

Ksh 3,000/-

**ANALYSIS OF FACTORS AFFECTING ACHIEVEMENT AND
ENROLMENT IN CHRISTIAN RELIGIOUS EDUCATION IN
SELECTED PUBLIC SECONDARY SCHOOLS IN TIRIKI WEST
DIVISION OF VIHIGA DISTRICT - KENYA**

BY:

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*Analysis of factors
affecting achievement and
KU*



07/299874

DECLARATION

This is my original work and has not been presented for any of the study programmes in any university.



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DEDICATION

This project is dedicated to my late daughter Ivy Amariaji, who did not live long enough to see the academic struggle and work of her father.

And

To my parents Mr. Javan Azere Sahani and Mrs. Iris Tsindoli Azere, for giving me the very best in life.

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A.A.A.

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ABSTRACT

The study was aimed at establishing factors affecting learners' achievement and enrolment in CRE in public secondary schools in Tiriki West Division of Vihiga District. The interest for the researcher to choose and study these schools was strongly prompted by their continued low achievement in the subject at KCSE level, dwindling enrolment in the subject and lukewarm support from the community.

As the researcher was carrying out the study, other underlying factors affecting achievement and enrolment were addressed. They included: teaching-learning resources, the role of the sponsor in the schools of study, qualifications and experience of teachers of C.R.E.

The research was conducted in Tiriki West Division of Vihiga District, and it involved six headteachers, six heads of departments (Humanities), fourteen teachers of CRE and one hundred and fifty-one learners from each of the selected public secondary schools. The study sampled schools using purposive sampling techniques. Using the criteria of boarding and day, mixed boys and girls schools, status of the school and the sponsor of school, the researcher managed to come up with a sample of six schools out of sixteen.

Data were collected through questionnaires, which were administered to learners, teachers of CRE and heads of departments (Humanities). Interviews were used to gather information from heads of departments, headteachers and sponsors. Data were analyzed

using simple descriptive statistics and the results presented with the aid of frequency tables and percentages. Before this study was carried out, a pilot study was conducted and the research instruments were validated. The study reveals that C.R.E had limited teaching- learning resources such as textbooks for learners and reference materials for teachers. Archaic teaching-learning strategies such as lecturing and explaining were found to be commonly used by teachers. In one of the schools the sponsor had donated computers yet they could not be used because of lack of electricity. Teacher apathy, a high number of lessons per week, strong liking for Social Education and Ethics together with History by learners and teaching experience were some of the factors found to be affecting achievement and enrolment in C.R.E. In conclusion the findings are discussed and recommendations such as availing teaching-learning resources in schools, organizing in-service courses and seminars for teachers of C.R.E. are made.

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LIST OF ABBREVIATIONS

ASAL -	Arid and Semi Arid Lands
BOG -	Board of Governors
CRE -	Christian Religious Education
DEO -	District Education Officer
DIS -	District Inspector of Schools
KACE -	Kenya Advanced Certificate of Education
KCPE -	Kenya Certificate of Primary Education
KCSE -	Kenya Certificate of Secondary Education
KNEC -	Kenya National Examinations Council
PDE -	Provincial Director of Education
PTA -	Parents Teachers Association
RE -	Religious Education
SEE -	Social Education and Ethics
TTC -	Teacher Training College
TSC -	Teachers Service Commission

CHAPTER ONE

1.0 INTRODUCTION

This chapter covers the background of the study, the statement of the problem, the purpose of the study, the objectives, research questions, the significance of the study, assumptions of the study, limitations of the study, delimitations of the study, theoretical framework and definition of significant terms.

1.1 Background to the Study

Christian Religious Education (C.R.E.) is the study of Christian values and doctrines mainly from the Bible. The New Testament is a fulfillment of the Old Testament, which mainly focuses on the religion of the Jews called Judaism. The Christian values and doctrines are intended to guide man's relationship with God and fellow man. This relationship is outlined in the Ten Commandments given to Moses by God (Exodus 20:1-17). This is an important subject in the sense that it shapes people's morals, values, relationships, and their response to God. The Kenya National Examinations Council (KNEC) regulations and syllabi 2002-2003 has the following objectives to show the importance of C.R.E..

- The learner should show understanding of the saving presence of God in his or her life as revealed in:
 - The Biblical revelation as a whole and specifically in Jesus Christ
 - In the Christian community past and present
 - The African Religious Heritage
 - Their personal experiences

- The learner should show knowledge of the spiritual and moral insights necessary in reaching conclusions and making decisions in line with Christiana principles in a changing and developing society.
- The learner should show knowledge of the basic principles of Christian living relating to the development of self-respect and respect for others.
- The learner should explain ways of contributing towards the improvements of the quality of life.
- The learner should show understanding for other people's faith and the significance of living in harmony with all people.
- The learner should show understanding of international consciousness in the context of universal brotherhood.

On the international scene, Christianity is one of the major world religions. The others are: Islam, Hinduism, Buddhism, Jainism, and Sikhism among others. As a world religion, it faces challenges from other world religions, science and technology, philosophy and Western cultures. In general, religion is an integral part of the culture of nations and if it is not taught, it can be argued that the children are separated from an important part of their environment. As a matter of principle, religious teachings have traditionally been the vehicle by which moral standards have been inculcated – (Lauwerys 1968). How to retain the standards without religion is still debatable than exemplified.

In his book, Wald (1992: 33) says:

Religious ideas are potentially powerful sources of commitment and motivation. As history has repeatedly taught, human beings will make enormous sacrifices if they believe themselves to be driven by a divine force.

Some communities in Kenya have gone back to the traditional practices and beliefs, all in the name of reviving their culture.

Before the introduction of Christianity and Islam in Africa, African traditional religion was in existence in the African culture. According to John S. Mbiti (1969):

Africans are notoriously religious ... religion permeated into all the departments of life so fully it was not easy or possible always to isolate it.

In a nutshell, religion and life in the African traditional society were interwoven. At the onset of colonial rule in Africa, the Christian church was used as a major instrument for cultural penetration and cultural dominance. Rodney, (1972) says that colonialism reshaped existing structures of human knowledge, African traditional religion (ATR) included. African traditional religion was seen as satanic, heathen, ungodly, primitive and totally irrelevant. The independent church movement and independent schools was a trend in which many African Christians participated by breaking away from European churches and setting up their own places of worship under African leadership. Schism is still going on in church today. The researcher investigated whether this phenomena has an effect on achievement in C.R.E..

In Kenya colony, missionary teachers chose to use the new African desire for education to force Africans into adopting what they felt to be a Christian way of life. In practice, these missionaries usually held a very narrow and restricted pattern of activities by their own cultural standards and consequently when they asked Africans to give up important creative interests and entertainment such as dancing and beer drinking, they could offer little to replace them (Anderson 1970). This poor foundation of C.R.E. still manifests itself in today's curriculum where teachers are not

adequately trained to teach C.R.E. and that many of them do not lead or practise what they teach learners. No wonder achievement in this subject continues to dwindle as enrolment declines. The researcher wanted to establish what is on the ground in Tiriki West Division public secondary schools against the above background.

Bogonko (1992), says that before and after the establishment of colonial rule missionaries were majorly concerned with spreading the gospel and winning Africans for Christ. The Bible men learned local vernaculars and Kiswahili then translated biblical literature into these languages with the purpose of enabling Africans to read the word by themselves in their preparation for baptism. The begging question is, how do the teachers of C.R.E. handle the subject today particularly in the selected public secondary schools amidst the contemporary challenges in Kenya?

The missionaries cared less about the academic approach to Christianity. Bogonko (1992:19) asserts that:

Consequently, the schools which missionaries opened first were actually prayer houses meant to teach Christianity. The illiteracy of their tutors and the missionary experiences elsewhere of using school as an instrument of evangelization, however, necessitated the teaching of the 3 R's to accelerate the process among African people.

This indeed was a wrong method of educating Africans. It was a poor foundation of establishing C.R.E. as an academic subject. There is a difference between preaching and teaching. In most cases preaching is full of subjectivity and indoctrination while learning to a great extent is objective.

Basically, literary education was not a priority in mission schools. It was the pressure from Africans ever since the early times, which eventually forced missionaries to tilt

their evangelical work by adding doses of academic education. Indeed, this gesture called for more schools to be established. The quest for more education intensified after the first and second world wars.

Sifuna (1986), contends that the early Christian churches resented many practices of the pagan society. The many missionaries who came to Kenya decided to impose their own culture on Africans. They did this under the pretext that African culture was primitive. In fact in many instances, this practice together with industrial education led parents to take their children out of schools.

Bogonko (1992), notes with sadness the far-reaching consequences of Western education and religion on Kenyans. Boys who attended school took back to their homes new ideas and principles of European culture. They in fact became misfits in their own communities because of European culture. African culture was sneered at, as development of creative and original thinking was reduced to mere rubber-stamping. Pupils depended more on the teachers as the only source of knowledge. This means that the roles of both parents and grandparents were shaken to the very foundation by mission school education. The researcher is therefore left wondering whether this shaky background is still affecting achievement in selected schools.

The aim of education according to Sifuna (1976), was to give the youth a plain education that would lead them to adopt the modes and habits of civilized life. Besides, they were expected to be trained as Christians and bring them to adopt such habits as industry in order to fend for themselves. However, this did not apply to European, Asian and Arab schools.

As Kenya drew towards attainment of independence, the thinking of Kenyans began to change. There was a deliberate effort made to set up independent schools and churches where the views, ideas, values and dignity of the African people could be accommodated. It was some kind of rebellion against the mainstream mission churches which could not accommodate the Africans. The Report of the Kenya National Committee on Educational Objectives and Policies (1976) asserted that every society has a culture although the degree to which it is reinforced, stabilized and nurtured varies from society to society. In most cases, it constitutes social organization, technology, learned behaviours, values, language, beliefs and religion. Together with inherited traditions, folklore, myth and interpretations of man's destiny, a springboard for patriotic behaviour and loyalty, confidence, self reliance and direction is nurtured.

Malusu (1997), observes that the challenge that the Christian church faced after independence was therefore of preparing an appropriate C.R.E syllabus that was in line with educational objectives and the stated national goals of education rather than the traditional missionary church aims of winning converts for a particular religious denomination.

At independence we had a three-tier system of education; the whites, Asians and Africans had different schools where they learnt different things in curriculum. The Report of the Kenya Education Commission (1964) strongly recommended the continuing participation of the Church in the religious life of their former schools. Riding high on the shoulders of the Report of The Kenya Education Commission

(1964), the Education Act (1968) gives legal expression to the changes introduced in the Education System after independence. On matters to do with Religious Education (RE) the Education Act (1968) stresses that religious education must be taught according to approved syllabus. Essentially, this meant that RE was now to be an academic subject to be learnt like the rest. The report did not however show how teachers of Religious Education were going to be trained to handle religious education. It does not also stress life approach to C.R.E..

As we advocate for the proper place of Christian Religious Education in the curriculum, one has to remember that we are in a secular age and society.

In his book, Dewey (1966: 225) asks a very challenging question.

Is religion a thing, so specialized, so technical, so informational that, like the geography or history or grammar, it may be taught at special hours, times, and places by those who have properly 'got it up' and who have been approved as persons of fit character and adequate professional training?

He (Dewey) advocates for democracy in education. By democracy in education, he means unhindered process of inquiry, hypothesis, and experiment which would then characterize the onward movement of experience from stage to stage of reconstruction. Democracy has to free intelligence for independent effectiveness. Once the mind has been emancipated as an individual organ, it will do its work. So if Christian Religious Education has to be taught in our schools, it should not stifle creativity, it should not place a ceiling on one's mind; neither should it be dogmatic nor full of indoctrination.

As sponsors of their former schools, the Education Act of 1968 gives them the mandate to prepare or recommend syllabus books and their teaching aids for religious education. Joint C.R.E. syllabus was produced by Catholics and Protestants between (1972-1975). It is also important for the sponsors to supervise and give advisory services to ensure that religious education is being conducted according to the syllabus. However, this does not imply that they start intimidating teachers and heads by having them transferred at will.

Schools are required to provide religious education, which is approved not only by the Ministry of Education Science and Technology but by parents as well. In fact parents have a right to withdraw their children from religious instruction or religious worship that is not in line with the right moral values. Christian Religious Education should be taught but not preached. The teacher should make it learner-centred. The learning atmosphere should be free to allow the child to respond objectively. This way the mistakes made during the colonial era in relation to teaching of Christian Religious Education shall not be repeated.

Report of the Commission of Inquiry into the Education System of Kenya (1999), underscores the secular foundation of education in Kenya. This is also guaranteed in our constitution. The constitution does however, guarantee freedom of religion and conscience for individuals and communities.

This Report (1999: 56) observes that:

The purpose of religious education is therefore to impart in learner mental and spiritual capacity for the reverence to God who is the foundation of all knowledge. Religious study therefore is an exposition of what is true excellent and just.

From the above quotation, learners of C.R.E. shall be able to distinguish good from bad and this will certainly enhance their moral growth. Like any other academic subject, C.R.E contributes to the achievement of national goals in education. The national goals of education do state that education in Kenya:

- To foster nationalism, patriotism and promote national unity.
- To promote the social, economic, technological and industrial needs for national development.
- To promote individual development and self fulfillment.
- To promote sound moral and religious value.
- To promote social equality and responsibilities
- To promote respect for development of Kenya's rich and varied cultures.
- To promote international consciousness and foster positive attitude towards other nations.
- To promote positive attitude towards good health and environmental protection.

Source: Kenya Certificate of Secondary Education-Regulations and syllabuses (2002-2003).

Although C.R.E. as a subject is expected to effect behavioural changes among the learners, the behaviour and achievement in C.R.E at KCSE level are not very encouraging. Worse still, the enrolment is low compared to other subjects such as Social Education and Ethics (SEE), History and Government and Geography. The performance and enrolment in other elective subjects are much better than C.R.E. and this is becoming an area of concern to teachers and parents.

Table 1.1: A comparison of candidates who scored grade 'A' in C.R.E against other selected subjects at K.C.S.E level since 1995

	C.R.E.	As	SEE	As	HIST.	As	ENG.	As	GEOG.	As
1995	65457	322	19328	451	77224	438	139454	33	99970	508
1996	66216	157	26788	330	81108	858	152378	65	107932	1451
1997	62368	283	34278	518	80953	889	153103	443	104618	1873
1998	65441	264	43260	526	85928	1492	166564	30	110282	393
1999	65782	607	45302	1104	86739	1078	172058	172	116010	976
2000	68840	415	47648	962	86434	1797	178738	233	120055	818
2001	64890	813	49123	1037	81448	1062	192563	265	108840	700
2002	70517	2131	47405	890	84331	2767	195749	212	106371	716
2003	76840	2685	52219	2206	96940	2789	205349	385	101791	1188
2004	89684	2892	49748	1825	114249	7157	219384	463	97208	1777

Source: The Kenya National Examinations Council 2004.

Key:

A's the number of grade 'A' attained in each given subject from 1995 to 2004.

C.R.E stands for Christian Religious Education.

ENG stands for English

GEOG stands for Geography.

HIST stands for History and Government

SEE stands for Social Education and Ethics

English has been put together with humanities because it shows the total number of candidates who sat KCSE in a given year. The choice of humanities has a lot to do with these subjects being grouped together by Kenya National Examinations Council.

* These are cultural subjects. A learner at form three level cannot select C.R.E. and SEE at the same time. However, he/she can do C.R.E. with another humanity or just one subject among the humanities, a situation that puts C.R.E. in a delicate position given that History and Government and Geography are popular among learners especially at form 3 and 4.

Between 1996 and 2000, grade 'A' in SEE was twice as higher than C.R.E. In the same period, for every 'A' in C.R.E. there were three 'A's or even more in History and Government.

Between 1996 and 2004, the enrollment in C.R.E. had gone up by 24227 candidates which was 24%, History and Government had gone up by 37025 which was 32%, while SEE had 30420 which was 61%, the highest of the four humanities. Basing on table 1.1, it is evident that there has been a steady increase in the number of candidates doing Geography, SEE and History and Government. The increase in C.R.E has been gradual.

Table 1.2: Number of candidates who scored grade 'A' in humanities from 1995 to 2004

SUBJECT	GRADE 'A'
History and Government	20327
Geography	10400
Christian Religious Education (C.R.E).	10569
Social Education and Ethics (SEE)	9849

Achievement in History and Government has been much better than C.R.E considering the number of grade 'A' scored by candidates from 1995 to 2004. It was also better in SEE in each year.

Table 1.3: A comparison in percentage of candidates who scored grade 'A' in C.R.E against other selected subjects at KCSE level since 1995

Year	C.R.E	As %	SEE	As %	HIST	As %	ENG	As %	GEOG	As %
1995	65457	0.5	19328	2.3	77224	0.6	139454	0.02	99970	0.5
1996	66216	0.2	26788	1.2	81108	1.1	152378	0.04	107932	1.3
1997	62368	0.5	34278	1.5	80953	1.1	153103	0.3	104618	2.0
1998	65441	0.4	43260	1.2	85928	1.7	166564	0.02	110282	0.4
1999	65782	0.9	45302	2.4	86739	1.2	172058	0.10	116010	0.8
2000	68840	0.6	47648	2.0	86434	2.1	178338	0.13	120055	0.7
2001	64890	1.3	49123	2.1	81448	1.3	192563	0.14	108840	0.6
2002	70517	3.0	47405	1.9	84331	3.3	195749	0.11	106371	0.7
2003	76840	3.5	52219	4.2	96940	2.9	205349	0.19	101791	1.2
2004	89684	3.2	49748	3.7	114249	6.3	219384	0.21	97208	1.8

From 1995 to 2004, SEE and History and Government have been registering better percentages of grade A than C.R.E. This is a worrying trend considering the fact that C.R.E is an important subject which is supposed to shape the moral fibre of the youth. In a nutshell therefore, the enrolment in the subject is plummeting and achievement is not good enough. This is what prompted the researcher to carry out the investigation.

Table 1.4: The number and Percentage of candidates who scored D+(plus) upto E in Humanities and English from 1995 to 2004

	C.R.E	%	SEE	%	HIST	%	GEOG	%	ENG	%
	D+-E		D+-E		D+-E		D+-E		D+-E	
1995	16688	25.49	3423	17.71	29721	38.48	50830	50.84	102628	73.9
1996	21416	32.34	8643	32.26	33329	41.09	46724	43.29	94628	62.10
1997	17455	27.98	10268	29.95	37242	46.00	43840	49.90	88703	57.93
1998	20505	31.33	13318	30.78	38882	45.24	56469	51.20	106319	63.83
1999	18081	27.48	13800	30.4	28021	32.30	62368	53.76	111721	64.93
2000	17141	24.89	15245	31.99	39818	46.06	67092	55.88	86484	48.38
2001	16439	25.33	11301	23.00	26942	33.07	63180	58.05	104991	54.52
2002	12311	17.45	15557	33.45	29765	33.29	62413	58.67	126197	64.46
2003	12946	16.84	15124	29.96	33009	34.05	51886	50.97	124113	60.44
2004	18694	20.84	14947	30.04	34288	30.01	43663	44.91	115618	52.70

It is becoming increasingly difficult for learners who score grades D+ and below to be offered training leave alone employment in Kenya. Looking at table 1.4, it is quite apparent that an average of 30% and above of the candidates who did KCSE performed poorly in C.R.E. and other humanities. Although the number of candidates who score D+ and below in C.R.E appears to be low compared to History and Geography, one should not forget that the enrolment in Geography and History has been higher all the years compared to C.R.E. In some years, achievement in SEE was much better than C.R.E. for instance in 1995, 1996 and 2001 a small percentage in SEE scored grade D+ and below compared to C.R.E. The percentage scores in SEE in these three years were 17.7%, 32.26% and 23% while C.R.E had 25.49%, 32.34%

and 25.33% respectively. Comparatively, many candidates are still scoring D plus and below in C.R.E than in History and SEE. One is left wondering what these candidates score in Mathematics and science subjects.

Table 1.5: The total number of candidates in Tiriki West Division who did KCSE from 2000 to 2004 in Humanities and English and scored A's

Year	C.R.E			SEE			HIST			ENG			GEOG		
	N	A's	%	N	A	%	N	A	%	N	A	%	N	A	%
2000	272	7	3	310	26	8.3	471	22	5	752	-	0	342	2	0.6
2001	250	6	2.4	346	33	10	538	10	1.9	795	1	0	418	5	1.2
2002	289	3	1	262	34	13	420	6	1.4	749	-	0	308	2	0.6
2003	326	8	2.4	312	28	9	430	33	8	785	3	0.4	293	4	1.4
2004	324	12	4	318	11	3.5	545	43	8	840	2	0.2	276	1	0.4

Basing on Table 1.5, C.R.E has not faired well particularly in the area of quality grades over the last five years in the sixteen public secondary schools in Tiriki West Division. Enrolment in C.R.E has been low compared to Geography and History. In terms of quality grades SEE and History have been doing much better than C.R.E. Had it not been that SEE is being phased out this year it would have given C.R.E a run for quality grades and enrolment at KCSE level. Between 2000 and 2004, candidates in C.R.E registered 36 A's while SEE had 132 A's and History and Government had 114 A's. This is a clear indication that performance in SEE and History was much better than in C.R.E in Tiriki West Division. In terms of total enrolment in the last five years, C.R.E had 1461 candidates, SEE had 1548 while History and Government had 2404 candidates. This reveals that many learners in Tiriki West Division have a strong liking for SEE and History, hence there is need to popularize C.R.E in the Division.

Table 1.6: The number of candidates in Tiriki West Division who did KCSE from 2000 to 2004 in Humanities and English and scored D+ and below

Year	C.R.E		SEE		HIST		ENG		GEOG	
	D+-E	%	D+-E	%	D+-E	%	D+-E	%	D+-E	%
2000	40	15	33	11	136	29	302	37	204	60
2001	28	11	68	20	140	26	355	45	181	43
2002	36	12	97	37	128	30	452	60	196	64
2003	79	24	82	26	139	32	428	55	166	57
2004	108	33	91	29	157	29	441	53	108	39

From table 1.6, C.R.E has faired badly in the last five years. The percentage of D's and below is higher compared to SEE. Probably with the phasing out of SEE candidates will have to make a choice between C.R.E, History and Geography. Looking at the trend of enrolment and good performance in History and Government, probably many candidates will opt for it. Teachers of C.R.E need to reduce the low grades in C.R.E in order to attract learners to the subject.

1.2 Statement of the Problem

Despite the fact that C.R.E is a very important subject in human lives, achievement and enrolment has been elusive in public secondary schools. In some schools especially those sponsored by the Catholic Church, they have had to make C.R.E. a compulsory subject from form one to four. Where Social Education and Ethics (SEE) and other elective subjects are taught, many learners will avoid C.R.E. for fear that they may not do well in it. Further still, some field inquiry reveals that some schools do not have adequate facilities in C.R.E. The teacher's moral fibre is also

questionable both at school and outside. It is common to find teachers of C.R.E abusing alcohol and drugs, a practice that goes against what they advocate for in the subject. For the learners it may be worse because they see teachers doing the opposite of what they teach in C.R.E. The above situation prompted a study of this magnitude to establish the extent to which the above factors affect achievement in C.R.E.

In the reorganized curriculum which commenced in 2003 a candidate needs to select any two subjects from the group of Humanities, Technical and Applied and Foreign languages to make a total of seven subjects for grading at KCSE level. This places C.R.E. in a very precarious position. It has to compete with other twelve subjects for selection at form three and four. The chances of it being abandoned at form two level by learners are very high. Also, teachers of C.R.E. are becoming more and more scarce because the Ministry of Education, Science and Technology has been placing more emphasis on science subjects. The government redeployed a good number of C.R.E diploma holder teachers to primary schools. It has been difficult for candidates to score quality grades in C.R.E since the inception of 8-4-4 system of education. The enrolment has been gradual in C.R.E while in other humanities, it has been rapid. It is in this context that it became imperative to carry out an investigation into the factors affecting achievement and enrolment in C.R.E. in public schools found in Tiriki west division of Vihiga District.

1.3 Purpose of the Study and Objectives

The purpose of the study was to find out and understand what underlies factors affecting achievement and enrollment in C.R.E as a subject, because C.R.E. is an

important subject in shaping the morals of the Kenyan youth yet it is not being taken seriously in a number of public secondary schools.

Objectives

The researcher formulated the following objectives for the study:

1. To analyze the number of learners doing C.R.E. in comparison to other humanities in the selected public secondary schools.
2. To analyze the performance of learners in C.R.E. in the selected public secondary schools of Tiriki West Division in Vihiga district.
3. To find whether availability of resources influences achievement in C.R.E.
4. To find out whether a teacher's qualification affects achievement in C.R.E.

1.4 Research Questions

The study attempted to answer the following questions:

- (i). Which teaching and learning strategies do C.R.E. teachers use?
- (ii). Would learners opt to do other subjects other than C.R.E. ?
- (iii). How close is the sponsor and the community to the school?
- (iv). Could other humanities be affecting the choice of C.RE at form three level?
- (v). How qualified are the C.R.E. teachers?
- (vi). What is the job market like for learners who do C.R.E. and humanities in general?
- (vii). What problems do teachers of C.R.E. face in the teaching- learning process?
- (viii). What are the possible ways of improving C.R.E. in our public secondary schools?

1.5 Significance of the Study

The findings of this study are of significant value for the following reasons:

- (i). Results could be used by teachers and policy makers to redefine the role of C.R.E. in the lives of people.
- (ii). The research results could be used to advise learners, teachers and members of the public on morality and other social vices such as corruption.
- (iii). This study provides a base for future research in the area of performance in C.R.E.
- (iv). Ministry of Education can utilize the findings to scale down factors identified as influencing or contributing to poor results in C.R.E.
- (v) May assist in strengthening the role of the sponsors in their schools.

1.6 Assumptions of the Study

The assumptions of the study were based on the following:

- (i). Because of many denominations in Tiriki West, it is assumed that C.R.E is a popular subject.
- (ii). That all the schools where the study is conducted have enough resources for handling C.R.E.
- (iii). That there is cordial relationship between the schools and community.
- (iv). All learners selected for the study should have gone through the same level of tuition in terms of teaching time and coverage of same syllabus.

1.7 Limitations of the Study

The limitations of the study were as follows:

- The initial intention was to collect information from a wide sample of schools in Tiriki West Division but due to lack of sufficient funds and time, only six schools were selected and studied.
- Data on the selected schools were limited to KCSE C.R.E and humanities results of 2000, 2001, 2002, 2003 and 2004.

1.8 Delimitations of the Study

- The study confined itself to learners and teachers of selected public secondary schools in Tiriki west division of Vihiga District.
- Learners and teachers included in the sample were those in session in the respective institutions by the time of the study.
- The study focused on factors affecting achievement in Christian Religious Education in Tiriki west. These factors include: availability of resources, teaching learning strategies, role of the sponsor, and community.

1.9 Theoretical Framework

The study was based on the production function theory referred to by Psacharopoulos and Woodhall (1985) as Educational Production Function (EPF). It is expressed as follows: $A=(F, T, B, E, S, C....)$

A=represents achievement

F=represents Function of

T=represents teacher –pupil ratio

B=represents books and other materials

E=represents equipment

S=represents socio-economic background

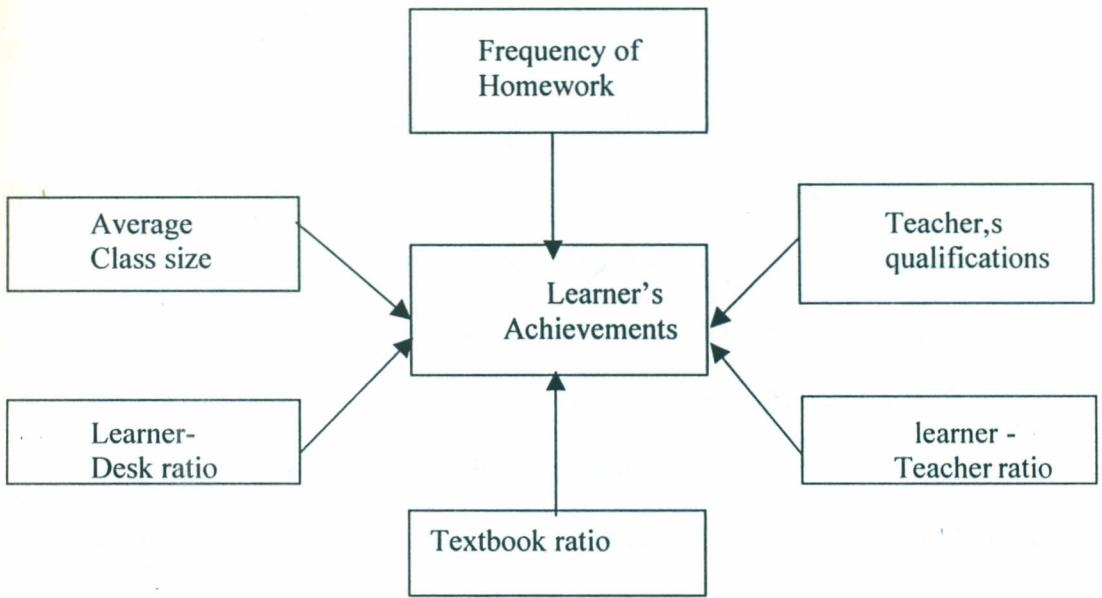
C=represents curriculum

Psacharopoulos and Woodhall (1985:215)

Education is a production process using human and physical resources in the production of educated persons. Inputs are considered to be teacher's qualifications and experience, teacher's salary, teacher-learner ratio, books and other learning materials and equipment. On the other hand, the outputs are; the pupils academic achievement and discipline.

In the distribution of resources both at macro and micro levels, efficiency should be deliberately pursued to enable the maximization of consumption and investment objective of education. There should be no waste because this will impact negatively on the resources. The production function model can be used to measure the internal efficiency of the education system. Education is like an industry and secondary schools are viewed as the producing units just like manufacturing firms. The quality of the output of an education system is measured by examinations of given standards and the challenges of life in general. Education is the key to progress hence government through school must safeguard against waste and mediocrity.

Figure 1.1 The relationship between school quality variables and learner's achievement are presented as follows:



The framework is a diagrammatical representation of various school quality variables and how each relates to learner's achievement. A learner can achieve more if all the listed and mentioned variables are available and well-organized.

1.9.1 Definition of Significant Terms

Achievement: An effort that is put in the learning and teaching process by learners, teachers and other stakeholders in education to come to a successful end or completion.

Competence: How good or poor a teacher is in his/her teaching of C.R.E.

Division An administrative area within a district comprising all schools and institution located in the geographical area, usually headed by a district officer. An educational

- division is headed by an area education officer who reports to the district education officer
- Facilities:** Physical material at school such as classes, laboratories, textbooks, and workshops, which enhance learning.
- Instructional Materials:** Materials or tools that enhance the learning-teaching process. These include: textbooks, chalkboard, pens, charts, atlases and overhead projectors among others.
- Learner's performance:** It was used to refer to learner's results in C.R.E. and also KCSE Examination.
- Learning resources:** All tangible materials which facilitate the learning process. They include syllabus textbooks, maps, charts, audio and visual machines.
- Low achievement:** Attaining grade E to D+. Where D+ has 4 points, D three points, D- two points and E 1 point.
- Teacher's academic qualifications:** Refers to teachers highest level of examination certificate attained for example KACE, KCE and KCSE.
- Teacher's professional qualifications:** Teacher's highest level of professional training achieved, for instance, Diploma in Education, Bachelor of Education and Masters of Education.

Learners, parents and the Ministry of Education, Science and Technology expect to see good results always. Yet not much has been put in place to ensure learners in C.R.E make a remarkable achievement. Facilities in secondary schools in Kenya are inadequate, teachers are not enough, and the community is not supportive enough while the morals of learners, teachers and the community members are not good.

2.2 Influence of Community on Achievement in C.R.E.

In the Totally Integrated Quality Education and Training -TIQET report (1999), it is observed that promotion of incompetent and undeserving teachers leads to the demotivation of the competent ones. This lowers the quality of teaching in schools and more importantly, the standard of education as a whole. Educational personnel particularly the PDEs, DEOs and DIS who serve in their home districts have a tendency to be involved in unprofessional practices such as favouritism, nepotism and sectionalism in their dealings with teachers. This affects performance of teachers in their respective schools. The report does not however specify whether it is a rural, urban, multiracial, or ethnic community and the level of influence

The membership of the PTA includes all parents and teachers. On the whole, PTAs provide for the schools general development maintenance and welfare. The Koech Report (1999) sadly notes that this body (PTA) does not have the force of law. In view of the dwindling finances from the government to run schools, it should have legal basis for existence. This can influence good performance in schools. This report however does not put into consideration the fact that some children do not have parents and guardians to form a strong PTA for a school. The researcher opted to find

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the literature review, focuses on the following areas:

- (i). Influence of community on achievement in C.R.E.
- (ii). Influence of teachers' characteristics on learners' achievement towards C.R.E
- (iii). Influence of teaching-learning resources on learners' performance.
- (iv). Effects of teacher's qualifications on learner's achievements
- (v). The learner's entry behaviour (KCPE mean grade) and its effects on KCSE performance.

Religious Education is conceived as educational discipline in its own right. The relevant curriculum was worked out by a mixed group of religious educationalists of different faiths - Ayot and Patel (1992). The subject, is therefore, examined at primary, secondary and college levels.

The deschoolers however advocate for the fact that schools should do away with examinations and that new ideas be implemented in their place. One of the proponents of deschooling is Ivan Illich. Illich (1971) maintains that the present curriculum has been used to assign social ranks. This social stratification has been based on whether one possesses a certificate, diploma and the like. The present curriculum in Kenya is examination oriented with a fixed and obligatory curriculum to be followed.

out how strong PTAs are in the selected study schools as they influence their availability of resources as well as enrolment in schools.

According to the Education Act (1968), the sponsor is a community, or groups of individuals served by the school whose wishes are that the tradition of the school and their interests be respected and upheld by them. Their roles include pastoral care in the case of religious organizations and in other cases involvement in physical development of the school. According to the report on the Task Force on Students Discipline and Unrest in Secondary Schools (2001), in most cases the sponsors are not involved in both physical and moral development of the school. This affects performance in C.R.E particularly if the sponsor is a religious organization, the learners will not have someone strong enough to encourage them to take C.R.E as a subject at form three and four level.

There have been a number of conflicts some of them between the sponsor, Parents Teachers Associations, the Boards of Governors and Ministry of Education, Science and Technology especially when it comes to the appointment of the heads of schools. There are also those sponsors who do not contribute financially or morally to the development of their 'sponsored' institutions. They only come to collect sitting and travelling allowances whenever there is a BoG meeting. This does not augur well for religious education in their schools. According to the Education Act (1968), it is only church organizations, which are provided for to be appointed sponsors. In Catholic schools you can only become a head if you are a Catholic faithful. This complicates matters for those aspiring to be heads in catholic schools yet they are not Catholics. The researcher aimed to find out whether the above has an effect on achievement in

Tiriki west division which has many different churches and denominations. Majority of the heads who were interviewed said they had not had any form of intimidation from the sponsor except for one of the Catholic schools where the sponsor has a lot of say in what goes on at the school.

Issues of devil worship and pornography have compromised the morals of many learners. In most cases, learners affected by the above malpractices and vices do not eventually take C.R.E when they are given the option to choose at form three. Parents who are lowly educated could raise up children who are low performers because such children will learn directly from the family and environment by imitating their parents. Parents who are alcoholic, unfaithful and divorced or separated may have a negative influence on their children.

As a matter of fact, the teacher is not in the school to impose certain ideas or to form certain habits in the child. He is there as a member of the community to select the influences which shall affect the child and to assist him or her properly in responding to these influences. A school is a product of the society and it must reflect the ideals of the society. Education must be related to the tasks, which have to be done in our society.

In his book (1967: 16) Nyerere states that:

We should determine the type of things taught in the schools by the things which the boy or girl ought to know - that is, the skills he ought to acquire and the values he ought to cherish if he, or she, is to live happily and in a socialist and predominantly rural society and contribute to the improvement of life there.

The above implies that after school, be it primary, secondary or even college, learners should be able to live well and work in that society. He/she should comply; use the

knowledge acquired at school to better the society and should not be a misfit. The products of a school must be assets to their communities but not liabilities. Nyerere failed to realize that communities are dynamic. Today, the world has become a global village. A form four or class eight leaver requires many skills in order to survive in modern world. Apart from passing an examination, he or she requires survival skills, conflict resolutions skills, problem solving skills among others.

The worrying trend among learners in our schools is that they feel their parents are old fashioned and as such have nothing to offer. The youth in schools and colleges prefer listening, aping and seeking advice from their peers. The learner's home background is the key to the his/her development. If children grow up in an atmosphere of love and care, they will learn to respect others even at a later stage. Parents who are often available and ready to guide their children during the formative stages lay a firm foundation for the children's way of relating to others in their later lives.

The Task Force on Students Discipline and Unrest in Secondary Schools report (2001) says that a number of indiscipline cases could be attributed to absentee parents who have abdicated their parental responsibilities to "ayahs" and 'housemaids'. Such learners cannot fully adjust to secondary school academic curriculum. Many of them will have a negative attitude towards subjects such as C.R.E because the discipline will be reminding on questions of morality and societal values.

Cases of parents smoking, drinking or going to discos in the company of their children contribute to these children extending these habits to schools. Such learners

cannot perform well in their studies at school. Often, heads of schools complain that learners, who are given a lot of pocket money without adequate parental guidance regarding its use, misuse the money and are difficult to control. Such learners will not want to have anything to do with C.R.E as it will be reminding them about their bad behaviour. Those in the lower classes, that is, forms one and two will try to do everything to frustrate C.R.E teachers.

According to the report of National Committee on Education Objectives and Policies (1976, the role of the quality of teachers must be given the most critical consideration. The report further notes that the qualitative improvement of education can only take shape if there is a considerable improvement in the quality of teachers and teacher training. In Kenya, primary school teachers are trained in Teacher Training Colleges (TTC) spread throughout the republic while those of secondary are trained at diploma colleges and universities.

The nature of education and training in schools and colleges have undergone a drastic change since the days of educators such as Pestalozzi, Froebel, Dewey and the like. Omulando and Shiundu (1992), observe that the spread of free, compulsory and universal education in the basic cycle has led to increased workload for the teachers in educational system. In developing countries, the quality of teacher training and teaching in schools has been compromised by the above circumstances of numbers. For a teacher to be able to educate others, he or she must first be educated and have a broad liberal background of general cultural training that has provided him with broad liberal education. There has been some criticism directed towards concurrent programmes of teacher education. It has been criticized for not sufficiently preparing the learner in either the professional or academic aspect as it tends to cram too much

work in a short space of time denying the trainee teacher sufficient grounding in either area. This has subsequently affected performance of learners in C.R.E. and other subjects. A teacher who abuses drugs and alcohol cannot be a good example to his/her learners. It is even worse when the teacher handles a subject like C.R.E.. Learners will wonder whether the teacher is best suited to handle such a subject. Majority of the learners will not therefore want to do C.R.E because of the teacher's behaviour.

2.3 Influence of Teacher's Characteristics on Learner's Achievement in C.R.E.

Malusu (1997), underscores the fact that the teacher participates in all the stages of Curriculum design, development and implementation. His role is therefore very crucial. In the recent past, there has been a big debate as to whether teaching is a profession or not. A good number of people in the public domain perceive teaching as a vocation and not a profession. Their views are based on the fact that anybody can be a teacher as long as he/she knows how to read and write. The various segments in the teaching force such as nursery teachers, primary teachers, secondary teachers, tutors and lecturers confuse people even more, because various salary packages are pegged to these segments. In a nutshell this debate has demoralized and demotivated teachers to an extent that some do not want to be identified as teachers. Unfortunately this has impacted negatively on the learners who look at their teachers as people of low income and low self-esteem. This has meant poor performance by learners in a number of subjects at KCSE level, C.R.E. included.

In this book, Painter (1970:324) observes that:

A tutor shall not be capable of selling himself. There are employments so noble that we cannot fulfill them for money without showing ourselves unworthy to fulfill them. They ought to have a great soul.

Money should not, therefore, be the driving factor in the teaching profession. They should look at teaching as a calling, a quality that cannot be put into a teacher by the teacher training colleges. It comes from within.

The calibre of teachers in any given school and the manner in which they carry themselves can influence the quality of education and subsequently lead to variation in learner's achievement. On the whole, trained teachers tend to do a good job when handling learners. They are even better than untrained teachers especially after attending seminars and other teacher-related in-service courses.

It is important that deployment, appointment and promotion of teachers be reviewed with a view to making it more transparent and devoid of patronage. Worse still, the distribution of teachers is uneven in our country. In the arid and semi arid lands (ASAL), it is hard to come across female teachers to act as role models for the girl-child. Majority of teachers in ASAL areas are males.

The current practice of promoting the best classroom teachers who are inexperienced to head schools does not recognize that effective management requires many other skills and abilities. Teachers who have served for over fifteen years feel shortchanged in that their long service is not recognized. Teachers who have remained ungraded and unrewarded have ended up developing a negative attitude towards their work. Very often, they vent their anger and frustrations on innocent learners. Dewey (1966), observes that the teacher is engaged not simply in training of individuals but in the formation of the proper social life. Every teacher should realize the dignity of the calling. The teacher should look at himself as a social servant set aside for the

maintenance of proper social order and the securing of the right social growth. Dewey (1966), however, did not realize that the society puts certain pressure on teachers. For example, teachers may not fulfill their professional obligations well if they are poorly remunerated. It is worse when they are not respected at all by the society.

Unemployment has to a great extent affected the attitude of learner's education. It is true that teachers can no longer proudly tell their pupils: "work hard and be like us you will get a good job". The talk of self-employment bores learners because this in most cases amounts to working in a jua kali shade and hawking wares. To make matters worse, they see people who never did well in school succeed in life. These are the get-rich-quick grabbers of public property and bribe-seeking public officials. The learner will, therefore be tempted to think that doing C.R.E. will prevent him or her from using shortcuts in life. Responses from the selected public secondary schools addressed this dilemma to some extent.

In primary, Geography, History, Civics and Christian Religious Education are examined as a single subject. Pupils answer only thirty (30) religious education questions in KCPE after studying the subject for eight years. These questions are not sufficient in evaluating the proposed objectives of the syllabus. It is also not a strong base for those who wish to pursue C.R.E at secondary and college levels. Religious subjects should, therefore, be examined as one full paper C.R.E included.

2.4 Influence of Teaching- Learning Resources on Learner's Performance

In Kenya, we have various categories of schools. There are national schools, provincial schools, district schools and private schools. National schools have better

teaching and learning resources compared to the rest. They are closely followed by some provincial secondary schools and a handful of private secondary schools like those managed by the Aga Khan Foundation. Most district schools do not have enough and good resources. Schools with adequate resources such as textbooks and other instructional materials stand a better chance in doing well in national examinations compared to the ill-equipped ones. Inadequate facilities and poor teacher training makes it difficult for learners to perform well at secondary school level. When learners do not have enough textbooks, laboratory equipment and workshop tools they cannot do well in their practical examinations (Gacegoh 1990). However, one area Gacegoh does not address is the attitude. You can have the resources but a negative attitude will affect achievement in a given subject.

In some schools, the only books available are reference books for teachers. Learners rely on lesson notes. Malusu (1997), observes that Christian church sponsor has so far not prepared all the text books. As a result schools have had to depend on commercially produced textbooks, which are in most cases examination-oriented. This means the textbooks in schools are meant for candidates preparing for national examinations. Textbooks determine the sequence, scope and pace in a number of subjects. Eshiwani (1983), found that the availability of textbooks has a positive relationship to achievement in both primary and secondary schools. Textbooks do provide adequate exercises for learners necessary for mastery of concepts and skills. However, one needs to be careful with the use of text books especially the use of Bible. The Bible has some areas with difficult literature to understand. Wassike (1985) also found that the use of the Bible in some cases cause boredom among form three learners who were not Christians.

A study by Endawoke (1997) in Ethiopia establishes that large class size impedes a teacher's chance to correct assignments, homework and classwork. He further observes that a large class size creates a big problem in managing behaviour in the class. Some learners cause disciplinary problems during instruction and this subsequently distracts the other learners from properly attending to the lesson. Endawoke (1997), does not look at the contribution of other teaching and learning strategies in the facilitation of learning. The study looked at the strategies used in the selected public secondary schools vis-a vis performance.

The hard economic times that started in the mid – 1980s forced the government to introduce cost sharing in education at all levels in public schools. The quality of education (Gacegoh 1990), mainly focuses on learning resources in the teaching of C.R.E. in secondary schools. She does not focus on other aspects affecting learning in public schools.

Learners from private schools go to prestigious national and provincial schools where chances of joining university are very high. It is becoming increasingly difficult for children from poor families to pay their way through national and provincial schools. They, therefore, opt for district day secondary schools that are poorly equipped and in most cases understaffed. Many learners in day schools are indisciplined because of community apathy to the schools and easy access to cheap alcohol and drugs. Kombo, (2005), says that the use of drugs in Kenya is not a current issue. He continues to say that not only is there a significant rise in the number of learners that are turning to drugs as a means of escape from problems of life but challenges of

education as well. Such learners would not want to do Christian Religious Education because psychologically it frustrates them by demanding good conduct and discipline. Some of the learners who got high marks but failed to secure chances in National and Provincial schools ended up in some of the local day secondary schools.

Heron in (1979), in his studies in Kenya, notes that a teacher who has to work with a big number of learners in poor conditions, with no equipment would find it impossible to implement the kind of activities he or she has been taught during his or her training. However, his studies concentrates on primary school level.

2.5 Effects of Teacher's Qualifications on Learner's Achievement

Trained teachers exude a lot of confidence while in class. Coupled with some experience in their work, they are bound to do well. Haddad (1978), in a study of thirty-two developing countries found evidence that teacher qualifications are important and concluded that contrary to the arguments presented elsewhere, trained teachers do make a big difference in the profession.

Beeby (1966), examined the problem of educational quality in terms of educational background and training of teachers and asserted that apart from the condition of teaching materials, the standard of teachers is an important element in determining learners' performance. Professional training does enable teachers to impart knowledge more efficiently than those who are not trained. A World Bank report (1980) notes that in-service training makes teachers more effective in their jobs particularly after years of experience in teaching. Oluoch (1982), maintains that if teachers are to have the present levels of teaching competence in the face of change in knowledge and needs of the society, the construction of comprehensive and structured

in-service programmes is essential. In-service provision ensures that teachers become acquainted with new methods and new teaching and learning resources.

Sifuna (1982), in a study on the quality of primary school and pupil achievement in Kenya, concluded that the distribution of teachers is an important determinant in educational quality and their level of training influences learners performance. Although these findings were based on primary education, their relevance to secondary schools may not be ignored due to the continuity between primary and secondary education.

Kinyanjui (1974), points out that the calibre of teachers in any school system forms an important input variable, which can have an impact on school outcome, where educational resources are limited. The teacher is required to carry the extra responsibility of the school system hence he has to provide what the home background does not offer. Luvanga (2003), challenges teachers not to be contented with the knowledge and skills they acquired during the initial training but to regularly seek to grow both academically and professionally.

A study by Eshiwani (1988), on performance in primary schools recognized the role of the teacher qualification in determining performance. The study used Kenya certificate of primary education mock results as dependent variables. However, he did not put into consideration that there is no common mock examinations for all schools in Kenya and the study did not use all the schools in Kenya.

Highly qualified teachers, according to studies possess higher instructional skills, since they are highly motivated they have a positive impact on performance. Caillods (1989), puts it that the quality of education tends to decline as real salaries decline. Good salaries alone cannot produce results. Other factors such as socio-economic background and physical facilities among others come into play and determine achievement of learners in examinations.

2.6 The Learner's Entry Behaviour (KCPE Mean Grade And its Effects on Performance)

After the release of KCPE results in December of every year, headteachers of public secondary schools normally go for form one selection in January the following year. The selection is normally done in a stratified manner, that is, national Schools select first, followed by provincial schools and lastly district schools. A few good private schools select learners who have done well. The best candidates normally join national schools if selected. Second best learners go to provincial schools while the poor ones go to district schools.

Educationists argue that higher achievers at lower levels have got innate ability to perform well in succeeding levels. They are already self-motivated and therefore, have the drive to learn and excel. Some of these candidates who fail to join national schools because of high fees do join day district secondary schools and have ended up doing well in KCSE.

Appia (1979), found that prior achievements have a significant positive achievement among form six learners in Ghana. Maundu (1987), attributed the poor performance in harambee schools to poor calibre of learners admitted in those schools. He therefore

concludes that good academic performance has a positive effect on future learner achievement. However, it has been noticed that sometimes learners with higher mean grade at lower levels do not perform as well at higher levels. There are many other factors affecting achievements in a given subject.

Studies conducted indicate that there is a positive relationship between socio-economic background and learner's performance. Alexander and Simmon's study (1978) in Kenya, Thailand, India, Chile, Congo and Iran found that the family background and socio-economic background factors as more important determinants of learner achievement than school variables such as teacher qualification or expenditure on books. However, studies conducted by Heynemann and Loxley (1983) concludes that pupils from rich families do not perform better in achievement tests and suggest that socio-economic background has much less effect on learner's achievement in developing countries.

Studies such as those done by Eshiwani (1984), focus on performance in sciences and mathematics. However, they do not cover other subjects such as C.R.E. Currently, for a learner to be graded at KCSE level, one of the seven subjects on which grading is based must be a humanity. This backdrop, calls for a study in other subjects as well, hence the need to study factors affecting achievement and enrolment in C.R.E. Hopefully, this will be extended to other subjects offered to find out whether C.R.E should be dropped from our schools because they are secular. Some people argue that C.R.E. should be taught at home by parents and in churches by pastors and priests. The argument is based on the fact that C.R.E. should be a way of life that creates virtues and love in the society. Currently, this is not the case in our society. Moralists do argue the mass media, secularism, devil worship and pornography have

an impact on learners and teachers' attitude towards religious Education. This is an area that requires more investigation by social scientists. Performance and interest are directly linked. The study attempted to address those two areas in the selected public secondary schools in Tiriki West of Vihiga District.

CHAPTER THREE

3.0 DESIGN AND METHODOLOGY

3.1 Introduction

The study used a descriptive survey method to collect the required data. This chapter focuses on the procedures followed in conducting the study. It highlights the design, location, target population, the sampling procedure, construction and validation of the question items that form the research instruments leading to collection of data and data analysis.

3.2 Research Design and Locale

Design

Kerlinger (1973) defines a research design as a plan, structure and strategy of investigating which seeks to obtain answers to various questions. The design of the study was exploratory (survey). According to Babie (1992), survey research is probably the best method available to the social scientist interested in collecting original data for describing a population too large to observe directly. Careful probability sampling provides a group of respondents whose characteristics may be taken to reflect those of the large population and carefully constructed standardized questionnaires provide data in the same form from all respondents. Surveys are also excellent vehicles for measuring attitudes and orientations in a large population.

Singleton (1993), has observed that the ideal setting for any study is one that is directly related to the researcher's interest. He further observes that the ideal setting for any study should be easily accessible to the researcher and that which allows immediate rapport with participants. However, the disadvantage of familiarity with

the informants is that they may refuse to cooperate with the researcher since they would feel that he/she already knows the answer to the questions. Luckily, the researcher attained cooperation in the area of study by establishing a good working rapport with the participants through informal and formal discussions.

Locale

The location of the study was Tiriki West in Vihiga District. Schools in Tiriki West have not been performing well in C.R.E and KCSE in general. This division has a fair cross section of religious sponsors, that is, Catholic, Quakers, Pentecostal Assemblies of God among others, yet the achievement in C.R.E is not good. Again, the area has a fair cross-section of secondary schools, that is, boys boarding, girls boarding, mixed schools (day) and mixed boarding and day.

3.3 Target Population and Sample Selection

Target Population

This study targeted all the 16 public secondary schools in Tiriki West .All the sixteen heads of these schools, fifteen heads of departments, teachers of C.R.E. and form three learners were selected because they were considered to have a comprehensive coverage of the syllabus and by virtue of having selected C.R.E. as one of the elective subjects. The form four learners were omitted because they were an examination class and school authority would not have allowed investigating them when they were preparing for the final KCSE examination. The headteachers were targeted because they directly responsible for the overall supervision and implementation of the curriculum in their respective schools. Heads of department (humanities) and teachers of C.R.E. were targeted because they are the first line of duty in handling C.R.E..

Table 3.1: Target population of the schools where the study was done

CATEGORY	DAY	BOARDING	BOARDING & DAY	TOTAL
Boys School	-	1	-	1
Girls School	-	2	1	3
Mixed School	11	1	-	12

Key: mixed School- a school for both boys and girls

Majority of the schools in the division are mixed (boys and girls) day schools. There is one big provincial boys school in the division. There are three girls' boarding schools two of which are of provincial status and one is of district status and has a day section. The three schools have different sponsors. The dominant sponsor in the division is Pentecostal Assemblies of God (P.A.G).

Sample Selection

Six out of sixteen secondary schools in the division were selected for the study. This sample size constituted 38% of the total number of schools in the division. According to Patton (1990) purposive sampling is used when there exists reasons to limit the sample to the cases that are likely to be "Information rich." Since majority of the schools in the division are mixed and day the researcher had to use other factors such as the sponsors and the status of the school to come up with a sample.

Among the six selected schools, there were two girls' schools, one sponsored by the Catholic Church and the other by Quakers, one of the two girls school was of provincial status and the other was of district status. The remaining four were mixed (boys and girls) schools of district status and different sponsors

3.4 Data Collection and Instruments

Data for this study were collected using the following instruments:

(i.) Questionnaires

A questionnaire consisted of a list of questions relating to the aims of the study. The respondents were teachers and learners who were expected to respond by writing their responses on the questionnaire.

Questionnaires from learners and teachers contained open and closed ended questions. The use of open-ended items was intended to allow the respondents more freedom of response because certain feelings of information could not be revealed using closed ended questions. Questionnaire for learners and teachers addressed learning strategies, attitudes towards the subject, learning resources, performance and community relations with school among others. Matrix type of questions was used in teachers' questionnaires.

Orodho (2004), argues that in education and social science research the most commonly used instruments are questionnaires, interview schedules and observations.

(ii.) Interview Schedule

The investigator used this tool so as to get verbal responses from respondents. The respondents were the headteachers of the six schools where the study was done and also six heads of departments (humanities) in the same schools, sponsors and education officers in the district.

Use of scheduled interviews intended to assist the researcher to do more probing and consequently get to the core of the information given by respondents. An interview schedule was found to be good because respondents who had not adequately answered the questions could easily be convinced to answer all the questions. Close-ended qualitative data, which is also important, explained the results well.

3.5 Piloting

Before the actual study was carried, the researcher pre-tested research instruments. The procedure used in pre-testing the questionnaire was identical to that which was used during the actual data collection. This enabled the researcher to have meaningful observations. Luvanga (2003) in quoting Malusu (1997), observes that adopted instruments require changes following a pilot study.

Pre-testing was important because deficiencies, unclear directions, insufficient space to write responses, clustered questions could be detected early and corrected. Also questions, which were vague, were detected based on the different responses from the respondents. This enabled the researcher to rephrase the questions so that they could clearly convey the same meaning to all the subjects. This enhanced the validity of the instruments.

Piloting also assisted in revealing whether the anticipated analytical techniques were appropriate. Fraenkel and Wallen (1993), define content validity as the judgement on the adequacy of an instrument as it is to be used in a particular study while reliability as used in research, refers to the consistency of scores or answers provided by an instrument. Mugenda and Mugenda (1999), say that one should attempt to improve

the reliability and validity of the procedure, but precise determination of the degree to which they are achieved is often elusive, particularly in the case of validity.

3.6 Data Collection Techniques

Before going to the field, the researcher obtained a letter of permission from the district education office at Vihiga authorizing him to carry out research in public secondary schools in Tiriki West Division of Vihiga District. The researcher then visited the selected schools to get permission from the headteachers in the schools of study. Each of the study schools was given a pre-contact letter stating what the researcher wanted. The researcher established a rapport with the teachers and also made appointments with the headteachers as a way of preparing them psychologically.

The questionnaires were later taken to the learners and teachers in person in order to ensure correct responses, maximum return rate and be on time. The researcher conducted a short preliminary briefing session to the learners and teachers before they started filling the questionnaires. This was to avoid errors. The majority of the teachers took an average of three days to fill the questionnaires while the learners took approximately thirty minutes to fill the questionnaires. In total, the researcher took about three weeks to have the questionnaires filled.

The scheduled interview method was used to obtain in-depth information from head teachers where the researcher intended to carry the study. Opinion leaders particularly the sponsors, a few parents and education officers were subjected to personal interview method. This was done within a period of one and half weeks. During the data collection exercise, absenteeism of some respondents especially

teachers was noted. Two head teachers were also not available despite the fact that appointments had been made. This increased travel cost on the part of the researcher. Two headteachers delegated the duty of answering questions to the directors of studies who were considered more conversant with curriculum matters. This was a blessing in disguise in that the researcher collected more information relevant to the study.

3.7 Data Analysis

The descriptive statistics were used to analyze and present the data. This was done after going through the questionnaires. Reading through a sample of the questionnaire gave the researcher a quick impressionistic summary of the general mood and direction. The large amounts of field data were condensed manually into few manageable groups and tables for further analysis and editing. Editing as a procedure improves the data for coding. The analyzed data were presented in chapter four in percentages and tables of frequency distributions.

The descriptive statistics addressed areas such as, resources, teaching-learning strategies, professional qualifications of teachers, attitude of learners, teachers and stakeholders towards C.R.E.. Descriptive survey research normally is intended to produce statistical information about aspects of education that interest policy makers and educators (Orodho 2004). The findings of the study, conclusions and recommendations are presented in chapters four and five respectively.

CHAPTER FOUR

4.0 DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this study was to find out factors affecting achievement and enrolment in Christian Religious Education (C.R.E.) in selected public secondary schools in Tiriki West division of Vihiga District. In this chapter, the research findings are dealt with under various themes which have been developed from the research questions of the study as follows:

- How academically and professionally qualified are the teachers of Humanities?
- Could other Humanities be affecting the choice of C.R.E. at form three level?
- How close is the sponsor and the school community to the school?
- What problems do teachers of C.R.E. face in the teaching and learning process?
- What are the possible ways of improving teaching and performance of C.R.E. in public secondary schools?
- Are the teaching-learning resources adequate?

The above questions are important because good achievement in C.R.E. cannot be achieved without qualified teachers, adequate resources; support from the community the popularity of the subject among learners and the future career as well. Data were collected from six selected secondary schools in Tiriki West of Vihiga District. It involved fourteen teachers, six heads of departments (humanities) and one hundred and fifty one learners. The heads of those respective schools were also interviewed. In

summary, this chapter presents the analysis of data and research of findings in both tabular and descriptive forms and the frequencies presented in percentages.

4.2 Teaching Experience of the Teachers in the Selected Schools

Researches have shown that teacher's experience affects learners' performance (Blaug, 1970). This is based on the assumption that teachers who have worked for long, develop strong instructional skills capable of raising learner's achievement. Experience is the best teacher.

Table 4.1: Teaching experience of C.R.E. teachers in the six schools.

N=14

Duration of teaching in years	f	%
1-5 years	1	7.1
6-10 years	5	35.7
11-15 years	5	35.7
16-20 years	2	14.3
Over 20 years	1	7.1
Total	14	100

Key: N stands for the total number of teachers who participated in the study

f stands for frequency

% stands for the percentage

Majority of the teachers have experiences ranging from six years to fifteen. They are in their productive years. They should be able to deliver good results. Some of the teachers indicated that they are examiners at K.C.S.E level. More than 50% of the

C.R.E. teachers interviewed revealed that they had taught in one school for over five years. This reflects high retention of C.R.E. teachers. Stability of C.R.E. teachers in particular school makes them understand the problems of the learners right from the beginning and consequently can improve on performance.

4.3 Teaching-learning Resources

A resource is any object or material that facilitates the teaching learning process. Resources include: teachers, the people in the community, realia, radios, computers and television.

Table 4.2: Factors identified by teachers that lead to low enrolment in C.R.E

N=14			
	FACTORS	f	%
1.	C.R.E. lacks resources	7	50
2.	C.R.E. is a difficult subject	-	-
3.	Teaching of C.R.E. alongside SEE	4	28.6
4.	Negative remarks by teachers	-	-
5.	Parents/Guardians are not religious	-	-
6.	C.R.E. does not lead to high paying careers	3	21.4

Any object or material that facilitates the teaching –learning process is referred to as teaching learning resource. Sometimes the equipment recommended for some schools may not work because of lack of electricity. The sponsor (P.A.G.) at one of the secondary schools where the study was done donated five computers for the school but they could not be used because there was no electricity. The phasing out of SEE may create more room for learners to take C.R.E. The careers office in schools should

invite guest speakers to talk to learners. These guest speakers should be those whose careers are closely linked to C.R.E as a subject.

Table 4.3: A Checklist done by heads of department – (humanities) on availability of C.R.E teaching-learning resources

N=6

	RESOURCES		
		AVAILABLE	NOT AVAILABLE
1.	Teachers of C.R.E.	6	-
2.	God's people series books –Forms 1-4	6	-
3.	Bible	6	-
4.	Note Books	6	-
5.	Latest syllabus	6	-
6.	Wall Maps	4	2
7.	Globes	4	2
8.	Posters	3	3
9.	Icons/statues	-	6
10.	Film strips/slides/overhead projector	-	6
11.	Resource persons from community	2	4
12.	Seminars/Workshop	4	2
13.	Other C.R.E., textbooks	2	4
14.	Chalk and Manila paper	5	1
15.	Computer	-	6
16.	Team teaching	-	6

Looking at table 4.3, it is important to note that although there are different types of resources in schools and the market, not all of them are used for learning purposes. The study shows that the most frequently used resources are teachers, the Bible; God's People Series textbooks, notebooks and latest syllabus. Although God's People Series textbook is written as per the new syllabus regulation, it has not been approved by the Ministry of Education, Science and Technology. The book which has been approved by the Ministry of Education, Science and Technology is called "Living the Promise" by Malusu Joseph et-el and published by Longhorn. Only three schools had few copies of this textbook.

The use of wall maps, globes, posters, icons, films team teaching, tours and demonstrations are not common practices. When asked to give reasons why the listed items were not common in their schools, two of the heads of departments said that the items were costly and rare. Of the six public secondary schools visited in Tiriki West, only two schools had an office for the department of humanities. Learners' suggestions on improving C.R.E. as a subject revealed that they would like to be involved more in the learning of C.R.E. through discussions, trips, drama and quizzes.

Brief unstructured interviews with the heads of department (humanities) revealed that meetings for the departments only took place once at the beginning of the term. This is not enough to allow teachers adequate time to discuss issues related to C.R.E. and other subjects. Heads of subjects especially C.R.E. do not organize meetings.

4.4 Professional Qualifications of Teachers

It is argued by curriculum experts that teachers who are professionally qualified have the competence and confidence to enable them handle a learning process effectively. They are even more confident once they attain higher qualifications and when they attend seminars and courses related to their profession.

Table 4.4: Academic and professional qualifications of teachers of C.R.E. in the six schools in Tiriki West division

Professional Qualification of Teachers of C.R.E.	f	N=14
		%
Bachelor of Education	13	92.9
Diploma in Education	1	7.1
Total	14	100

Table 4.4, shows that teachers of C.R.E. have the right professional qualifications to handle C.R.E. In fact, majority (92.9 percent) have a Bachelor of Education degree. This sound academic and professional qualification, should give teachers of C.R.E. and other – humanities a headstart in achieving good results in C.R.E. Sources also indicated that some of the teachers have enrolled for Master of Education degree in the school-based programmes. If these teachers are highly motivated after their masters degree by being given good pay package and promotions, they should be able to improve results in C.R.E.

4.5 Teaching –learning Strategies

Teaching – learning strategies are important for effective learning situation. Normally teaching-learning strategies will depend on the interests of the learners, teacher's competence, objectives, community around the school, time available, resources available, size of class, space available and nature of evaluation (Bishop 1985).

Table 4.5: The teaching-learning strategies used by teachers of C.R.E. in the selected schools

N = 14

	Strategy	f	How Often The Strategy Is Used			
			Very often	Often	Sometimes	Not at all
1.	Lecturing and Explaining	14	7	6	1	-
2.	Library research	14	1	5	8	-
3.	Role play	14	1	-	10	3
4.	Use of resources persons	14	-	1	2	11
5.	Quizzes and Tests	14	10	3	1	-
6.	Assignments	14	10	3	1	-
7.	Field Trips	14	-	-	1	13
8.	Note Making	14	8	6	-	-
9.	Demonstrations	14	-	-	10	4
10.	Use of television, radio, films	14	-	-	-	14
11.	Overhead project	14	-	-	1	13

Majority of the teachers interviewed said that they relied heavily on lecturing and explaining because of scarcity of other teaching-learning resources and for faster completion of the syllabus. However, Bishop (1985) observes that the most productive strategies that could be used to implement teaching of C.R.E. syllabus.

The use of television, radio, films, resource persons, field trips, role-play and overhead projectors is not common in majority of the schools. This essentially means that creative approach, cooperative learning approach, facilitation approach and experiential approach cannot be fully explored by the learners and the teachers as well. The danger with expository approach which is commonly used in the schools where the study was done, is that it can easily turn out to be teacher-centred. When the learner turns out to be passive, he or she loses a lot. Teachers need to change their teaching – learning strategies in favour of the learner.

Ayot and Patel (1992), argue that lecture method limits learning at the knowledge level. They argue that to develop reproductive skills and productive level skills, the learner must carry out learning activities that will help her or him to develop various skills. Teachers need to be aware of the fact that the new approach in teaching – learning has become a technological process. The teachers should serve the role of facilitators in the teaching -learning process.

4.6 Other factors affecting enrolment and achievements in C.R.E in the selected schools

Among the other factors affecting enrolment and achievement in C.R.E in the schools where the study was done are: Bible use in class, textbook ratio, learner’s attitude towards C.R.E, the role of the sponsor and continuous assessment tests and quizzes.

Table 4.6: Learners ranking of subject preference if made compulsory

N=151		
Subject	f	%
History and Government	27	18
Geography	18	12
C.R.E	80	68
SEE	3	2

Based on table 4.6, the study revealed that majority of the learners at form three level would prefer to do C.R.E even if it were made compulsory. This represented 68 % of the total number of learners who filled the questionnaire in the six-selected public schools. It was followed by History and Government at 18 %, followed by Geography 12 % and finally SEE at 2 %. The fact that SEE has been phased out of the curriculum

could explain why very few learners now prefer it. At one of the secondary schools all the ninety form three learners take C.R.E despite the fact that there is no single C.R.E. textbook for learners.

In one of the secondary schools, sixteen out of thirty-two form three learners take C.R.E. while sixty-five do C.R.E. at the three-streamed provincial girls school. At one of the schools sponsored by (P.A.G), a total of seventy-two learners out of eighty-eight form threes take C.R.E.

All the learners who participated in the study indicated that they came from Christian families and that their parents and guardian go to church. This is an area that needs to be strengthened by teachers so that it can translate into positive attitude towards the subject and good performance as well.

Table 4.7: Learners appraisal of teacher's use of the Bible during the teaching-learning process

N=14		
Bible use in class	f	%
Those who use	124	79.5
Those who do not use	31	20.5

From table 4.7, it is clear that teachers have underscored the importance of the bible in the learning –teaching process of C.R.E.. Majority of the learners (one hundred and twenty which is 79.5%) indicated that teachers use bible in class during C.R.E. lessons. In a world where people believe that those who do not carry or read the bible are devil worshippers, this is a very good attitude, displayed by teachers. The strong indication they give to the learners is that the Bible is one of the major books to be used during C.R.E. lessons. The first missionaries who visited East Africa in the early

part of twentieth century used the Bible as the main textbook in the first schools they attempted to set up.

Table 4.8: Learners who have Bibles and either use or do not use in class regularly

N=151

Bible use in class	f	%
Always use their Bible	98	64.9
Sometimes use the Bible	51	1.3
Do not use the Bible	2	33.8
Total	151	100

From the data analysis in table 4.8, there is a strong indication that learners use bibles in class during lesson time. This indicates that learners know the importance of the Bible in studying C.R.E.. The few who do not use the Bible regularly during the lesson should be encouraged by the teachers to do so. It is one of the ways of creating an interest in the subject.

Table 4.9: C.R.E. textbook ratio in form three in the selected schools

N= 151

Textbook Ratio	f	%
Every learner gets a text book	9	6.0
Two learners share a text book	45	29.8
More than two learners share a book	67	44.4
The school has no C.R.E. text book	30	19.8

Textbook ratio for the learners in the six schools is low. The commonly used textbook is God's People Series from form one up to form three. The other textbooks such as Secondary Christian Religious Education by Kenya Literature Bureau and Macmillan Secondary C.R.E. learners book by Wambari and Karanja were not available. In one of the schools, there was no single C.R.E. textbook. The learners and teachers of C.R.E. were frank enough to admit it. Eshiwani (1983), notes that textbooks do

provide adequate exercises for learners as well as mastery of concepts and skills. More than 74% of the learners interviewed indicated that one textbook is shared between two learners or even more. A closer look at the libraries of the schools where the study was done showed that they are not well-equipped with reference books. This needs to be addressed in order to better performance in C.R.E.

Although the textbooks indicated are in line with the current syllabus, they have not been approved by the Ministry of Education, Science and Technology. It could be a case where the headteachers were influenced to buy textbooks from their friends or it could be because the books are examination oriented. Most of the heads of department and teachers of C.R.E. said they have never been given the chance by the headteacher to buy textbooks for learners. Currently, one of the recommended textbooks of C.R.E is “Living the Promise” written by Joseph Malusu, Winrose Rono, Alice Gunyali and Pamela Owiti. This book has been approved by the Ministry of Education, Science and Technology. Even though there is a free market economy, the government should make sure that only the right textbooks are used in schools.

Table 4.10: Learners responses to their attitudes towards C.R.E.

N=151							
	RESPONSE	SD	D	U	A	SA	TOTAL
1.	Like C.R.E..	1	3	0	58	88	151
2.	C.R.E. is an important subject in school.	7	3	0	52	80	142
3.	I get bored during C.R.E. lesson.	96	39	8	5	3	151
4.	Our teacher of C.R.E. is not a role model.	80	47	1	10	7	145
5.	C.R.E. is only for saved learners.	84	45	4	3	6	142
6.	I fee happy when C.R.E. teachers misses a lesson.	84	46	0	8	5	143
7.	I like the way C.R.E. teacher teaches.	4	2	2	55	88	151
8.	C.R.E. teacher keeps time.	8	4	5	66	68	151
9.	I hope to pursue a C.R.E. related course in future	9	10	15	48	69	151
10.	C.R.E. helps to shape the behaviour of learners and people in general.	6	1	1	39	104	151

Key:

- Agree - A
- Disagree - D
- N - stands for the total number of responses from learners
- Strongly Agree - SA
- Strongly disagree - SD
- Undecided - U

Basing on table 4.10, 88 learners which is 58.3% strongly agree that they like C.R.E. while 58 which is 38.4% like C.R.E. This is an indication that C.R.E is still a popular subject. Majority of the learners who were 100 strongly agreed while 39 agreed that C.R.E. helps in shaping the behaviour of learners and people. In general, many of them hope to pursue a C.R.E. related course in future. Unfortunately, this goodwill and enthusiasm have not yet been translated into quality grades in C.R.E..

Table 4.11 Learners response on how often the sponsor talks to them on assembly and other forums

N =151

Response	F	%
Very often	21	13.9
Often	21	13.9
Sometimes	57	37.7
Does not always visit school	21	13.9
Has never visited school	31	20.5

The churches as sponsors are critical because they started many schools. In fact, the law of Kenya gives them a say in the management of the schools they sponsor. The sponsors of the schools where I conducted the study are Quakers, the Catholic Church and the Pentecostal Assemblies of God. With the exception of the Catholic Church,

the other two sponsors are not very close to their schools. Two of the headteachers confided in the researcher that the sponsor only comes to attend board meetings and pray for form four candidates, when they are about to sit their KCSE. As for the teachers, they did not have kind words for the sponsor. In one of the schools, the teachers said that the sponsor only comes to draw allowances when a Board of Governors meeting is called. Judging from table 4.11, some of the sponsors occasionally visit their schools or do not visit them at all. This is a bad trend that needs to be corrected.

Table 4.12: Number of Continuous Assessment Tests done in a term in the selected schools

N = 151

Number of Times	f	%
One test	1	0.7
Two tests	113	74.8
Three tests	29	19.2
Many tests	8	5.3

The inference from table 4.12, is that schools only do two continuous assessment tests and occasionally do one or two quizzes in a term. This is not enough, considering that quite a bit of information is covered in a given topic in C.R.E. as a subject. The continuous assessment tests can be two but the quizzes need to be many so that learners can establish a thorough grasp of the content.

For good performance to be achieved in C.R.E and other subjects, there should be a combination of several factors. First, there should be right teaching-learning atmosphere. Both the teacher and the learner must be highly motivated. Schools must avail the right resources for teaching and learning purposes. The community around

the school should be supportive. In one of the schools, it was found that the surrounding community had a negative attitude towards the school by making negative remarks about the administration and performance. The performance of this school was found to be poor and even enrolment was on downward trend. It is important that the sponsor of the schools be close in terms of material and moral support.

The sponsor together with the Ministry of Education, Science and Technology should organize seminars for the teachers of C.R.E from time and again in order to popularize the subject and boost the performance. Both formative and summative evaluation should be encouraged so that all the parties, that is, teacher and learner can be put on their toes. Parents should also be supportive by ensuring that they pay school fees on time so that resources needed to better performance are put in place in the schools. The performance in C.R.E. was between C- and B in the six schools in the past five years. Performance in SEE has been between B plus and D plus over the last five years in the six schools with best results being recorded in schools D and F (refer to Annex V).

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to find out and understand factors affecting achievement and enrolment in Christian Religious Education in selected public secondary schools in Tiriki West of Vihiga District. As a subject C.R.E., is very important in shaping the morals of Kenyan people and more so the youth. It was envisaged that the study would come up with recommendations on how to boost achievements and enrolment in C.R.E as a subject.

5.2 Summary of Research Findings

This chapter focuses on the research questions designed for this study with respect to findings obtained in chapter four. The conclusions arrived at are stated and recommendations made in this chapter.

Despite the fact that C.R.E. is a very important subject in human lives, the low achievement in it has been an area of concern to many researchers. Quizzes and Continuous Assessment Tests given to learners were found to be few.

The study revealed that a single textbook was shared between two or more learners. In two of the schools, learners had no single textbook of C.R.E. They solely relied on the teacher of C.R.E for notes. This limited the time learners had for personal study at school and home.

The performance in C.R.E has not been good enough as revealed in Annex V . It could be argued that learners admitted to the schools especially day schools where much of the study was done, were admitted on the account of boosting enrolment and not because they qualified. However, further investigation needs to be done to establish whether this is true or not. The encouraging development however is that majority of the learners are moving towards C.R.E. with the phasing out of SEE. This means that C.R.E as an academic subject is going to compete favourably with other humanities. An interview with the headteachers of the schools where the study was carried revealed that the attitude of teachers of C.R.E. was good. However, they complained about the discrimination in salary when compared to science teachers. When pitted against other humanities, performance in History and SEE was found to be slightly better than C.R.E. in some years. It is hoped that with time C.R.E. shall be better performed than the other humanities. There were indications that the school administration was planning to purchase more textbooks to boost the performance in C.R.E. With the phasing out of SEE, it is hoped that the enrolment in C.R.E. would go up.

5.3 Conclusion

The study set out to find factors affecting achievement in Christian Religious Education in selected public secondary schools in Tiriki West Division of Vihiga District. The study found out that though the schools have teachers of C.R.E., the achievement and enrolment are still low. From the foregoing findings of the study, it can be concluded that are various factors affecting enrolment and achievement in C.R.E.. These include over reliance on lecture style of teaching, insufficient

textbooks, teacher apathy and low testing which translate into poor results in examination

Because of walking to and from school learners easily get tired and they cannot concentrate on their academic work. The economic empowerment in Tiriki West is low hence socio-economic mobility will stagnate. Learners who are sent away because of school fees waste a lot of time at home because their parents cannot get fees on time. The leaders of Tiriki West should think in terms of mobilizing resources in this area in order to empower residents economically. Learner's interest is an important factor in achievement. Consequently, teachers should always work hard and well so as to help a learner whose interest is low in the subject.

Whereas History and Government, Social Education and Ethics and Geography have experienced a steady increase in the number of candidates, C.R.E. has experienced a gradual increase for the last ten years. The number of grade 'A' in History and Government and Social Education and Ethics has been higher than C.R.E.

Measurers geared towards raising achievement and enrolment of learners in C.R.E., as a subject should be instituted. They include good pay package for the teachers, right teaching and learning strategies, support from the sponsor and community in general, proper physical facilities and finally proper co-ordination and maximum utilization of the available resources. This means that the headteachers must take a leading role. They should be in school most of the time to oversee the goings on.

5.4 Recommendations

These are the recommendations made from the study:

- Teachers of C.R.E. should be encouraged to attend in-service programmes, seminars and courses in order to boost their efficiency and effectiveness.
- It is important that teachers take seriously the testing and evaluation policies of the ministry and their individual schools in order to better performance in C.R.E. and their subjects.
- Headteachers should ensure that schools have enough learning resources, especially, textbooks. They should organize a book donation day for their schools.
- All parents, teachers and guardians regardless of their level of education should endeavour to explain to their children the importance of C.R.E. as a subject.
- For resources to be efficiently utilized, a secondary school should have a minimum of three streams. Under-utilization of resources in secondary schools in the division was noted especially in schools, which have one stream.
- The utilization of computer technology should be encouraged in public secondary schools so that learners can be able to fit in the ever-changing world.
- Assignments, quizzes and continuous assessment tests should be given to learners from time and again to cater for the mixed ability and improve results as well.
- The sponsor together with the Ministry of Education Science and Technology should organize more seminars for teachers of C.R.E. in order to better performance and to equip them with the right teaching and learning strategies.

- Keeping learners in class rather than sending them home to collect fee balances can enhance performance. To this end, the government should intensify the system of granting bursaries to learners who come from poor families in day secondary schools.
- Teachers should do all they can to motivate their learners. Both intrinsic and extrinsic motivation should be used by teachers to assist low achievers.

5.5 Suggestions For Further Research

- A comprehensive investigation should be conducted on the learners' attitude towards Religious Studies at college and university levels.
- Given that the dominant Church in Tiriki West Division is Pentecostal Assemblies of God, a study should be carried out to find out its contribution in shaping the moral fiber of the youth.
- The study concentrated on public secondary schools. It would be interesting to find out whether the same factors identified in this study affect achievements and enrolment in primary schools.

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ANNEXTURES

Annex I

Pre contact letter

Kenyatta University,
P. O. Box 43844,
Nairobi.

To the Head teacher

Dear Sir/ Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a post graduate student at Kenyatta University currently preparing to conduct a study on factors affecting achievement in C.R.E. in selected public secondary schools in Tiriki West Division of Vihiga District. This is in line with my masters of education degree programme.

The study will involve a minimum of thirty (30) form three C.R.E. learners of each of the selected public schools, Head of subject -C.R.E., Head of Department – Humanities. The study is purely academic and the responses will be kept confidential.

I wish to be in your school for data collection in the month of June, 2005.

I look forward to your invaluable assistance to enable me to complete my studies on time.

Thanking you in advance.

Yours faithfully,

Amugune A. Aggrey

Annex II

Dear learner

The achievement in Christian Religious Education (C.R.E) at KCSE level has been an area of concern since early 1990's.

Your school has been identified and selected for the study and you have been earmarked to participate in this study.

The researcher is confident that your responses will go a long way in addressing some of the problems, issues and challenges we are faced with in this very important area of curriculum.

Your participation and response will be treated with maximum confidence and used for research purpose only.

Thank you in advance for your co-operation.

Yours sincerely,

Amugune A. Aggrey

Learner's Questionnaire

Instructions:

- 1 Do not put your name in the questionnaire.
- 2 Kindly answer ALL questions contained in the questionnaire

Section A

- 1 What is your age?
- 2 What is your sex?
- 3 What is your religion? (Indicate by ticking)

Christianity

Islam

Others - specify.....

4 Of the four humanities which one would you wish to do if made compulsory in form 3 and 4(tick your choice)

History and Government

Geography

C.R.E

SEE

5 Does your C.R.E teacher carry a Bible to class during C.R.E lesson?

YES NO

6 Apart from the end term C.R.E examination, how many continuous assessment tests (CATs) do you do in a term?

One

Two

Three

Many

7 How many learners have bibles in your class? (indicate by ticking

All

None

Few

Section B

1 How are C.R.E. books distributed in your class? (Indicate by ticking)

a) Every learner gets a text book

b) Two learners share a textbook

c) More than two learners share a book

d) The school has no C.R.E. textbooks

- 2 You are to express on a five-point scale the extent of agreement between the feeling expressed in each statement and your own personal feelings towards it. The five points are as follows:

Strongly disagree (SD)

Disagree (D)

Undecided (U)

Agree (A)

Strongly Agree (SA)

Put a tick (✓) under the letter which best indicates how closely you agree or disagree

with the feelings in each statement:

No	STATEMENT	SD	D	U	A	SA
(a)	I like C.R.E					
(b)	C.R.E. is an important subject in school					
(c)	I get bored during C.R.E. lesson					
(d)	Our teacher of C.R.E. is not a role model					
(e)	C.R.E. is only for saved learners					
(f)	I feel happy when C.R.E. teacher misses a lesson					
(g)	I like the way C.R.E. teacher teaches					
(h)	C.R.E. teacher keeps time.					
(i)	I hope to pursue a C.R.E. related course in future					
(j)	C.R.E. helps to shape the behaviour of learners and people in general.					

3. How often does the sponsor talk to learners on assembly or any other forum at school? Tick ()

(i). Very often

(ii). Often

(iii). Sometimes

(iv). Does not always visit school

(v). Has never visited the school

4. Do you come from a family where family members go to church?

Yes

No

5. Are you happy with KCSE-C.R.E results in the last three years?

Yes

No

Give reasons for your answer:

.....
.....

6. Suggest three reasons, which you think, have contributed to the current performance in C.R.E in your school.

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

7. Suggest five ways in which C.R.E can be made more popular in your school.

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

8. Of what importance is C.R.E. to you as a person and the nation at large?

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

ANNEX III

Dear teacher,

Christian Religious Education as a subject in our curriculum has apparently become an area of concern to many people. Good achievement in C.R.E. has almost become elusive. Attached is a questionnaire in which the researcher is investigating the probable cause of this situation.

Your school has been identified and selected for the study. Consequently, you are kindly requested to take part in this study. The researcher is confident that your participation and responses (verbal and written) will go a long way in addressing some of the challenges faced in this important area of education.

Your participation and responses will be treated with utmost confidence and only used for research purpose.

Thank you in advance for your cooperation.

AMUGUNE A. AGGREY.

Teacher's Questionnaire

Section A

Kindly answer all the questions below.

(1). What is your professional qualification? Tick ()

(a) MED

(b) BED

(c) BA/BSC

(d) DIP ED

(e) OTHER-Specify

(2). What is your teaching experience? Tick ()

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16-20 years

e) Over 20 years

(3). How many lessons do you have per week?

.....

(4). What are your subject areas as studied in college/university?

Major

Minor

(5). Of the two subjects in question 4, which one would you most like to teach and why?

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

(6). Is there a departmental office for humanities? Tick (✓)

Yes

No

(7). How many teachers of C.R.E. does the school have?

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

(8). Do they all teach C.R.E.? Tick (✓)

Yes

No

(9). How close is the sponsor to the school? Tick ()

Very Close

Close

Not Close

I don't Know

(10). How many times have you attended courses/seminars related to C.R.E.?

.....

.....

.....

Section B

(1). The following are some of the strategies a teacher may use in his/her teaching career. Please indicate by ticking () in the columns below whether these methods are used in the department of humanities.

- **Very often (VO)**
- **Often (O)**
- **Sometimes (S)**
- **Not at all (NA)**

STRATEGY/ACTIVITY	HOW OFTEN DO TEACHERS USE IT?			
	VO	O	S	NA
Lecture				
Library Research				
Role play				
Use of resource persons				
Quizzes and tests				
Assignments				
Field Trips				
Note making				
Demonstrations				
Use of TV, Radio, Films, wall maps, Overhead projector				

(2). Below are statements related to some teaching activities. You are supposed to indicate by ticking () how often you carry those activities

- (4) Very often
- (3) Often
- (2) I can't tell
- (1) Rarely
- (0) Never

ACTIVITY	HOW OFTEN DO TEACHERS USE IT?				
	4	3	2	1	0
Encourage learners to do C.R.E.					
Helping weak learners in C.R.E.					
Use of billboards and posters in class.					
Reading scriptural texts during lesson time					

(3). Are the following instruments available in the office of humanities? Tick (✓)

Schemes of work YES NO

Lesson plan YES NO

Lesson notes YES NO

Record of work book YES NO

Mark books YES NO

Maps and charts YES NO

(4). To what extent does the sponsor of the school influence achievement in C.R.E.

as a subject in your school? (Indicate by ticking ✓)

Very much

Much

Not at all

I don't know

Little

(5). Below are some of the factors leading to low enrolment in C.R.E. Tick ()

	FACTORS	RESPONSE(<input checked="" type="checkbox"/>)
1	C.R.E. lacks resources	
2	C.R.E. is a difficult subject	
3	Teaching of C.R.E. alongside SEE	
4	Negative remarks by teachers	
5	Parents/guardians are not religious	
6	C.R.E. does not lead to high paying careers	

(6). Indicate performance and enrolment in C.R.E. against other humanities in the table below:

YEAR	NUMBER OF LEARNERS C.R.E.	MEAN	NUMBER OF LEARNERS HISTORY	MEAN	NUMBER OF LEARNERS GEOG.	MEAN	NUMBER OF LEARNERS SEE	MEAN
2000								
2001								
2002								
2003								
2004								

Section C

(1). a. What are the emerging issues among learners in relation to discipline and morality?

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

b. What has been put in place to address the above situation?

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

(2). COMMUNITY –SCHOOL RELATION

a. Are the relations hostile or cordial?

b. Why is this the case?

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

(3). In your opinion, what should schools do to improve results in C.R.E.?

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

(4). Is the Ministry of Education doing enough to better achievement and enrolment in C.R.E.? Yes No

(5). Is the school administration doing enough to enhance performance in C.R.E.?

Yes No

Give reasons for your answer

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

(6). How does your school compare in terms of results in C.R.E. to other schools in the division?

(7). Which years did you complete secondary school and college/university?

Annex IV

Questionnaire for the H.O.D.

Introduction

This study is intended to determine factors affecting achievement in C.R.E. in public schools in Tiriki West. Kindly fill in the table below showing the grades of learners over the years in humanities. This information will help educational planners in addressing the concerns related to achievement and attitude towards C.R.E. in public secondary schools.

Thank you in advance for your cooperation.

Sign _____

Date _____

Amugune A. Aggrey

For the Head of Department-Humanities

Kindly fill this checklist

A checklist of the available C.R.E. teaching-learning resources

Name of the school: _____

Type of school: _____

Resources	Available	Not available
Teachers of C.R.E.		
God's People series books forms one to four		
Bible		
Note books		
Latest syllabuses		
Maps (wall)		
Globes		
Posters		
Icons / statues		
Film strips		
Slides		
Resource persons from community		
Seminars for teachers of C.R.E.		
Any other C.R.E. text book in use		
Chalk, manila paper		
Others -specify		

2. Have the head and sponsor been supportive of C.R.E. as a subject?

Yes No

Give reasons for your answer

To be filled by the H.O.D Humanities

Performance in C.R.E. and other subjects since 2000 in the schools where the study was done

SCHOOLS	SUBJECTS	2000	2001	2002	2003	2004
SCHOOL A	C.R.E.					
	HISTORY					
	GEOGRAP HY					
	SEE					
	ENGLISH					
SCHOOL B	C.R.E.					
	HISTORY					
	GEOGRAP HY					
	SEE					
	ENGLISH					
SCHOOL C	C.R.E.					
	HISTORY					
	GEOGRAP HY					
	SEE					
	ENGLISH					
SCHOOL D	C.R.E.					
	HISTORY					
	GEOGRAP HY					
	SEE					
	ENGLISH					
SCHOOL E	C.R.E.					
	HISTORY					
	GEOGRAP HY					
	SEE					
	ENGLISH					
SCHOOL F	C.R.E.					
	HISTORY					
	GEOGRAP HY					
	SEE					
	ENGLISH					

Annex V

Performance in C.R.E. and other Humanities since 2000 in the schools where the study was done

SCHOOLS	SUBJECTS	2000	2001	2002	2003	2004
SCHOOL A	C.R.E.	C-	C-	C-	C-	C-
	HISTORY	C-	C-	C-	C-	C-
	GEOGRAP HY	C-	C-	C-	C-	C-
	SEE	D+	D+	D+	D+	C+
	ENGLISH	D+	D+	C-	D+	D+
SCHOOL B	C.R.E.	-	B-	B-	C	C+
	HISTORY	C-	D+	D+	C	C-
	GEOGRAP HY	D+	D+	D+	D+	C+
	SEE	C	C	C	C+	-
	ENGLISH	D	D+	D+	D	D+
SCHOOL C	C.R.E.	C+	B	C+	C	C-
	HISTORY	D	D	D	D	D+
	GEOGRAP HY	D	D-	D	D	D
	SEE	C-	C	D+	C-	-
	ENGLISH	D+	D+	D	D	C-
SCHOOL D	C.R.E.	C+	C+	C+	B	B
	HISTORY	D+	C-	D+	C	C+
	GEOGRAP HY	D+	D+	D+	C	C+
	SEE	C	B-	C+	B-	B
	ENGLISH	D+	C-	D	D+	C-
SCHOOL E	C.R.E.	C	-	C	B-	C+
	HISTORY	D+	C	C	C	C+
	GEOGRAP HY	C-	C-	D+	C-	C-
	SEE	C	C	C-	C+	C+
	ENGLISH	C-	D+	D+	D+	C-
SCHOOL F	C.R.E.	C+	B-	B-	C+	B-
	HISTORY	C	C	C+	C+	C
	GEOGRAP HY	C-	C	D+	D+	C-
	SEE	C+	B-	B+	B	-
	ENGLISH	C-	C-	C-	C-	C