curriculum innovation, the 8-4-4 programme presented new challenges to teachers. It required new knowledge, skills and attitudes to implement it effectively (Hawes 1979, Oluoch 1982, Malusu, 1997). In addition, it required the in-servicing of teachers to abreast them of the new strategies of implementing the new curriculum innovation (Oluoch 1982). Most importantly, teachers were to be convinced on the necessity of the innovation since they are the main agents of implementation (Hawes 1979), for there is no empirical evidence to show how well teachers were prepared to implement the integrated secondary school C.R.E. syllabus (1985) under the 8-4-4 system and the challenges they encounter.

Summary of the Research Findings

The research findings show that:

- Despite the fact that 90% of the teachers of integrated C.R.E. syllabus appeared to be of sound academic and professional qualifications, they were unlikely to have the necessary skills needed for successful implementation of the syllabus as most of them underwent their pre-service training before the integrated C.R.E. syllabus was introduced.
- 70% of the teachers of C.R.E. felt that they were only adequately prepared during their pre-service training to implement the old 7-4-2-3 C.R.E.

syllabuses. They were not adequately prepared to implement the Integrated C.R.E. syllabus.

- Over 60% of the teachers not only employed the lecture and discussion strategy but also the talk and chalk. The lecture and discussion strategy appeared to be overused as the teachers found it appropriate for faster completion of the syllabus.
- Textbooks, chalk and the library were the main teaching-learning resources for the implementation of integrated C.R.E. syllabus. Most of the textbooks were mainly K.I.E. publications, though they were criticised as being shallow.
- All the teachers (100%) were not involved in the initial development of the integrated secondary school C.R.E. syllabus. Yet, they felt that the curriculum planners could have gone round collecting views and ideas on the syllabus they were expected to implement.
- 75% of the teachers had neither attended any in-service education programme nor been invited to conduct any. Yet, they sought professional guidance from fellow teachers on the content and methodology of the integrated C.R.E. syllabus.
- Over 60% of the teachers have a negative attitude towards the C.R.E. syllabus. They do not prioritise it; they do not enjoy teaching it and feel it has no advantage over the old syllabus, as it has no cohesion among the topics and does not allow for teaching along areas of specialization.

- Though the teachers faced a variety of problems, their major difficulties included the large breadth of the syllabus, insufficient teaching and learning resources, learners theological differences and student's bias towards C.R.E.

Conclusion

From the foregoing findings of the study, it can be concluded that there are various teacher- related factors, which influence the implementation of the integrated C.R.E. syllabus (1985) in secondary schools in Mombasa District. These include inadequate preparation of the teachers during pre-service training, over reliance on talk and chalk strategy, overuse of the lecture and discussion strategy, insufficient textbooks and negative attitude of the teachers towards the syllabus, among others. Hence, it is possible that these teacher- related factors affect the implementation of integrated C.R.E. syllabus (1985) in Mombasa District among other factors.

Recommendations

The following recommendations, based on the findings of this study have been made:

- The Ministry of Education and other stakeholders in teacher education should ensure that teachers of C.R.E. are adequately prepared during their pre-service training to enable them to be able to cope with the new changes in the curriculum.

- Teacher educators, inspectors of schools and other stakeholders in teacher education should emphasise to the teachers of C.R.E. the need to employ learner-centred teaching strategies (such as group discussions) as opposed to teacher-centred approaches (such as lecture and discussion, talk and chalk) which teachers find more appropriate for faster completion of the syllabus.
- There is need for schools to stock their libraries with a variety of C.R.E. textbooks from other publishers other than K.I.E. as well as other relevant teaching and learning resources such as audio-visual aids to improve successful implementation of the integrated C.R.E. syllabus.
- The Ministry of Education should ensure regular in-service training for all teachers of integrated C.R.E. syllabus to match the new knowledge and skills that have come up with the new curriculum innovation.
- The Ministry of Education, through in-service programmes should encourage the teachers of C.R.E. to have a more favourable perception of the integrated C.R.E. syllabus.
- The Ministry of Education should revise the Integrated C.R.E. syllabus in terms of breadth, content and time allocation and put in place appropriate strategies to minimise student bias towards C.R.E.

Suggestions for Further Research

- Given the research findings on the factors affecting implementation of the integrated C.R.E. syllabus (1985), it is suggested that research be

conducted on other factors (other than the teacher) that influence the implementation of the integrated secondary school C.R.E. syllabus.

- A comprehensive investigation should be conducted on the students' attitude towards C.R.E. subject.
- A co-relational study between performance in secondary school C.R.E. syllabus (1985) and teacher related-factors should be conducted. Such a study will indicate the correlation between integrated secondary school C.R.E. syllabus and other teacher-related factors, which will eventually lead to its efficient implementation in the Kenyan secondary school.
- This study covered only one district in a province. Related studies can be done in other geographical areas not covered by this study. A large sample can also be used to see the nature of findings and conclusions it will generate.
- The area covered by this study was an urban area. A research in a rural area or a comparison of a rural and urban area would provide more reliable generalization.
- The study concentrated on secondary school cycle. It would be interesting to find whether the same factors identified in this study affect the implementation of the integrated C.R.E. syllabus at other tiers of education.

- There is need to investigate other factors that affect the implementation of secondary school C.R.E. syllabus (1985) such as parents and community's attitude towards the C.R.E. subject.

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APPENDIX 1

QUESTIONNAIRE FOR FORMS TWO AND THREE TEACHERS OF C.R.E.

Dear fellow teacher,

This study is intended to improve the implementation of the C.R.E. syllabus in Mombasa District. The data collected will be used strictly for the purpose of the study with utmost confidentiality. Please respond to the questions as frankly as possible. Your honesty and co-operation in filling in this questions will be highly appreciated.

Thank you in advance.

1. Name of your school _____
2. What is your gender?
Male [] Female []
3. What is your highest academic qualification? (Please tick as appropriate)
 - a) K.J.S.E. []
 - b) K.C.E./K.C.S.E. []
 - c) E.A.A.C.E./K.A.C.E. []
 - d) B.Ed []
 - e) B.A. []
 - f) B.Sc. []
 - g) Other, specify _____
4. What is your highest professional qualification? (Please tick as appropriate)
 - a) SI []
 - b) Diploma []
 - c) Approved Teacher Status (ATS) []
 - d) B.Ed. Graduate []
 - e) P.G.D.E. Graduate []
 - f) Other, specify _____
5. If trained, state:
 - a) Year of entry into college/university _____
 - b) Year you completed training _____

6. Which subject(s) in the school curriculum did you specialise to teach?
 (a) _____
 (b) _____
7. Which subjects are you currently teaching?
 (a) _____
 (b) _____
8. For how long have you been teaching C.R.E. in the secondary school?
 _____ years.
9. For how long have you taught C.R.E. in the 8-4-4 system of education?
 _____ years.
10. (a) Did your initial professional training adequately prepare you to teach the C.R.E. course? (Please tick as appropriate)
 (i) Sufficient training []
 (ii) Average training []
 (iii) Insufficient training []
 (iv) Not trained at all []
 (b) Give reasons for your answers in 10(a)

11. State your teaching experience of Christian Religious Education at various levels (Indicate where applicable)
- (a) Primary School _____ years
 (b) Secondary School _____ years
 (c) College (Primary Teacher) _____ years
 (d) Other, specify _____

12. Indicate the various class levels in Secondary schools in which you have taught Christian Religious Education as follows (where applicable)

Class/Form	Number of Teaching Years
I	
II	
III	
IV	
V	
VI	

13. List in order of preference three subjects you do most enjoy teaching in secondary school

- (a) _____
- (b) _____
- (c) _____

ii) If you do enjoy teaching C.R.E. which particular areas do you find most interesting to teach:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

14. (a) Were you involved in the initial development of integrated secondary school syllabus?

Yes [] No []

(b) If your answer in 14(a) is Yes, briefly explain how you were involved in the initial development of the integrated school C.R.E. syllabus.

(c) If your answer in 14(a) is No, briefly suggest what the curriculum learners should have done before the secondary school C.R.E. syllabus was implemented.

15. Have you ever attended an in-service course on the teaching of C.R.E. syllabus in secondary school?

- (a) Yes []
- (b) No []
- (c) Cannot remember []

16. If the answer in question 15 is **Yes** please complete the following table:

Year	Duration	Organised by	Comments (tick what is appropriate)
			(a) Very Useful [] (b) Useful [] (c) Not useful []
			(a) Very useful [] (b) Useful [] (c) Not useful []

17. What issues did you discuss in the in-service course you attended? _____
- _____
- _____

18. What strategies do you employ when teaching Christian religious education?

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

19. (a) Do you have sufficient teaching-learning resources for use in implementing the C.R.E. syllabus in your school?

Yes [] No []

- (b) If your answer in 18(a) is "Yes" list down the learning-teaching resources available in your school.
- _____

- (c) Write down the titles of C.R.E. textbooks you use in your school
- _____
- _____

- (d) Who supplies the teaching-learning resources for use in the school

- (i) Government []
- (ii) Teachers []
- (iii) Parents []
- (iv) Headteacher []

20. List some difficulties you encounter in implementing the C.R.E. Syllabus
- _____
- _____

21. What recommendations do you offer in solving the difficulties that you have listed in 19 above?
-
22. How would you rate performance in C.R.E. in your school in the last five years?
- (a) Excellent []
- (b) Above Average []
- (c) Average []
- (d) Below Average []
23. What is the general attitude of students towards C.R.E. in your school? (Please tick as appropriate)
- (a) Very positive []
- (b) Positive []
- (c) Negative []
- (d) Hostile []
24. (a) Do you think C.R.E. is a useful subject in the Secondary school curriculum?
- Yes [] No []
- (b) Please give reasons for your answer to 23(a)
-

APPENDIX 2

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT (HUMANITIES)

School: _____

Gender: _____ Date _____

1. a) What is your highest academic qualification _____

b) What is your highest professional qualification _____

2. What subjects were you trained to teach?

(a) _____

(b) _____

(c) _____

3. For how long have you been an HoD (Humanities)?

(a) 1 – 2 years []

(c) 5 – 6 years []

(b) 3 – 4 years []

(d) 7 and over []

4. What do you understand by the concept of integration as used in the C.R.E. syllabus?

5. What is your opinion about the need and relevance of integrated C.R.E. syllabus?

6. (a) Are the teachers of your department teaching C.R.E. as an integrated course?

Yes []

No []

(b) Give reasons for your answer _____

7. What comments can you make about preparation given to teachers to handle the integrated C.R.E. syllabus? _____

8. (a) Have there been any difficulties related to the teaching of integrated C.R.E. syllabus reported to you?

Yes []

No []

(b) If the answer to 8 (a) is yes, which are these difficulties? _____

(c) What solutions have you offered as the head of department (humanities)?

(d) How have you communicated the solution to the teachers of integrated C.R.E. syllabus? _____

9. In what way does the headteacher support your department to ensure effective implementation of the integrated C.R.E. syllabus? _____

10. What are your recommendations for effective implementation of the integrated C.R.E. syllabus? _____

APPENDIX 3

INTERVIEW SCHEDULE FOR HEADTEACHERS

School: _____

Gender: _____ Date _____

1. a) What is your highest academic qualification _____

b) What is your highest Professional qualifications _____

2. (a) For how long have you been a school head?

(a) 1 – 2 years [] (c) 5 – 6 years []

(b) 3 – 4 years [] (d) 7 and over []

(b) How long have you been head of this school?

(i) 1 – 2 years [] (iii) 5 – 6 years []

(ii) 3 – 4 years [] (iv) 7 and over []

3. Which subjects were you trained to teach?

(a) _____

(b) _____

(c) _____

4. (a) How often do your C.R.E. teachers attend in-service courses? _____

(b) When did they attend the last in-service course? _____

5. What comment can you make about the preparation given to the teachers to handle the integrated C.R.E. syllabus? _____

6. (a) What problems have the teachers reported to you about the teaching of the integrated C.R.E. syllabus? _____

- (b) What solutions have you offered to support the implementation of the integrated C.R.E. syllabus in your school? _____

7. What are your recommendations for effective implementation of integrated C.R.E. syllabus? _____

APPENDIX 4

LESSON OBSERVATION SCHEDULE

To be used for lesson observation during teaching of C.R.E. in Forms Two and Three

GENERAL INFORMATION

District: _____ Division: _____
Zone: _____ School: _____
Form: _____ Subject: _____
Date of observation: _____
Period: _____
Name of teacher: _____
No. of students present in class: _____
Professional qualification of the teacher: _____

LESSON PLANS

Comment as appropriate

1. Is there a scheme of work to be followed?
Yes [] No []
2. Are themes and sub-themes clearly stated?
Yes [] No []
3. Are objectives clearly defined?
Yes [] No []
4. Are objectives stated in behavioural terms?
Yes [] No []
5. Is time allocated for different themes or subject themes shown?
Yes [] No []
6. Is sufficient time allocated to different themes and sub-themes?
Yes [] No []
7. Is the selected content related to the Secondary Christian Religious Education curriculum?
 - (a) Very closely []
 - (b) Closely []
 - (c) Irrelevant []

8. Are the course objectives related to the Secondary Christian Religious Education curriculum?
- (a) Very closely []
- (b) Closely []
- (c) Irrelevant []
9. Are adequate teaching and learning resources provided for in the scheme of work?
- (a) Plenty []
- (b) Just enough []
- (c) Insufficient []
10. How are the teaching and learning resources suggested to the implementation of the Secondary Christian Religious Education curriculum?
- (a) Very closely []
- (b) Closely []
- (c) Irrelevant []
11. Make other specific comments on the teacher's preparation not covered by the preceding questions _____
-
12. How are the lesson plan structured?
- (a) In form of lecture notes []
- (b) In form of sequenced lesson plan []
- (c) In form of discussion points/projects/activities []
13. Is the lesson plan related to content in the scheme of work?
- (a) Very closely []
- (b) Closely []
- (c) Irrelevant []
14. Is the lesson plan logically organized reflecting entering behaviour?
- (a) Very well organized []
- (b) Moderately []
- (c) Poorly organized []
15. Are the instructional objectives clearly stated?
- (a) Very well stated []
- (b) Clear enough []
- (c) Vaguely stated []

16. Is content reasonable in terms of amount and quality?
- (a) Very sound []
- (b) Average []
- (c) Below standard []
17. The level of student specific activities suggested in the lesson plan are:
- (a) Very suitable []
- (b) Suitable []
- (c) Unsuitable []
18. What is the quality of suggested teaching-learning resources?
- (a) Very suitable []
- (b) Suitable []
- (c) Unsuitable []

LESSON INTRODUCTION AND PRESENTATION

19. The teacher uses a variety of teaching-learning strategies which involve active learner participation
- (a) Very frequently []
- (b) Frequently []
- (c) Infrequently []
- (d) None at all []
20. The teacher makes reference to a variety of teaching-learning resources:
- (a) Very frequently []
- (b) Frequently []
- (c) Infrequently []
- (d) None at all []
21. Does the teacher try to find out whether learners have learnt what was intended for them to learn?
- Yes [] No []
22. How does the teacher evaluate the learning process?
- (a) Asking relevant questions []
- (b) Displaying of work produced []
- (c) Dramatisation of important aspects of the lesson []
- (d) Written work []
- (e) Project work []
- (f) Examinations and tests []
- (g) Observation reports on each student []
- (h) Other, specify _____ []

23. The teacher asks the students questions:
- (a) Very frequently []
 - (b) Frequently []
 - (c) Infrequently []
 - (d) None at all []
24. The teacher allows students to ask questions on concepts not clearly understood?
- (a) Very frequently []
 - (b) Frequently []
 - (c) Infrequently []
 - (d) None at all []
25. The teacher encourages class participation by using effective learning incentives (e.g. praises, probing questions, explanations).
- (a) Very frequently []
 - (b) Frequently []
 - (c) Infrequently []
 - (d) None at all []
26. The teacher marks and corrects assigned classwork
- (a) Very frequently []
 - (b) Frequently []
 - (c) Infrequently []
 - (d) None at all []
27. The teacher is familiar with the content of the secondary school C.R.E. syllabus.
- (a) Sound knowledge []
 - (b) Working knowledge []
 - (c) Inadequate knowledge []
 - (d) Completely ignorant []
28. How would you rate teacher's confidence when conducting the lesson?
- (a) Very confident []
 - (b) Confident []
 - (c) Not confident []
29. What is the attitude of the teacher towards the integrated secondary school C.R.E. syllabus?
- (a) Very positive []
 - (b) Positive []
 - (c) Not positive []

30. The teacher experiences some difficulties when teaching themes of the integrated secondary school syllabus
 Yes [] No []
31. In view of the foregoing observation, the teacher may be rated as:
 (a) Excellent []
 (b) Above average []
 (c) Average []
 (d) Unsuitable to implement the integrated secondary school C.R.E. curriculum []

EVALUATION

32. Does the teacher try to find out whether students have learnt what was intended for them to learn?
 (a) Yes () (b) No ()
33. How does the teacher evaluate the learning process?
 (a) Asking relevant questions of varying difficulty ()
 (b) Displaying of work produced ()
 (c) Dramatization of important aspects of the lesson ()
 (d) Written work ()
 (e) Project work ()
 (f) Examination and test ()
 (g) Observation ()
 (h) Others (Specify) ()
34. The teacher ask students questions
 (a) Very frequently ()
 (b) Frequently ()
 (c) Infrequently ()
 (d) None at all ()
35. The teacher allows student to ask questions on concepts not understood.
 (a) Very frequently ()
 (b) Frequently ()
 (c) Infrequently ()
 (d) None at all ()
36. The teacher imposes personal views and answers on the class.
 (a) Very frequently ()
 (b) Frequently ()
 (c) Infrequently ()
 (d) None at all ()

37. The teacher encourages class participation by using effective learning incentives (e.g. praises, probing questions, explanation).
- (a) Very frequently ()
 - (b) Frequently ()
 - (c) Infrequently ()
 - (d) None at all ()
38. The teacher gives clear appropriate explanations of religious concepts
- (a) Very frequently ()
 - (b) Frequently ()
 - (c) Infrequently ()
 - (d) None at all ()
39. When teaching, is the emphasis on integration?
- (a) Yes ()
 - (b) No ()
40. The teacher makes reference to the integrated secondary school CRE syllabus (1985).
- a. Very frequently ()
 - b. Frequently ()
 - c. Infrequently ()
 - d. None at all ()
41. The teacher corrects class errors and misconceptions.
- a. Very frequently ()
 - b. Frequently ()
 - c. Infrequently ()
 - d. None at all ()
42. The teacher marks and corrects assigned class work.
- a. Very frequently ()
 - b. Frequently ()
 - c. Infrequently ()
 - d. None at all ()
43. The teacher experiences discipline problems.
- a. Very frequently ()
 - b. Frequently ()
 - c. Infrequently ()
 - d. None at all ()
44. The teacher is able to meet the academic expectations of the class
- a. Very frequently ()
 - b. Frequently ()
 - c. Infrequently ()
 - d. None at all ()

54. The teacher uses suitable teaching-learning strategies, which could be adopted at a secondary school CRE learning experience.
- a. Very frequently ()
 - b. Frequently ()
 - c. Infrequently ()
 - d. None at all ()
55. The teacher is familiar with the secondary school CRE syllabus.
- a. Very frequently ()
 - b. Frequently ()
 - c. Infrequently ()
 - d. None at all ()
56. The teacher shows deep-rooted Christian faith.
- a. All the time ()
 - b. Sometimes ()
 - c. Hardly ()
57. In view of the foregoing assessment, the teacher may be rated as:
- a. Excellent ()
 - b. Above Average ()
 - c. Average ()
 - d. Unsuitable for the work ()

APPENDIX 5

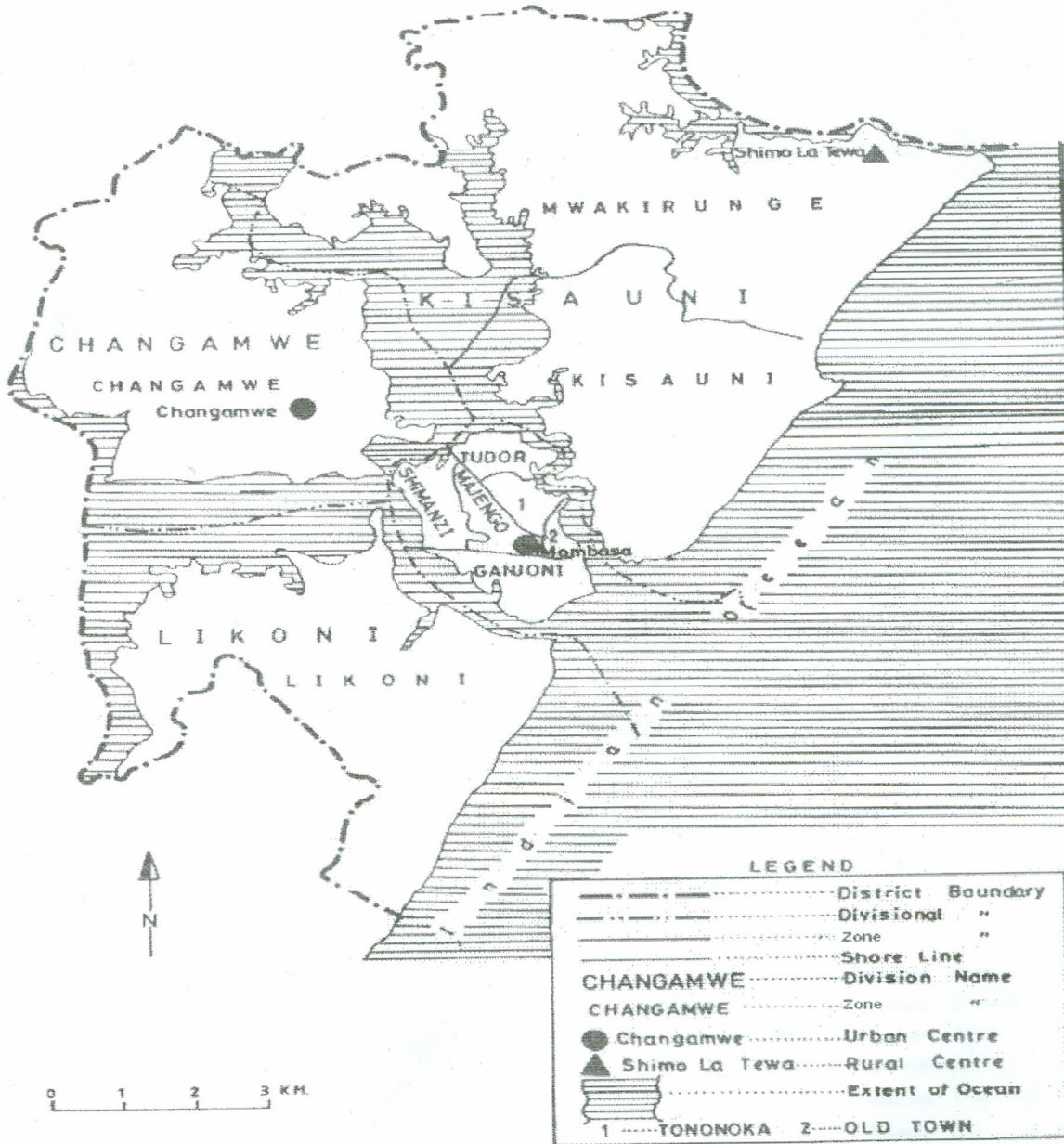
MAP OF LOCATION OF MOMBASA DISTRICT



Source: Mombasa District Development Plan (1997-2001)

APPENDIX 6

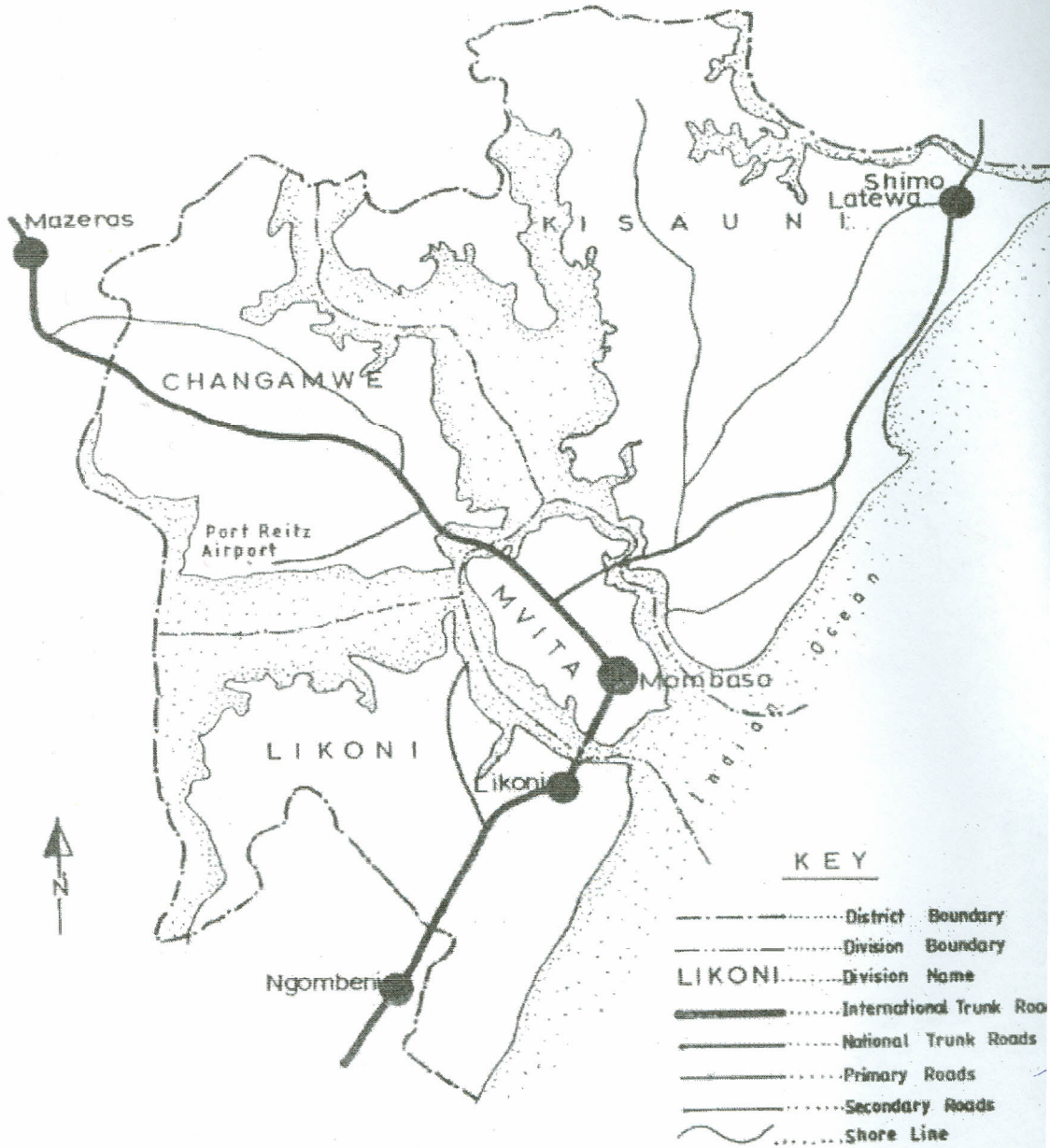
MAP OF MOMBASA DISTRICT EDUCATIONAL BOUNDARIES



Adapted from Mombasa District Development Plan (1997-2001)

APPENDIX 7

MAP OF MOMBASA DISTRICT ROADS



Source: Mombasa District Development Plan (1997-2001)