

**CHALLENGES AFFECTING EFFECTIVE TEACHING AND LEARNING OF
HIV/AIDS EDUCATION INTEGRATED INTO CHRISTIAN RELIGIOUS
EDUCATION IN SECONDARY SCHOOLS IN KENYA:
CASE OF BUNGOMA COUNTY**

JULIA SITUMA

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY IN RELIGIOUS
EDUCATION**

**DEPARTMENT OF CURRICULUM, INSTRUCTION
AND EDUCATIONAL MEDIA**

MOI UNIVERSITY, ELDORET

2013.

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my own work and has not been presented for a degree or any other award in this university. All the sources I have used or quoted have been indicated and acknowledged.

.....

JULIA SITUMA

DATE

EDU/D.PHIL.CM/20/09

DECLARATION BY THE SUPERVISORS

This thesis has been submitted with our approval as university supervisors.

.....

PROF. CHRIS MUKWA

DATE

Department of Curriculum, Instruction
and Educational Media, Moi University.

.....

REV. PROF. AGGREY WALABA

DATE

Department of Curriculum, Instruction
and Educational Media, Moi University.

DEDICATION

This work is dedicated to my parents, Japheth Situma and Everlyn Situma and my late beloved sister, Carolyne N, Situma

ABSTRACT

The purpose of this study was to establish challenges in the teaching and learning of Christian Religious Education (CRE) that affect its provision and integration of effective HIV/AIDS education in secondary schools in Bungoma County, Kenya. The objectives of the study were to establish: the preparedness of the CRE teachers, the attitudes of CRE teachers and students, the methods and instructional resources, the adequacy and relevance of the CRE syllabus and recommended textbooks in relation to integration of HIV/AIDS education into the CRE curriculum. All public registered secondary schools with CRE students from form one to four were 161 and were all targeted. The study also targeted all CRE teachers who've taught the subject from form one to form four and all four CRE students from Bungoma County. Stratified random sampling was used to select the 62 secondary schools that were used in the study while simple random sampling was used to select 102 teachers and 462 students who participated in the study. The study was guided by concepts and theories on factors affecting curriculum development and innovation by curriculum developers such as Farrant, Bishop, Gross and others. The research instruments for this study were questionnaires, document analysis guide and observation checklist. Data from questionnaires and observation checklist were quantitatively analysed using descriptive statistics while data from the documents were qualitatively analysed. The study found that there were challenges in the teaching and learning of CRE in secondary schools that affected its provision and integration of HIV/AIDS education in its curriculum. Some of the challenges were: the CRE teachers are not well prepared to provide and integrate HIV/AIDS education into the CRE curriculum, inadequate learning resources, inadequate use of the available learning resources, inadequate content on HIV/AIDS in the secondary school CRE recommended textbooks and inadequate organization of HIV/AIDS topics within the secondary school CRE syllabus. The study further established that both the CRE teachers and students had a positive attitude towards the role of the CRE in the provision of HIV/AIDS education. Consequently, the study recommended that the ministry of Education should organize for in-service training for CRE teachers in secondary schools on how to provide and integrate HIV/AIDS education in the CRE curriculum and the methods to use to teach effectively. The study also recommended that Kenya Institute of Curriculum Development (KICD) should review the secondary school syllabus and organize the topics in such a way that HIV/AIDS issues are taught at all levels (form 1-4). This study also recommended that the authors and publishers of secondary school CRE recommended textbooks to review them so that what is lacking on HIV/AIDS issues can be included in the revised editions. The study further recommended that the Ministry of Education should organize for provision of learning resources in secondary schools in Kenya. The study is significant because the recommendations made can be used to improve on provision and integration of HIV/AIDS education in the CRE curriculum in secondary schools in Kenya.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ABSTRACT.....	iii
LIST OF FIGURES.....	x
LIST OF TABLES.....	xi
ABBREVIATIONS AND ACRONYMS USED.....	xii
CHAPTER ONE.....	1
INTRODUCTION TO THE STUDY.....	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	9
1.3 Purpose of Study.....	11
1.4 Objectives of the Study.....	12
1.4.1 Main Research Objective.....	12
1.4.2 Specific Research Objectives.....	12
1.5 Research Questions.....	13
1.5.1 Main Research Question.....	13
1.5.2 Specific Research Questions.....	13
1.6 Significance of the Study.....	14
1.7 Scope and Limitations of the Study.....	14
1.8 Theoretical Framework.....	15
1.9 Conceptual Framework.....	18
1.10 Definition of Operational Terms.....	20
1.11 Summary of Chapter One.....	24

CHAPTER TWO.....	25
LITERATURE REVIEW.....	25
2.0 Introduction.....	25
2.1 Basic Facts on HIV/AIDS.....	25
2.2 History on the Discovery and Spread of HIV/AIDS.....	27
2.3 Global HIV/AIDS Prevalence and Distribution.....	29
2.4 Regional HIV/AIDS Prevalence and Distribution.....	30
2.5 HIV/AIDS in Sub-Saharan Africa.....	33
2.6 HIV/AIDS Prevalence and Distribution in Kenya.....	34
2.7 Reports and Researches on HIV/AIDS among Young People.....	36
2.8 Researches on HIV/AIDS and the Youth in Secondary Schools in Kenya.....	40
2.9 National Goals of Education in Kenya in Relation to HIV/AIDS Education.....	44
2.10 Objectives of Teaching CRE in Secondary Schools in Kenya in Relation to.....	46
HIV/AIDS Education.....	46
2.11 Communication Models and the Teaching of CRE in Relation to HIV/AIDS Education.....	47
2.12 Preparedness of the Secondary School Teachers in Provision of HIV/AIDS Education.....	51
2.13 The Attitudes of Teachers and Students.....	57
2.14 Methods and Instructional Resources of Teaching and their Effectiveness.....	62
2.15 The Content of the Syllabus and Textbooks in Relation in Provision of HIV/AIDS Education.....	66
2.16 Extent to which Students are Provided with HIV/AIDS Education.....	71
2.17 Summary of Chapter Two.....	72

CHAPTER THREE.....	73
RESEARCH DESIGN AND METHODOLOGY.....	73
3.0 Introduction.....	73
3.1 Study Area.....	73
3.2 Research Paradigms and Methodology.....	75
3.3 Thesis Epistemology.....	80
3.4 Research Design.....	80
3.5 Study Population.....	83
3.6 Sampling Procedures and Sample Size.....	84
3.7 Variables for the Study.....	89
3.8 Data Collection Instruments.....	91
3.8.1 Questionnaires.....	91
3.8.2 Document/Content Analysis Guide.....	93
3.8.3 Observation Checklist.....	95
3.9 Procedure of Development and Administration of Research Instruments.....	97
3.10 Validity of Research Instruments.....	99
3.11 Reliability of Research Instruments.....	101
3.12 Data Analysis and Interpretation.....	103
3.13 Summary of Chapter Three.....	103
CHAPTER FOUR.....	105
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND.....	105
DISCUSSION OF THE FINDINGS.....	105
4.0 Introduction.....	105
4.1 Characteristics of the Samples.....	106
4.1.1 Socio- demographic Characteristics of Teachers.....	107

4.1.2 Socio- demographic Characteristics of Students.....	112
4.2 The teachers’ preparedness in providing HIV/AIDS education to the learners.....	113
4.3 The Attitude of CRE Teachers and Students towards the Role of the Subject in Providing and Integration of HIV/AIDS Education.....	122
4.3.1 The Attitude of the CRE Teachers.....	122
4.3.2 The Attitude of CRE Students.....	126
4.4 The Methods and Instructional Resources for Teaching CRE and their Effectiveness in Providing HIV/AIDS Education.....	130
4.4.1 Methods of Teaching CRE and HIV/AIDS Content.....	131
4.4.2 Instructional Resources for Teaching HIV/AIDS and CRE.....	136
4.5 Analysis of the Contents of the CRE Syllabus.....	141
4.6 Analysis of the Contents of Recommended CRE Textbooks.....	142
4.6.1 God’s People Book 1-4 by Oxford University Press.....	143
4.6.2 Secondary CRE form 1-4 by Kenya Literature Bureau.....	144
4.6.3 Living the Promise form 1-4 by Longhorn (K) Publishers.....	145
4.6.4 Love thy Neighbor CRE form 1 – 4 by Macmillan Publishers.....	146
4.6.5 Foundation CRE forms 3 and 4 by Jomo Kenyatta Foundation.....	147
4.7 Extent to which HIV/AIDS Education is Provided to CRE Students.....	150
4.8 Discussion of the Findings.....	154
4.8.1 The Preparedness of CRE Teachers in Providing HIV/AIDS Education.....	154
4.8.2 The Attitudes of CRE Teachers and Students towards the Provision and Integration of HIV/AIDS Education.....	156
4.8.3 Methods and Instructional Resources of Teaching CRE and their Effectiveness....	157
4.8.4 Content of the CRE Syllabus and Textbooks and their Effectiveness.....	158
4.8.5 The Extent to which CRE Students are Provided with HIV/AIDS Education.....	159

4.9 Summary of Chapter Four.....	159
CHAPTER FIVE.....	160
SUMMARY OF THE FINDINGS, CONCLUSIONS AND.....	160
RECOMMENDATIONS.....	160
5.0 Introduction.....	160
5.1 Summary of the Findings.....	161
5.1.1 The Preparedness of the CRE Teachers in Providing and Integrating.....	161
HIV/AIDS education.....	161
5.1.2 The Attitudes of CRE Teachers and Students towards the Role of the Subject in Providing and Integrating HIV/AIDS Education.....	162
5.1.3 The Methods and Instructional Resources Available and used for Teaching.....	164
CRE and their Effectiveness in Providing HIV/AIDS Education.....	164
5.1.4 Analysis of the Contents of the Secondary School CRE Syllabus.....	166
5.1.5 Analysis of the Contents of the Secondary School recommended CRE Textbooks	167
5.1.6 The Extent to which HIV/AIDS Education is Provided to CRE Students.....	168
5.2 Conclusions.....	168
5.3 Recommendations.....	169
5.4 Suggestions for Further Research.....	172
REFERENCES.....	173
APPENDICES.....	184
APPENDIX A: QUESTIONNAIRE FOR CRE TEACHERS.....	184
APPENDIX B: STUDENTS' QUESTIONNAIRE.....	197
APPENDIX C : CONTENT ANALYSIS GUIDE ON THE CRE SLLABUS AND.....	204
AND RECOMMENDED TEXTBOOKS.....	204

APPENDIX D: OBSERVATION CHECKLIST.....	212
APPENDIX E : A LIST OF SECONDARY SCHOOLS RECOMMENDED.....	213
TEXTBOOKS FOR TEACHING CRE.....	213
APPENDIX F: THE SECONDARY SCHOOL C.R.E SYLLABUS.....	214
APPENDIX G: A MAP OF BUNGOMA COUNTY	229
APPENDIX H: A MAP OF KENYA SHOWING THE POSITION OF BUNGOMA.....	230
COUNTY	230
APPENDIX I: A RESEARCH PERMIT.....	231

LIST OF FIGURES

[Fig 1.1: Factors affecting effective provision and integration of HIV/AIDS education](#)

Fig 2.1: Simple communication model

Fig 3.1: Convergent parallel design.....79

Fig 4.1: Subjects Taught by the Teachers

Fig 4.2: How Comfortable the teachers were when Handling or Teaching Topics on HIV/AIDS

Fig 4.3: Number of courses learnt on HIV/AIDS while in college by the teachers

Fig 4.4: Number of workshops of CRE attended by the teachers since leaving college

Fig 4.5: Number of seminars/workshops attended specifically on HIV/AIDS

Fig 4.6: Adequacy of information on HIV/AIDS and adequacy in teaching

[Fig 4.7: Preparedness in providing HIV/AIDS information to the learners by teachers](#)

Fig 4.8: preferred method of teaching as indicated by the teachers

[Fig 4.9: Appropriate level for HIV/AIDS education to be introduced in the CRE syllabus as reported by teachers](#)

Fig 4.10: Availability and use of resources as reported by teachers

Fig 4.11: Availability and use of resources as reported from observation checklist

Fig 4.12: Other subjects teaching HIV/AIDS as reported by CRE students

[Figure 4.13 Adequacy of other subjects providing HIV/AIDS education as reported by CRE students](#)

LIST OF TABLES

Table 3.1: A summary on Methodology.....	79	
Table 3.2: Number of secondary schools in Bungoma County and the sampled in brackets		
Table 3.3: Sampling procedures/ Techniques and sample size		
Table 4.1: Teachers’ Gender Characteristics		
Table 4.2: Teachers’ Professional Training/Qualifications		
Table 4.3: Teachers’ Experience in Teaching CRE (in years)		
Table 4.4: The Classes that the CRE Teachers have Taught		
Table 4.5: Type of School where the Teachers Teach		
Table 4.6: Gender of the Students		
Table 4.7: Class/Form of the Students		
Table 4.8: Type of School as indicated by Students		
Table 4.9: Teaching Preparedness of the Teachers		
Table 4.10: CRE teachers’ Attitude towards the Role of the Subject in Provision and Integration of HIV/AIDS Education		
Table 4.11: CRE Students Attitude towards the Role of the Subject in Provision and Integration of HIV/AIDS Education		
Table 4.12: Methods of teaching CRE as reported by CRE teachers.....		
Table 4.13: Preferred resource for teaching on the sub-topic HIV/AIDS as reported....		138
Table 4.14: Recommended textbook for teaching CRE (frequency of use) as reported by teachers		
Table 4.15 Quantitative Summary of the Adequacy of CRE recommended textbooks		
Table 4.16 Extend to which HIV/AIDS Education is provided to CRE Students as Reported by CRE Students		
Table 4.17: Areas where Students needed more Information as Reported by Students		

ABBREVIATIONS AND ACRONYMS USED

AFER:	African Ecclesial Review
AMREF:	African Medical Research Foundation
AIDS:	Acquired Immune Deficiency syndrome
ARV:	Anti-retroviral
B.Ed:	Bachelor of Education
CBS:	Central Bureau of Statistics
CFBT:	Centre for British Teachers
CIEM:	Curriculum Instruction and Educational Media
CRE:	Christian Religious education
CCEA:	Christian Churches Educational Association
DICECE:	District Centre for Early Childhood Education
D.PHIL:	Doctor of philosophy
GOK:	Government of Kenya
HIV:	Human Immuno-deficiency Virus
KAIS:	Kenya Aids Indicator Survey
KCS:	Kenya Catholic Secretariat
KHDS:	Kenya Health Demographic Surveys
KLB:	Kenya Literature Bureau
KIE:	Kenya Institute of Education
KNEC:	Kenya National Examinations Council
MOH:	Ministry of Health
NACC:	National Aids and STI Control council
NACADA:	National Campaign against Drug Abuse
NACECE:	National Centre for Early Childhood Education
NASCOP:	National Aids and STD Control Programme
NAT:	National AIDS Trust
SDA:	Seventh Day Adventist
SEE:	Social Education and Ethics
STD:	Sexually Transmitted Disease
STI:	Sexually Transmitted Infection
TREDS:	Trainet Education Services
UNAIDS:	United Nations Aids Agency
UNICEF:	United Nations Childrens' Education Fund
UPE:	Universal Primary Education
VCT:	Voluntary Counseling and Testing
WCC:	World Council of Churches
WHO:	World Health Organization

ACKNOWLEDGEMENTS

It would not have been possible for me to carry out this study and present it in this final form without the assistance and supportive interest of various individuals. I would therefore like to express my sincere thanks and appreciation to them. First and foremost, I would like to thank God for giving me the strength, good health and peace which enabled me to do this research. Secondly, I would like to thank my supervisors, first Professor Chris Mukwa and secondly Rev. Professor Aggrey Walaba for their commitment in reading and correcting my work which helped in giving this work the shape it has now. I would also like to thank Dr. Peter Nyakan, the Dean Faculty of Education and Human Resource Development, Kisii University College for his commitment in reading and making several corrections on my proposal for this work. I also wish to thank my husband David Misiko for his moral and financial support and for encouraging and urging me to continue whenever I felt like giving up. To my children Mercy, Mike, Eugene and Peter, thank you for your encouragement, patience and being very understanding while I was doing this work. My thanks and appreciation also go to my niece Sylvia for all the work she did for me while I was doing this work. To my parents, brothers and sisters, thank you for your prayers and encouragement. I thank my classmates Felicity Murunga and Felicitas Chemtai Too for their encouragement and moral support. Last, I would like to thank Damaris Wamutoro, Mary Mukui and Lewis Wakoli for their input. May God bless them all.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background to the problem, statement of the problem, purpose of study, objectives of the study, research questions, and significance of study. The chapter also presents the scope and limitations of the study, the theoretical and conceptual framework and definition of operational terms.

1.1 Background to the Study

Acquired Immunodeficiency Syndrome (AIDS) is one of the most devastating scourges in the world today (Bwanali, 2008, Kunhiyop, 2008 Winkler and Bodenstein, 2005, Nwaigbo, 2004). It affects people of all races, sex and age. According to World Health Organization (WHO), AIDS is the fourth leading cause of death worldwide and the leading cause of death in Sub-Saharan Africa (Chepkwony, 2004 in AFER). By the year 1994, WHO estimated that more than 17 million people were suffering from HIV/AIDS. By the year 2000, the Joint United Nations programme on HIV/AIDS (UNAIDS) and the WHO estimated that 36.1 million people were living with HIV/AIDS. And that 21.8 million people had already died by the year 2000, of these, 4.3 million were children. In the year 2000 alone, there were 5.3 million fresh HIV infections and 13.2 million children had been orphaned as a result of the endemic by the end of the same year (World Council of Churches, 2002 report). According to Granich and Mermin (2001), in 2002, five million people were newly infected with HIV in the world. Since it was first diagnosed in 1981, it has killed more than 25 million people (UNAIDS, 2007). The impact of

HIV/AIDS on development is one of the greatest challenges in the world today (UNICEF, 2000). The general global situation regarding the AIDS disaster is now common knowledge (Thairu, 2003).

Of all regions of the world, Sub-Saharan Africa is the worst hit in terms of HIV/AIDS. Though HIV/AIDS occurs in all the continents, 70% of the cases occur in Sub-Saharan Africa (Willis 2002, Murundu, 2006, Granich and Mermin, 2001, Lubega, 2003, Kamaara, 2004). There are about 34 million children who are orphaned by AIDS in the continent and Africa remains the epicenter where the bulk of new HIV infections are found (World Council of Churches 2003 report). Of the more than 33 million people living with the disease worldwide, 22.5 million are in sub-saharan Africa. In 2007, about 1.7 million people in Africa were newly infected with the disease and 1.6 million people in Africa died from it (UNAIDS, 2007). The AIDS pandemic has also orphaned 11.5 million children across the continent. AIDS is a national disaster and indeed a sub-saharan disaster (Thairu, 2003). It cannot be managed without mobilizing all sectors of each nation.

Education is one of the sectors that can be used in combating HIV/AIDS. Provision of a comprehensive HIV/AIDS education can help reduce HIV infection among people. The spread and impact of HIV and AIDS is cause for global concern because it mainly afflicts young and productive populations in whom the African continent hopes to invest its future. In many of the African countries South of Sahara, 50 per cent of all new infections with HIV are found among young people below the age 25 (Winkler and Bodenstein,

2005). This clearly indicates that the HIV/AIDS prevention programmes and education in African countries should target young people. Given the present escalation of the deadly HIV/AIDS on the continent, there is need to adopt principles from both Christian and African traditions to help in pastoral approach to the HIV/AIDS predicament (Waliggo, 2004).

According to Kunhiyop (2008), there is great ignorance when it comes to HIV/AIDS because some people deny the reality of the disease and continue with lifestyles that contribute to its spread. To win the war against this disease, we need to mobilize an army of educators to teach church members, citizens, children and students about this disease and combat many myths that surround it. Education is the most humane and moral way to combat ignorance, prejudice, fear and promiscuous behavior. According to Kunhiyop (2008), the education programme must provide accurate basic information about HIV/AIDS presented in a way that encourages people to discuss their beliefs about this disease and how it is spread. Such discussion demonstrates respect for those being taught and provides the educator with an opportunity to address their specific concerns. The programme must include information about how to prevent the transmission of HIV/AIDS. Emphasizing on the importance of teachers in the provision of HIV/AIDS education Winkler and Bodenstein stated the following:

Teachers have the potential to influence and inculcate the values and virtues of self control, assertiveness and other life skills that young people need to enable them to cope with the challenges of the pandemic. In addition, teachers can facilitate the cascading and uptake of proven interventions. For example, they can encourage abstinence and help children to make informed choices (Winkler and Bodenstein, 2005: vi).

The levels of HIV and AIDS are alarmingly high among young people. According to a UNAIDS report of 2002, approximately, 6000 young people become infected with HIV daily around the globe. Half of the new infections occurred between 15 and 24 years and more than 60% of those infections were women. In view of this, women and adolescents are increasingly becoming vulnerable to HIV infections. This is a big challenge because the youth are the future generation and women are the backbone of the economy (TREDS, 2005). This means that HIV/AIDS education should be enhanced among young people to reduce the high infections among them. According to the CRE handbook (KIE 2006) HIV/AIDS education has been integrated in the CRE syllabus. But with alarming statistics on HIV/AIDS among the youth, it is not clear whether or not CRE as a subject is providing effective HIV/AIDS education to the learners.

In Kenya it is estimated that 600 people die of AIDS daily. The government of Kenya in recognition of the magnitude of the problem declared AIDS a national disaster on November 25th 1999 (Murundu, 2006). Having declared the disease a national disaster, the government set up the National AIDS Control Council (NACC) to co-ordinate the fight against the disease. Mwololo (2009) in the Daily Nation of March 11th 2009 reported that 1.4 million adults in Kenya are infected with HIV (Human Immunodeficiency virus). Preliminary results of the 2007 Kenya Aids Indicator Survey (KAIS) showed that 7.4 percent of adults aged between 15 and 64 are infected with HIV and the prevalence declines to less than 3 percent in the 60-64 ages. This means that the young people in secondary schools in Kenya are at a risk of being infected now or in the near future because they fall in risky bracket of age 15-64. Therefore dissemination of

information about HIV to this age group is vital. The best way this can be done is through providing effective HIV/AIDS education and awareness so that they can change their behaviour.

One of the concerns of this study is to establish whether or not CRE as a subject is providing effective HIV/AIDS education. From these alarming statistics on HIV infection in Kenya (Mwololo 2009), the country needs to formulate new strategies to reduce the rate of new HIV infections. In the absence of a cure of HIV/AIDS, the single and effective strategy of controlling the spread of the killer virus is through positive behavioral change. Museveni (2006), commented that sensitization is the key in the fight against HIV/AIDS, and must be done in a way that reaches the people in their peculiar situations. Kamaara, (2005), concurs by saying that, in the absence of a cure for HIV/AIDS, behavioral change holds an absolute key to combating the scourge. Behavioural change can only be achieved through effective HIV/AIDS education. One of the objectives of CRE in secondary school is to provide moral and sex education for behavioural change. It is not clear if CRE as a subject is doing this work effectively. According to Granich and Mermin (2001) teaching people about real ways that HIV is spread protects them from the virus while teaching people about the ways that HIV is not spread protects everyone from unnecessary discrimination. AIDS pandemic is a major concern to all. The fight against AIDS calls for multi-sectoral approach. According to the CRE teachers' handbook (KIE, 2006) HIV/AIDS education has been integrated in the syllabus but the question is to what extent does the subject provide effective HIV/AIDS education?

The war against HIV/AIDS can have a positive impact if we arm the vulnerable group of youths with vital information. According to Wanjama, Muraya and Gichaga, (2006), adolescent sexuality remains the most challenging phenomenon the world is facing today, especially in Africa. There is an urgent need for a comprehensive and accurate education on sexuality as a mainstay for holistic growth. Further in the era of HIV/AIDS, it is critical to educate the youth and give them accurate information on sex and sexuality. The empowerment of the youth through education and communication for behavior development and change has been identified as one of the most viable methods of curbing the spread of HIV infection (KIE, 1997). The youth need to acquire the necessary knowledge, attitude and skills to avoid being infected with HIV and other sexually transmitted diseases. The youth can also act as change agents in their respective communities by supporting the uninfected, infected as well as those affected by HIV/AIDS.

Studies carried out in schools have revealed that in most cases, learners do not have the right information on reproductive health (Wanjama et al, 2006). Although they get information from peers, their family members and the media, the information received is often inaccurate and incomplete. According to Murundu, (2006) the future course of the epidemic depends on the effort mounted today to prevent HIV among young people. Among the basic strategies which are essential for helping people to protect themselves include; providing HIV/STD prevention, sexual and reproductive health and life skills education and information to young people. Schools and other training institutions are agents of influence formally charged by the society with the task of socializing the youth

in particular skills and values that can help them to cope up with emerging issues such as HIV/AIDS (Makewa, 2008). The concern of this study was to assess the extent to which CRE provides HIV/AIDS education.

The 8th national goal of education in Kenya states that Education should promote positive attitudes towards good health and environmental protection. In detail the objective states that education should inculcate in the youth the value for good health in order to avoid indulging in activities that would lead to physical or mental ill health (Republic of Kenya 2006:6). It is this 8th national goal of education in Kenya that provides a strong argument for HIV/AIDS prevention among youth in secondary schools in Kenya. This is because to partly achieve this goal of education, secondary school students need to be provided with information on HIV/AIDS so that they do not indulge in activities that can make them to be infected and have poor health. The main question here is, to what extent is this objective being achieved especially in relation to the HIV/AIDS pandemic? What is not clear is whether or not this goal of education is being achieved with regard to providing effective HIV/AIDS information to secondary schools in Kenya given that the levels of HIV/AIDS infection among young people in Kenya is high.

The government of Kenya introduced HIV/AIDS education in the year 2000 as a separate subject and through this strategy HIV/AIDS was taught as a separate subject on the timetable. This went on up to 2002 when the national curriculum was reviewed and HIV/AIDS aspects were infused and integrated into various subjects. CRE is one of the subjects which were to integrate HIV/AIDS education. It is not clear whether or not CRE

as a subject that deals with moral values is playing its important role of teaching and integrating HIV/AIDS.

In 2002 the Kenya secondary school CRE curriculum was revised and rationalized so that emerging issues such as HIV/AIDS pandemic, drug abuse and morality could be included in the syllabus (KIE, 2002). What is taught in secondary schools in Kenya today is based on this revised and rationalized curriculum. But with alarming statistics on HIV/AIDS infections among young people in secondary schools (KIE 2003, TRENDS, 2005), what remains unclear is whether or not the CRE curriculum in secondary schools is geared towards achieving effective HIV/AIDS awareness among the learners.

Christian Religious Education is one of the subjects in the secondary school curriculum in Kenya which has been entrusted with the responsibility of teaching and instilling in learners moral values. Among the seven objectives of CRE, the second objective states that, the subject is to make the learner use the acquired social, spiritual and moral insights to think critically and make appropriate moral decisions in a rapidly changing society (KNEC, 2005). Therefore if CRE is taught effectively using appropriate resources and methods, it can help provide effective moral and HIV/AIDS education and awareness among young people in secondary schools who are at a risk of being infected. What is not clear is whether the subject is taught using appropriate resources and methods. This study therefore sets out to establish the challenges in the teaching and learning of CRE that affect its effective provision of HIV/AIDS education to learners in secondary in Kenya. According to the secondary schools' CRE Teachers' Handbook (KIE, 2006), HIV/AIDS

as an emerging issue has been addressed in the CRE syllabus under the topic Human Sexuality. But the question is to what extent does CRE as a subject provide HIV/AIDS education to secondary school students? It is against this background that this study sets out to assess and establish the challenges in the teaching and learning of CRE that affect its provision of effective HIV/AIDS education to learners in secondary schools in Kenya.

1.2 Statement of the Problem

In Kenya it is estimated that 600 people die of AIDS daily. The government of Kenya in recognition of the magnitude of the problem declared AIDS a National Disaster on November 25th 1999 (Murundu 2006). Having declared the disease a national disaster the government set up the National AIDS Control Council (NACC) to co-ordinate the fight against the disease. Mwololo (2009) reported that 1.4. Million adults in Kenya are infected with HIV. Preliminary results of the 2007 Kenya Aids indicator survey (KAIS) showed that 7.4 per cent of adults aged between 15 and 64 are infected with HIV. According to Otieno and Akinyi (2008), reports from centre for the study of Adolescents indicated that in Kenya, 33% of secondary students had unprotected sex while 8 out of 10 people in Kenya have sex before age 20 which heightens the risk of contracting HIV. A research by Wepukhulu (2009) established that pre-marital sex is prevalent (36%) among the youth in secondary schools in the larger Bungoma district. The study also established that premarital sex had negative impact on academic performance and could be among the factors contributing to the spread of HIV/AIDS among the youth.

From the alarming statistics on HIV infection and adolescent sexuality in Kenya, the country needs to formulate new strategies to reduce the rate of new HIV infections and to assess the existing strategies and programmes to see their effectiveness. The empowerment of the youth through education and communication for behaviour development and change has been identified as one of the most viable methods of curbing the spread of HIV infection (KIE, 1997, Kamaara, 2004). According to Murundu (2006), the future course of the epidemic depends on the effort mounted today to prevent HIV among young people.

Christian Religious Education (CRE) is one of the subjects in the secondary school curriculum in Kenya entrusted with the responsibility of teaching and instilling in learners moral values (KIE, 2000). In 2002 the CRE curriculum was revised so that emerging issues such as HIV/AIDS could be properly included in the Syllabus (KIE, 2002). Despite all this efforts, HIV/AIDS infection is still high among secondary schools students in Kenya (TREDS, 2005, KIE 2003) and according to Wepukhulu's research (2009) it affects their performance negatively. According to Musamas (2007) and Nwaigbo (2004), one preventive measure of HIV/AIDS among the youth is providing moral education. CRE as a subject has been entrusted with the responsibility of providing both HIV/AIDS and moral education for the prevention of HIV infection among young people in secondary schools in Kenya. But with the alarming statistics on HIV infections and premarital sex in Kenya, many questions remain unanswered for example; does CRE as a subject play its important role in the provision of effective HIV/AIDS and moral education for prevention of HIV infection among secondary school students? What

challenges does the subject face in provision and integration of effective HIV/AIDS education and moral education to learners?

A research by Nabwire (2005) on effectiveness of AIDS education in secondary schools in Busia district revealed that the teaching of the subject was experiencing challenges. But Nabwire's research mainly looked at the teaching of AIDS Education as a subject. A research by Omolo (2012) on implementation of HIV/AIDS education in Kisumu county revealed that HIV/AIDS education is not given the kind of emphasis it deserved by the government and learning institutions. Like Nabwire's research this research indicated that there were challenges in the subjects bestowed with the responsibility of teaching and integrating HIV/AIDS education and CRE is one of them. It is not clear whether or not the teaching and learning of CRE contributes to the provision of effective moral and HIV/AIDS education. This study therefore sets out to establish challenges in the teaching and learning of CRE that affect its provision and integration of effective HIV/AIDS education in secondary schools in Kenya and therefore answer the above questions.

1.3 Purpose of Study

The purpose of this study is to establish the challenges in the teaching and learning of Christian Religious Education that affect its provision and integration of effective HIV/AIDS education in secondary schools in Kenya so that recommendations can be made on how best the subject can handle the challenges and be effective in providing HIV/AIDS information to learners.

1.4 Objectives of the Study

1.4.1 Main Research Objective

The main research objective of the study was to establish challenges in the teaching and learning of Christian Religion Education that affect its provision and integration of effective HIV/AIDS education to learners in the Secondary School in Bungoma County, Kenya.

1.4.2 Specific Research Objectives

The specific objectives for this study were:

- i) To establish the preparedness of the Secondary School CRE teachers (in terms of training) in provision and integration of HIV/AIDS education to learners in Bungoma County.
- ii) To determine the attitudes of both the CRE teachers and students towards the role of the CRE in provision and integration of effective HIV/AIDS education in Bungoma County.
- iii) To establish the methods and instructional resources available and used for teaching CRE and their effectiveness in providing HIV/AIDS education to learners in Secondary Schools in Bungoma County.
- iv) To analyse the content of the secondary school CRE syllabus and establish its effectiveness in providing and integrating HIV/AIDS education to learners in Secondary Schools in Bungoma County.

v) To analyse the content of the Secondary School CRE recommended textbooks and establish their effectiveness in providing and integrating HIV/AIDS education in secondary schools in Bungoma County.

vi) To establish the extent to which the CRE students are provided with HIV/AIDS education in the subject.

1.5 Research Questions

1.5.1 Main Research Question

The main research question for this study was: What are the challenges in the teaching and learning of Christian Religious Education that affect its provision and integration of HIV/AIDS education to learners in secondary schools in Bungoma County.

1.5.2 Specific Research Questions

The specific research questions for this study were:

- i) How prepared are the CRE teachers (in terms of training) in providing and integrating HIV/AIDS education to learners in secondary schools in Bungoma County?
- ii) What are the attitudes of both CRE teachers and students towards the role of the subject in providing and integrating HIV/AIDS education?
- iii) What methods and instructional resources are available and used for teaching CRE and how effective are they in providing HIV/AIDS education to learners in Bungoma County?
- iv) To what extent does the content of the Secondary School CRE syllabus provide adequate and effective HIV/AIDS education to learners?

v) To what extent does the contents of Secondary School CRE recommended textbooks provide adequate and effective HIV/AIDS education to learners?

vi) To what extent are the CRE students provided with HIV/AIDS education in the subject?

1.6 Significance of the Study

This study is of great importance to the Ministry of Education which introduced the teaching of HIV/AIDS education into the secondary school curriculum in 2002. The study is important in that it has been able to unravel challenges in the teaching and learning of HIV/AIDS education integrated into the CRE curriculum. Therefore findings and recommendations from the study would help the Ministry of Education to make necessary changes based on the recommendations that would make the teaching and learning of HIV/AIDS education be improved and be more effective. This would go long way in helping learners of CRE benefit more when it comes to effective HIV/AIDS education that would change their attitudes and behaviour. Changing their attitudes and behaviour is important because that would help impact positively on their performance. Apart from that they would also leave school with positive attitudes and as responsible members of the society.

1.7 Scope and Limitations of the Study

This study looked at the challenges in the teaching and learning of secondary school CRE that affect its provision and integration of HIV/AIDS education in secondary schools in Kenya. The study was carried out in Bungoma County in some selected public secondary

schools. Since the study was conducted only in some public secondary schools in Bungoma County, generalizations to other schools in Kenya should be done with caution. The study also limited itself to the field of Christian Religious Education therefore generalizations should not be made to other Religious Education curricula such as Islamic Religious Education and Hindu Religious Education which are also taught in Kenya. The study also limited itself to the secondary school CRE syllabus therefore the results should not be generalized to other levels of learning such as primary and tertiary institutions in Kenya.

1.8 Theoretical Framework

The study was guided by concepts, ideas and theories on curriculum development and educational innovations by various curriculum developers and theorists such as Farrant (2005), Fullan (1982), Taba (1962), Bishop (1985), Gross et al (1981), Hawes (1979), Nacino-Brown et al (1982), Kocchar (1991), Oluoch (1980), and Okech and Asiachi (1992). These curriculum developers outline the following as some of the factors that affect curriculum implementation and innovations in education:

- i) Teacher preparation
- ii) Attitudes of teachers, students, administrators, parents etc
- iii) Instructional resources
- iv) Methods of teaching
- v) Syllabus and Textbooks etc

On adequate preparation of teachers, Farrant (2005), states that one of the most frequent causes of collapse of otherwise promising strategies for change is failure to provide adequate training for teachers and administrators. This author further argues that the key to success in curriculum development lies in the teacher training, for no teacher is going to manage to play a completely different role from that for which he was originally trained without some kind of in-service training (Farrant, 2005). Hawes (1979) agrees with this when he argues that 'there is no conceivable way in which curriculum implementation can be divorced from the process of teacher education. Same sentiments are shared by other curriculum developers and theorists such as Okech and Asiachi (1992), Nacino-Brown et al (1992), Oluoch (1990). Since the integration of the HIV/AIDS education in the CRE curriculum in secondary schools in Kenya, it is not clear whether or not the CRE teacher was in-serviced on how to integrate this information in the subject. This is one of the concerns of this study.

On attitudes, Hawes (1979) emphasizes the need to change peoples' negative to positive attitudes to favor implementation of any particular innovation when he points out that in the very simplest analysis the task of curriculum implementation can be said to involve changing the attitude of policy makers, administrators, parents and ultimately the learners and teachers. The same is emphasized by Gross et al (1981), Okech and Asiachi (1992), Nacino-Brown (1982). According to Nacino-Brown, a curriculum design incorporates aims and objectives which is hoped will be realized when the curriculum is implemented. It goes without saying that without the active and whole-hearted co-operation of the students such aims can never be achieved (Nacino-Brown et al 1982).

According to several curriculum developers and theorists such as Taba (1962), Bishop, (1985), Fullan (1992), Gross et al, (1971), Oluoch, (1992), Kocchar (1991), Okech and Asiachi, (1992) point out that no curriculum can be adequately and effectively implemented without adequate instructional resources. This study is interested in establishing the instructional resources available for teaching CRE and the extent to which they are effective in providing HIV/AIDS education to the learners. Kocchar further states that the most perfect curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teachers. This study was also interested in establishing the effectiveness of the methods of teaching CRE in providing effective HIV/AIDS education to the learners. On the importance of the textbooks, Kocchar (1991), states that the textbook constitutes an inseparable part of any system of education today and in developing countries the need for quality textbooks cannot be over-emphasized. This study analysed the content of the secondary school textbooks to establish the extent to which they provide adequate and relevant content on HIV/AIDS information to the learners and teachers of CRE.

1.9 Conceptual Framework

The conceptual framework is the basis of a research problem. It describes the interaction between variables in the study. The interaction of variables in this study can be understood as described in figure 1.1

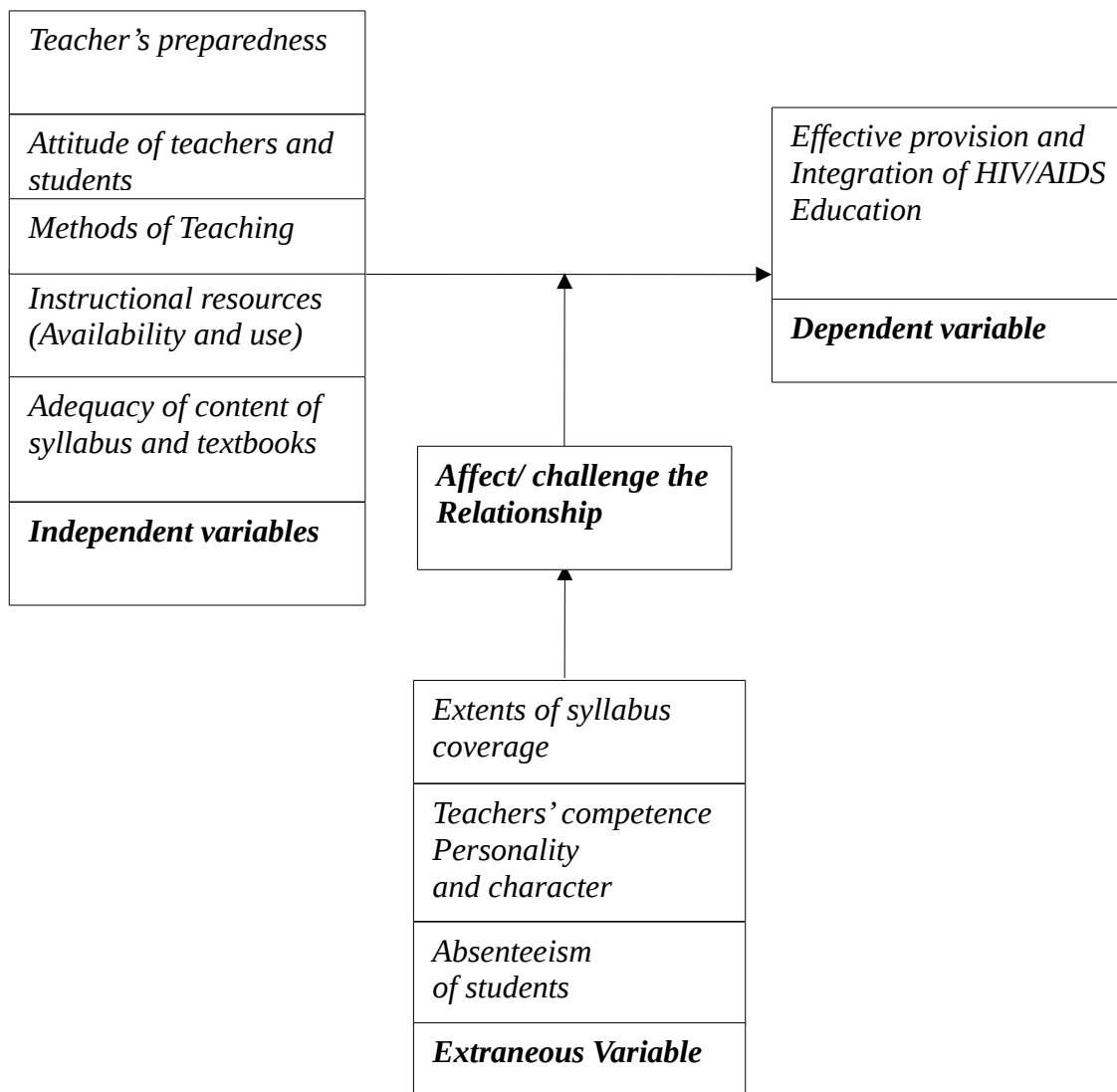


Figure 1:1: Factors affecting provision and integration of HIV/AIDS Education

Source: The researcher of this study, 2011

The effective provision and integration of HIV/ AIDS education within the CRE curriculum could be influenced by several factors. This study investigated how the CRE teachers' preparedness (in terms of training) affects the effective provision and integration of HIV/ AIDS education to learners. The study also investigated the attitudes of both CRE teachers and students towards the role of the subject in provision and integration of HIV/ AIDS education. Other factors investigated were the methods and the availability and use of instructional resources and finally content analysis of the CRE syllabus and recommended textbooks. All these factors were investigated to establish the extent to which they influence the provision and integration of HIV/AIDS education. The interactions of these factors are summarized in figure 1.1. This study considered the extent of syllabus coverage, teachers' competence, personality and character, and the absenteeism of the students as extraneous variables that could also affect the effective provision and integration of HIV/ AIDS education on a small scale but which could not be controlled in this study. These are also clearly shown in figure 1.1.

1.10 Definition of Operational Terms.

- AIDS:** Stands for Acquired Immune deficiency Syndrome. The term is used to describe a disease first recognized in 1981 as being something new and has no cure. This study investigated challenges that affect the provision and integration of AIDS education in Kenya.
- Attitude:** Refers to all of a person's inclinations, prejudices, ideas, fears, and convictions about any specific topic (Nachmias and Nachmias, 1996:252). This can be positive or negative. This study investigated the attitudes of both the CRE teachers and students towards the role of the subject in providing and integrating HIV/AIDS education.
- Behaviour:** In this study refers to all kinds of human action, irrespective of social values (Farrant 1980:106).
- Challenges:** Offering or causing a problem or obstacle. This study investigated the challenges (obstacles or problems) that prevent CRE from providing effective HIV/AIDS education.
- Communication:** Is the process of passing on understandable message from one person to another (Farrant 2005:186). This study looked at the communication model in relation to provision of HIV/AIDS education.

- Curriculum:** Is that set of broad decisions about what is taught and how it is taught that determine the general framework within which lessons are planned for learning to take place. This study looked at the challenges in the CRE curriculum that affects its provision and integration of HIV/AIDS education.
- CRE:** Christian Religious Education a subject taught in secondary schools in Kenya. This study investigated challenges in the teaching and learning of CRE affecting its provision and integration of HIV/AIDS education.
- Effective:** Having an effect; producing intended results which is behavior and attitude change. The study investigated how effective provision of HIV/AIDS education in CRE was affected by several factors.
- Extent:** In this study has been used to mean level. One of the objectives of this study was to establish the extent to which learners of CRE are provided with HIV/AIDS education.
- HIV/AIDS education:** In this study has been used to refer to the teaching of HIV/AIDS to learners that has been integrated into the CRE syllabus in secondary schools.
- In-service course:** Used to mean teachers undergoing a short period of training to gain experience or acquaint themselves with new curriculum changes. This study looked at the preparedness of the CRE teachers in providing HIV/AIDS and this preparedness was being measured in terms of in- service courses.

Integrate: To combine something in such a way that it becomes fully a part of something else. HIV/AIDS has been integrated in CRE. This study investigated challenges that affect the integration of HIV/AIDS education into the CRE curriculum.

Learning: Is the process by which we acquire and retain attitudes knowledge understanding, skills and capabilities that cannot be attributes to inherited behavior or physical growth (Farrant 1980). This study adopted this definition. This study investigated challenges in the learning of CRE that affect its provision and integration of HIV/AIDS education in Bungoma County.

Learning/Instructional Resources: As used in this study refers to materials used to enhance the teaching and learning of CRE. One of the objectives of this study was to establish the available learning resources for teaching CRE and how effective they were in providing HIV/AIDS education.

Moral/Morality: Concerning Principles of right and wrong behavior; that which pertains and is concerned with right conduct or principles or rules of right conduct. This stud adopted this meaning. This study looked at CRE as a subject that provides morals or morality.

Preparedness: Being made ready to do something through training. In this study it is used to refer to CRE teachers being made ready to teach HIV/AID through pre-service and in-service training or

Seminars/workshops. This study established the preparedness of CRE teachers in provision and integration of HIV/AIDS education.

Pre-service: Training given before the teacher begins to teach. In this study the preparedness of the CRE teachers was investigated by looking at pre-service courses.

Recommended CRE Syllabus: In this study the term was used to refer to the CRE syllabus prepared by KIE and approved by the Ministry of Education for teaching CRE in secondary schools in Kenya.

Recommended Textbooks: In this study the term is used to refer to the different CRE books by different authors that have been approved by the Ministry of Education for teaching CRE in secondary schools in Kenya

Relevance : Connected with what is being discussed, what is happening, what is being done. This study investigated the relevance of the content of the CRE syllabus and recommended books in providing HIV/AIDS education to learners.

Seminars: Has been used in this study to refer to in-service courses. This study established the number of seminars on HIV/AIDS attended by CRE teachers.

Subject: A specific area of knowledge that is studied in a secondary (Abiero, 2009:6). In this study CRE was looked as a subject in the secondary school curriculum in Kenya.

Syllabus: It is the totality of the content of a subject or course (Ogulla and Onsongo, 2009:14). This study analysed the CRE syllabus to

establish the extent to which it provides information on HIV/AIDS to learners.

Teaching: Is the process of imparting knowledge, skills, values and attitudes to the learners (Ogula and Onsongo, 2009:3). This study investigates challenges in the teaching of CRE affecting its provision of HIV/AIDS education.

Values: Are principles, standards or qualities that are fully chosen as worthwhile or desirable to strive and live for (Lang et al 1995). This study adopted this definition. This study looked at CRE as a subject that provides values to learners.

Workshop: Has been used in this study to refer to in-service courses. HIV/AIDS in terms of how many workshops they had attended.

Youth: Any person (male or female) in the age group of between 15-24 years including students in Secondary schools. In this study the learners who participated in the study are referred to as youths.

1.11 Summary of Chapter One

Chapter one has given an introduction to the study by looking at background of the study, statement of the problem, purpose of the study, research questions, objectives, significance of the study, scope and limitations of the study, theoretical framework, conceptual framework and definition of operational terms used in the study. The next chapter is a review of literature from related studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review and related studies. It is organized in the following sub-topics: Basic facts on HIV/AIDS, history on the discovery and spread of HIV/AIDS, global HIV/AIDS prevalence and distribution, regional HIV/AIDS prevalence, HIV/AIDS in sub-Saharan Africa, HIV/AIDS prevalence and distribution in Kenya, reports and research on HIV/AIDS among young people, research on HIV/AIDS and the youth in secondary schools in Kenya, national goals of Education in Kenya in relation to HIV/AIDS education, objectives of teaching CRE in secondary schools in Kenya, communication models and the teaching of CRE/HIV/AIDS, preparedness of the secondary school teachers, attitude of teachers and students, methods and resources of teaching and effectiveness, the content of CRE syllabus and text books in relation to HIV/AIDS education and the extent to which students are provided with HIV/AIDS education. The chapter also gives a summary of the chapter at the end.

2.1 Basic Facts on HIV/AIDS

HIV is an acronym for Human Immuno-deficiency Virus. HIV attacks the body's immune system, making it hard for it to fight off infection. HIV particularly attacks the white blood cells called CD4 cells, which set the immune system in motion when infections enter the body. HIV infects CD4 cells and uses them to make new copies of HIV which go on to infect more cells. The lower a persons' CD4 count the weaker their immune system will be (Maranga, Muya and Ogila 2008, Dixon, 2002 and Garland, 2005). AIDS

stands for Acquired Immune Deficiency Syndrome. When a person's immune system has been damaged he or she is open to other illness, especially infections like tuberculosis and pneumonia and various types of cancers, many of which would not normally be a threat. Before effective treatments if someone with HIV got one of these illnesses the person was said to have AIDS (Maranga, Muya and Ogila 2008. Strang and Stimson, 1990).

For someone to become infected, a sufficient amount of HIV must get into their blood. The body fluids which contain enough HIV to infect someone are blood, semen, vaginal fluids including menstrual blood and breast milk. Saliva, sweat and urine do not contain enough viruses to infect someone. HIV cannot be passed through intact external skin or through the air like a cold or flu virus. The main routes of transmission in the UK and many parts of the world are:

- i) Through sex without a condom: HIV can pass from one person to another through unprotected anal or vaginal sex. There is only a small risk of transmission through oral sex.
- ii) Through injecting drug use: HIV can be passed on by using needles or syringes that someone with HIV has already used.
- iii) From mother to baby: a pregnant woman may transmit the virus to her baby before or during birth or HIV can be passed on during breast feeding.
- iv) Through organ transplant blood, transfusion or blood products: before it was known that donated blood might contain HIV, many people with hemophilia became infected

through receiving contaminated blood products (Maranga et al, 2008, Winkler and Bodenstein, 2005, Strang and Stimson, 1990).

When someone becomes infected with HIV it can take up to three months for their immune system to produce enough antibodies to show up on an HIV test – this gap is known as the window period or Sero-conversion. Because the HIV test looks for antibodies, taking an HIV test less than three months after getting infected might not give an accurate result. However throughout the window period, the infected person has enough viruses in the blood, breast milk, or sexual fluids to infect another person even though it would not show on a test (Maranga et al, 2008. Winkler and Bodenstein, 2005).

2.2 History on the Discovery and Spread of HIV/AIDS

The process of discovering HIV/AIDS began in 1981, when doctors in Los Angeles found themselves baffled by a range of unusual infections reported in young men (Maranga et al, 2008, CFBT, 2004). Apparently healthy young men were developing pneumonia caused by the fungi called pneumocystis carinii, which usually does not cause disease to normal healthy persons. This type of pneumonia is common to persons whose immune system had been weakened by a treatment with powerful medicines such as anti cancer agents or immune suppressors or congenital conditions that result into a weak immune system. In addition, these men were also found to suffer from a range of other opportunistic infections such as tuberculosis, which healthy persons should normally be able to resist. In the same year doctors in New York also came across a similarly puzzling disease among young men. This was a rare skin cancer called Kaposi's

sarcoma found also in people with damaged immune systems especially due to old age (Maranga et al, 2008 Winkler and Bodenstein, 2005).

Researchers found that the young men were homosexuals, many of whom were also suffering from sexually Transmitted Diseases (STD) such as gonorrhoea and syphilis. It was thought that this new disease is also likely to be sexually transmitted disease. By the end of 1981, the Centre for Disease Control and Prevention (CDC) defined these unusual infections that are due to an underlying immune deficiency or where the immune deficiency is not due to other known causes such as congenital disease, Immunosuppressant drugs or cancers – as Gay Related Immune Deficiency (GRID) (Maranga et al 2008. Strang and Stimson, 1990). In the same year the disease was then found in non-homosexual group who were intravenous Drug Users (IDU) and haemophiliacs. It was thought that this group of people got the disease as they were receiving infusion of a substance called factor VIII made from blood of a healthy person without haemophiliac. Intravenous Drug Users alternatively acquired the disease as a result of sharing non-sterilized needles. Researchers therefore concluded that, the disease was not only sexually transmitted but it could also be transmitted through blood contact. (Maranga et al, 2008. CFBT, 2004. Strang and Stimson, 1990).

In addition, a report of infections outside of the gay community grew and was even reported in heterosexual people who were not IDUs or haemophiliacs, a situation that led to the USA to officially acknowledge there was an epidemic in 1982. Since the weak immune condition was not inherited it was defined as Acquired Immune Deficiency

Syndrome (AIDS) and evidence showed that it was transmitted sexually as well as through blood contact. The causative agent was not identified until 1983, when Luc Montagnier from the Pasteur Institute in France isolated a virus from blood of AIDS patients, which he called lymphoadempathy Associated Virus or LAV. In 1984 Robert Gallo and his fellow workers at the National Cancer Institute in the USA isolated a virus that they called Human T cell Lymphotropic or HTLV III. These two viruses were shown to be the same and in 1986 an international committee agreed to rename the virus as Human Immunodeficiency Virus or HIV. Also in 1986, HIV-2 was discovered and it is possible that further strains of the virus may yet be found. In Kenya the first case of HIV was diagnosed in 1984 (CFBT, 2004).

2.3 Global HIV/AIDS Prevalence and Distribution

AIDS kills more people worldwide than any other infectious disease and is the fourth biggest killer disease in Africa (National AIDS Trust, 2005). The overwhelming majority of people with HIV-some 95 per cent of the global total- live in the developing world. That proportion is set to grow even further as infection rates continue to rise in countries where poverty, conflict, poor health systems and limited resources for the prevention and care fuel the spread of the virus (Thairu, 2005). More than 70 per cent of all HIV infections worldwide occur through heterosexual sex, where this is the main form of transmission, women are becoming infected in far greater numbers than men. Women account for nearly half of all the people living with HIV and 57 per cent in Sub-Saharan Africa women and girls also bear the brunt of the impact of the epidemic (Maranga et al 2008, NAT, 2005).

According to estimates from the UNAIDS/WHO 38 million adults and 2.3 million children were living with HIV at the end of 2005. This is more than 50 per cent of the figures projected by WHO in 1991. More than 25 million people worldwide have died of AIDS since 1981. About 12 million Africans are AIDS orphans. By December 2005 women accounted for 46 per cent of all adults living with HIV worldwide, and 57 per cent in Sub – Sahara Africa (NAT, 2005).

2.4 Regional HIV/AIDS Prevalence and Distribution

The total number of people living with HIV continues to rise in high income countries largely due to widespread access to Anti-retroviral drug treatment which prolong the lives of HIV positive people (Maranga et. al 2008). This increases the pool of HIV positive people who are able to transmit the virus further. It is estimated that 1.2 million people are living with HIV in North America and 720,000, in Western and Central Europe. In the aforementioned two regions, AIDS claimed approximately 30,000 lives in 2005, although the rate of AIDS'-related deaths has been cut substantially through use of ARV medicines. There is mounting evidence that prevention activities in several high income countries are not keeping pace with the spread of HIV and that in some places they are falling behind. Such shortcomings are most evident where HIV is found mainly among marginalized groups of the population, such as drug users, immigrants and refugees. Main modes of transmission are heterosexual sex, men who have sex with men, injecting drug use.

A resurgence of sexually transmitted infection in Australia, Japan Western Europe and the United States points to a revival of high risk sexual behaviour, especially amongst young people and men who have sex with men. There is an obvious risk of a corresponding rise in HIV infection rates and a need to tackle complacency. The AIDS epidemic in Eastern Europe and Central Asia is rapidly expanding. Some 270, 000 people were infected with HIV in 2005 bringing the total number of people living with the virus to around 1.6 million and AIDS claimed an estimated number of 62,000 lives in 2005 only a small proportion of HIV positive people in these areas can hope to receive ARV medication, so the AIDS death rate is higher than it might otherwise be (NAT, 2005). Worst affected are the Russian Federation, Ukraine and Baltic States, but HIV continues to spread in Belarus, Moldova and Kazakhstan, while more recent epidemics are now evident in Kyrgyzstan and Uzbekistan (CFBT, 2004. Maranga et al, 2008).

It is now estimated that around 1 million people aged 15-49 are living with HIV in the Russian Federation (UNAIDS, 2005). The main mode of transmission is injecting drug use. The Russian Federation has the region's worst epidemic with an estimated 3 million injecting drug users. The Ukraine has more than 600,000 injecting drug users and Kazakhstan up to 200,000. Young people are particularly hard-hit by the epidemic with 80 per cent of those infected under 30. The lack of systematic surveillance in the region raises concern that HIV may be spreading amongst groups such as men who are not coming into contact with authorities and testing services. An estimated 2.1 million people are now living with HIV in Latin America and the Caribbean including the estimated 230,000 that contracted HIV in 2005. Around 90,000 people died of AIDS in

the same period in these regions (UNAIDS, 2005). All the main modes of transmission exist in most countries along with significant levels of risky behaviour such as early sexual debut, unprotected sex with multiple partners and the use of unclean drug-injecting equipment (UNAIDS, 2005).

The Caribbean has around 430,000 people living with HIV with three countries the Bahamas, Haiti and Trinidad and Tobago having prevalence of over 3 per cent. In some South America countries such as Peru and Colombia conditions appear ripe for the Virus to spread more widely as men who have unprotected sex with men also have female sexual partners (NAT, 2004). Brazil's prevalence rates have remained stable at below 1 per cent over the past five years, a testament to effective prevention programmes including harm reduction and programmes amongst vulnerable groups as well as active and successful programmes to treat HIV positive people (NAT, 2004). The notion that this region has sidestepped the global epidemic perhaps due to strict rules governing sexual behaviour is not supported by the latest estimates which indicate that 67,000 people acquired HIV infection in 2005, bringing the total number of people living with HIV/AIDS in the Middle East and North Africa to an estimated 510,000. AIDS killed a further 58,000 people in 2005 (UNAIDS, 2005). Main modes of transmission are heterosexual sex, injecting drug use. Infection rates remain low although data are often unreliable. There is little effective prevention work in the region, widespread stigmatizing of vulnerable groups and little surveillance but Algeria, Lebanon and Morocco do show encouraging willingness to address the epidemic (NAT, 2004).

Countries experiencing internal and external conflicts and complex emergencies (Djibouti, Somalia the Sudan) are particularly vulnerable to HIV epidemics. Sudan is the region's most seriously affected country with a prevalence of 2.3 per cent. There is concern that HIV may be spreading undetected amongst men who have sex with men as male-male sex is widely condemned and illegal in many places. (NAT, 2004). Around 1.1 million people in Asia acquired HIV in 2005 bringing the number of people living with HIV to an estimated 8.3 million. It is estimated that a further 520,000 people died of AIDS in 2005 (UNAIDS 2005). National Adult prevalence is still under 1 per cent in the majority of this region's countries. That figure can be misleading. Several countries in the region are so large and populous that attention is drawn only to major urban areas, which may obscure serious epidemics in some smaller provinces and states. Although National Adult HIV prevalence in India for example is below 1 per cent five states have estimated prevalence of over 1 per cent among adults (UNAIDS, 2005).

2.5 HIV/AIDS in Sub-Saharan Africa

The area in Africa south of Sahara desert known as Sub-Saharan African is by far the worst affected in the world by the AIDS epidemic (UNAIDS, 2005. NAT, 2004. Lubega, 2003). The region has just over 10 per cent of the world's population but is home to over 60 per cent of all people living with HIV. An estimated 3.1 million adults and children became infected with HIV during the year 2005. This brought the total number of people living with HIV/AIDS in the region to 25.8 million by end of 2005 (UNAIDS, 2005). HIV prevalence varies considerably across this region-ranging from less than 1 per cent in Mauritania and Senegal to almost 40 per cent in Botswana and Swaziland. At the

movement HIV prevalence continues to rise because there are still more newly infected individuals every year than those dying due to AIDS (UNAIDS, 2005).

In Sub-Saharan Africa, AIDS killed approximately 2.4 million people in 2005 (UNAIDS 2005). In the coming years, unless there is far broader access to life-prolonging therapy the number of surviving HIV positive Africans can be expected to stabilize as AIDS increasingly claims the lives of those infected a long time ago. Unlike women in other regions in the world, African women are considerably more likely –at least 1.2 times more likely to be infected with HIV than men. There are a number of reasons why prevalence is high in females than male in this region, including the greater efficiency of the male to female HIV transmission through sex, due to unprotected sex together with cultural practices that predisposes them to HIV infection (UNAIDS 2005, Garland and Blyth, 2005). The gender difference in HIV infection is even more pronounced among 15-24 year old. The ratio ranges from 20 young women for every 10 young men in South Africa, to 45 young women for every 10 young men in Kenya (UNAIDS, 2004).

2.6 HIV/AIDS Prevalence and Distribution in Kenya

Kenya is ranked among the ten countries worldwide with the highest HIV/AIDS (Garland and Blyth, 2005, Ross et al 1997). The majority of the people infected are between 15 and 49 years of age. By the year 2000 it was estimated that about 14% of all adults in Kenya were infected with HIV (UNAIDS, 2005). This meant that about 2 million people living in Kenya were infected, including 106,000 children under the age of five. Infection levels exceeded 20% of all adults in Busia, Kisumu, Meru, Nakuru and Thika. In Nairobi and

Mombasa about 15% of adults were HIV positive. It was believed that HIV infections were alarmingly high in major towns of Kenya (UNAIDS, 2005).

HIV prevalence in rural areas is increasing rapidly for example in 1998 it was 12%. This implied that there were 1.4 million infected adults living in rural areas. Although prevalence was higher in urban areas; the absolute or total number of people infected is larger in rural areas since 80% of Kenyans live in rural areas. The prevalence of AIDS was highest among the age group of 20-49 years who constitute the pool of trained manpower required in industries. By the year 2000, the National AIDS Control Council (NACC) estimated that over 1.1 million Kenyans had died since the epidemic was first diagnosed in 1984. The prevalence rose from 0.8% in 1995 to 13.5% in 2001 (UNAIDS, 2005)

It had also been estimated that about one in nine people were infected with HIV and that by the year 2005, about 820 people died daily. As of 2004, 500-700 persons were estimated to die on a daily basis while there were 600 new cases of infections daily. Infections levels were estimated to be very high for women aged 20-29 years. For men the highest infection levels were found in the 30-39 age groups (Maranga et al, 2008).

The National HIV/AIDS prevalence rate in Kenya dropped from 14% to about 7% in 2004. The report released in 2005 indicated that the national prevalence had gone down further to 6.2%. This has been attributed to the fact that the level of public awareness of the disease has also risen to an estimated 90% across the country. HIV/AIDS was

declared a National disaster in 1999 and this was followed by the formation of the National AIDS Control Council (NACC) by the government of Kenya. The mandate of the NACC was to develop strategies for controlling the spread of the disease and this has played a great role in awareness campaigns (Murundu, 2007, UNAIDS, 2005). HIV/AIDS is now an established epidemic in Kenya. It is a disease that knows no boundaries, does not discriminate between races, economic status or religion. It is a global issue that requires global cooperation for its control and prevention.

It is therefore of paramount importance that HIV/AIDS education be given the utmost attention in learning institutions to enlighten students on steps to take so as to reduce HIV/AIDS infection rates among the youth. Through HIV/AIDS education eventual prevention can be achieved. It is also anticipated that with the new and accurate understanding of HIV/AIDS students could feel challenged, hopeful and responsible in the choices they make with a goal of reducing the threat HIV/AIDS poses to the youth. The students can also become a tool for passing on the acquired knowledge to various communities they come from and this could translate to a well informed society and HIV/AIDS prevalence could reduce. Institutions like schools play an important role in shaping attitudes and practices of future decision makers and in preventing the spread of HIV/AIDS.

2.7 Reports and Researches on HIV/AIDS among Young People

HIV/AIDS has become a disease of the young with adults aged 15-24 accounting for half of the some 5 million new cases of HIV infection worldwide each year yet young people

often lack the information skills and services they need to protect themselves from HIV infection (UNAIDS, 2005). Providing these is crucial to turning back the epidemic (UNFPA, 2005). An estimated 6000 youth become infected with HIV/AIDS a day –one every 14 seconds-the majority of them young women. At the end of 2001 an estimated 11.8 million young people aged 11-24 were living with HIV/AIDS, one- third of the global total of people's living with HIV/AIDS, only a small percentage of these young people know they are HIV positive (NAT, 2004). This clearly indicates that HIV/AIDS prevention programmes should target young people. The purpose of this study is to look at factors that prevent effective provision and integration of HIV/AIDS education among young people so that solutions to the challenges can be provided.

Because sex is a taboo topic in many countries a large number of young people do get sufficient information or the skills to refuse sex or negotiate safer sex practice. While most young people have heard about HIV/AIDS few know enough to protect them against infection. Surveys from 40 countries indicate that more than half of the young people have misconceptions about how HIV is transmitted in Ukraine, while 100% of adolescent females know about AIDS only 21 per cent know of three methods of prevention. In Somalia only 26 % of adolescent females have heard of AIDS and only 1 per cent knows how to protect themselves. In Botswana where one in three people is living with HIV/AIDS virtually all young people have heard of AIDS and more than 75% know the three primary means of protection, still 62% of girls had at least one major misconception about how HIV is spread. Far too many young people think they can tell if someone is HIV positive simply by looking at them (Garland and Blyth 2005, UNFPA,

2005). All these clearly indicate that young people should be given clear and adequate information so that they can avoid situations that can lead to infection. The purpose of this study is to come up with recommendations that can help provide adequate and effective HIV/AIDS among young people in secondary schools in Kenya.

Adolescents tend to underestimate, downplay or deny their risks of HIV infection. Case studies by the World Health Organization (WHO) indicate that only between one-fifth and one-third consider themselves at risk. Many young people do not recognize that their partners' behavior also puts them at risk. Still others may perceive HIV as something that occurs only among sex workers, drug users or men who share intimate relations. While data on STIs in developing countries are scarce, particularly for young people, WHO estimates that at least a third of the more than 333 million new cases of curable STIs each year occur among people under age of 25 years (WHO 2005, NAT 2004). This indicates that young people should be provided with adequate HIV/AIDS education.

A study in Africa showed that adolescent girls were 30% more likely to get STIs than were boys in large part because they were involved with old males who were more likely to have STIs themselves. Studies on gonorrhoea in selected Middle Eastern and African countries found the 15-19 age group knowledge about STIs is generally poor among young people. A study among young sex workers in Cambodia found that their limited knowledge was based on a mixture of facts, myths and rumors and was not always correct. Young people are more likely to seek traditional remedies for STIs or to ignore

the symptoms. This pattern is attributed to feelings of guilt over having an STI and to the stigmatizing treatment they tend to receive in health care centers, including STI clinics. (UNFPA, 2005, NAT, 2004).

The fastest spread of HIV/AIDS among youth is in Sub-Saharan Africa where an estimated 8.6 million youth (67 per cent female) are infected followed by South Asia – where some 1.1 million youths were infected (62 per cent female). Discussing sexual behavior is a taboo in many countries and information activities are inadequate so large numbers of young people do not have the information or skills to refuse sex or negotiate safer sexual practices says the report. In Somalia only 26 per cent of adolescent females have heard of AIDS and only 1 per cent knows how to protect themselves. Recent research in Kenya and Zambia suggests that married girls are more likely to be HIV positive than their unmarried counterparts. The provision of accurate age-appropriate information and services for youth is crucial, stresses the report (UNAIDS, 2005).

Youth friendly voluntary counseling and testing services (VCT) are vital since only a small percentage of young people with HIV realize they are infected. Sharing needles for drug use is a highly efficient means of spreading HIV because the virus is injected directly into the blood stream. Mixing drug use with sex for money provides a bridge for HIV from injecting drug users to the wider community. Drug use often starts in adolescence. In Nepal where a half of the country's 50,000 injecting drug users are 16 to 25 years old incidence of HIV among people who inject drugs climbed from 2 per cent in 1995 to nearly 50 per cent in 1998. (NAT 2004, Garland and Blyth, 2005). Much as VCT

is vital to the youth but the question is whether or not they understand the importance of VCT.

2.8 Researches on HIV/AIDS and the Youth in Secondary Schools in Kenya

The world Health Organization (WHO) defines adolescents as individuals between 10 and 19 years of age. The broader term youth encompasses the 15 to 24 year old age groups. Therefore secondary schools students in Kenya fall in this category. HIV and AIDS education consist of knowledge, skills and attitudes meant to assist the students to develop and adopt behavior that would prevent them from being infected with the virus. It would equip them with the necessary skills to pass on HIV and AIDS information to others. In turn this will help them prevent HIV and AIDS infection and control its spread (Lutomia and Sikolia, 2006). The purpose of this research is to establish challenges in the teaching and learning of CRE that affect its provision and integration of HIV/AIDS education. The study aims at coming up with the best strategies of providing HIV/AIDS education among young people in secondary schools in Kenya.

According to Tindi (2008) one of the most challenging problems confronting schools in Kenya is providing education to children who have HIV/AIDS. The number of young people engaging in unprotected sex is worrying. There is increase of sexually active youth with 14 per cent failing to take precautions and 17 per cent of the youths engaging in sex have multiple partners which heightens the risk of contracting HIV (Asego and Ngare 2007). Therefore information and education on sexual and reproductive health is important for adolescents. They need accurate and appropriate information to help them

understand their sexuality and reproduction process as they grow. This will enable them to make sound choices, enjoy health and positive lifestyles and avoid undesired consequences like unwanted pregnancies and sexually transmitted infections including HIV. CRE is one of the subjects that have been given the responsibility of providing and integration of HIV/AIDS education (KIE, 2006). This study aimed at establishing if the secondary school CRE curriculum provides adequate and relevant HIV/AIDS education.

Adolescence is the transition period from childhood to adulthood. The adolescent growth spurt is a process almost all young people find hard to cope with. In the era of HIV/AIDS the youth find it difficult to keep off the high risk behaviours that make them vulnerable to HIV/AIDS such as premarital sex and drug abuse. But with adequate and relevant information the young people in secondary schools in Kenya can be helped to avoid behavior that poses this risk. Because CRE is one of the subjects entrusted with providing HIV/AIDS education this study therefore sets out to assess the extent to which the subject is playing this important role.

According to Otieno and Akinyi, (2008) reports from centre for the study of adolescents indicated that in Kenya 13% of secondary students were pregnant by the age of 14, 33% of secondary school students had unprotected sex while 8 out of 10 people in Kenya have sex before age 20. The report also indicated that girls as young as 14 years became sexually active. This report is an indicator that the youth are not safe and majority of young people have sex before age 20, the age bracket in which secondary school students fall. The report also indicated that lack of access to comprehensive information

on sexuality in schools contributed to negative consequences of sexuality experienced by youths. The report says programmes available to give such information were limited leaving many students ignorant. According to the secondary CRE Teachers handbook (KIE 2006), HIV/AIDS as an emerging issue has been addressed in the CRE Syllabus. But with the alarming statistics on youth sexuality and HIV infections the question is to what extent does CRE play its role in the fight against HIV/AIDS? This study therefore sets out to analyse the CRE Syllabus and recommended textbooks to establish how much information they provide on HIV/AIDS.

According to National Aids and sexuality Transmitted Diseases programmes (NASCOP) between 55,000 and 100,000 cases of HIV infections are reported among married couples in Kenya (Otieno 2009). It is said that this is a result of the married people having intimate partners outside their marriage that they trust so much that they do not have protective sex with them. These statistics should not make us relax on our efforts as a country on enlightening the youth on the fight against HIV/AIDS. There is still need for this enlightenment because some of them have intimate relationships with these infected couples; therefore they are still at high risk of getting infected. It therefore calls for a lot of emphasis on educating the youth on HIV/AIDS. Since this is one of the roles of CRE as a subject, this research sets out to establish any loop holes in the teaching of CRE in relation to HIV/AIDS education and make necessary recommendations which can make the subject improve its role in the fight against HIV/AIDS.

According to the Kenya Health Demographic Survey (KHDS) report of 1998, 16% of males between ages 15-19 years did not know how to avoid HIV infection. Other independent studies indicate that, 6% of secondary school girls in Kenya had sex before age ten, 34% before their 14th birthday and about 80% before age 20. Most of this sexual activity among young girls is often unprotected and is likely to be with a partner of unknown sexual history (TREDS, 2005). These reports indicate loopholes are there when it comes to provision of effective information on sexuality and HIV/AIDS to young people in secondary schools in Kenya. This study sets out to unravel some of these loopholes. Since CRE is one of the subjects that is supposed to provide information on sexuality and HIV/AIDS, this study aimed at investigating challenges in the teaching and learning of CRE affecting its provision of HIV/AIDS education in secondary schools in Kenya.

According to Kamaara, (2005) many youth in Kenya, like some adults do not know that the symptoms of infection are hard to detect except by testing. They confuse the symptoms of AIDS with those of HIV infection. This is misleading because they assume that if someone has no symptoms of AIDS then he/she is negative. She also discovered that a section of youth have misconceptions about the symptoms of AIDS. This is a clear indication that there is a lot more when it comes to providing effective HIV/AIDS education to the youth in secondary schools in Kenya. This is also an indication that many youth might not have been taught about the difference between HIV and AIDS. Then the question is to what extent have subjects like CRE played their role in combating the HIV/AIDS scourge? Wepukhulu's research (2009) on the attitude of

secondary school students towards premarital sex established that premarital sex is prevalent (36%) among the youth in secondary schools in the larger Bungoma district. From the study it was also discovered that all the respondents pointed out that in the absence of parents, teachers could take up the responsibility of educating the youth on sexuality. This research seemed to be pointing out that there could be challenges in schools when it comes to handling issues to do with sexuality and HIV/AIDS. Since CRE is a subject that deals with moral issues that are a problem in secondary schools, this study sets out to establish the challenges the subject faces in provision and integration of effective HIV/AIDS education to the learners. It is hoped that recommendations made by this study will help in making changes in the CRE curriculum that can make the subject provide effective HIV/AIDS education.

2.9 National Goals of Education in Kenya in Relation to HIV/AIDS Education

According to KIE Syllabus (2008:3-5), the national goals of education in Kenya are enlisted as follows:

- i) Foster nationalism, patriotism and promote national unity.
- ii) Promote the social, economic, technological and industrial needs for national development
- iii) Individual development and self-fulfillment.
- iv) Promote sound moral and religious values.
- v) Promote social equality and responsibility.
- vii) Promote respect for and development of Kenyan rich and varied culture.

viii) Promote international consciousness and foster positive attitudes towards other nations.

ix) Promote positive attitudes towards good health and environmental protection

The fourth and eighth national goals of education provide the strongest argument for prevention of HIV/AIDS transmission and the fight against the pandemic among secondary schools in Kenya. CRE as a subject is supposed to be promoting the fourth national goal of education by providing sound moral and religious values which in turn assists learners to avoid behavior that can lead to spread of HIV. But with high HIV infections among the youth it remains unclear whether or not CRE as a subject is playing its role in providing HIV/AIDS education to learners. This study therefore sets out to establish the extent to which CRE is achieving this fourth national goal of education with reference to the issue of HIV/AIDS education. This study aimed at looking at challenges in the teaching and learning of CRE affecting the provision and integration of HIV/AIDS education.

The eighth national goal of education in detail states that:

Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health (KIE, 2008:5).

To achieve the above goal and to develop a positive attitude towards good health, students in secondary schools in Kenya need to be provided with adequate and appropriate information on HIV/AIDS. But with the alarming statistics on HIV/AIDS infections among learners in secondary school in Kenya it remains unclear whether education in Kenya is achieving the 8th national goal of education. CRE as a subject that deals with morals has been entrusted with this responsibility, yet according to Otieno and

Akinyi (2008), lack of access to comprehensive information on sexuality in schools contributed to negative consequences of sexuality experienced by youths. This leaves many questions unanswered. Among these questions, one is: Does CRE provides adequate and relevant information on HIV/AIDS? Two, is the CRE teacher prepared to provide this information?

2.10 Objectives of Teaching CRE in Secondary Schools in Kenya in Relation to HIV/AIDS Education

The objectives of secondary school CRE in Kenya is for learners to be able to:

- i) Gain insights into the unfolding of God's self-revelation to human kind.
- ii) Use the acquired social, spiritual and moral insights to think critically and to make appropriate moral decisions in a rapidly changing society.
- iii) Appreciate and respect their own and other peoples cultural and Christian beliefs and practices.
- iv) Acquire the basic principles of Christian living and develop a sense of self-respect and respect for others.
- v) Promote international consciousness through the understanding of universal brotherhood and sisterhood.
- vi) Contribute positively to the transformation of self and the society as a whole.
- vii) Acquire knowledge for further studies in various career fields (KIE, 2002:60).

The second objective of teaching C.R.E in secondary school in Kenya provides a strong argument for the subject to provide information on HIV/AIDS and help learners to use

the acquired insights in prevention of HIV infection. But with alarming statistics on HIV/AIDS among young people it remains unclear whether CRE is providing effective HIV/AIDS education to learners. The purpose of this study was to establish challenges in the teaching and learning of CRE affecting its provision and integration of HIV/AIDS education. This study aimed at coming up with recommendations that can help in improving the CRE curriculum in relation to provision and integration of HIV/AIDS education.

According to the secondary CRE Teachers handbook, HIV/AIDS as an emerging issue has been addressed in the CRE syllabus under the topic “Human Sexuality” (KIE, 2006). With the rising infections of HIV among young people the question that remains to be answered is whether the subject is really playing its positive role by providing adequate and relevant information to learners. This indicated that there could be loopholes in the subject in relation to provision and integration of HIV/AIDS education. This study therefore set out to analyze the secondary school CRE syllabus and recommended textbooks to establish the extent to which they give relevant information on HIV/AIDS to the learners of CRE.

2.11 Communication Models and the Teaching of CRE in Relation to HIV/AIDS

Education

The interaction of variables in this study can also be understood by the simple communication models and ideas which state that communication takes place when the sender selects a certain message and gives it a special treatment for transmission over a

selected channel to a receiver who interprets the message before taking the desired action (Dahama and Bhatnager, 1980). This can be represented through a diagram as follows:

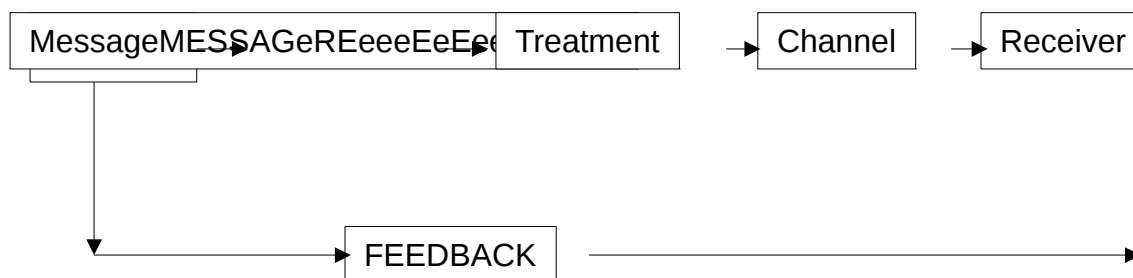


Figure 2.1 Simple communication model

(Source: Dahama and Bhatnagar, 1980:102).

The sender may also be called the communicator, speaker or source. This is the person that puts the process into operation; he decides what message to send, how to treat it so that his audience can follow it and what channels to use and which receivers or audience to reach (Dahama and Bhatnagar, 1980, Murundu, 2007, Farrant, 1980, Nacino-Brown, 1982). In this study the sender or source is the CRE teacher who communicates the HIV/AIDS information to CRE students. The source who is the teacher has to be more knowledgeable than the receiver who is the student in order to effectively pass on the HIV/AIDS information to the learners. This study investigated the preparedness of the CRE teachers in provision and integration of effective HIV/AIDS education because they are the sources or senders of HIV/AIDS education to the learners. They therefore need to

have more knowledge than the learners and in this study this is being investigated under the preparedness of the teachers.

The message is the information package: In connection to HIV/AIDS communication helps people to convey facts about the disease to enable them take precautions or deal with it (Murundu, 2007). In this study the message consists of adequate and relevant information on HIV/AIDS which is supposed to be conveyed to the secondary school CRE students. This study analysed the secondary school CRE syllabus and recommended textbooks to establish if they provide adequate and relevant information on HIV/AIDS.

The treatment of the message refers to the ways in which the message is handled before it is placed on the channel (Murundu, 2007, Dahama and Bhatnagar, 1980, Nacino-Brown, 1982). Its purpose is to make the message clearly understandable and realistic to the audience. In this study treatment of the message refers to the way the HIV/AIDS information is prepared by the CRE teachers in order to be passed on to the CRE students.

The channel is the avenue of communication that is lectures (verbal) film show, slides, photographs e.t.c. (Dahama and Bhatnager, 1980, Murundu, 2007). There are two ways in which the source communicates: Verbal and non-verbal. The verbal one is most preferred because it involves a dialogue where one can ask questions or make clarifications. Non-verbal communication is the type of communication whereby the source and receiver don't necessarily use words; ways of doing this include eye contact, gestures and body

language and audio-visual aids. In the case of HIV/AIDS the verbal communication is very useful as it encourages questions and search for clarifications for better understanding when the teacher communicates with the students. The students will actively participate and this will easily bring positive feedback i.e. behavioral change in students. This study investigated the availability and use of different channels in schools (instructional resources) and how effective they were in provision of HIV/AIDS education to learners in secondary schools in Bungoma County.

The receiver/audience may be a single person or a group of people who receive the message. The more homogeneous the audience is the greater are the chances of effective communication (Murundu, 2007). In this study the receiver is the CRE student who is supposed to be provided with information on HIV/AIDS so that he/she can change behavior to avoid being infected with HIV. In this study the question the study is seeking to answer is to what extent has CRE as a subject played its role in providing the HIV/AIDS information to the CRE student.

The feedback is a process that is vital especially when it is meant to bring about change in people (Murundu, 2007, Farrant, 1980, Nacino-Brown, 1982). In this study feedback consist of behavioural change in CRE student after they have been given information on HIV/AIDS. The purpose of providing HIV/AIDS education is for behavior change among learners.

2.12 Preparedness of the Secondary School Teachers in Provision of HIV/AIDS

Education

The teacher preparation component of any curriculum implementation is vital. The teacher is an essential tool in implementation of education change (Okech and Asiachi 1992). Kocchar (1991) shares similar views when he says that efficient teaching in Social Studies depends upon the competence and professional advancement of the teacher. He should be well equipped both in the area of content and methodology. This study therefore set out to establish the extent to which the CRE teachers have been prepared to teach issues to do with HIV/AIDS.

Teachers have the potential to influence and inculcate the values and virtues of self control, assertiveness and other life skills that young people need to enable them cope with the challenges of the pandemic. In addition, teachers can facilitate the cascading and uptake of proven interventions (Winkler and Bodenstein, 2005). This means teachers need to be prepared to give information on HIV/AIDS to learners. Winkler and Bodenstein emphasized the importance of the preparedness of the teachers in the following terms:

It is critical for teachers to be thoroughly equipped with knowledge about HIV and AIDS, to be aware of all the issues around the disease and be adequately empowered to teach the subject in many different circumstances (Winkler and Bodenstein, 2005:v).

Since the intergration of HIV/AIDS Education into the CRE syllabus it is not clear whether or not the CRE teacher has been thoroughly equipped with knowledge about

HIV and AIDS and how to teach it to the learners. This is one of the concerns of the study.

According to Kafu, (2010) teacher preparation is usually of two types, pre-service and in-service models. Pre-service is a kind of teacher training programme organized and conducted for people with no experience in the teaching profession while in-service education programme is the form of training designed for serving teachers who may not be trained and qualified in teaching and if they are, it is intended to equip them with new competencies for promotion or otherwise (Kafu, 2010). Generally the competencies school teachers are provided or equipped with during the course of teacher training sessions are based on the existing school curriculum, demands of the society, level of sophistication in the society and the political philosophy of the country. Kafu emphasized the importance of the teachers' preparedness in providing effective instruction in the following terms:

If school teachers have to present instruction efficiently and effectively, including instructional development they must be properly prepared (Kafu, 2010:158)

Given the importance of HIV/AIDS education one of the concerns of this study was to establish whether or not CRE teachers have been in-serviced on how to teach HIV/AIDS within the CRE curriculum.

Staff development or in-service education represents a direct link between curriculum development and classroom delivery (Wiles, 2005). Without a knowledgeable committed teacher who holds skills needed to implement the curriculum, all planning is an academic

exercise. According to TREDs (2005) parents have a significant role in communicating reproductive health issues to their children. However, some cultural practices prevent most of them from communicating these issues including HIV/AIDS information. This creates a knowledge gap that is filled by teachers, friends, the churches and relatives as they grow. What remains unclear is whether or not the CRE teacher has been adequately prepared to teach and integrate HIV/AIDS issues in the CRE syllabus. This is one of the concerns of this study.

Fullan (1982) recognizes the importance of in-service courses and seminars for teachers during the implementation of a programme when he says: 'No matter how willing and ready teachers are to implement the innovation it is when they have started to put it in practice that they begin to experience anxiety and doubt'. Since the HIV/AIDS education was integrated in the CRE syllabus in 2002 it is not clear whether or not the CRE teachers have been prepared in terms of in-service courses and seminars to teach HIV/AIDS education. This study therefore investigated the extent to which the CRE teacher is prepared to teach HIV/AIDS education in secondary schools in Kenya.

Walaba's research (1998) on the teaching and learning of CRE in schools and colleges established that most CRE teachers attended seminars and conferences. On the other hand Kiniale's research (2000) indicated that CRE teachers rarely attended seminars and recommended that there is need to organise in-service courses for CRE teachers in order to boost their morale and improve their teaching skills. This study set out to establish the extent to which the secondary school CRE teacher has been prepared in terms of seminars and in-service courses to teach on HIV/AIDS education.

Research by Kinanga (2009) found that most teachers prefer to discuss about HIV/AIDS on its own and not during Kiswahili lessons. It was also discovered that Kiswahili teachers in Kisii Central district are not adequately prepared to handle HIV/AIDS issues. The case for CRE as a subject remains unclear and is the concern of this study. This study therefore investigated the preparedness of CRE teachers in provision and integration of HIV/AIDS education.

Mulinge's research (2009) on the role of Kenyan public universities in communicating information on HIV and AIDS to surrounding local communities indicated that lack of full information on how to pass messages on HIV and AIDS prevention was seen to be a barrier which had hindered communication of information on HIV and AIDS prevention measures to communities. This study sets out to establish whether the same case is true for CRE in secondary schools in Bungoma. One of the objectives of this study is to establish whether or not the CRE teachers have been prepared and have adequate information to pass on to learners on HIV/AIDS.

Sachiyo's research (2010) indicated that teachers were a major source of information on HIV/AIDS. But the question is; are the teachers especially CRE teacher's adequately prepared to teach HIV/AIDS education in secondary schools in Kenya. According to TREDS (2005) teachers who are the main avenues of communication should be trained in relevant skills and knowledge: guidance and counseling and life skills to enable them implement these activities in schools. Since 2002 the HIV/AIDS education was integrated

in the CRE syllabus but what remains unclear is whether or not the CRE teachers have since been trained to handle HIV/ AIDS education. This study investigated that.

Wepukhulu's research (2009) on HIV/AIDS in Bungoma district established that in absence of parents, teachers could take up the responsibility of educating the youth on sexuality. But for HIV/AIDS education to be effective the teachers need to be prepared to teach it .One of the concerns of this study is to establish if CRE teachers are adequately prepared to teach HIV/ AIDS education.

Mulinge's research (2009) indicated that lack of training was a barrier that had been hindering smooth communication since some people assume that their audience understands them because they have been hearing about HIV/AIDS. The situation for Christian Religion Education as far as training is concerned is unknown and it is the concern of this study. According to research by TRENDS (2005) one of the factors that make young people vulnerable to HIV infection is limited availability of trained teachers and resource materials to enhance AIDS education. It is not clear whether or not CRE teachers have been trained to handle issues to do with HIV/ AIDS. This is the concern of this study.

Research by Omolo (2012) on implementation of HIV/AIDS education in public secondary schools in Kisumu county established that only 30% of teachers interviewed had the training on HIV/AIDS aspects-12% through pre-service and 18% through in-service. The study also found out that refusal and communication skills whose mastery by

the learners greatly contributes towards HIV/AIDS prevention are hardly taught in most schools. The study attributes all this to inadequate training on HIV/AIDS among the teachers. Omolo's study was on general HIV/AIDS education but this study looked at the preparedness of the CRE teachers in providing HIV/AIDS education to the learners. The preparedness of the CRE teachers is unknown and therefore the concern of this study.

The need to intensify AIDS education in schools has become more urgent with the increasing demands placed on teachers as Universal Primary Education (UPE) takes root and more children enroll in schools. Many parents spend less and less time with their children, and do not give the necessary guidance to impart skills that would enable their children to protect themselves from infection. This clearly indicates that teachers need to be prepared to provide HIV/AIDS education because they spend more time with the learners. Emphasizing on the preparedness of teachers in provision of HIV/AIDS, Winkler and Bodenstein (2005) said the following:

The capacity of teachers to teach about HIV and AIDS must be strengthened through the mainstreaming of HIV and AIDS in the teacher training curriculum: an infusion of the AIDS content in the in-service and other continuing education programmes for teachers; regular support, monitoring, supervision and the provision of relevant materials. (Winkler and Bodenstein, 2005:1)

According to Fullan and Stiegelbauer (1991), both individual teacher characteristics and collective or collegial factors play roles in determining curriculum implementation.

2.13 The Attitudes of Teachers and Students Towards the of CRE in HIV/AIDS

Education

The youth need to acquire the right skills, knowledge and attitudes before they are sexually infected with HIV (TREDS, 2005, Winkler and Bodenstein, 2005). In the era of HIV and AIDS sexual behavior is an important issue of concern. It requires a positive change in order to reduce HIV transmission and keep positive clients healthy. The attitudes of CRE teachers and students towards the role of the subject in providing HIV/AIDS education is unknown and a concern in this study. This is because the attitude of the teachers determines the extent to which they are likely to teach the HIV/AIDS issues. On the other hand the attitude of students determines how much they will take in.

Nacino-Brown et al (1992) clearly emphasize the importance of teachers in implementation of a curriculum by saying that; of all the personnel involved in curriculum implementation and design, the teacher is certainly the most important. She/he is the one who implements the ideas and aspirations of the curriculum designers. This study is interested in establishing the attitude of the CRE teachers in secondary schools in Kenya towards the inclusion of the HIV/AIDS education in the CRE curriculum in secondary schools in Kenya. This is because for effective provision and integration of HIV/AIDS education to learners, teachers need to have a positive attitude. The attitude of CRE teachers towards the role of the subject in providing HIV/AIDS education was investigated in this study.

According to Winkler and Bodenstein (2005), teaching about AIDS in schools is bound to meet certain challenges, especially in Africa, where attitudes, beliefs and practices handed down from one generation to another, have a lot of influence in adulthood. They emphasize on how a teachers' attitude can influence the way a teacher teaches HIV/AIDS in the following terms:

It is inevitable that the teachers' own attitudes and their personal perception of risk will be heavily influenced by their community's attitude towards HIV and AIDS. This may have a negative effect on the manner in which they teach their children about the subject (Winkler and Bodenstein, 2005:1)

According to Chepkwony (2004) Africa continues to register heavy death tolls from the epidemic due to the prevailing attitude by different Christian and traditional African groups on the deadly scourge. According to Chepkwony the negative attitude of different Christian and African groups has led to the spread of the disease. The attitude of CRE teachers and students towards HIV/ AIDS education was investigated in this study. This is because the attitude contributes a lot to the extent of the spread of HIV/AIDS as Chepkwony indicates.

Hawes, (1979), emphasizes the need to change people' negative attitude to positive attitudes in favour of the implementation of any particular innovation when he points out that in the very simplest analysis the task of curriculum implementation can be said to involve changing the attitudes of policy makers, administrators, parents and ultimately the learners and teachers. In addition Gross et al (1981) emphasized the need for the staff to be willing to spend their time and effort to implementation and this condition must be operative. Since the integration of HIV/AIDS education into the CRE syllabus, it has not

been established whether or not the CRE teachers have a positive or negative attitude towards the role of the subject in providing HIV/AIDS education. This study therefore sets out to establish the attitudes of CRE teachers and students towards the role of the subject in providing HIV/AIDS effective education.

Masinjila, (1996) states that positive attitude towards a subject leads to successful implementation. Kiniale, (2000) in her study on implementation of 8-4-4 in the study CRE in secondary school in Kenya established that there was a positive attitude by teachers and students towards CRE. The attitude of CRE teachers and students towards the role of the subject in providing HIV/AIDS education is not yet known and is the concern of this study.

The teachers' role in the curriculum can be described in this way:

The curriculum is not so much what is found in the printed guide (syllabus and scheme of work) as what the teacher makes of it in the classroom. It is his adaptation of it to meaningful learning experiences that really count. The teacher should use the guide as a framework and must feel free to express his teaching methods in the way that can best help make him a success in the classroom (Nacino-Brown et al, 1982:34).

From this statement it is obvious that the curriculum can be a great success or a dismal failure depending on the teachers. They are the key persons who alone can make the curriculum achieve what it was designed to achieve. Therefore it is important to know the attitude of teachers towards implementation of a programme because their attitude determines the success or failure of the same. This study therefore set up to establish the extent to which the CRE teachers' attitude affects the effective provision and integration of HIV/AIDS education to learners.

A research by Sachiyo (2010) on knowledge and attitudes on HIV/AIDS and several practices by primary school students in Eldoret municipality found out that although most students had a positive attitude towards people living with HIV/AIDS (PLWHA) but others had a negative perception on HIV infection and felt PLWHA should be separated from the rest and even others felt they should be punished or killed. This attitude is as far as primary school is concerned. The situation in secondary school especially as far as CRE teachers and students are concerned is unknown and is a concern of this study. This study therefore investigated the attitudes of both the teachers and students towards the role of the subject in provision of HIV/AIDS education.

Mulinge's research (2009) on the Role of Kenyan Public universities in communicating information on HIV/AIDS to surrounding local communities discovered that attitude was a barrier in the process of fighting HIV/ AIDS in surrounding communities. According to the research some members of the surrounding communities had developed an attitude that many members of the university fraternity were immoral due to their lifestyles that portrayed loose morals among other mannerisms like drunkenness. In this case attitudes act as a barrier in the provision of HIV/AIDS education to the surrounding. This study sought out to establish if attitude of CRE teachers and students is a challenge in the provision of effective HIV/ AIDS education in secondary schools in Kenya.

A research by Kinanga (2009) on integration of HIV/ AIDS content in the Kiswahili curriculum revealed that most teachers of Kiswahili preferred to discuss about HIV/ AIDS on its own and not during Kiswahili lessons. This leaves us with a question: do

CRE students hold the same view. The exact attitude by CRE teachers on the subject was unknown and the concern of this study. A report by Kiberenge (2010) on research done in secondary schools found out that a number of students still have some incorrect beliefs about the spread of HIV. For instance ten per cent of them expressed a negative attitude towards a teacher or student living with HIV and AIDS while half of them reported they would neither buy food from a shop keeper who has the disease nor disclose to anyone, if a member of their family became ill with HIV and AIDS. This indicates that students might be having negative attitudes even towards a subject that provides HIV/AIDS education. This study therefore investigated the attitude of CRE students towards the role of CRE in providing HIV/AIDS education.

According to Omolo's research (2012) previous surveys carried out in Kisumu County revealed that the negative attitude among the learners and teachers about the HIV/AIDS was hampering providing of HIV/AIDS education. Further some people began holding the view that HIV/AIDS education was getting a low consideration in most of the schools. Omolo's research was on general provision of HIV/AIDS education. The attitude of CRE teachers and students in secondary schools in Kenya towards the provision and integration of HIV/AIDS education in the syllabus was unknown and the concern of this study.

When it comes to the curriculum, the learner is the centre of attention, being the subject and object, without whom a curriculum does not exist. A curriculum design incorporates aims and objectives which are hoped would be realized when the curriculum is

implemented (Nacino-Brown et al, 1992). It goes without saying that without the active and whole-hearted co-operation of the students such aims can never be achieved. Given the importance of students in the curriculum implementation this study was interested in establishing the attitude of secondary school students towards the role of the subject in providing effective HIV/AIDS education.

2.14 Methods and Instructional Resources of Teaching CRE and HIV/AIDS and their Effectiveness

A lesson is incomplete without the use of methods and instructional techniques when conducting it (Kafu, 2010:70). Methods are usually identified and selected ways a teacher intends to use in presenting the planned lesson to the class while learning resources are usually the relevant instructional materials a teacher identifies, selects, develops and uses in the instructional process (Kafu, 2010: 67, 70). According to Kiruhi, Githua and Mboroki, (2009) methods of teaching refer to the processes or set procedures of teaching which tend to promote specific strategies of teaching. When used effectively teaching methods should facilitate in learners the development of critical consciousness and reflection on issues as opposed to the perpetuation of naïve consciousness of myths around them (Kirusi et al 2009:49). Teaching methods should emphasize the need for learners to ask questions, to experiment, to explore, to discover, and to solve problems. This study investigated the methods used for teaching CRE and whether or not these methods are effective in provision of HIV/AIDS.

According to Kocchar (1991) the most perfect syllabus remains dead unless quickened into life by the right methods of teaching. Although a good lecture can be stimulating and challenging, maintaining high interest level of an audience when given by a competent teacher, it can also be boring, uninspiring, monotonous and tends to make the audience passive (Nasibi,2003, Nacino-Brown et al, 1982). According to Nasibi (2003) it is not an appropriate method to use when one intends to change the values and attitudes of his/her audience because in a lecture one is expected to accept the facts without question. Given the importance of the subject HIV/AIDS, it would be important for those presenting the content to avoid pure lectures since learners might not benefit from them (Nasibi, 2003). One of the concerns of this study is to establish the extent to which methods such as the lecture method are used for teaching HIV/AIDS issues in the CRE syllabus.

Learning facilities and resources are important components of instructional process. They determine the kind of learning environment for students, the type of teaching approaches/methods/techniques and other strategies to be employed in instruction (Kafu, 2010). To Kiruhi (2009) and others, a resource is the same as a teaching aid and is used to make learning interesting and effective. Given the importance of HIV/AIDS education, this study investigated the instructional resources available for teaching CRE in secondary schools in Bungoma County and whether or not they are used for teaching both CRE and HIV/AIDS content in the CRE syllabus.

A research by Omolo (2012) on implementation of the HIV/AIDS education in public schools in Kisumu County revealed that majority of the teachers used the lecture method

to teach HIV/AIDS which was contrary to the recommendations of the Ministry of Health promotion specialists. The participatory methods such as group discussions, drama and songs, storytelling and role play which are widely considered as the best methods of teaching were hardly used. This study investigated if the same situation prevails as far as the teaching of HIV/AIDS education within the CRE syllabus is concerned. Therefore this study established the methods used for teaching CRE and whether or not they are effective for teaching HIV/AIDS education.

According to TRENDS (2005), evidence from research studies indicate that open discussions with children about their sexuality reduces risky behaviour especially among adolescents. This study sets out to establish if discussions are used for teaching CRE in secondary schools. Instructional materials are very significant learning and teaching tools. It is necessary that a teacher should explore a wide variety of materials to find suitable aids for instruction to supplement what the text book provides, to add information, to broaden concepts and to arouse interest (Kocchar 1991). According to Kocchar (1990) teachers who have adequate and relevant instructional resources will be more confident, effective and productive. One of the concerns of this study was to establish learning resources available for teaching HIV/AIDS content within the CRE syllabus and the extent to which they are used.

Curriculum developers such as Fullan, (1992), Oluoch, (1992), Bishop, (1985), Taba, (1962), and Gross et al (1981) point out that no curriculum can be adequately and effectively implemented without adequate instructional resources. Nabwire (1998) agreed

with these sentiments by stating that instructional media materials provide the link between the world of abstraction and the real life situation which accounts for meaningful learning and change in behavior. This study investigated the instructional resources available and the extent to which they are used for teaching CRE.

Nasibi, (2003) argues that most of the topics in HIV/AIDS invite the use of pictures whether they are drawn, painted or taken by means of a camera. There is a wide variety of pictures for HIV/AIDS communication which can be obtained from textbooks, reference books, HIV/AIDS picture books, postcards, newspapers and magazines. Much as pictures are available, the extent to which they are used for teaching HIV/AIDS content within the CRE syllabus is unknown and the concern of this study. Kinanga's research (2009) on integration of HIV / AIDS in the Kiswahili curriculum established that lack of resource materials was responsible for lack of effectiveness in teaching HIV /AIDS education. This is as far as Kiswahili is concerned, the situation in the teaching CRE in relation to HIV/AIDS education is unknown and was investigated by this study. A research by Omolo (2012) on implementation of the HIV/AIDS in secondary schools in Kisumu County revealed that learning materials such as newspapers, posters video and audiovisual tapes were not available. The exact situation in relation to the teaching of CRE in Bungoma County is unknown and the concern of this study.

TREDS (2005) observes that teachers should be provided with resources and relevant materials in order to be engaged effectively in youth preventive activities against HIV/AIDS. This study sought to establish the resources available for teaching CRE and their

effectiveness in provision of HIV/AIDS education. According to Kamaara, (2004) there is an urgent need to enhance resources that will help in effectiveness in providing HIV/AIDS education. Instructional resources are important in teaching CRE because they are designed to help teachers to understand and implement the ideas contained in the curriculum. These resources also help students to achieve the learning objectives intended to be achieved (Ayot et al 1992). According to Nabwire (1998) the availability and quality of instructional materials is important for the implementation of the program to take place. That is why this study investigated the resources available for teaching CRE and whether or not they are used and effective in provision and integration of HIV/AIDS education.

2.15 The Content of the Syllabus and Textbooks in Relation in Provision of HIV/AIDS Education

Teaching documents are items that are normally, developed and used in instruction to store and carry essential information (Kafu, 2010:7). They are intended to facilitate and enhance students learning as well as promote effective teaching. There are two categories of instructional documents namely, the official documents designed and developed by an agency/authority in-charge of development and provision of education in a country and the teacher-developed documents (Kafu, 2010). This study analysed the official documents used for teaching CRE in secondary school in Kenya to establish if they provide adequate information on HIV/AIDS. The documents analysed in this study were the CRE syllabus and the recommended textbooks. These documents were analysed because teachers use them for teaching.

Teachers use a document called the syllabus to help them plan their lessons. A syllabus can be said to be a plan with subjects to be studied in a course by a particular group of people/learners (Abiero, 2009:6). This places the syllabus at a very important position of breaking down the curriculum for effective and efficient implementation (Abiero 2009). The extent to which the secondary school CRE syllabus provides HIV/AIDS education is not known and was the concern of this study. This study therefore sought to establish how relevant and adequate the CRE syllabus is in providing HIV/AIDS education to the learners. The study analysed the contents of the CRE syllabus to establish the loop holes it had as far as provision and integration of HIV/AIDS education was concerned.

The syllabus contains, first and foremost the national objectives. It also contains the objectives of the particular subject which the teacher is expected to teach. It is therefore from the syllabus that the teacher is able to identify the topics which should be taught in a particular subject. According to Ayot and Patel (1992), careful consideration has to be given to the syllabus because it is intended to guide the teacher in any particular subject that he might wish to teach. Given the importance of the syllabus in curriculum implementation this study sought to analyse the secondary school CRE syllabus and establish the extent to which it provide relevant and adequate information on HIV/AIDS education and at what levels this information is to be provided to learners.

New syllabi are always prepared when there is need for education innovation (Ayot and Patel 1992). In 2002 the secondary school CRE syllabus in Kenya was revised so that HIV/AIDS education could be integrated (KIE, 2006). It is not known if the revised

syllabus provides adequate and relevant information on HIV/AIDS to the learner, and this was therefore the concern of this study. This study analysed the contents of the whole secondary school CRE syllabus to establish if it had adequate and relevant information on HIV/AIDS. Preventive education is the most effective way of combating and controlling HIV/AIDS. According to Kirisiwa (2004) education awareness should be comprehensive and focused on the understanding and meaning of HIV/AIDS, how it is acquired, transmitted, opportunistic diseases, voluntary counseling and testing (VCT) treatment and prevention of AIDS. This study sought to analyze and establish the extent to which the secondary school CRE syllabus and recommended textbooks provide this vital information on HIV / AIDS education.

When children reach adolescence the moral values they learnt in childhood are not sufficient to enable them to deal with the challenges they face as adolescents. Teenagers need guidance in learning new values that help them cope with such challenges. According to Lubega (2003) the challenge to schools is to include in their programmes all facts concerning sex that adolescents are likely to need or else they may not achieve much out of the current programmes. It is not clear whether or not the CRE syllabus and recommended textbooks have included all facts concerning sex and this study sought to establish that by analyzing them.

AIDS is a killer disease and has no cure and HIV infection is spreading very rapidly in Kenya. However there are many ways in which, a young person can protect him or herself from being infected. These include; equipping learners with life skills such as

decision making, assertiveness, self, awareness, negotiation and communication skills among others to enhance their capacity to say no to sex (KIE, 2003). It is not clear whether or not CRE as a subject equips learners with life skills to deal with HIV / AIDS. This was one of the concerns of this study and was investigated.

A textbook can be defined as a standard book especially designed to communicate a specific body of knowledge to a specific group of audience (Nasibi, 2003). It is written for a particular subject at a particular level in schools or college. It is not clear whether or not the CRE recommended textbooks have adequate and relevant information on HIV/AIDS. This study therefore sought to analyze and establish the extent to which the recommended textbooks provided adequate and relevant information on HIV/AIDS to the teachers and learners. A textbook is especially written book which contains selective and systematic knowledge (Kocchar, 1991). The textbook is the one required book that is used by the entire class in studying a particular subject (Nacino-Brown et al, 1982). Because of the importance of the textbook to learners and teachers in curriculum implementation, this study sought to analyse the recommended CRE textbooks for secondary schools to establish the extent to which they provided adequate and relevant information on HIV/AIDS.

According to Callahan and Clark (1990), of all materials of instruction, the textbook has had the most influence on teaching content and method. For many teachers it has been the 'be all in all' of their instructional life. A textbook can make an excellent base for building interesting, higher order learning activities that can call forth critical thinking

and other mental processes but they have many limitations (Callahan and Clark, 1990). It is within this background that this study sought to establish the extent to which CRE secondary school textbooks are sufficient in providing adequate information on HIV/AIDS. Given the importance of HIV/AIDS information it is important that the developers of the school texts come up with good texts satisfying the following criteria:

- i) The relevance of the textbook to curriculum objectives of teaching or communicating HIV/AIDS messages.
- ii) Accuracy of information conveyed
- iii) Maximum content coverage as per syllabus, which is well explained and free from bias and controversy
- iv) Properly arranged information (Nasibi, 2003:132)

According to Nasibi, (2003) some textbooks provide sketchy information on important topics and this disadvantages readers who solely depend on them. It is within this background that this study analysed the CRE textbooks to establish the relevance and accuracy of the books in providing HIV/AIDS information. A research by Omolo (2012) on implementation of HIV/AIDS programme in secondary schools in Kisumu County revealed that there is overdependence on the various class texts as teaching resources despite the fact that some of the texts have scanty information on HIV/AIDS infused in their topics. Basing on these facts this study therefore sought out to analyse the CRE recommended textbooks to establish how much information they had.

2.16 Extent to which Students are provided with HIV/AIDS Education in CRE

Curriculum

It is generally agreed that in order to address the problem of HIV/ AIDS people must adopt new behaviors'. According to Bwanali (2008) this can be achieved by providing people with accurate, relevant and appropriate information about HIV and AIDS so that they are able to make informed decisions. Whether CRE as a subject is providing this information to its learners was not very clear and was a concern of this study.

Research by Onyango (2009) indicated that majority of the youth did not perceive themselves to be at risk of contracting HIV/AIDS instead they indicated that commercial sex workers are the ones at risk. The youths' knowledge on major aspects of HIV/AIDS prevention was also found to be very inadequate. These deviations were demonstrated by wrong beliefs that HIV/AIDS can be prevented by selecting sexual partners carefully and avoid physical contact with infected. This clearly indicates that many young people might not be having adequate information on HIV/AIDS. This study sought to establish the extent to which CRE students in secondary schools in Bungoma County, Kenya have been provided with information on HIV/AIDS.

Although young girls are especially vulnerable to the HIV/AIDS epidemic, millions of them are dangerously ignorant about HIV / AIDS (Garland and Blyth 2005, TREDs 2005). According to UNICEF (2000) more than 7% of adolescent girls in two West African countries have never heard of AIDS. This clearly indicates that it is possible several young people might not be having adequate knowledge on HIV/AIDS. One of the

purposes of this study is to establish the extent to which CRE students were provided with information on HIV/AIDS in the subject because it is not very clear the extent HIV/AIDS is being integrated in the CRE curriculum.

Increasing the access to quality HIV and AIDS information and services for young people has been a major concern among policy-makers and programme planners in Africa, as well as among education authorities, currently implementing a multi-sectoral response to the pandemic (Winkler and Bodenstein, 2005). This study investigated the extent to which HIV/AIDS education is provided to learners of CRE.

According to Nwaigbo, (2004) moral education focused on target groups such as the youth and children is the most effective weapon to fight AIDS in Africa today. One of the objectives of CRE is to provide moral education to learners (KIE, 2002). One of the concerns of this study was to establish if the subject was providing both moral and HIV/AIDS education to the learners.

2.17 Summary of Chapter Two

This chapter has presented literature review on the topic of study. The chapter has presented general literature on HIV/AIDS and specific literature review on the preparedness of the teachers, the attitude of teachers and students, method and instructional resources for teaching, content of the syllabus and textbooks and the extent to which students are provided with HIV/AIDS education. The next chapter presents the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the study area, research paradigms and methodology, thesis epistemology, research design, study population, sampling procedures and sample size. The chapter also presents study variables, data collection instruments, procedure of development and administration of research instruments, validity and reliability of research instruments, data analysis and interpretation and a summary of chapter three.

3.1 Study Area

The study area was Bungoma County. This County is located in Western Kenya along the Uganda Border. It borders Busia, Kakamenga and Trans-Nzoia counties. It has an area of 3032.2 Km². The temperature range from minimum of between 15⁰-20⁰c to a maximum of between 22⁰-30⁰c. It has two rainy seasons with average rainfall from 1200mm to 1800 mm per annum (Daily Nation, 24th march 2011). Bungoma County has a population of 1,375,063 people with females comprising 52% and males 48%. The population density is 453.5 people per Km² and the population growth rate standing at 4.3%. The county capital is in Bungoma town (source: Institute of Economic Affairs 2011).

Bungoma County has six constituencies which are Bumula, Kanduyi, Kimilili, Sirisia, Webuye and Mt. Elgon (see Appendix G). The county has seven local authorities: Municipal Council of Bungoma, Webuye and Kimilili, County Council of Bungoma and Mt. Elgon and town Council of Sirisia and Malakisi, (source Daily Nation 24th march

2011). In terms of poverty level, 53% of the population lives below poverty line. The main natural resources are Mt. Elgon Hills and Forests, Rivers Nzoia and Malakisi. Tourist attractions include Mt. Elgon National Park, Mt. Elgon forest reserve and the Chepkitale forest, Nabuyole and Malakisi falls, Sang'alo, Musikoma and Kabuchai Hills, caves at Kitum, Mackingeny, Chepnyali and Kiptoro. The main industries in the county include Webuye Pan Paper Mills, Nzoia sugar factory, BAT Malakisi and Mastermind commercial business, Sugar cane farming and livestock farming. The main agricultural products from the county include sugar, coffee, maize, milk, tobacco, bananas and sweet potatoes.

In terms of education, Bungoma County has approximately 804 primary schools 256 secondary schools and 40 tertiary institutions. Primary school enrolment is approximately 400,407 pupils while secondary schools enrolment is approximately 41,310 pupils, with teacher to pupils' ratio of 1:29 in public secondary schools. According to the Kenya Red Cross Society Bungoma Branch Newsletter of May 2006, the HIV/AIDS prevalence rate was high at 9% in Bungoma District which forms the bulk of Bungoma County.

The Bungoma County consists of eight sub-counties namely, Bungoma East, Bungoma West, Bungoma North, Bungoma South, Bungoma Central, Bumula, Kimilili-Bungoma and Mt Elgon. The researcher chose Bungoma County as her study area because no similar research has been done in the County on the same. Apart from that, HIV/AIDS prevalence is as high as 9% (Kenya Red Cross society, 2006). In 2009, Wepukhulu did a research in Bungoma County on the attitudes of secondary schools students toward

premarital sex and it was discovered that the prevalence of premarital sex was high and it affected the performance of the learners. This was another reason why Bungoma County was also chosen. Another advantage of Bungoma County to this research is that the research is mainly centred on CRE and almost all schools in this County teach CRE as a subject. Therefore this was also an advantage to the researcher.

3.2 Research Paradigms and Methodology

O'leary, (2004) defines methodology as the framework associated with a particular set of paradigmatic assumptions that you will use to conduct research. Research methodology is a way to systematically solve the research problem. Research can be Quantitative, Qualitative or mixed. Differences in philosophical perspective in each paradigm combined with the aims of a study, to a large extent determine the focus, approach and mode of inquiry which in turn determine the structural aspects of a study design (Kumar 2011:104).

This research used a mixed method design that combined both quantitative and qualitative approaches in its study. Mixed method approaches to social inquiry involve the planned use of two or more different kinds of data gathering and analysis techniques (Somekh and Lewin, 2005:274). Mixed methods designs may be fixed or emergent, and researchers need to be cognizant of the approach that they are using and open to considering the best alternative for their circumstances (Creswell, 2011). This study used the fixed mixed method design. Fixed method designs are mixed methods studies where the use of quantitative and qualitative methods is predetermined and planned at the start

of the research process and the procedures are implemented as planned (Creswell, 2011. Teddlie and Tashakkori, 2009).

This study used both quantitative and qualitative methodological approaches because:

- i) The research had several objectives research questions which needed to be assessed and answered using different approaches. The objectives and research questions on the preparedness of the teachers, the attitude of teachers and students, and methods of teaching and instructional resources could be assessed better using the quantitative approach while the analysis of the CRE syllabus and recommended textbooks could be assessed better using the qualitative approach.
- ii) Both methods supplemented each other in that the qualitative approach provided the in-depth explanations on the adequacy and relevance of the CRE syllabus and recommended textbooks while quantitative methods provided the hard data needed on the preparedness of CRE teachers, the attitude of CRE teachers and students, methods and instructional resources and the extent to which CRE students are provided with HIV/AIDS education.
- iii) The researcher was able to bring together a more comprehensive account of inquiry when both quantitative and qualitative research approaches were used.
- iv) While not all research is conducive to a combination approach certain topics or methodologies especially descriptive research like this study provides opportunities for researchers to combine two or more tools.

When it comes to the level of interaction between the quantitative and qualitative strands, This study used an independent level of interaction between the quantitative and qualitative strands. An independent level of interaction occurs when the quantitative and qualitative strands are implemented so that they are independent from the other that is the two strands are distinct and the researcher keeps the quantitative and qualitative research questions, data collection and data analysis separate (Creswell, 2011. Berg, 2004. Yates, 2004). When the study is independent, the researcher only mixes the two strands when drawing conclusions at the end of the study.

This study used an independent level of interaction whereby the quantitative research questions, data collections, and data analysis was separate from the qualitative research questions, data collection and data analysis. In this study the quantitative strand collected data using the questionnaires and observation checklist while the qualitative strand collected and analysed qualitative data using the document analysis guide. When it comes to the relative importance of the quantitative and qualitative strands within this study, both had an equal priority so that both played equally important roles in addressing the research problem.

The point of interface, also known as the stage of integration is a point within the process of research where the quantitative and qualitative strands are mixed (Morse and Niehaus, 2009). In this study mixing of the quantitative and qualitative was done during interpretation of the results. Mixing during interpretation occurs when the quantitative

and qualitative strands are mixed during the final step of the research process after the researcher has collected and analysed both sets of data (Creswell, 2011. Bazeley, 2009).

On the overall, the type of mixed method that this study used was the convergent parallel design. The convergent parallel design occurs when the researcher uses concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, prioritizes the methods equally and keeps the strands independent during analysis and the mixes the results during the overall interpretation (Creswell, 2011. Morse and Niehaus, 2009. Teddlie and Tashakkori, 2009). The summary of what happens in this type of design is shown in figure 3.1. In this study, the researcher conducted a survey on both teachers and students on several issues such as the preparedness of the CRE teachers, the attitudes of the CRE teachers and students towards the role of the subject in provision of HIV/AIDS education, methods and instructional resources used for teaching CRE and HIV/AIDS and at the same time conducted an observation on instructional resources and also collected data on the CRE teaching documents. The researcher then analysed the survey data and data from observation quantitatively while data from the CRE teaching documents was analysed qualitatively. The researcher then merged the two sets of results during interpretation to describe the challenges affecting the effective provision of HIV/AIDS education integrated into the CRE curriculum.

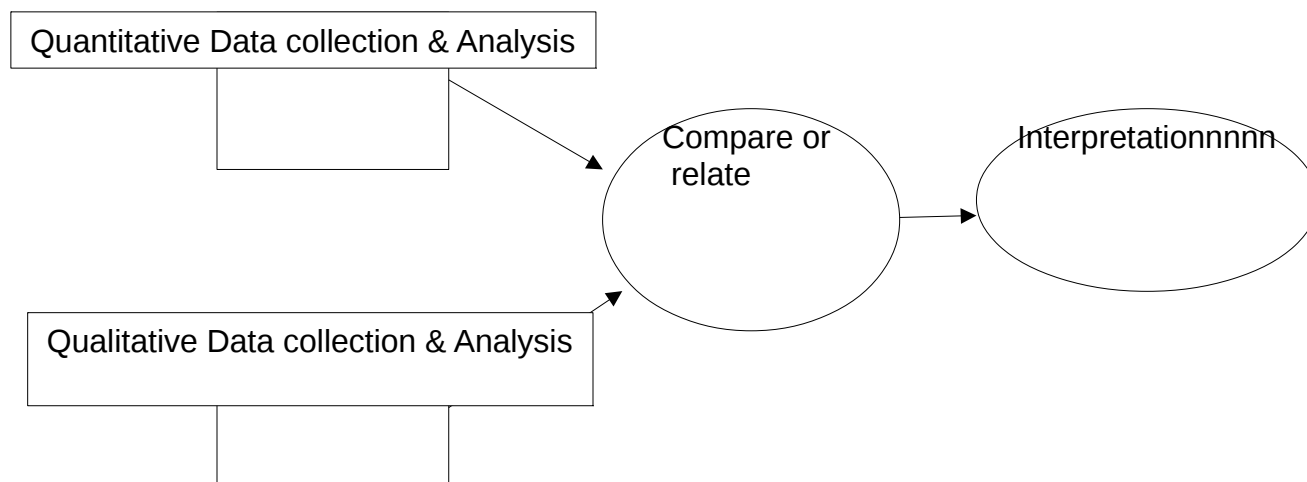


Fig 3.1 Convergent parallel design

Source: Creswell, 2011 p.69-70

Table 3.1: A summary on methodology

<i>Objective</i>	<i>Research Instruments</i>	<i>Approach to Analysis</i>
<i>Preparedness of CRE Teachers</i>	<i>Questionnaires</i>	<i>Quantitative</i>
<i>Attitudes of CRE Teachers & students</i>	<i>Questionnaires</i>	<i>Quantitative</i>
<i>Methods of teaching Instructional resources (availability & use)</i>	<i>Questionnaires Observation check list</i>	<i>Quantitative</i>
<i>Adequacy & relevance of CRE syllabus</i>	<i>Document analysis guide</i>	<i>Qualitative</i>
<i>Adequacy & relevance of CRE syllabus</i>	<i>Document analysis guide</i>	<i>Qualitative</i>
<i>Extent of provision of HIV/AIDS Education to CRE students</i>	<i>Questionnaires</i>	<i>Quantitative</i>

3.3 Thesis Epistemology

Epistemology is the set of assumptions that define an intellectual's understanding of how the world operates and how knowledge is produced (O'leary, 2004). This research adopted 'objectivism' as its epistemological perspective which is seen to be consistent with the research nature and its aim and objectives. This study was able to describe what was found as would be consistent with objectivism and did not create something out of nothing as would be done in subjectivism.

3.4 Research Design

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems (Kumar, 2011:94). The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data (Kerlinger, 1986:279). According to Kothari, a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (2004:31). Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money (Kothari, 2004:32). Research design is the blueprint for fulfilling research objectives and answering research questions. In other words, it is a master plan specifying the methods and procedures for collecting and analyzing the needed information (Adams et al, 2007, Nachmias and Nachmias, 1996).

The research design for this study was descriptive study that used both the quantitative and qualitative approaches in investigating the challenges in the teaching and learning of Christian Religious Education that affect its provision and integration of effective HIV/AIDS education in secondary schools in Bungoma County, Kenya. The major purpose of descriptive research is description of the state of affairs as it exists in a case (Kothari, 2004:2, O'leary, 2004:153, Singh, 2007:64, Kombo and Tromp, 2006, Peil, 1995, Kasomo, 2006, Good, 1963). Through it the researcher reports the findings (Kombo and Tromp 2006). Kerlinger (1969) points out that descriptive studies are not only restricted to fact findings but may often result in the formulation of important principles of knowledge and solution to significant problems (Kombo and Tromp, 2006:71). This study used the descriptive survey design that took both the quantitative and qualitative approaches.

Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002, Sharma et al, 1983). By asking large numbers of people the same questions and including information on their background, it is possible to get a broad and reasonably accurate view of the response to certain issues and to test theories on social relationships at both the individual and group levels (peil, 1995). Surveys are aimed at collecting and analyzing information on a given set of characteristics in a population (Nassiuma, 2000:7). Looking at the objectives and

research questions of this study, descriptive survey was the most suitable and relevant design for obtaining answers to the research questions.

This study aimed at collecting information from both respondents and documents on the challenges in the teaching and learning of CRE that prevent effective provision and integration of HIV/AIDS education in secondary schools in Kenya. The researcher used both primary and secondary sources of data. Primary data was obtained using questionnaires and observation checklist while secondary data was found from recommended secondary school CRE textbooks and the secondary school CRE syllabus. Survey was employed in the study to collect data. This method was preferred because according to Nsubuga (2000:79), a survey is an important method employed when trying to solve problems in educational sections. According to Peil (1995:56) 'If well used, surveys can provide reliable, valid and theoretically meaningful information'.

In descriptive studies the researcher must be able to define clearly what he wants to measure and must find adequate methods for measuring it along with a clear cut definition of 'population' he wants to study. Since the aim is to obtain complete and accurate information the procedure to be used must be carefully planned (Kothari, 2004:2). This study used two sets of questionnaires, observation checklist and document analysis guide to collect data. Suitable sampling procedures were used to select the schools, teachers and students that participated in the study. The data was analysed using descriptive statistics.

3.5 Study Population

A population is a group of individuals, objects or items from which samples are taken for measurement (Singh, 2007:88, Oso and Onen, 2005). Population refers to an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2002:76), while Kasomo, (2006:27) defines a population as any of institutions, people, or objectives that have at least one characteristic in common. Nassiuma, (2000:10) defines population in the following terms ‘This represents the collection of elements about which we wish to make inferences on or study its characteristics.’

Public secondary schools which offer CRE as a subject in Bungoma County were 161 and were all targeted for in this study. The target population for the study also included all form four CRE students and all CRE teachers who have taught the subject from form one to form four in secondary schools in Bungoma County. The study was based on the assumption that form four CRE students having gone through the CRE syllabus were in a better position to comment on the effectiveness of the subject in provision and integration of HIV/AIDS education. CRE teachers having used the CRE syllabus and textbooks to teach the subject were able to provide information on the subject in relation to provision and integration of HIV/AIDS education to the learners in secondary schools. Bungoma County was purposively selected because it had the various categories of public secondary schools in Kenya. The sample population was drawn from several of the secondary schools in Bungoma County.

The study targeted all CRE teachers who have taught the subject from form one to form four in Bungoma County because they have the experience in teaching the subject and are therefore in a better position to express their attitudes and views on the CRE in relation to HIV/AIDS education. The study also targeted all form four CRE students from selected secondary schools. The study also analyzed the whole of the secondary school CRE syllabus and the KIE recommended CRE textbooks. The books analyzed cut across all publishing firms with recommended books.

3.6 Sampling Procedures and Sample Size

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). A sample can be defined as a finite part of a statistical population whose properties are studied or used to make estimates about the population as a whole (Singh, 2007:88). According to Kombo and Tromp (2006) and Singh (2007:89), sampling is the act, process or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. As a general principle it is best to have as large a sample as possible. This increases the possibilities of analysis and decreases the sampling error (Peil, 1995:35, Kasomo, 2006: 31, Nachmias and Nachmias, 1996). A large sample is useful for more than its potential in examining specific relationships. The purpose of research is to learn about a population and the larger the sample the more likely it is to be representative of that population (Peil, 1995:36).

Since it was not possible to involve the whole population for the study, only a representative sample was used. A sample was used as a means of providing reliable and detailed information and to save time effort and finance (Kombo and Tromp 2006, Mugenda and Mugenda 1999). Therefore the 62 Schools that participated in the study were selected using stratified random sampling from a total population of 161 public registered secondary schools in Bungoma County. Stratified random sampling involves dividing your population into various sub-groups and then taking a simple random sampling within each one (O'leary, 2004:108, Kumar, 2011, Singh, 2007:104, Mugenda and Mugenda, 1999, Kothari, 2004). The goal of stratified random sampling is to achieve desired representation from various subgroups in the population (Mugenda and Mugenda, 1999:47). The 161 public secondary schools in Bungoma County were first stratified into boys, girls and mixed schools representing the various categories of public secondary schools in Kenya. Then a simple random sampling was used to select approximately 30% of each category. This led to the selection of 62 secondary schools of which 12 were boys schools, 11 were girls' schools and 39 mixed schools. This ensured that slightly more than 30% of schools were selected from the total population as shown in Table 3.1. The sample size was according to O'leary (2004), Nassiuma, (2000), Kish, (1965) Kerlinger (1983) and Kasomo (2006:31) who stated that in a descriptive survey, 10-30% of the sample is representative. Stratified simple random sampling technique was used to sample the secondary schools in the Bungoma County because it enables one to get more precise estimates for each stratum and by estimating more accurately each of the component parts, we get a better estimate of the whole (Kothari, 2004, Kinoti, 1998 Kumar, 2011). Target schools were stratified according to type or category, as Boys, Girls

and mixed schools. Using stratified simple random sampling technique, 30% of the target schools per strata were selected. This procedure ensured each secondary school had an equal chance of being included in the sample.

This study used stratified random sampling to select the schools that participated in the study because of its advantages. According to Nassiuma, (2000:125), O’leary, (2004) and Mugenda and Mugenda (1999), the advantages of using the stratified random sampling include the following:

- i) It facilitates the subdivision of a heterogeneous population into homogeneous groups so that the variability within each stratum is minimized.
- ii) The reduced variability implies that estimates are obtained with better precision.
- iii) Administrative convenience is achieved through stratification.
- iv) Further stratification of the strata can equally be achieved to facilitate increased precision.

Table 3.2 Number of secondary schools in Bungoma County and the sampled in brackets

Sub – county	Boys	Girls schools	Mixed schools	Totals
---------------------	-------------	----------------------	----------------------	---------------

	schools			
Bungoma East	3 (1)	3(1)	13 (5)	19 (7)
Bungoma West	4 (2)	4(2)	11(4)	19 (8)
Bungoma North	2 (1)	3(1)	13(5)	17 (7)
Bungoma South	4 (2)	4(2)	13(5)	21 (9)
Bungoma Central	3(1)	3(1)	14(5)	20 (7)
Kimilili-	4(2)	6(2)	13(5)	23 (9)
B				
u				
n				
g				
o				
m				
a				
Bumula	2(1)	2(1)	15(5)	19 (7)
Mt. Elgon	4(2)	3(1)	15(5)	22 (8)
Totals	26(12)	26 (11)	107 (39)	161 (62)

(Source: Bungoma County Education Office, 2011).

The teachers who participated in this study were CRE teachers who had taught the subject from form one to form four. Two CRE teachers were selected from each of the 62 secondary schools using simple random sampling. Simple random sampling is the simplest type of random sampling in which each individual has an equal, non-zero chance of being included and all possible combinations could occur (O’leary 2004, Peil, 1995, Yates, 2004, Kasomo, 2006, Singh, 2007, Nachmias and Nachmias, 1996). According to O’leary (2004), it is considered ‘fair’ and therefore allows findings to be generalized. In this study, schools which had two or less than two teachers, all were picked whereas

those which had more than two teachers simple random sampling was used to select two teachers who participated in the study. This procedure ensured equal participation of each of the schools. This procedure led to selection of 102 CRE teachers in total as shown in Table 3.2. Since no school had more than six teachers who had taught CRE from form one to form four, this procedure ensured that at least more than 30% of the teachers were selected per school.

Form four students were purposively selected for the study because it was assumed that they had covered much of the CRE syllabus and therefore could give relevant information in relation to provision and integration of HIV/AIDS education. Simple random sampling was used to select the number of students that participated in the study. Since CRE is an optional subject at form three and form four levels, eight form four CRE students were selected per school. Schools which had eight or less CRE students all were selected but schools that had more than eight students, simple random sampling was used to select eight students. This procedure ensured that all schools were equally represented and at the same time approximately 30% of the total form four CRE students in the County were selected. Using this procedure 462 CRE students were selected to participate in this study as shown in Table 3.2. The secondary school CRE syllabus and recommended textbooks were purposively selected for secondary data analysis because they have the required information on the content of CRE in relation to provision and integration of HIV/AIDS education in Kenya.

Table 3.3 sampling procedures/ Techniques and sample size

Selection of Item	Sampling methods used	Total sample selected
Schools	Stratified random sampling	62
Teachers	Simple random sampling	102
Students	Simple random sampling	462

3.7 Variables for the Study

Variables are attributes or qualities of the cases that we measure or record (Kombo and Tromp 2006). An image, perception or concept that is capable of measurement, hence capable of taking on different values is called a variable (Kumar 2011:62). According to Kerlinger, (1986:27), a variable is a property that takes on different values while according to Leedy (1980), a variable is defined as the factor or characteristic of interest that a researcher would like to handle, observe or manipulate in the research. Nachmias and Nachmias bring out the definition of a variable in the following terms:

A variable is an empirical property that can take on two or more values. That is, if a property can change, either in quantity or quality, it can be regarded as a variable (Nachmias and Nachmias, 1996:56)

According to Kumar (2011), an independent variable is the cause supposed to be responsible for bringing about changes in a phenomenon while dependent variable is the outcome or changes brought about by introduction of an independent variable. According to Ngechu (undated) an independent variable is the one that influences the dependent variable positively or negatively. As observed by Kombo and Tromp (2006) independent variables are factors that the researcher thinks that explains variations in the dependent

variable while dependent variable is usually one and it is the outcome variable the researcher is attempting to predict. To Nachmias and Nachmias (1996:56), the variable that the researcher wishes to explain is dependent variable while the variable the researcher expects will explain change in the dependent variable is referred to as the independent variable.

In this study the dependent variable is the provision and integration of effective HIV/AIDS education in the secondary school by the CRE curriculum. The provision of effective HIV/AIDS education by the CRE curriculum or subject as a variable could be dependent on several factors which this research was interested in and investigated. This study investigated how the provision and integration of HIV/AIDS education as a dependent variable is affected by several factors.

In this study the independent variables are challenges in the teaching and learning of CRE and they included; the preparedness of CRE teachers, the attitude of both the CRE teachers and students, the relevance and adequacy of the secondary school CRE syllabus and CRE recommended textbooks. Other independent variables included the availability and use of methods and instructional resources used for teaching CRE in secondary school. These independent variables were investigated to establish their effect on provision and integration of effective HIV/AIDS education to secondary school CRE students. This study sought to establish the challenges in teaching and learning of CRE that affect provision and integration of effective HIV/AIDS education to learners in secondary schools in Bungoma County.

3.8 Data Collection Instruments

Research instruments may simply be defined as the methods of collecting data from the sample, data being the information which is required to solve a problem (Nsubuga, 2000, Kothari 2004). In carrying out research, it is true that researchers want methods which provide high accuracy, generalizability and explanatory power, with low cost, rapid speed and a minimum of management demands and administrative convenience (O’leary 2004, Warwick and Lininger 1975). Designing research instruments depends on various factors such as the research problem, type of survey design and the nature of information that needs to be collected (Singh, 2007:64).

In this study various research instruments were used to collect the required data. These included Questionnaires, Document/content Analysis guide and Observation checklist (Refer to Appendix A, B, C and D). This study involved the collection of both primary and secondary data. Primary data was obtained using questionnaires and observation checklist while secondary data was obtained from documents which included the secondary school CRE Syllabus and recommended CRE textbooks. Teachers filled questionnaires for teachers while students filled the student’s questionnaires.

3.8.1 Questionnaires

A questionnaire is a written list of questions, the answers to which are recorded by respondents (Kumar, 2011, Nassiuma, 2000). In a questionnaire respondents read the questions, interpret what is expected and then write down the answers (Kumar, 2011:145).

Questionnaires are likely to get the best results if they are short, contain straight-forward and easily answered questions and are administered to people who are used to filling in forms (Peil, 1995).

The Questionnaire is a convenient tool especially where there are large numbers of subject to be handled because it facilitates easy and quick derivation of information within a short time (Kothari 2004, Kinoti 1998). Questionnaires were the main data collection instruments in this study. Closed ended questionnaires were used because of their advantages namely:-

- i) They are easier to analyze since they are in an immediate usable form.
- ii) They are easier to administer because each item is followed by alternative answers.
- iii) They are economical to use in terms of time and money (Mugenda and Mugenda 1999. O'leary, 2004).

The study used two sets of questionnaires; the teachers' questionnaire for CRE teachers and the students' questionnaire for CRE students. The teachers' questionnaires was used to obtain information on the attitude of CRE teachers towards the role of CRE in the provision and integration HIV/AIDS education, the preparedness of the CRE teacher in providing HIV/AIDS education to students and methods and resources used for teaching CRE. The students' questionnaire was used to obtain information on the attitude of CRE students on the role of the subject in the provision and integration HIV/AIDS education

and the extent to which the CRE students are provided with HIV/AIDS education in the subject.

3.8.2 Document/Content Analysis Guide

Document analysis is sometimes known as content analysis. It deals with the systematic examination of current records and documents as sources of data (Nsubuga, 2000). Document analysis involves reviewing the contents of target documents with the aim of adducing some relevant secondary data (O'leary, 2004, Leedy, 1993, Good, 1963). This research obtained secondary data from the analysis of documents. Secondary data means data that are already available. Content analysis consists of analyzing the contents of documentary materials such as books magazines newspapers and contents of all other verbal materials which can be either spoken or printed (Kothari, 2004). According to Marshall and Rossman (2011), the use of documents may entail the analytical approach called content analysis. The raw material for content analysis is typically text; textbooks, novels, newspapers, political speeches. The greatest advantage of using documents is that it does not disrupt ongoing events: These materials can be gathered without disturbing the setting; the researcher determines where the emphasis lies after the data have been gathered (Marshall and Rossman, 2011:161-162). Content analysis is a popular approach to the analysis of qualitative information and the method may be useful in allowing the researcher to present a picture of what the concepts are (Adams et al, 2007). As the name suggests the purpose of content analysis is to describe the content, comment systematically and classify the material you have recorded.

This study collected qualitative information from the CRE teaching documents which were analysed thematically. In qualitative research, data can be analysed thematically. Themes refer to topics or major subjects that come up in discussions (Kombo and Tromp, 2006). This study took the thematic approach in the analysis of its documents.

The document analysis guide (see Appendix C) prepared by the researcher and approved by the supervisors and some members of the department of Curriculum, Instruction and Educational Media was used to analyse both the secondary school CRE syllabus and recommended textbooks. The document analysis guide consisted of a series of structured and unstructured questions that guided the researcher on which kind of information should be obtained from the documents.

In this study the documents that were analyzed included:

- i) The secondary schools' CRE Syllabus (KIE, 2002) (see Appendix F)
- ii) The five secondary school CRE recommended textbooks. (See Appendix E)

The secondary school CRE syllabus prepared by KIE (2002) was analysed to establish the extent to which it provides adequate and relevant information on HIV/AIDS to learners of CRE in secondary schools in Kenya. The secondary school CRE syllabus was analysed because teachers use the syllabus to teach. Therefore what is outlined in the syllabus is what the teachers teach. The recommended secondary school CRE textbooks were analyzed to establish the relevance and adequacy of these books in providing HIV/AIDS information to the learners of CRE and at what levels such information is provided to learners. The recommended textbooks were analysed because they are the

main resources used by teachers to teach and students also read them. The textbooks that were analysed in this study include the following;

- i) Secondary CRE Form 1-4 Textbook by K.L.B publishers
- ii) God's People book 1-4 by Oxford University press
- iii) Living the Promise book 1-4 by Longhorn(k) Ltd
- iv) Love Thy Neighbour book 1-4 by Macmillan publishers
- v) Foundation CRE form 3-4 by Jomo Kenyatta foundation

Only the five categories of textbooks were analysed because they are recommended for teaching and learning CRE in secondary schools in Kenya (Republic of Kenya 2009) therefore it was assumed that both CRE teachers and students use them for teaching and learning CRE. Using the document analysis guide (Appendix C) the contents of the textbooks were analysed to establish the relevance and adequacy of their information on HIV/AIDS.

3.8.3 Observation Checklist

The researcher developed an observation checklist to collect data on the availability and use of instructional resources for teaching CRE. This instrument was meant to confirm the information obtained through the questionnaire on the same. According to Cohen, (1980) one way of obtaining information about the progress or outcome of an educational programme is to observe directly selected aspects of its development and implementation as they occur. Some research methods, such as ethnography and forms of descriptive study, require observation of activities in a school or other natural setting (Picciano,

2004:21). Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses (O'leary, 2004). To Kasomo, (2006) and Somkh and Lewin, (2005) observation relies on the researcher seeing, hearing, testing and smelling things. In this study the researcher relied on seeing whether or not instructional resources were available in the selected schools. There are two types of observation techniques a researcher can use namely, the participant and non-participant observation (Kothari 2004, Kinoti, 1998). In this study the non-participant or direct observation was used. Non-participant is suitable for descriptive studies since it is objective-based.

This study used structured observation checklist to collect data on use of instructional resources. In this study, this technique was used to confirm data obtained by the questionnaire on use of learning resources for teaching CRE. One CRE class from the selected schools was observed to establish whether or not they use the available learning resource for teaching CRE. Observation was guided by the observation checklist which consisted of structured items that were observed for their availability and their use. Out of the 62 schools that were selected for this study, the researcher selected 62 CRE classes in which the researcher administered the observation checklist. The researcher observed one form four CRE class from each of the 62 schools to establish if the resources available in the schools are used for teaching CRE. The observation checklist had closed-end questions because of their advantages. Dey, (1993) described the advantages of closed questions as:

- i) Closed questions expedite processing of data

- ii) Closed questions convey more exact meaning
- iii) Closed questions improve reliability

3.9 Procedure of Development and Administration of Research Instruments

A research permit was sought from the National Council for Science and Technology, Kenya to allow the researcher carry out this study (see Appendix I). The research permit obtained was further used to secure permission from the district Education Officers of the 8 districts in the county. The researcher requested the District Education Officers to access a list of government registered public schools and other relevant information and documents. The district Education Officers were also requested to allow the researcher to carry out research in the schools.

Three research instruments were used to obtain data for this study; The Questionnaire, Document analysis guide and Observation checklist. The Questionnaires were constructed to obtain information from both CRE teachers and students. The observation checklist was used collect information to confirm some of the items from the teachers' Questionnaire on availability and use of instructional resources. A document/content analysis guide was used to collect information on various teaching and learning documents for CRE in secondary schools.

The three research instruments were developed by the researcher and approved by the two thesis supervisors and some two other members of the department of curriculum, Instruction and Educational Media who have experience in research. The questionnaire

and observation checklist consisted of structured questions which were constructed based on the objectives of the study and research questions. The document analysis guide was also developed by the researcher and approved by the two thesis supervisors. It consists of unstructured and structured items that guided the researcher when collecting and analyzing data from the teaching documents: CRE syllabus and recommended textbooks.

The Questionnaire for CRE teachers and CRE students were administered by the researcher in Person and also collected in person. Items on Observation checklist were checked by the researcher for their availability and use. The teaching documents, CRE syllabus and textbooks were analysed by the researcher qualitatively.

Data collection was carried out in three phases. The first phase of the data collection was carried out by the researcher using the teachers' and students' questionnaire. The collection of data was done by the researcher who booked appointments in each of the selected schools. The questionnaires were administered and collected either on the same day or the following day. The second phase of the research was done in selected schools which the researcher visited to observe the instructional resources available in the schools and to establish if the instructional resources are used for teaching the CRE. The third phase of data collection involved the researcher reading and analyzing the CRE syllabus and recommended textbooks using the document analysis guide.

3.10 Validity of Research Instruments

Validity was considered during the development of research instruments and before they were used for data collection. Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Singh, 2007, Nachmias and Nachmias, 1996, Mugenda and Mugenda 1999). Validity is the most critical criterion which indicates the degree to which an instrument measures what it is supposed to measure. A valid instrument is that whose content is relevant to the purpose of study. Smith (1991:106) defined validity as the degree to which the researcher has measured what he has set out to measure. According to Kerlinger (1983:457), 'the commonest definition of validity is epitomized by the question: Are we measuring what we think we are measuring?' Babbie, (1989:133) writes, 'Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration.' According to Anastasia, (1982) validity refers to the quality that a procedure or an instrument (tool) used in the research is accurate, correct, true, meaningful and right.

In the social sciences there appear to be two approaches to establishing the validity of a research instrument. These approaches are based upon either logic that underpins the construction of the research tool or statistical evidence that is gathered through the use of the instrument (Kumar, 2011:179). Establishing validity through logic implies justification of each question in relation to the objectives of the study, whereas statistical procedures provide hard evidence by way of correlation between the questions and the outcome variables (Kumar, 2011).

The judgement that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. Hence one of the main advantages of this type of validity is that it is easy to apply (Kumar, 2011:179). Each question or item on the research instrument must have a logical link with an objective. Establishment of this link is called face validity and this was done by the two thesis supervisors and some members of the department of CIEM, Moi University who have experience in research. They assessed the instruments by establishing the logical link between the questions and the objectives and confirmed that the instruments were valid.

It is equally important that the items and questions cover the full range of the issue. Assessment of the items of an instrument in this respect is called content validity (Kumar, 2011, Singh, 2007). In this study, content validity of the research tools was also done by the two thesis supervisors plus some members of the department of CIEM, Moi University who assessed the instruments and confirmed that the instruments covered the full range of the issues under investigation. This therefore confirmed that the instruments were valid.

Researchers establish construct validity by relating a measuring instrument to a general theoretical framework in order to determine whether the instrument is tied to the concepts and theoretical assumptions they are employing (Nachmias and Nachmias, 1996:168). In this study this was again established by the supervisors and some members of CIEM, Moi

University who have experience in research who established the instruments had construct validity.

Therefore the various types of validity of the research instruments were established by expert judgement from two thesis supervisors and a few academic members of the department of Curriculum, Instruction and Educational Media of Moi University. Each of them examined the research instruments and modifications, adjustments and changes were made on the instruments on the basis of their comments and recommendations.

3.11 Reliability of Research Instruments

In this study, reliability of the research instruments was established before their use. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Kasomo, 2006). A measuring instrument is reliable if it provides consistent results after several tests (Singh, 2007, Mugenda and Mugenda 1999, Kothari 2004). According to Kumar, (2011:181), if a research tool is consistent and stable, hence predictable and accurate, it is said to be reliable. The greater the degree of consistency and stability in an instrument, the greater its reliability. Therefore, 'a scale or test is reliable to the extent that repeat measurements made by it under constant conditions will give the same results.' It was therefore necessary to test the proposed research instruments through a pilot study. The pilot study was done in secondary schools which were not among the schools targeted for the study. Pilot study was therefore done in schools in Kakamega County.

To test the reliability of the questionnaires, CRE teachers and students in the pilot schools were asked to respond to questionnaires. This study then used the split-half technique to measure reliability of the questionnaires. The split-half technique of assessing reliability requires only one testing session. This technique is designed to correlate half of the items with the other half (Mugenda and Mugenda, 1999, Kumar, 2011). The questions or statements are divided in half in such a way that any two questions and statements intended to measure the same aspect fall into different halves (Nachmias and Nachmias, 1996). The scores obtained by administering the two halves are correlated (Singh, 2007). Reliability is calculated by using the product moment correlation coefficient(r) formula between scores obtained from the two halves to establish the extent to which items were consistent in eliciting the same responses (Kumar, 2011, Singh, 2007, Nachmias and Nachmias, 1996). Data with a high split-half reliability will have a high correlation coefficient. Because the product moment correlation is calculated on the basis of only half the instrument, it needs to be correlated to assess reliability for the whole. This is known as stepped-up reliability. The stepped-up reliability for the whole instrument is calculated by a formula called the Spearman-Brown prophecy formula (Kumar, 2011:184, Nachmias and Nachmias, 1996, Mugenda and Mugenda, 1999:98).

This study used the above procedures of the split-half technique in establishing the reliability of the questionnaires. The major advantage of this procedure is that it eliminates chance error due to differing test conditions as in the test-retest or the equivalent-form techniques (Mugenda and Mugenda 1999:98, Singh, 2007). In this study, the calculated correlation coefficient was 0.7 for teachers and 0.68 for students therefore

indicating that the instruments were reliable. In this study a minimum correlation index of 0.5 was taken as a measure of reliability because according to Kumar (2011), Nassiuma (2000), Kish, (1965), Peil (1995), Singh, (2007) values above the minimum of 0.5 indicate reliability of research instruments.

3.12 Data Analysis and Interpretation

Descriptive statistical approaches were used to analyse data from the questionnaires and observation checklist. The responses to the closed-ended items in the questionnaires for CRE teachers and students, observation checklist were tabulated on frequency tables counted and converted into percentages and means. The statistical package for social science (SPSS) software program was used to analyze closed-ended questions from data collection instruments. Document analysis guide was used to analyse the teaching documents where items were qualitatively analysed. Analysis from the questionnaires, documents and observation checklist were used to make conclusions on the challenges of CRE in provision and integration HIV/AIDS education in secondary schools in Kenya.

3.13 Summary of Chapter Three

This chapter presented the research design and methodology for this study. The study area was Bungoma County in western province, Kenya. The researcher obtained a research permit from the National council for science and technology, Kenya (Appendix I). The research design was descriptive survey. The research sample consisted of 62 secondary schools selected using stratified random sampling. 102 CRE teachers and 462 CRE students were selected from 62 secondary schools using simple random sampling.

Questionnaires, document analysis guide and observation checklist were used to collect data. Content, face and construct validity of the research instruments were determined by the two university supervisors and experts in research in the school of Education, Moi University while reliability of the research instruments was done through a pilot study which was then tested by both the product moment correlation co-efficient statistic and Pearson-Brown prophecy formula. The data collected was quantitatively and qualitatively analyzed using descriptive statistics. The next chapter is on data analysis, presentation, interpretation and discussion.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This study looked at the challenges in the teaching and learning of Christian Religious Education that affect its provision and integration of effective HIV/AIDS education in secondary schools in Bungoma County, Kenya. This chapter deals with presentation of the results and discussion of the findings from the various respondents and documents. The respondents were the CRE teachers and students in secondary schools in Bungoma County. The data was collected through the questionnaires, observations checklist and document analysis. This provided a clear understanding of the challenges in the teaching and learning of secondary school CRE that affects its provision and integration of effective HIV/AIDS education to learners. The study sought to answer the following objectives:

- i) To establish the preparedness of the secondary school CRE teachers (in terms of training) in provision and integration of HIV/AIDS education to learners in secondary schools in Bungoma County.
- ii) To determine the attitudes of both secondary school CRE teachers and students towards the role of the subject in providing and integrating HIV/AIDS education in Bungoma County.
- iii) To establish the methods and instructional resources available and used for teaching CRE in secondary schools and their effectiveness in providing HIV/AIDS education to learners in Bungoma county.

- iv) To analyse the content of the secondary school CRE syllabus and establish its effectiveness in provision and integration of HIV/AIDS education to learners.
- v) To analyse the content of the secondary school CRE recommended textbooks and establish their effectiveness in provision and integration of HIV/AIDS education to learners.
- vi) To establish the extent to which the secondary school CRE students are provided with HIV/AIDS education in the subject.

To address the above objectives the chapter was organized in such a way that the socio-demographic characteristics of the samples are given first. This was followed by analysis of the data based on the objectives of the study. Descriptive statistics were used in analyzing the data collected. The responses to the items in the instruments were tabulated on frequency tables, counted and then converted into percentages and means. They were then presented in form of tables and graphs. All figures presented in brackets are percentages. The documents were analysed thematically using the document analysis guide and presented in form of explanations.

4.1 Characteristics of the Samples

The sample for the study was composed of 564 subjects who included 462 CRE students and 102 teachers of CRE in public secondary schools in Bungoma County, Kenya. The socio-demographic characteristics of both the teachers and students are outlined below as follows: The social demographic characteristics of the teachers are given first, followed by those of the students.

4.1.1 Socio- demographic Characteristics of Teachers

Among 102 secondary schools teachers who participated in the study 75 (73.5%) were female while 27 (26.5%) were male. When it comes to professional training majority of the teachers 74 (82.4%) were trained with a B.Ed (Arts) degree. As far as experience in teaching CRE is concerned, about half 51(50%) of the teachers had over 16 years experience of teaching CRE in secondary schools. Majority of the teachers 96 (94.1%) had taught CRE in all the forms. Among the 102 secondary school teachers who participated in the study slightly more than half 54 (52.9%) were from mixed schools, 27(26.5%) were from girls, while 21 (20.6%) were from boys schools. More than half of the teachers 57 (55.9%) were teaching CRE and History in their schools. The information on socio-demographic characteristics of the teachers is summarized in tables 4.1, 4.2, 4.3, 4.4, 4.5 and figure 4.1 as follows:

This study established the gender characteristics of the CRE teachers who participated in the study and the results are summarised in Table 4.1

Table 4.1: Teachers' Gender Characteristics

Gender	Frequency	Percentage (%)
Male	27	26.5
Female	75	73.5
N=	102	100

Table 4.1 indicate that the teachers who participated in the study consisted of 27 male teachers (26.5%) and 75 female teachers (73.5%) as seen in the table. Majority of the teachers who participated in the study turned out to be females (73.5%) because this

research discovered that 73.5% of the teachers who teach CRE in secondary schools were female and few male teachers. The general observation was that more female than male teachers prefer and teach CRE in secondary schools in Bungoma County.

The study looked at the professional qualification of the CRE teachers who participated in the study and the information is summarized in Table 4.2. The information was important because the study was meant to use the teachers who were mainly trained to teach.

Table 4.2: Teachers' Professional Training/Qualifications

Professional Training	Frequency	Percentage (%)
SI/Diploma	3	2.9
BA/Bsc	3	2.9
B. Ed (Arts)	74	82.4
M. Phil/MA	12	11.8
Total, N=	102	100

Table 4.2 clearly show that majority of the teachers who taught CRE at secondary school level were professionally trained with 82.4% of the teachers having obtained a B. Ed (Arts) degree. Therefore the teachers who participated in the study were well placed to give relevant information on the challenges in the teaching and learning of CRE that affect its provision and integration of HIV/AIDS education in secondary schools in Bungoma County.

The study looked at the teachers experience in teaching CRE. This was meant to ensure that the teachers who participated in the study were those who had taught the subject for

some years and therefore able to give relevant information. The information on the teachers' experience of teaching CRE is indicated in Table 4.3.

Table 4.3: Teachers' Experience in Teaching CRE (in years)

Experience (Years)	Frequency	Percentage (%)
1 – 5	6	5.9
6 – 10	15	14.7
11 – 15	30	29.4
Over 16	51	50
N=	102	100

Table 4.3 indicates that out of 102 teachers who participated in the study half 51 (50%) had taught the subject for over 16 years, 29.4% had taught the subject for between 11 – 15 years while 14.7% had taught the subject for between 6 – 10 years. Only a small percentage of the teachers (5.9%) had taught the subject for less than 6 years. It could therefore be concluded that this study used experienced teachers of CRE who could give information on the challenges experienced in provision and integration of HIV/AIDS education.

Table 4.4: The Classes that the CRE Teachers have Taught

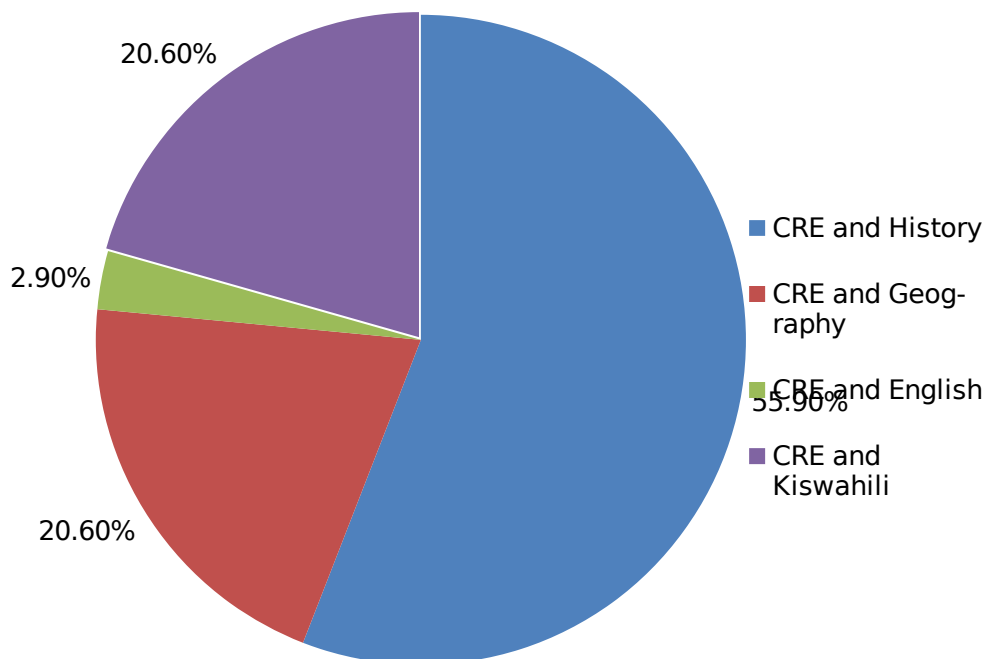
Classes taught	Frequency	Percentage (%)
Form one	3	2.9
Form two	0	0
Form three	3	2.9
Form one – four	96	94.1
N=	102	100

Table 4.4 indicates that out of 102 teachers who participated in the study, majority 94.1% had taught the subject from form one to form four. It could therefore be concluded that this study used teachers who were versed with the CRE syllabus from form one to form four because they had actually participated in teaching the classes of CRE at all levels. The teachers were therefore in a position to give relevant information on the teaching of the subject with reference to HIV/AIDS education.

Table 4.5 Type of School where the Teachers Teach

Type of school	Frequency	Percentage (%)
Boys	21	20.6
Girls	27	26.5
Mixed	54	52.9
N=	102	100

Table 4.5 clearly indicates that out of 102 CRE teachers who participated in the study 52.9 came from mixed schools 26.5% from pure girls schools while 20.6% came from boys schools. Majority of the teachers came from mixed schools because there were more mixed schools than girls and boys schools in Bungoma County. Therefore during sampling more mixed schools were sampled to participate in the study.



More than half of the teachers who participated in this study 57 (55.9%) were teaching CRE and History, 21% taught CRE with Kiswahili, 20% taught CRE with Geography while very few (3%) taught CRE and English. This is clearly indicated in figure 4.1.

Fig 4.1: Subjects Taught by the Teachers

4.1.2 Socio- demographic Characteristics of Students

Among the 462 students that participated in the study 243 (52.6%) were female while 219(47.4%) were male. A good number of the students 40.9% were from mixed schools

while 31.8% were from girls and 27.3% were from pure boys schools. All these socio-demographic characteristics of the students are summarized in Tables 4.6, 4.7 and 4.8.

Table 4.6 Gender of the Students

Gender	Frequency	Percentage (%)
Male	219	47.4
Female	243	52.6
N=	462	100

Table 4.6 reveals that 47.4% male and 52.6% female students participated in the study. Generally more female students participated in the study as compared to male students because it was observed that more girls take CRE than boys in secondary schools in Bungoma County.

Table 4.7: Class/Form of the Students

Class/form	Frequency	Percentage (%)
One	6	1.3
Two	9	1.9
Three	9	1.9
Four	438	94.8
N=	462	100

Out of 462 students who participated in the study almost all 438 (94.8%) were form four students as indicated in Table 4.7. Therefore the students who participated in the study were well placed to give relevant information on the teaching of CRE in reference to HIV/AIDS because they had learnt CRE from form one to form four.

Table 4.8: Type of School as indicated by Students

Type of school	Frequency	Percentage (%)
Boys	126	27.3
Girls	147	31.8
Mixed	189	40.9
Total	462	100

Among the 462 students that participated in the study a good number 189 (40.9%) were from mixed schools while 147 (31.8) were from girls schools and 126 (27.3%) came from boys schools as indicated in table 4.8. A majority of students came from mixed schools than other girls or boys schools. Therefore more mixed schools participated in the study. This is because there were more mixed schools than girls and boys' schools in Bungoma County therefore during sampling more mixed schools were selected.

4.2 The Teachers' Preparedness in Providing HIV/AIDS Education to the Learners

The first objective of this research set out to establish the preparedness of CRE teachers (in terms of training) in the provision and integration of HIV/AIDS education to the learners in Bungoma County and the following data was obtained.

Teachers filled a questionnaire on which they answered questions related to how prepared (in terms of training) they were in providing and intergrating HIV/AIDS education into the CRE curriculum. This preparedness therefore was based on the teachers' perception through self reporting. From the CRE teachers' questionnaire the following results were obtained:

Table 4.9: Teaching Preparedness of the Teachers

Statement		Very effective	Effectiv e	Fairly effective	Not effective
Effectiveness	when	63(61.8)	30(29.4)	9(8.8)	0(0)
teaching CRE					
Effectiveness	when	45(44.1)	39(38.2)	18(17.6)	0(0)
teaching issues on Human					
Sexuality					
Effectiveness	when	27(26.5)	36(35.3)	33(32.4)	2(5.8)
teaching issues on					
HIV/AIDS					

Table 4.9 gives a summary of some aspects of the CRE teachers' preparedness in providing HIV/AIDS. As indicated in the table, 63 (61.8%) of the CRE teachers reported to be very effective when teaching CRE as a subject although only 44.1% reported that they were very effective when teaching issues on human sexuality while 35.3% reported to be effective when teaching issues on HIV/AIDS. These findings clearly indicate that although a majority of CRE teachers are effective when teaching CRE as a subject, but a good number of teachers are not very effective when teaching HIV/AIDS issues and human sexuality. This leaves a loophole as far as teacher preparation in teaching HIV/AIDS education is concerned.

While handling or teaching issues on HIV/AIDS 20.2% of the CRE teachers reported that they were very comfortable, 26.5% were comfortable while 35.5% reported that they were fairly comfortable as while 18% indicated in figure 4.2. Since majority of the CRE

teachers seem comfortable handling HIV/AIDS issues all they need is to be prepared properly on how to integrate it in the subject. Since a good number of teachers (35%) reported to be fairly comfortable when handling topics on HIV/AIDS, it means that not all CRE teachers can effectively teach HIV/AIDS education. This means there is some loophole as far as teacher preparation is concerned.

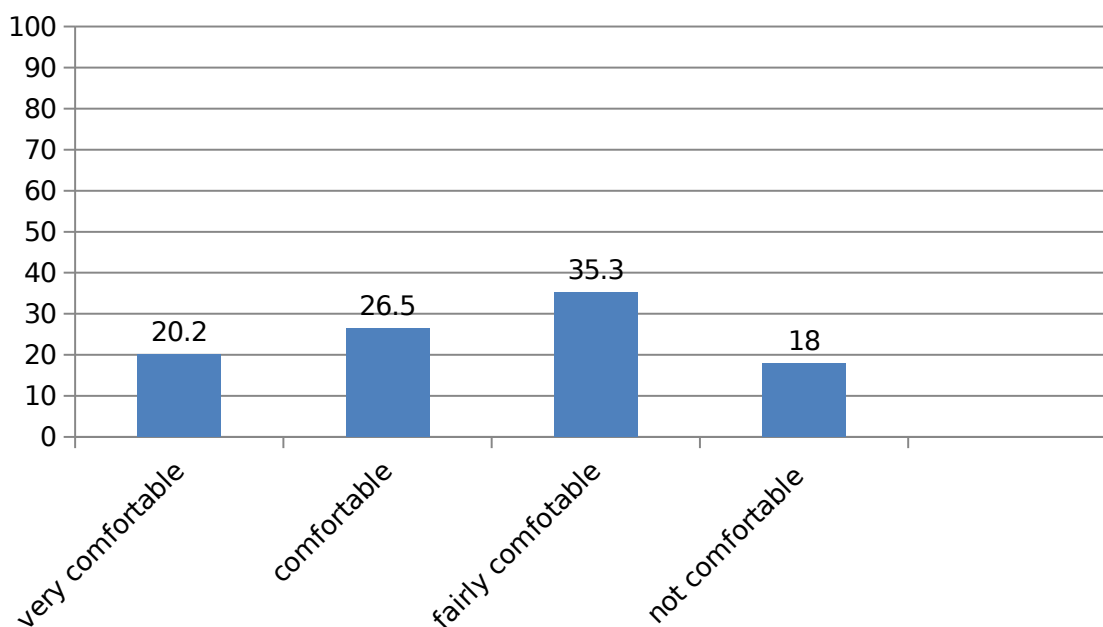


Figure 4.2: How Comfortable the Teachers were when Handling or Teaching Topics on HIV/AIDS

When it comes to the number of courses learnt on HIV/AIDS 14% of the teachers reported they had never learnt any course on HIV/AIDS while at the university or college level, 14% reported to have learnt two courses on HIV/AIDS and 72% reported to have learnt only one course on HIV/AIDS as indicated in figure 4.3. This clearly indicated that a majority of CRE teachers were not properly prepared to teach HIV/AIDS to learners in secondary schools. Among those who reported to have learnt courses on HIV/AIDS at

university a majority 85.7% indicated that the course was of benefit in terms of teaching on HIV/AIDS. This clearly indicates that teachers of CRE should be trained at university/college on HIV/AIDS if they have to be effective in providing the same information to learners.

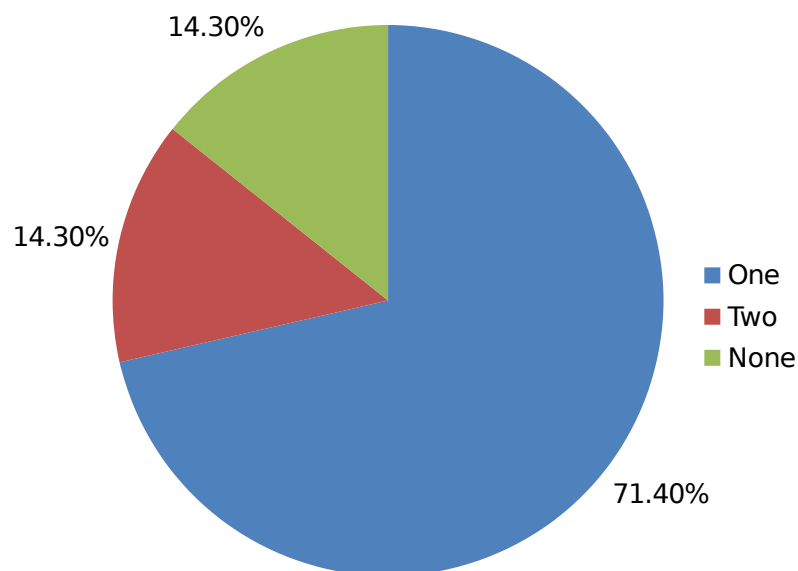


Fig 4.3: Number of Courses Learnt on HIV/AIDS while in college by the teachers

When it comes to the number of seminars attended by CRE teachers this study found out that although a good number (32.4%) reported to have attended at least three seminars/workshops of CRE since leaving college as indicated in figure 4.4 but unfortunately 23.5% of the teachers indicated that they had never attended any CRE seminar or workshop from the time they had left college as indicated in figure 4.4. 20.6% indicated they had attended one seminar from the time they left college while 14.7% indicated that they had attended two seminars from the time they left college. These

findings clearly indicate that the majority of CRE teachers are not frequently updated on the teaching of the subject in form of seminars/workshops. This study established that this is one of the challenges in the teaching of the subject.

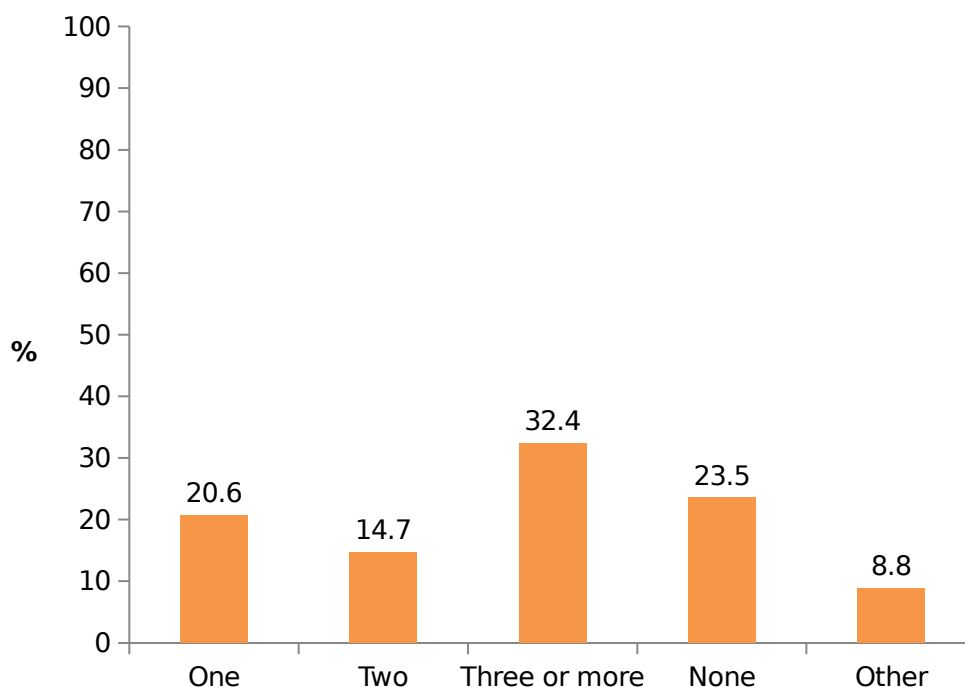


Fig 4.4: Number of workshops of CRE attended by the teachers since leaving college

When it comes to the number of seminars/workshops attended specifically on HIV/AIDS, this study discovered that half of the teachers had never attended a seminar/workshop specifically on HIV/AIDS since they left college while 23.5% had attended three or more of the seminars as indicated in figure 4.5. These findings clearly indicate the low level of preparation of the CRE teacher in terms of seminars on HIV/AIDS. If the CRE teacher was to integrate HIV/AIDS issues in the curriculum then the teacher needs to be prepared through seminars on how to teach these issues.

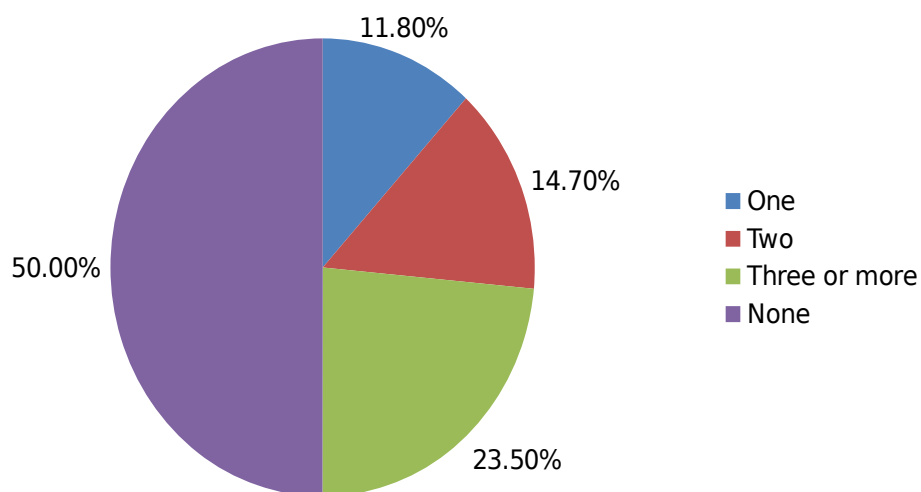


Fig 4.5: Number of seminars/workshops attended specifically on HIV/AIDS

On adequacy of information on HIV/AIDS and teaching this study discovered that slightly more than half of the CRE teachers 52.9% reported to have fairly adequate information on HIV/AIDS (figure 4.6) while 2.9% had inadequate information on HIV/AIDS as shown in figure 4.6. This clearly indicates that a good number of CRE teachers need to be given more information on HIV/AIDS. When it comes to teaching HIV/AIDS issues to CRE students, this research established that only 14.7% of the CRE teachers claimed they could teach HIV/AIDS issues very adequately, 35.3% adequately while half 50% could only fairly adequately teaches HIV/AIDS issue to learners in secondary schools in Kenya as indicated by figure 4.6

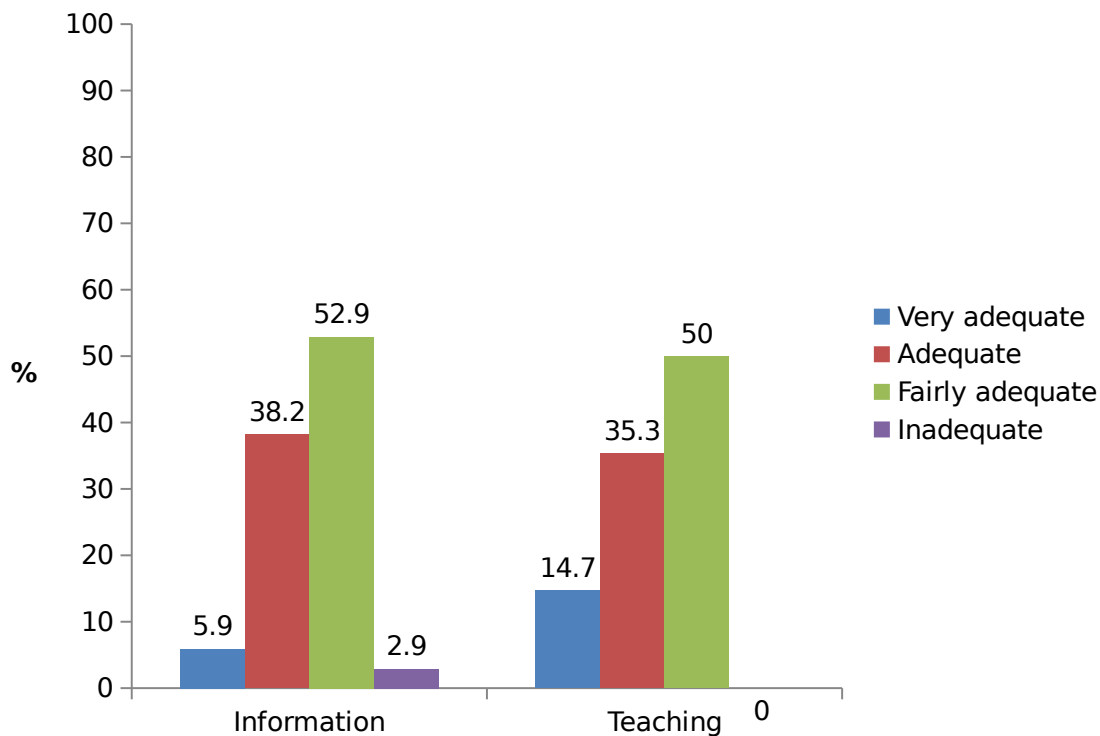
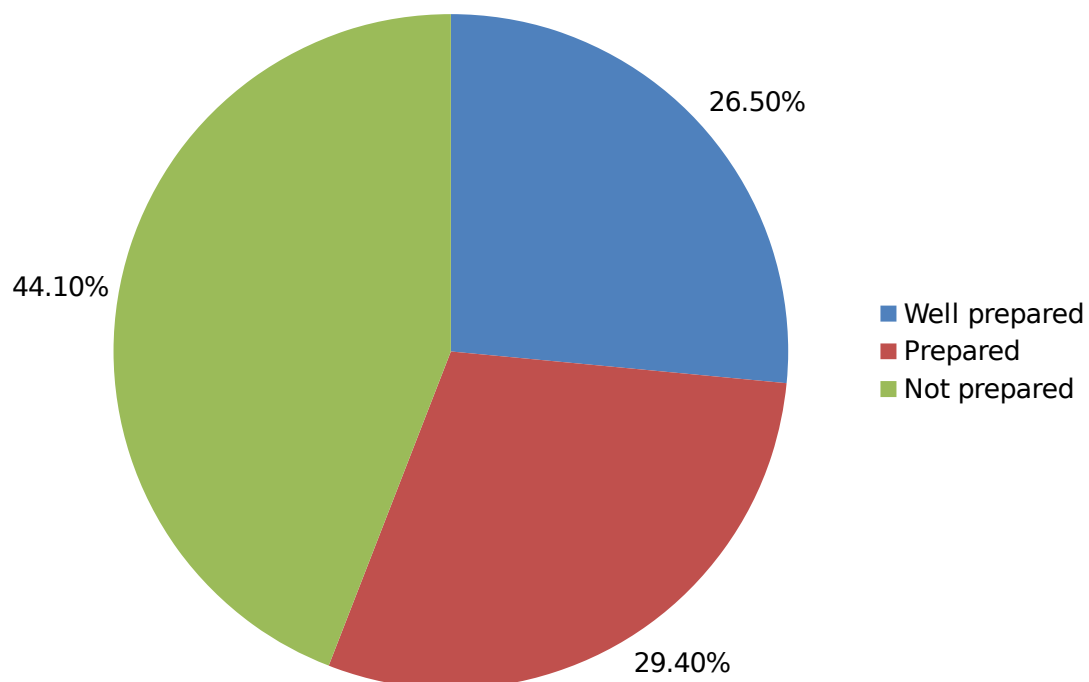


Fig 4.6: Adequacy of information on HIV/AIDS and adequacy in teaching

When it comes to integration of HIV/AIDS education in the CRE syllabus this research established that close to three quarters of the teachers (73.5%) were aware that HIV/AIDS education has to be integrated in the syllabus yet only 23.5% reported to have been trained through seminar or workshop on how to integrate HIV/AIDS issues in the CRE syllabus. Among the 23.5% that had been trained through seminar/workshop on integration half (50%) had attended only one workshop on integration This clearly indicated that many of the CRE secondary school teachers had not been properly prepared through seminars in integrating the HIV/AIDS information in the CRE curriculum.

This study also established that among those who had attended a seminar on integration more than half (62.5%) reported that the seminars were held at district level and that they were of benefit to them in terms of integrating HIV/AIDS education in the CRE syllabus. This clearly indicates that those who had not attended seminars on integration would automatically be less prepared to teach HIV/AIDS education than those who had attended the seminars.

According to the further findings of this study majority of the CRE teachers (97.1%) reported that they would teach HIV/AIDS issues better if they were trained or in-serviced. Further findings indicate that a majority of the CRE teachers (94.1%) reported that they should be in serviced as CRE teachers on how to integrate HIV/AIDS issues in the CRE syllabus. This study also established that majority of the CRE teachers (88.2%) reported that what is taught to CRE students on HIV/AIDS is not enough. This findings clearly indicate that one of the challenges in the teaching of CRE that has affected its provision of effective HIV/AIDS education is the fact that majority of the CRE teachers have not been properly prepared in terms of seminars/workshops on how to integrate HIV/AIDS education in the CRE syllabus. Majority of the teachers have indicated that they need to be in serviced in order to teach HIV/AIDS education properly.



When it comes to the general preparedness of the CRE teachers in providing HIV/AIDS information to learners this research found out that a good number of the CRE teachers 44.1% reported that they were not prepared in providing HIV/AIDS information to the learners. Only 26.5% reported to be well prepared as indicated in figure 4.7. This is another challenge as far as integration of the HIV/AIDS education in the secondary schools CRE syllabus.

Fig 4.7: Preparedness in providing HIV/AIDS information to the learners by teachers

4.3 The Attitude of CRE Teachers and Students towards the Role of the Subject in Providing and Integration of HIV/AIDS Education

The second objective of this study was to establish the attitudes of both the CRE teachers and students towards the role of the subject in providing effective HIV/AIDS education and the findings are given here below. Findings on the attitude of CRE teachers are given first followed by the attitudes of the CRE students.

4.3.1 The Attitude of the CRE Teachers

The findings on the attitude of CRE teachers on the role of CRE in provision of HIV/AIDS education are summarized in Table 4.10 below. According to the findings of this study (Table 4.10) majority of the CRE teachers (97%) reported to agree that CRE as a subject is best placed to teach HIV/AIDS issues to the learners, the CRE teacher is best placed to teach issues on HIV/AIDS to learners, and that HIV/AIDS issues should be addressed properly in the CRE syllabus as indicated in Table 4.10

Table 4.10: CRE teachers' Attitude towards the Role of the Subject in Provision and Integration of HIV/AIDS Education

Statement	Agree (%)	Undecided (%)	Disagree (%)	Mean (sd)
N=102				
CRE as a subject is best placed to teach HIV/AIDS issues to learners	97.1	0	2.9	1.06(0.3)
CRE as a subject is teaching enough on HIV/AIDS	29.4	2.9	67.6	2.36(0.9)
The CRE teacher is best placed to teach issues on HIV/AIDS to learner	91.2	0	8.8	1.12(0.5)
CRE can play a better role if the CRE teacher is given proper training				
HIV/AIDS issues should be addressed properly in the CRE syllabus				
CRE as a subject is playing its Role in providing adequate information on HIV/AIDS to learners				
CRE students need to be given information on HIV/AIDS				
HIV/AIDS information should be given to CRE students at all levels				
CRE students can have positive behaviour change if given proper information on HIV/AIDS				
The issue of HIV/AIDS should be addressed seriously in the CRE syllabus				
Sex education should be properly taught in CRE				
CRE plays a major role in the fight against HIV/AIDS by what it teaches				
HIV/AIDS should be taught as a topic on its own in the CRE syllabus				

The CRE syllabus does not offer enough information on HIV/AIDS

What is being taught from the CRE syllabus about HIV/AIDS is not enough/adequate

Not all CRE teachers have adequate knowledge on HIV/AIDS

More information on HIV/AIDS should be included in the CRE syllabus

CRE is not teaching enough to instil morals in learners

HIV/AIDS education should not be taught in the CRE syllabus

HIV/AIDS education should not be integrated in CRE

What CRE covers on HIV/AIDS is not enough to make learners change

HIV/AIDS education should be removed from the CRE syllabus

CRE teachers may not be best placed to teach on HIV/AIDS issues

CRE as a subject cannot bring about positive behaviour change in the learners

The majority of the CRE teachers 91.2% agreed that CRE can play a better role of fighting HIV/AIDS if the CRE teacher is given properly training as indicated in table 4.10. Most of the teachers (97.1%) agreed that CRE students need to be given information on HIV/AIDS. The study also established that majority of the CRE teachers

(85.5%) also agreed that HIV/AIDS information should be given to CRE students at all levels. Table 4.10 also indicates that majority of the CRE teachers (97.1%) in secondary schools in Bungoma County also agreed that CRE students can have positive behavior change if given proper information on HIV/AIDS. Table also indicates that majority of the CRE teachers (97.1%) also agreed that sex education should be properly taught in CRE and that CRE plays a major role in the fight against HIV/AIDS by what it teaches.

Majority of the CRE teachers in secondary schools in Bungoma County (91.2%) felt that HIV/AIDS should be taught as a topic on its own in the CRE syllabus as indicated in Table 4.10. The findings on attitude also indicate that the majority of the teachers (67.6%) disagreed that CRE as a subject is teaching enough on HIV/AIDS. This clearly indicated that the teachers felt that more should be taught on HIV/AIDS in CRE as a subject. Apart from that more than half of the teachers (61.8%) also agreed with the statement that the CRE syllabus does not offer enough information on HIV/AIDS.

Table 4.10 also indicates that majority of the CRE teachers (85.5%) felt that what is being taught from the CRE syllabus about HIV/AIDS is not adequate. Almost all the CRE teachers (97.1%) agreed that not all CRE teachers have adequate knowledge on HIV/AIDS. This clearly indicates that many CRE teachers feel they should be given adequate knowledge through training and in- service courses as indicated by findings on the preparedness of the CRE teachers. Further findings on the attitude of secondary school CRE teachers indicated that almost all the CRE teachers (94.1%) agreed that more information on HIV/AIDS should be included in the CRE syllabus.

Table 4.10 also revealed that majority of the secondary school CRE teachers disagreed with all the negative statements on the role of CRE in provision of HIV/AIDS such as CRE is not teaching enough to instill morals in learners, HIV/AIDS education should not be taught in the CRE syllabus, HIV/AIDS should not be integrated in the CRE syllabus, HIV/AIDS education should be removed from the CRE syllabus, CRE teachers may not be the best placed to teach on HIV/AIDS issues and CRE as a subject cannot bring about positive behavior change in the learners.

On the general attitude of the secondary schools CRE teachers in Bungoma County, this study found out that generally a majority of the CRE teachers had a positive attitude towards the subject in providing effective HIV/AIDS education to learners although many of them also felt that what the subject is offering is not enough. Therefore the attitude of CRE teachers is not a challenge in effective provision and integration of HIV/AIDS education because most of the teachers have a positive attitude.

4.3.2 The Attitude of CRE Students

To establish the attitude of CRE students towards the role of the subject in provision and integration of HIV/AIDS education, sampled students from the selected schools responded to several statements which were tabulated and analyzed. The findings on the attitude of secondary school CRE students towards the role of CRE as a subject in provision of HIV/AIDS education are summarized in Table 4.11.

Table 4.11 CRE Students Attitude towards the Role of the Subject in Provision and Integration of HIV/AIDS Education

Positive Statements

Statement	Agree	Disagree
CRE as a subject is best placed to teach HIV/AIDS issues to learners	444(96.1)	18(3.9)
CRE as a subject is best placed to teach issues on human sexuality and morality	417(90.3)	45(9.7)
CRE students should be taught on HIV/AIDS in the subject	423(91.6)	39(8.4)
CRE students should be taught on responsible sexual behaviour in the subject	444(96.1)	18(3.9)
HIV/AIDS education is more relevant when taught in CRE than other subjects	339(73.4)	123(26.6)
The CRE teacher is best placed to teach on HIV/AIDS issues	297(64.3)	165(35.7)
HIV/AIDS issues should be properly addressed in the CRE syllabus	363(78.6)	99(21.4)
HIV/AIDS information should be given to CRE students at all levels(form 1-4)	396(85.7)	66(14.3)
CRE students can have positive behaviour change if they are given proper information on HIV/AIDS	432(93.5)	30(6.4)
More information on HIV/AIDS should be included in the CRE syllabus	378(81.8)	84(18.1)
All students should learn about HIV/AIDS in order to protect themselves and others against HIV/AIDS	432(93.5)	30(6.4)
HIV/AIDS education is useful in providing knowledge about control and preventing of HIV/AIDS	432(93.4)	30(6.4)

Negative statements

Statement	Agree	Disagree
HIV/AIDS issues should not be taught in CRE	63(13.6)	399(86.4)
Very little is taught on HIV/AIDS in CRE subject	225(48.7)	237(51.3)
CRE is not teaching enough to instil moral values in the learners	126(27.3)	336(72.7)
HIV/AIDS education should be removed from the CRE syllabus	33(7.1)	429(92.9)
What we learn in CRE on HIV/AIDS is not adequate	153(33.1)	309(66.9)
CRE teachers are not best placed to teach on HIV/AIDS	90(19.5)	372(80.5)
My CRE teacher does not explain HIV/AIDS issues properly	117(25.3)	345(74.7)
HIV/AIDS education should be taught separately as a subject on its own	219(47.4)	243(52.6)
CRE as a subject does not play a role in the fight against the HIV/AIDS pandemic	45(9.7)	417(90.3)
It is not necessary for CRE teachers to teach on HIV/AIDS because we are taught the same elsewhere	42(9.1)	420(89.9)

According to the findings almost all CRE students 96.1% agreed that CRE as a subject is best placed to teach HIV/AIDS issues to learners as shown in Table 4.11. The table also indicates that majority of the CRE students (90%) felt that CRE as a subject is best placed to teach issues on human sexuality, morality and responsible sexual behavior.

A majority of the CRE students (85.7%) also felt that HIV/AIDS education is more relevant when taught in CRE than other subject. Furthermore majority of the CRE

students (93.5%) also felt that the CRE teacher is best placed to teach on HIV/AIDS issues. The findings further indicated that majority of the secondary school CRE students (81.8%) reported to agree that HIV/AIDS issues should be properly addressed in the CRE syllabus and almost all the students (93.5%) felt that HIV/ AIDS education should be given to CRE students at all levels that is from form one to form four. Table 4.10 also indicates that it is the feeling of most secondary school CRE students in Bungoma County (93.4%) that CRE students can have positive behavior change if they are given proper information on HIV/AIDS.

When it comes to negative statements on role of CRE in providing HIV/AIDS education majority of the secondary school CRE students (86.4%) disagreed with the statements that HIV/AIDS issues should not be taught in CRE. Slightly more than half the CRE students (51%) disagreed with statement that very little is taught on HIV/AIDS in the CRE syllabus and majority (72%) also disagreed with the statement that CRE is not teaching enough to instill moral values in the learners. Majority of the CRE students disagreed with the statements that HIV/AIDS education should be removed from the CRE syllabus and that CRE teachers are not best placed to teach on HIV/AIDS.

The findings on the CRE students' attitudes also indicated that slightly more than half (52%) disagreed with the idea that HIV/AIDS education should be taught separately as a subject on its own although a good number (47%) preferred the subject to be taught on its own separately.

The study also established that the majority of CRE students (90%) disagreed with the statement that CRE as a subject does not play a role in the fight against the HIV/AIDS pandemic. Many learners also disagreed with a statement that it is not necessary for CRE teachers to teach on HIV/AIDS because they are taught the same elsewhere. This means the learners were still willing to learn about HIV/AIDS in CRE as a subject.

On the overall CRE students in secondary schools in Bungoma County have a positive attitude towards the role of CRE in the provision of HIV/AIDS education. The findings indicate that the majority of the learners have confidence in the subject to provide HIV/AIDS education to them. Majority felt that HIV/AIDS education is best taught within the CRE curriculum. The study therefore established that the attitude of CRE students is not a challenge in provision of effective HIV/AIDS education because majority of the students had a positive attitude.

4.4 The Methods and Instructional Resources for Teaching CRE and their Effectiveness in Providing HIV/AIDS Education

The third objective of this research was to establish the availability and use of the methods and instructional resources of teaching CRE and their effectiveness in providing HIV/AIDS education. To obtain information on this objective the researcher used both the teachers' questionnaire and the observation checklist. The findings on this objective are given below. Finding on methods were given first followed by findings on instructional objectives.

4.4.1 Methods of Teaching CRE and HIV/AIDS Content

To obtain data on methods of teaching HIV/AIDS issues in the CRE syllabus, CRE teachers were asked to fill a questionnaire on which they indicated the methods which they used for teaching CRE and indicate how frequently they used the different methods. The information obtained has been summarized in Table 4.12.

Table 4.12: Methods of teaching CRE as reported by CRE teachers

Method/Strategies and techniques N=102	Frequency of use (%)		
	Frequently	Not frequently	Never used
Lecture	76.5	14.7	8.8
Group discussion	73.5	26.5	0
Life approach	35.3	35.3	29.4
Dramatization	23.5	67.7	8.8
Text reading	52.9	26.5	20.6
Demonstration	32.4	32.4	35.3
Narration	70.6	23.5	5.9
Audio-visual presentation	5.9	35.3	58.8
Simulation	17.6	35.4	47
Library search	26.5	50	23.5
Question and answer	85.3	11.8	2.9
Debates	41.2	52.9	5.9
Class discussion	73.5	20.6	5.9
Musical composition	26.5	35.3	38.2
Brain storming	32.4	26.5	41.2
Project method	29.4	8.8	61.8
Assignment	47.1	44.1	8.8
Peer tutoring	35.3	44.1	20.6
Use of pictures or photographs	23.5	38.2	38.2
Case study	20.6	26.5	52.9
Use of resource persons	23.5	52.9	23.5
Story telling	55.9	32.4	11.7
Watching and listening to video tapes	8.8	50	41.2
Role play	32.4	35.3	32.3
Comprehension exercise	11.8	35.3	52.9

Table 4.12 indicates that majority of the CRE teachers in secondary school (76%) frequently used the lecture method to teach CRE and HIV/AIDS education. The findings also established that other popular methods used included group discussion (73%) narration (70%) question and answer method (85%) class discussion (73%) and storytelling (55.9%). These methods were used by a large percentage of teachers probably because they are among the easiest methods to use and are less demanding to a teacher in terms of preparation. Most of those most used methods are methods which are teacher-centered methods which might not be appropriate for teaching HIV/AIDS issues to the learners.

This study discovered that among methods which were used but not frequently dramatization tops with 67% of the teachers reporting that they do not use it frequently. Other methods which were not frequently used included library research (50%) debates (52%) use of resource persons (52%) watching and listening to videos tapes (50%) as shown in Table 4.12. A good number of teachers also indicated that they did not use the following methods frequently, life approach (35%) demonstration (32%) audio – visual presentation (35%) simulation (35%) musical composition (35%) Brain storming (26%) assignment (44%) peer tutoring (44%) use of pictures and photographs (38%) story telling (32%) role play (35%) and comprehension exercises (35%). Most of these methods are less frequently used probably because they require much preparation and skill in order to use them to teach yet they are methods which are learner- centered and most recommended for use in teaching Christian religious education.

According to the findings of this study presented in Table 4.11 among the methods that were never used by CRE teachers to teach the CRE and HIV/AIDS content included, the use of audio–visual presentation (58%) project method (61%) case study (52%) and comprehension exercise (52%). These methods are never used probably because they are demanding, require a lot of time and also some like audio – visual presentation require the skills by the teacher to use them yet some of these methods which are not used are learner- centered methods which should be used for teaching HIV/AIDS content within the CRE syllabus. Majority of the teachers who participated in the study (94.1%) reported that the methods they used were adequate and relevant in providing information on HIV/AIDS to CRE students.

When asked on preferred methods of teaching, a good number of teachers reported that they were comfortable and preferred using lecturing and class discussion as teaching methods on HIV/AIDS to CRE students 32.4% and 35.3% respectively as shown in figure 4.8. The less preferred methods according to the figure 4.9 are the life approach (8.8%) and the question and answer method (8.8%).

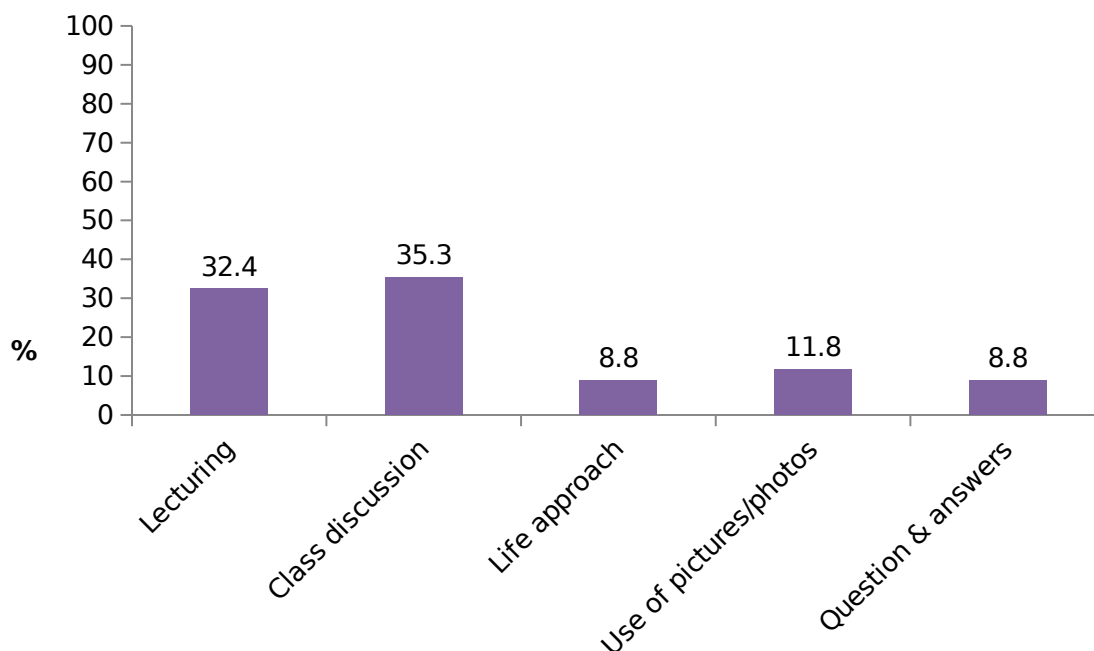


Fig 4.8: preferred method of teaching as indicated by the teachers

The findings of this research also established that more than half of CRE teachers (62%) considered it appropriate for HIV/AIDS education to be introduced to learners at form one level as shown in figure 4.9. A good number of teachers (32%) indicated that HIV/AIDS education should be introduced and taught at all levels, that is, from form one to form four.

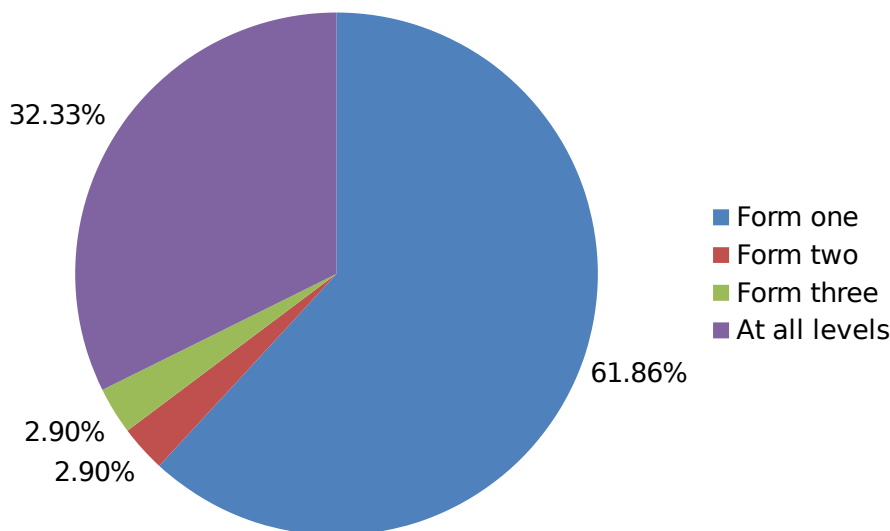


Fig 4.9:

Appropriate level for HIV/AIDS education to be introduced in the CRE

Syllabus as reported by teachers

In the conclusion, most of the methods that were used for teaching HIV/AIDS within the CRE content were mostly methods which were easy to use and were teacher centered such as the lecture method, narration, question and answer method, class discussion. Methods which required thorough preparation and were learner-centered such as audio-visual presentation, project method, use of picture and photographs and peer tutoring, assignment and life approach were less used for teaching. This poses a challenge in the teaching of CRE that affect its effective provision of HIV/AIDS education to CRE students. We can therefore conclude that there are challenges with regard to the methods that are used to teach HIV/AIDS education within the CRE curriculum in secondary schools in Bungoma County.

4.4.2 Instructional Resources for Teaching HIV/AIDS and CRE

The third objective of this study sought to establish the instructional resources available and their use for teaching CRE and HIV/AIDS education. This study used the teachers' questionnaire and observation checklist and the findings are given below as follows:

According to the findings of this study recorded by the teachers' questionnaire, textbooks were the most available learning resources and also the most used as indicated by 97% for availability and 91% for use as indicated by figure 4.10. This could be because textbooks are easily available and are easy to use, compared to other learning resources.

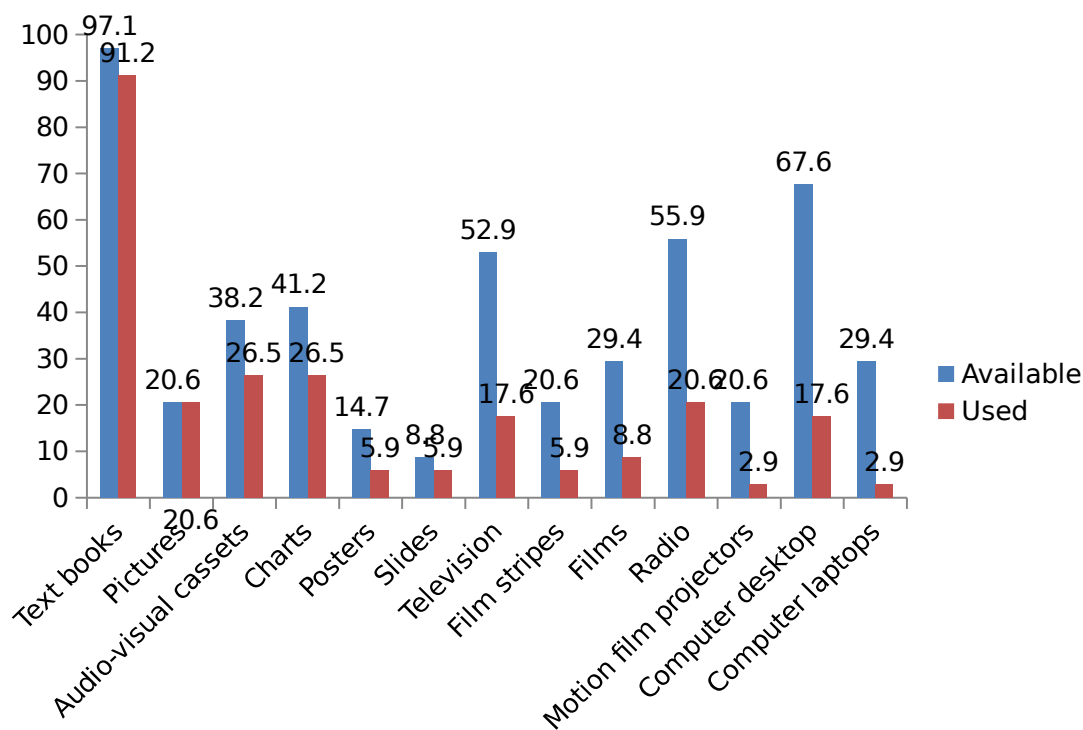


Fig 4.10: Availability and use of resources as reported by teachers

Many CRE teachers also reported that computer desktops were available 67% but were less used by teachers as indicated by 17% use in figure 4.10. Findings summarized in figure 4.10 also indicate that the televisions availability in secondary schools in Bungoma County was 52% but its use for teaching CRE was only 17% whereas the radio availability was 55% while its use was only 20%. The least available resources and least used were posters and slides whose availability (14%) and use (5.9%) and for slides availability was 8.8% while its use was only (5.9%) as shown in figure 4.10.

Most of the learning resources had less than 50% availability and use as follows; pictures 20% availability and 20% use, audio-visual cassettes 38% availability and 26% use, charts had 41% availability and 26% use, film strips had 20% availability and 5.9% use, films had 29.4% availability and 8.8% use, motion film projectors had 20.6% availability and only 2.9% use, while computer laptops had 29.4% availability but only 2.9% use for teaching CRE in secondary schools in Bungoma County.

Secondary school CRE teachers were asked to state their preferred instructional resources for teaching on the sub-topic HIV/AIDS and their findings were summarized in Table 4.13.

Table 4.13: Preferred resource for teaching on the sub-topic HIV/AIDS as reported by teachers

Resource	Frequency (%)
-----------------	----------------------

Audio-visual	12(11.8)
Charts	6(5.9)
Films	9(8.8)
Pictures	9(8.8)
Posters	6(5.9)
Text books	54(52.9)
Video tapes	6(5.9)

This study discovered that more than half of the teachers 52.9% reported to prefer using textbooks for teaching the sub- topic HIV/AIDS as indicated in Table 4.13. Textbooks were followed in preference by audio – visual media at 11.8%. Among the least preferred resources were the charts (5.9%), posters (5.9%) films (8.8%) and pictures (8.8%). The textbooks seemed the most referred resources probably because is easily available. Charts, films, pictures, posters and video tapes were less preferred probably because they could not be easily available. This study discovered that this is one of the challenges in the teaching of CRE that hinder it from providing effective HIV/AIDS education to the learners.

This study also analyzed the use of the five recommended textbooks by the CRE teachers and the findings on their frequency of use are summarized in Table 4.14.

Table 4.14: Recommended textbooks for teaching CRE (frequency of use) as reported by teachers

Text book	Frequently used (%)	Used but not frequently (%)	Not used (%)
God's people, by Oxford University press publishers	57(55.9)	42(41.2)	3(2.9)
Secondary CRE, by KLB publishers	99(97.1)	3(2.9)	0(0)

Love thy neighbour, by Macmillan publisher	18(17.6)	57(55.9)	27(26.4)
Living the promise, by Longman (K) Ltd	54(52.9)	48(47.1)	0(0)
Foundation CRE, by Jomo Kenyatta Foundation	6(5.9)	45(44.1)	51(50)
N=102			

According to the findings summarized in Table 4.14 Secondary CRE by KLB publishers was the most frequently used textbook (97.1%), while Foundation CRE by Jomo Kenyatta Foundation was the least frequently used textbook (5.9%). More than half of the teachers reported to use Gods people by Oxford University Press (55.9%) and Living the promise by Longhorn (K) Ltd.

To further confirm information obtained by the questionnaire on availability and use of learning resources for teaching CRE and HIV/AIDS education the following information from the observation checklist was analysed and the findings are summarized in figure 4.11

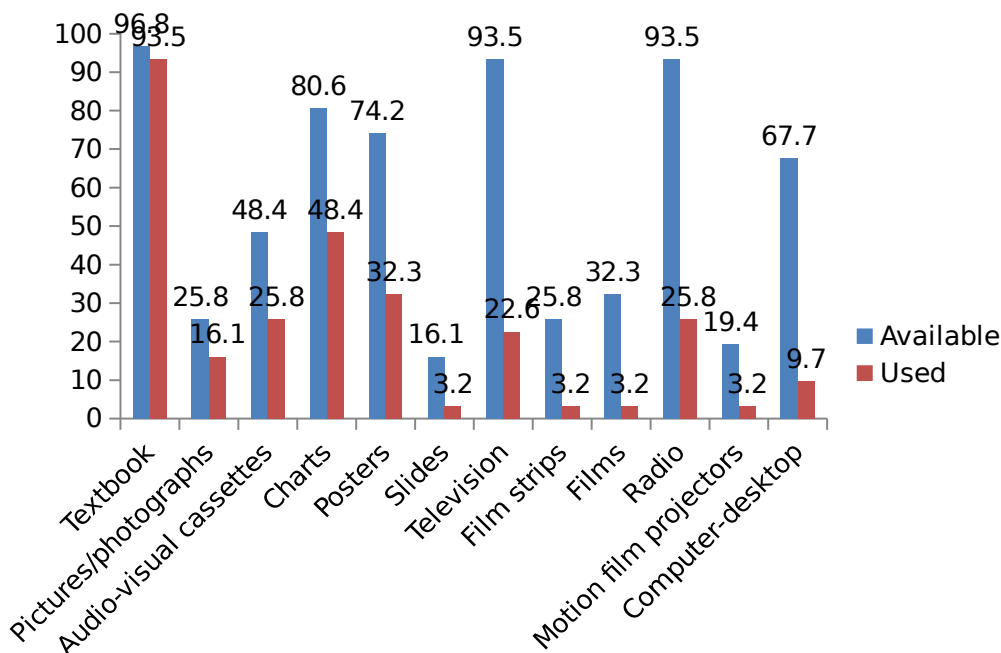


Fig 4.11: Availability and use of resources as reported from observation checklist

According to the results from the observation checklist the textbook was the most available (96.3%) resource. These results are similar to those obtained from the teachers' questionnaire. The findings from the observation checklist also indicated that other resources are readily available but used less such as the television is available at 93% but its use is only 22.6%, the availability of the radio was at 93% but its use is only at 25.8%. For other resources availability and use the percentage rate was as follows: Pictures availability was 25% and use was 16.1%, audio – visual cassettes available at 80% but use was 25.8%, charts were available at 80% but their use was at 48.4%, computer desktops availability percentage was 67.7% but its use was at only 9.7%. According to figure 4.11 the least available and used methods included slides, film strips, film and motion film projectors.

Analysis from observation checklist schedule on the availability and use of learning resources for teaching CRE give almost similar findings to those from the questionnaires filled by CRE teachers with small variations in the percentages. In conclusion this study established that textbooks are the most available and used learning resource for teaching CRE and HIV/AIDS content in the CRE curriculum. Some learning resources were available but not used for teaching CRE for example the radio, the television. Some learning resources were not easily available or used for teaching the subject for example slides, films, audio – visual cassettes, film strips, pictures etc. This is one of the challenges of Christian Religious Education in provision of HIV/AIDS education.

4.5 Analysis of the Contents of the CRE Syllabus

The fourth objective of this study was to analyse the contents of the secondary school CRE syllabus from form one to form four and establish the extent to which it is adequate in providing HIV/AIDS education to learners of CRE. This was done using the content analysis guide which gave guidelines on what was to be checked in the syllabus.

Analysis of the syllabus, indicated that “what HIV/AIDS is, How HIV/AIDS is spread and different ways in which HIV is transmitted, how to prevent spread of HIV, responsible sexual behaviour, Irresponsible sexual behaviour and their effects, negative effects of HIV/AIDS, Christian teachings on responsible and irresponsible sexual behaviour and life skills for healthy living” are to be taught in Form 4. Moral values and living responsibly was indicated to be taught at form one level.

Topics on how can a young person can avoid HIV infection, HIV statistics in Kenya, Africa and the world, relationship between HIV/AIDS spread and drug abuse, the importance of VCT and what it is, how to show love and care to those with HIV/AIDS and how to avoid stigmatizing those with HIV/AIDS were not shown the level at which they are to be taught in the syllabus.

Further analysis of the secondary school CRE syllabus indicated that very little information on HIV/AIDS was provided at form one and two levels, no information on HIV/AIDS at form three level while at form four level, fairly adequate information on HIV/AIDS was provided though not all the important information was provided. The loophole identified in the syllabus was that HIV/AIDS education is not provided at all levels and is just indicated as a sub-topic in form four. Since CRE is an optional subject at form three and four levels then only the few who choose the subject benefit from being provided with HIV/AIDS education because much of the content on HIV/AIDS is taught at form four level.

4.6 Analysis of the Contents of Recommended CRE Textbooks

The fifth objective of this study set out to analyze the secondary school recommended textbooks and establish the extent to which the recommended CRE textbooks provided adequate and relevant information on HIV/AIDS to both the learners and teachers who use them. There are five main types of textbooks recommended for teaching CRE in secondary schools in Kenya (Republic of Kenya, 2009). This study analysed the five recommended textbooks using the document analysis guide prepared by the researcher.

The document analysis guide gave a list of themes and topics which were to be checked if they were adequately covered in the recommended textbooks or not. The document analysis of the textbooks was done qualitatively but a quantitative summary was given at the end. The researcher read the recommended books and with the use of the document analysis guide made notes and comments on the various aspects that were being checked in the books. The findings from analysis of the recommended textbooks are given below. Each of the category of textbook were analysed individually before a summary of all the textbooks was given.

4.6.1 God's People Book 1-4 by Oxford University Press

In this text book, ' what HIV/AIDS is, How HIV/AIDS is spread and different ways in which HIV is transmitted' are be taught at form four level but the information is inadequate in this textbook.

The textbook does not have information on some topics like "How can a young person avoid HIV infection, HIV statistics in Kenya, Africa and the world, relationship between HIV/AIDS spread and drug abuse, moral values and living responsibly, importance of VCT and what it is, how to show love and care for those with HIV/AIDS, how to avoid stigmatizing those with HIV/AIDS and how to prevent spread of HIV". All these topics are important and should be taught yet no information is available on these areas.

Further analysis of the textbook indicated that topics such as Christian teachings on responsible and irresponsible sexual behaviour, are to be taught at form four level and the

information provided in the textbook was adequate. A topic on ‘Negative effects of HIV/AIDS’ is to be taught at form four level though the information provided in the textbook is fairly adequate while a topic like life skills for healthy living which is a very important topic as far as HIV/AIDS prevention is concerned is also taught at form four level but the information provided in the textbook is inadequate. In conclusion though this textbook contains information on some topics on HIV/AIDS but it also lacks some vital aspects.

4.6.2 Secondary CRE form 1-4 by Kenya Literature Bureau

In this text book topics on, what HIV/AIDS is, How HIV/AIDS is spread and different ways, in which HIV is transmitted, are taught at form four level and the information provided in the textbook is fairly adequate. The textbook does not indicate the level at which topics such as “How a young person can avoid HIV infection, relationship between HIV/AIDS spread and drug abuse, importance of VCT and what it is, how to avoid stigmatizing those with HIV/AIDS and how to prevent spread of HIV” are to be taught and no information is available on these areas yet they are important as far as HIV/AIDS prevention is concerned.

Further analysis of this textbook indicated that topics such as ‘Christian teachings on responsible and irresponsible sexual behaviour, negative effects of HIV/AIDS’ are to be taught at form four level and the information provided on the same in the textbook was adequate. A topic such as ‘ How to show love and care for those with HIV/AIDS’ is to be taught at form four level though the information is fairly adequate while a topic such as ‘

life skills for healthy living' is to be also taught at form four level but the information provided in the textbook is inadequate. Moral values and living responsibly is a topic to be taught at form one level though the information provided in this type of textbook was inadequate. In conclusion this type of textbook had information on some topics that should be covered on HIV/AIDS but not all important topics on HIV/AIDS have adequate information.

4.6.3 Living the Promise form 1-4 by Longhorn (K) Publishers

Analysis of this textbook indicated that topics such as , irresponsible sexual behaviour, how to show love for those with HIV/AIDS are to be taught at form four level and the information provided in the textbook was adequate. The topic on 'Responsible sexual behaviour' is to be taught at form four level and the information provided in this textbook is fairly adequate. A topic on 'Life skills for healthy living' is also to be taught at form four level but information provided in the textbook was inadequate. Topics such as 'Moral values and living responsibly' are to be taught at form one level and the information but the information provided in this type of textbook is inadequate.

This textbook does not indicate the level at which topics such as "How HIV is spreads, different ways in which HIV is transmitted, How a young person can avoid HIV infection, HIV statistics in Kenya, Africa and the world, relationship between HIV/AIDS spread and drug abuse, how to prevent spread of HIV, importance of VCT and what it is and how to avoid stigmatizing those with HIV/AIDS" are to be taught and no information is available on these areas in the textbook. In conclusion, this textbook provides

information on some topics on HIV/AIDS but several aspects of HIV/AIDS which the learners need to know have no information therefore making the book not very adequate in provision of HIV/AIDS education.

4.6.4 Love thy Neighbor CRE form 1 – 4 by Macmillan Publishers

Analysis of the contents of this book indicated that topics such as ‘what HIV/AIDS is, responsible sexual behavior and negative effects of HIV/AIDS are to be taught at form four level but the textbook has inadequate information on this topics. The textbook has adequate information only on irresponsible sexual behavior. The textbook gives inadequate information on moral values and living responsibly which is to be taught at form four.

Further analysis of the contents of this textbook indicated that no information is given on several issues such as ‘how HIV/AIDS is spread, how young person can avoid HIV infection, HIV statistics in Kenya, Africa and the world, the relationship between HIV/AIDS spread and drug abuse, how to prevent the spread of HIV/AIDS, importance of VCT, how to show love and care for those with HIV/AIDS, how to avoid stigmatizing those with HIV/AIDS, life skills for healthy living. The study established that the textbook has adequate information only on irresponsible sexual behavior. In conclusion analysis of this textbook indicated that the book lacks vital information on several aspects of HIV/AIDS therefore cannot be used adequately in provision and integration of HIV/AIDS education in secondary schools in Bungoma County.

4.6.5 Foundation CRE forms 3 and 4 by Jomo Kenyatta Foundation

Analysis of the contents of this textbook established that it had fairly adequate information on only one topic 'negative effects of HIV/AIDS'. The textbook has inadequate information on topics such as 'what HIV/AIDS is, how HIV spreads, different ways of transmission, how to prevent the spread of HIV, responsible sexual behavior, Christian teaching on responsible and irresponsible sexual behavior and how to show love and care for those with HIV/AIDS'. Yet all these areas are very important to a student who needs to understand and prevent HIV/AIDS infection.

The study established that the textbook had no information on how a young person can avoid HIV Infection, HIV statistics in Kenya, Africa and the world , moral values and living responsively, the importance of VCT and what it is, how to avoid stigmatizing those with HIV/AIDS and life skills for healthy living. In conclusion this textbook was found to be inadequate in provision of information on HIV/AIDS to both the learners and teachers.

This study also looked at the quantitative analysis of the adequacy of the recommended CRE textbooks in providing information on HIV/AIDS and the results of the analysis are summarized in Table 4.15.

Table 4.15 Quantitative Summary of the Adequacy of five CRE recommended textbooks

Theme or topic	Adequate information	Inadequate information	No Information	Total
N=5				
What HIV/AIDS is	1 (20%)	4 (80%)	0 (0%)	5 (100%)
How HIV/AIDS spreads	1 (20%)	4 (80%)	0 (0%)	5 (100%)
How is HV/AIDS transmitted	1 (20%)	4 (80%)	0 (0%)	5 (100%)
How a young person can avoid HIV infection	0 (0%)	0 (0%)	5 (100%)	5 (100%)
HIV statistics in Kenya, Africa and the World	1 (20%)	0 (0%)	4 (80%)	5 (100%)
The relationship between HIV/AIDS spread and drug abuse	0 (0%)	0 (0%)	5 (100%)	5 (100%)
How to prevent spread of HIV	0 (0%)	1 (20%)	4 (80%)	5 (100%)
Responsible sexual behavior	3 (60%)	2 (40%)	0 (0%)	5 (100%)
Irresponsible sexual behavior	4 (80%)	1 (20%)	0 (0%)	5 (100%)
Moral living values and living responsibly	0 (0%)	3 (60%)	2 (40%)	5 (100%)
Negative effects of HIV/AIDS	4 (80%)	1 (20%)	0 (0%)	5 (100%)
the importance of VCT	0 (0%)	0 (0%)	5 (100%)	5 (100%)
Christian teaching on responsible and irresponsible sexual behaviour	4 (80%)	1 (20%)	0 (0%)	5 (100%)
How to show love and care for those with HIV/AIDS	1 (20%)	2 (40%)	2 (40%)	5 (100%)
How to avoid stigmatizing those with HIV/AIDS	0 (0%)	0 (0%)	5 (100%)	5 (100%)
Life skills for healthy living	0 (0%)	3 (60%)	2 (40%)	5 (100%)

The quantitative summary of the adequacy of the recommended secondary school CRE textbooks indicated clearly that none of the five recommended books had adequate information on all the listed items on HIV/AIDS. This is clearly illustrated in Table 4.15.

The analysis in the table indicated that none of the five books had information on ‘how a young person can avoid HIV infection, the relationship between HIV/AIDS spread and drug abuse, the importance of VCT and what it is and how to avoid stigmatizing those with HIV/AIDS’, yet these are very important areas on which young people in secondary schools in Kenya need to be informed about. This is a challenge as far as HIV/AIDS education provision is concerned.

According to the findings summarized in Table 4.15 although four out of five textbooks (80%) had adequate information on irresponsible sexual behavior, negative effects of HIV/AIDS and Christian teachings on responsible and irresponsible sexual behavior, four out of five textbooks (80%) had inadequate information on what HIV/AIDS is, how HIV is spread and the different ways in which HIV is transmitted. These are some of the most important areas on which learners need to be informed if they have to participate in prevention of HIV/AIDS.

The study also established that four out five textbooks (80%) did not also have information on HIV statistics in Kenya, Africa and the world, and how to prevent the spread of HIV/AIDS yet this are vital areas to learners of CRE in secondary schools. Table 4.15 also clearly indicates that none of the five books had adequate information on how a young person can avoid HIV infection; the relationship between HIV/AIDS spread and drug abuse, moral values and living responsibly, the importance of VCT and what it is, how to avoid stigmatizing those with HIV/AIDS and life skills for healthy living. This

is a big challenge as far as HIV/AIDS prevention is concerned as far as young people in secondary schools in Kenya are concerned.

In conclusion out of the five recommended CRE textbooks that were analyzed none of them was found to be having completely adequate information on important issues of HIV/AIDS. Even the most used textbooks by KLB publishers (97.1% use) did not have adequate information on several topics and also had no information on other topics on HIV/AIDS. Therefore this study established that one of the challenges in the teaching and learning of CRE that affects its provision and integration of the HIV/AIDS education is that the recommended textbooks do not have adequate information on HIV/AIDS.

4.7 Extent to which HIV/AIDS Education is provided to CRE Students

The sixth objective of this study was to establish the extent to which secondary school CRE students are provided with information on HIV/AIDS and the findings are given in this section. Data from questionnaires filled by CRE students indicated that majority of the CRE students in Bungoma County indicated that they had learnt about various subtopics on HIV/AIDS within the CRE syllabus. This is clearly indicated in Table 4.16.

Table 4.16 Extent to which HIV/AIDS Education is provided to CRE Students as Reported by CRE Students

Information learnt	Frequency
---------------------------	------------------

N=462	(%)
Have learnt what HIV/AIDS is in CRE	420(90.9)
Have learnt about how HIV/AIDS is transmitted in CRE	378(81.8)
Have learnt about how to prevent the spread of HIV/AIDS in CRE	432(93.5)
Have learnt about the relationship between HIV/AIDS and drug abuse in CRE	405(87.7)
Have learnt about responsible sexual behaviour in CRE	450(97.4)
Have learnt about irresponsible sexual behaviour in CRE	408(88.3)
Have been taught on how irresponsible behaviour can lead to HIV/AIDS	447(96.8)
Have been taught about the extent of HIV/AIDS as a problem in Kenya and the world	342(74)
Have learnt about the negative effects of HIV/AIDS in CRE	423(91.6)
Have been taught about on the importance of VCT	267(57.8)
Have been taught on how to live and care for those with HIV/AIDS	438(94.8)
Have been taught not to stigmatize those with HIV/AIDS in CRE	402(87)
Have been taught on how to show love and care for those with HIV/AIDS	453(98.1)
Have been taught moral values that can help live responsibly	453(98.1)
Life skills for healthy living	414(89.6)
How to avoid risky sexual behaviour that can lead to HIV/AIDS	429(92.9)

As indicated in Table 4.16, less than three quarters of the students indicated to have been taught about the extent of HIV/AIDS as a problem in Kenya and the world in CRE 114(74%) and taught about the importance of VCT 87(57.8%).

On the other hand when CRE students were asked to indicate the various areas of HIV/AIDS education where they needed more information, more than three quarters of the students indicated to need more information on specific areas of HIV/AIDS education and this is clearly indicated in Table 4.17.

Table 4.17: Areas where Students needed more Information as Reported by Students

Area	Frequency (%)
N=462	
How HIV/AIDS spread	357(77.3)
Responsible and irresponsible sexual behaviour	390(84.4)
How to protect self from HIV/AIDS infection	384(83.1)
VCT and its importance	411(89)
How to handle people living with HIV/AIDS	420(90.9)
Life skills for healthy living	417(90.3)
Christian teaching on both responsible and irresponsible sexual behaviour	402(87)
How use of drugs lead to the spread of HIV/AIDS	381(82.9)
How to teach others on HIV/AIDS	420(90.9)

Table 4.17 clearly indicates that although HIV/AIDS education is provided to CRE students in secondary schools in Bungoma County, but the information provided is not enough because learners indicated that they needed more information on various issues. This is a challenge that should be addressed in order to make the subject effective in terms of providing HIV/AIDS to students.

This study also established that the percentage of other subjects teaching on HIV/AIDS are as low as; Agriculture (26%), Kiswahili (22%), History (26%), Home science (11%), Chemistry (3.9%), Life skills (12%), Geography (8.4%), Business studies (14%) and English (29.2%). This clearly indicates that its mainly CRE and Biology (90%) as subjects that are providing HIV/AIDS education to learners. This information is summarized in figure 4.12 below:

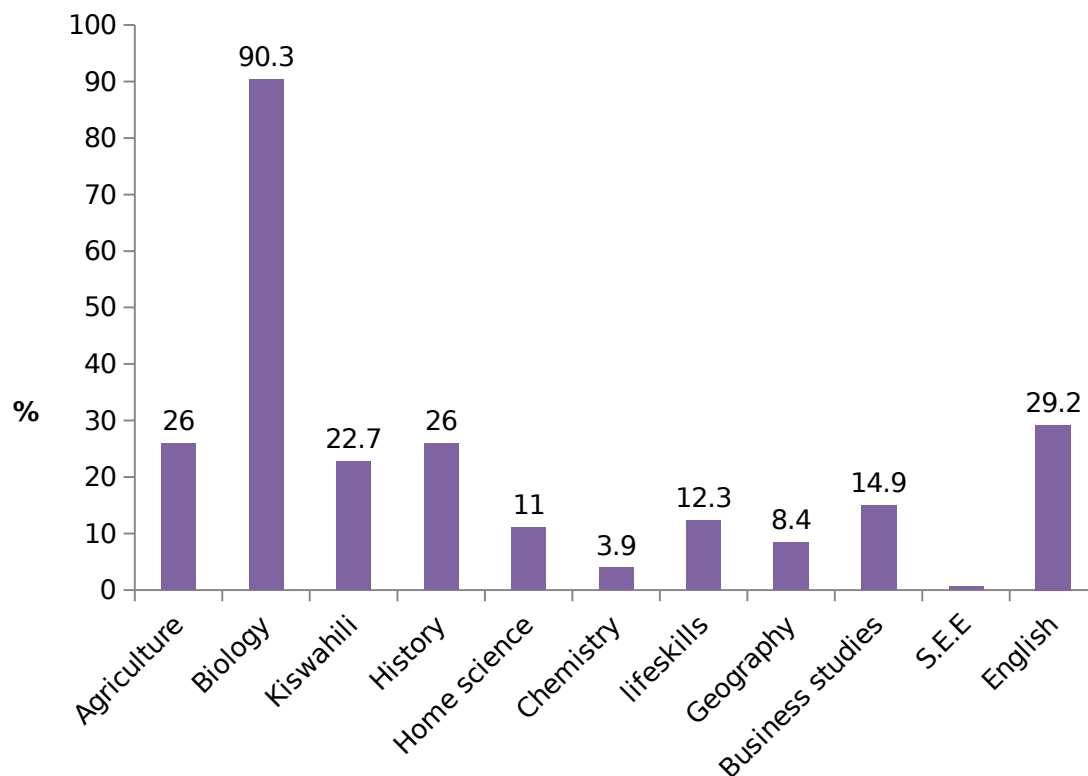


Fig 4.12: Other subjects teaching HIV/AIDS apart from CRE as reported by CRE students

In the subjects apart from CRE where they are taught about HIV/AIDS, a third of the students 50(33%) reported that the information given was fairly adequate with only 37(24%) reporting that it is very adequate while 18% of the students said that the information provide by other subjects on HIV/AIDS was inadequate as indicated in figure 4.13.

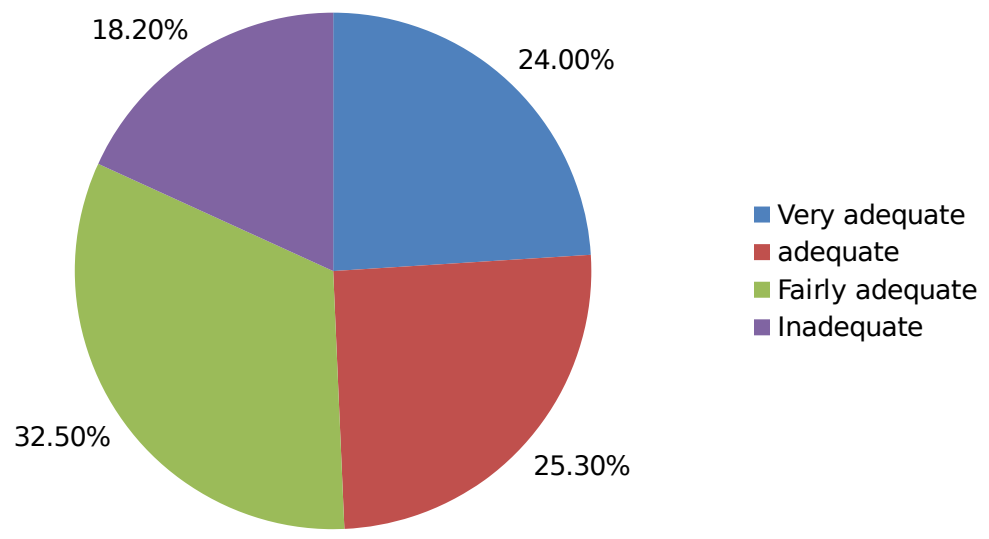


Figure 4.13 Adequacy of other subjects providing HIV/AIDS education as reported by CRE students

4.8 Discussion of the Findings

4.8.1 The Preparedness of CRE Teachers in Providing HIV/AIDS Education

The first research objective investigated the preparedness of the CRE teachers in the provision and integration of HIV/AIDS education. This study discovered that a good number of CRE teachers in secondary schools in Kenya have not been prepared on how to provide and integrate HIV/AIDS education in the CRE curriculum. The study found that half of the CRE teachers (50%) had never attended a seminar/ workshop on HIV/AIDS education. This study discovered that it was important for CRE teachers to be in serviced on how to integrate HIV/AIDS education in the CRE curriculum if the HIV/AIDS education was to be effectively implemented.

Fullan, (1982) recognizes the importance of in-service courses and seminars for teachers during implementation of a programme when he says that ‘No matter how willing and ready teachers are to complement the innovation, it is when they have started to put it in practice that they begin to experience anxiety and doubt.’ This study established that not all CRE teachers were well prepared to integrate the HIV/AIDS education because they had not been in-serviced on how to do so. The findings of this study were found to be similar to those of Kinanga, (2009) on integration of HIV/AIDS in Kiswahili in which he discovered that Kiswahili teachers in Kisii Central district were not adequately prepared to handle HIV/AIDS issues. A study by Mulinge (2009) also indicated that lack of training was a barrier that had been hindering smooth communication of HIV/AIDS information to communities around university. A research by Omolo (2012) on implementation of HIV/AIDS education in public secondary schools in Kisumu County established that inadequate training on HIV/AIDS among the teachers was a challenge. These findings were also found to be similar to those of this study in that only 30% of teachers interviewed had training on HIV/AIDS aspects.

Kiniale’s research (2000) indicated that most CRE teachers in secondary schools in Kenya rarely attended seminars and recommended that there is need to organize in service courses for CRE teachers. These findings are similar to those found by this study but contrary to Walaba’s research (1998) on the teaching and learning of CRE in schools and colleges that established that most CRE teachers attended seminars and conferences.

4.8.2 The Attitudes of CRE Teachers and Students towards the Provision and Integration of HIV/AIDS Education

The second objective of this study was to establish the attitudes of CRE teachers and students towards the role of the subject in provision and integration HIV/AIDS education. Hawes (1979) emphasized the need to change peoples' negative attitudes to favour implementation of any particular innovation. This study established that both the secondary school CRE teachers and students had a positive attitude towards the role of CRE in provision of HIV/AIDS education in Kenya. Kiniale's (2000) study on implementation of 8-4-4 established that CRE teachers and students had positive attitudes towards the subject and therefore similar to those of this study. A similar research by Sachiyo (2010) by primary school students in Eldoret municipality also established that most students had a positive attitude. Nabwire's research (2005) on implementation of AIDS education in Busia district similarly established that teachers who taught the subject had a positive attitude towards the subject.

Despite the fact that many researches show that teachers have a positive attitude towards HIV/AIDS education, a research by Kinanga (2009) on integration of HIV/AIDS education in Kiswahili indicated that Kiswahili teachers had a negative attitude towards integration of HIV/AIDS education into the Kiswahili curriculum and suggested that HIV/AIDS education should be taught on its' own. Omolo (2010) also revealed that previous surveys in Kisumu County revealed that the rather negative attitude among the learners and teachers about the HIV/AIDS subject which hampered the teaching of HIV/AIDS education.

The positive attitude by both the CRE teachers and students towards the subject providing HIV/AIDS education could probably be explained by the fact that one of the objectives of CRE (KIE, 2008) is to provide moral education and since HIV/AIDS is a moral issue, so many of the teachers and students then felt that HIV/AIDS education should be provided within the CRE syllabus.

4.8.3 Methods and Instructional Resources of Teaching CRE and their Effectiveness

The third objective of this study investigated the availability and use of instructional resources methods of teaching CRE and their effectiveness in provision and integration of HIV/AIDS education. When it comes to methods of teaching, this study found that most CRE teachers in secondary schools in Kenya use the lecture method to teach the subject including HIV/AIDS content. Omolo's research (2012) in Kisumu County revealed similar findings. Like Omolo's research, this study revealed that methods such as drama, songs, storytelling and role play which allowed learners to participate were hardly used. According to Nasibi, (2003) the lecture is not an appropriate method to use when one intends to change the values and attitudes of his/her audience. Given the importance of the subject, HIV/AIDS education it would be important for those presenting the messages to avoid pure lectures since learners might not benefit from them. (Nasibi, 2003).

This study also established that the most available and used learning resource for CRE and HIV/AIDS education was the textbook. According to Nasibi (2003), most of the topics in HIV/AIDS invite the use of pictures, yet this study established that they were not available and also not used in many schools in Bungoma County.

Apart from textbooks, this study established that many learning resources such as charts, posters, audio-visual cassettes, films etc. were not available and therefore not used to teach HIV/AIDS education within the secondary school CRE curriculum. Omolo's research in Kisumu County revealed similar findings. These findings were also similar to those of Kinanga (2009) on integration of HIV/AIDS in the Kiswahili curriculum in secondary schools in Kenya and those of Nabwire (2005) in Busia district.

4.8.4 Content of the CRE Syllabus and Textbooks and their Effectiveness

The fourth and fifth research objectives were to analyse the contents of both the CRE syllabus and recommended textbooks to establish their effectiveness in provision and integration of HIV/AIDS education. According to Callahan and Clark (1990) of all materials of instruction the textbook has had the most influence in teaching content and method. This study established that both the secondary school CRE syllabus and the five recommended textbooks did not have completely required information on HIV/AIDS. Omolo's (2012) study on the implementation of HIV/AIDS programme in secondary schools in Kisumu County also found that various subject texts used as teaching resources had scanty information on HIV/AIDS infused in their topics.

What this study established seemed to be in agreement with sentiments by Nasibi (2003) who observed that some textbooks provide sketchy information on important topics and this disadvantages readers who solely depend on them. This study established that HIV/AIDS content was mainly concentrated at form four level and very little information was given at form one, form two and form three levels. Since CRE is an optional subject

at form three and form four levels, then the information on HIV/AIDS benefits very few students.

4.8.5 The Extent to which CRE Students are provided with HIV/AIDS Education

The sixth research study set to establish the extent to which CRE students were provided with HIV/AIDS education in the subject and other subjects. This study found that CRE students were provided with HIV/AIDS education. However, learners indicated that they did not have enough information on various aspects of HIV/AIDS and sexuality and therefore they needed to be provided with that information. These findings were similar to those of Bwanali (2008), Onyango (2009) and UNICEF (2000) which indicated that young people did not have adequate information on HIV/AIDS. Reports by Otieno and Akinyi (2008) from Center for the Study of Adolescents also indicated that in Kenya, there was lack of access to comprehensive information on sexuality in schools. This report seems to concur with the findings of this study which established that CRE students in secondary schools in Kenya did not have adequate information on HIV/AIDS and sex related issues.

4.9 Summary of Chapter Four

This chapter presented results and discussion of the findings. The chapter was organized in a way that data presentation and interpretation were done first, and then this was followed by discussions of the findings at the end of the chapter. Data presentation, interpretation and discussion of the findings were done according to the objectives of the study. The next chapter is a summary of the finding, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study examined the challenges in the teaching and learning of CRE that affect its provision and integration of effective HIV/AIDS education in secondary schools in Bungoma County. In order to collect the required data for this study, questionnaires, and observation checklist and content analysis guide were used. The data thus collected was analyzed using descriptive statistics. The data collected was analyzed, presented, interpreted and discussed in chapter four. This chapter therefore presents a summary of the findings, conclusions and recommendations. It is hoped that the recommendations of the study would lead to improvement in the CRE secondary school curriculum in terms of providing and integrating HIV/AIDS issues in the curriculum. The summary of the findings are described under the six objectives of this study which were:

- i) To establish the preparedness of the secondary school CRE teachers (in terms of training) in provision and integration of HIV/AIDS education in Bungoma County.
- ii) To determine the attitudes of both the secondary school CRE teachers and students towards the role of the subject in the provision and integration of HIV/AIDS education in Bungoma County.
- iii) To establish the methods and instructional resources available and used for teaching CRE in secondary schools and their effectiveness in providing HIV/AIDS education in secondary schools in Bungoma County.

- iv) To analyse the content of the CRE syllabus and establish its effectiveness in provision and integration of HIV/AIDS education in secondary schools in Bungoma County.
- v) To analyse the contents of the secondary school CRE recommended textbooks and establish their effectiveness in provision and integration of HIV/AIDS education.
- vi) To establish the extent to which the CRE students are provided with HIV/AIDS in the subject in Bungoma County.

5.1 Summary of the Findings

The summary of the findings are given under each of the six research objectives and research questions as follows:

5.1.1 The Preparedness of the CRE Teachers in Providing and Integrating HIV/AIDS education

The study found that although more than half of the CRE teachers (61.8%) showed that they were effective when teaching CRE, but a majority of the teachers were not well prepared to integrate HIV/AIDS education in the CRE curriculum. When asked on the number of courses learnt on HIV/AIDS while in college, 14% of the teachers reported that they had never learnt any course on HIV/AIDS while at university/ college, while 14% reported to have learnt two courses on HIV/AIDS, while a majority, 72% reported that they had learnt only one course on HIV/AIDS education at college level.

When it comes to the number of seminars/ workshops attended specifically on HIV/AIDS, the study discovered that half of the CRE teachers, (50%) had never attended a seminar/ workshop specifically on HIV/AIDS since they had left college yet many of the teachers had taught the subject for more than ten years. Therefore this study discovered that one of the challenges in the teaching of CRE that affect its provision of HIV/AIDS education to learners is the low level of preparedness of the CRE teachers in terms of training and in service courses. This challenge makes the CRE teacher not be able to integrate HIV/AIDS education properly in the CRE curriculum.

5.1.2 The Attitudes of CRE Teachers and Students towards the Role of the Subject in Providing and Integrating HIV/AIDS Education

a) CRE Teachers' Attitudes

This study established that most of the CRE teachers in secondary schools in Bungoma County had a positive attitude towards the role of CRE in provision of HIV/AIDS education. Majority of the teachers (97%) reported to agree that CRE as a subject is best placed to teach HIV/AIDS issues to the learners. A majority of the teachers, (94%) also reported to agree that the CRE teacher is also best placed to teach issues on HIV/AIDS to the learners.

The study also established that that a majority of the CRE teachers 97% also felt that CRE students can have a positive behavior change if they are given proper and adequate information on HIV/AIDS. In conclusion, although most of the CRE teachers in

secondary schools in Bungoma County had a positive attitude towards the role of the subject in providing HIV/AIDS education, majority (85%) also felt that what is being taught from the CRE syllabus is not adequate for learners.

b) Attitudes of CRE Students

This study established that majority of the CRE students in secondary schools in Bungoma County had a positive attitude towards the role of CRE in the provision and integration of HIV/AIDS education. According to the findings almost all CRE students (96%) felt that CRE as a subject is best placed to teach HIV/AIDS issues. In addition majority felt the subject is also best placed to teach issues on human sexuality, morality and responsible sexual behavior.

The study also found that majority of the CRE students, (85%) felt HIV/AIDS education is more relevant when taught in CRE than other subjects and a majority (93%) felt that the CRE teacher is best placed to teach on HIV/AIDS issues. The findings also established that most of the CRE students (93%) felt that CRE students can have positive behavior change if they are given proper and adequate information on HIV/AIDS.

5.1.3 The Methods and Instructional Resources Available and used for Teaching CRE and their Effectiveness in Providing HIV/AIDS Education

a) Methods of Teaching CRE and HIV/AIDS Education and their Effectiveness

The study established that the most frequently used method for teaching HIV/AIDS and CRE in secondary schools in Bungoma County was the lecture method (76%). The study established that this is a great challenge to the teaching of HIV/AIDS education within the CRE curriculum. This is because the lecture method is more teacher-centered and might not be appropriate for teaching HIV/AIDS issues to the learners. Other methods which were frequently used to CRE included group discussion (73%), narration (70%), question and answer method (85%), class discussions (73%) and storytelling (55.9%). These methods were frequently used by teachers because they were the easiest methods to use and were less demanding to a teacher in terms of preparation. The main challenge here is that most of these methods were teacher-centered and therefore not appropriate and effective for teaching HIV/AIDS issues to learners.

The methods which were used less frequently included dramatization, library research, debates, use of resource persons, watching and listening to video tapes. A good number of teachers also indicated that they did not use the following methods frequently, life approach demonstration, audio-visual presentation, simulation, musical composition, brain storming, assignment, peer tutoring, use of pictures and photographs, storytelling, role play and comprehension exercise. Most of these methods are less frequently used because they require much preparation, skills, funds and time in order to use them yet

they are methods which are learner-centered and most recommended methods for use in teaching CRE. This was found to be another challenge.

The study also established that some methods were never used by a good number of CRE teachers to teach CRE and HIV/AIDS content. This included the use of audio-visual presentation, project method, case study and comprehension exercise. These methods are never used because they are demanding in terms of preparation, require a lot of time and some like audio-visual presentation require the skills and funds for the teacher to use them.

b) Instructional Resources for Teaching CRE and HIV/AIDS Education and their Effectiveness

This study established that textbooks were the most available learning resource (97%) and also the most used (91%) in secondary schools in Bungoma County. The study also established that there were some learning resources that were available in some schools but were not or less used. This included resources such as computer desktops, television and radio. These resources were less used probably because they required time, skills and funds to be effectively used by the teachers.

Most of the learning resources were less available and less used. These included resources such as posters, slides, pictures, audio-visual cassettes, charts, film strips, films, motion film projectors, computer laptops. These learning resources were less available and less used because they require funds, time for preparation and use, skills, electricity

in order to be used effectively yet some schools could not afford the above. Therefore, one of the challenges in the teaching of CRE in its provision of effective HIV/AIDS education is inadequate learning resources and unavailability of learning resources.

The study also found that half of the CRE teachers (52.9%) preferred to use the textbooks for teaching the sub topic, HIV/AIDS within the CRE syllabus. This was one of the challenges because the textbooks alone cannot be effective in providing HIV/AIDS to the learners because the excessive use of textbooks encourages verbalism.

According to the findings of the study, secondary CRE by KLB publishers was the most frequently used textbook by the teachers (97% use). This was followed by 'God's people' by Oxford University Press (55.9% use), then 'Living the promise' by Longman (K) Ltd (52.9% use) and the less used textbook was 'Foundation CRE' by Jomo Kenyatta Foundation (5.9% use).

5.1.4 Analysis of the Contents of the Secondary School CRE Syllabus

The study established that the secondary school CRE syllabus indicates that what HIV/AIDS is, how HIV/AIDS is spread and ways of transmitting, how to prevent the spread of HIV, responsible and irresponsible sexual behavior and negative effects of HIV/AIDS and life skills for healthy living are to be taught but at form four level. Moral values and living responsibly were to be taught at form one level.

The main challenge is that several aspects of HIV/AIDS had not been indicated the level at which they would be taught in the syllabus. These are topics such as how a young

person can avoid HIV infection, HIV statistics in Kenya, Africa and the world, importance of VCT. Another challenge was that very little or none of the information on HIV/AIDS is taught at form one, two and three levels. HIV/AIDS education has mainly been concentrated at form four level, yet the subject is optional therefore the information benefits only a few students. At this level, HIV/AIDS education is also only taught as a subtopic and the information is not very adequate.

5.1.5 Analysis of the Contents of the Secondary School Recommended CRE

Textbooks

It was found that out of the five recommended CRE textbooks that were analyzed; none of them was found to be having completely adequate information on important issues of HIV/AIDS education. Many of the books had adequate information on a few areas but inadequate and no information on several themes or topics on HIV/AIDS. Even the most used textbook 'Secondary CRE' by KLB publishers (97.1% use by teachers) did not have adequate information on several topics and also had no information on other topics/themes on HIV/AIDS. Therefore this study established that this is one of the challenges in the teaching and learning of CRE that affects its provision and integration of HIV/AIDS education. This is because both the teachers and learners use the CRE textbooks and therefore if the textbooks do not have enough information then very little would be learnt by students on HIV/AIDS.

5.1.6 The Extent to which HIV/AIDS Education is provided to CRE Students

The study established that majority of CRE students in Bungoma County indicated that they had learnt about the various themes or sub topics of HIV/AIDS within the CRE syllabus. Although HIV/AIDS education is provided to CRE students in secondary schools in Bungoma County but the information provided in the subject was not enough because the learners indicated that they needed more information several themes/topics on HIV/AIDS. This was discovered to be one of the challenges that needed to be addressed if CRE is to provide effective HIV/AIDS education.

5.2 Conclusions

Basing on the findings and discussions of the study the following conclusions were made:

- i) The secondary school CRE teachers are not well prepared to provide and integrate the HIV/AIDS education into the CRE curriculum. This is because many of them have not been in-serviced on how to provide and integrate the new content in the CRE curriculum. This is a challenge.
- ii) Though most of the CRE teachers and students had a positive attitude towards the role of the subject in providing HIV/AIDS education, many of the teachers and students felt that what the subject was offering on HIV/AIDS was not adequate.
- iii) Many of the CRE teachers used teacher centered methods like the lecture method to teach CRE and HIV/AIDS content within the CRE curriculum and this was a challenge in the teaching of CRE and provision of effective HIV/AIDS education. When it comes to instructional resources, the textbook was the most available and used learning resource. Many of the instructional resources were not available because some were expensive and

schools could not afford to buy them. Some instructional resources were available in schools but the teachers were not using them because of lack of skills, time or require a lot of time to prepare.

iv) The secondary school CRE syllabus was not very adequate in provision and integration of HIV/AIDS education because very little or no information is indicated to be taught at form one to three level. The syllabus indicates that most of the information on HIV/AIDS is to be taught at form four level therefore benefiting only those who choose the subject.

v) The secondary school CRE recommended textbooks were not very adequate in provision and integration of HIV/AIDS education because little or no information is given to CRE students at form one to three levels. Most of the information is taught at form four and yet the subject is optional therefore the information benefits a few students. Some important topics on HIV/AIDS are lacking in the textbooks.

vi) Although CRE was playing a very big role in providing HIV/AIDS education to learners but the CRE students indicated that they needed given more information on various themes/ topics on HIV/AIDS.

5.3 Recommendations

The recommendations presented here are based on the findings and conclusions of the study and are meant to address the challenges in the teaching and learning of CRE that affect its provision and integration of effective HIV/AIDS education in secondary schools in Bungoma county, Kenya. The following recommendations were made:

- i) The Ministry of Education should organize for in- service courses or seminars for secondary school CRE teachers so that they can be taught how to provide and integrate HIV/AIDS education in the CRE curriculum. This will enable the teachers to be well prepared to teach HIV/AIDS education well for the benefit of the learners. In addition, universities and other institutions which train CRE teachers should offer them three or more courses on HIV/AIDS so that they can be adequately trained to teach the same at secondary school level. This was clearly indicated by the teachers in the questionnaire.
- ii) The Ministry of Education should also organize for seminars for both CRE teachers and students to teach them on the importance of the subject in providing HIV/AIDS education so that they can continue to have a positive attitude towards the subject in providing HIV/AIDS education.
- iii) The Ministry of Education should organize for frequent seminars or workshops for CRE teachers to update them on new modern methods of teaching the subject. This would go all the way in improving their teaching skills and ensuring that they avoid excessive use of the lecture method as was discovered by this study. In addition, the Ministry of Education should organize and supply learning resources at both school level and sub-county levels so that schools that do not have instructional resources can borrow at the sub-county levels. The ministry of education should also organize and prepare instructional resources specifically on HIV/AIDS and put them specifically at sub-county levels so that CRE teachers within each sub-county can borrow such resources and use them to teach on the sub-topic HIV/AIDS. In addition to that the secondary schools in Kenya through constituency Development Fund (CDF) should try and install electricity to facilitate the use of important electronic teaching resources such as films, computers,

audio-visual cassettes, slides etc. for teaching CRE and HIV/AIDS content in the CRE syllabus. Heads of institutions should support CRE teachers in their endeavor to look for relevant learning resources for teaching on HIV/AIDS education within the CRE syllabus.

iv) Kenya Institute of Curriculum Development (KICD) which prepares the syllabus should review the secondary school CRE syllabus and make changes so that HIV/AIDS education which has been intergrated within the CRE curriculum is equitably spread at all levels, from form one to form four. This will ensure that the CRE students at all levels benefit from obtaining information on HIV/AIDS unlike the present syllabus where much content on HIV/AIDS is taught at form four level. In addition, KICD should also review the contents of the CRE syllabus on HIV/AIDS and add aspects of HIV/AIDS education that are important but lacking in the present CRE syllabus as established by this study. These include aspects such as HIV/AIDS and drug abuse, importance of VCT, stigma and caring for PLWHA.

v) The authors and publishers of CRE recommended textbooks should review the books and add information on HIV/AIDS where it is lacking. These include areas such as: how a young person can avoid HIV/AIDS infection, relationship between drug abuse and HIV infection, importance of VCT and caring for PLWHA. This will go a long way in ensuring that learners of CRE are adequately taught on HIV/AIDS for their own benefit.

vi) CRE teachers when teaching on topic on HIV/AIDS should try and give more detailed information to the learners so that it can help them make positive decisions about their behavior in relation to HIV/AIDS prevention. In addition, CRE teachers in secondary schools in Kenya should make use of resource persons such as those infected with HIV,

church leaders, doctors, nurses and counselors to help them teach the content on HIV/AIDS. This is because these people are better placed to influence the students' behavior than CRE teachers who teach the subject mainly for academic purposes.

5.4 Suggestions for Further Research

- i) This study investigated the challenges in the teaching and learning of CRE that affects its provision of HIV/AIDS education in secondary schools. A similar study can be done but at primary and tertiary levels in order to provide a complete picture from primary to tertiary levels.
- ii) Other subjects in secondary schools which have been chosen for provision and integration of HIV/AIDS can also be researched to establish the challenges they are facing. They include subjects such as Biology and History.

REFERENCES

- Abiero, M.O. (2009). *Curriculum Development*. Nairobi: Longhorn Kenya Ltd.
- Adams, J. Khan, H.T.A, Raeside, R. and white, D. (2007). *Research Methods for Graduate Business and Social Science Students*. London: Sage publication Ltd.
- Akiruga, J. (2009). Sexual Practices and the Knowledge about HIV/AIDS among Outpatients at Tenwek Mission Hospital in Bomet District. Unpublished M.Med thesis. Moi University, Eldoret.
- Amuyunzu, M. (1997). *Community Perceptions regarding critical Adolescent Sexual and Reproductive Health: Needs and solutions in promotion at Education*. Eldoret: AMECEA GABA.
- Anastasia, A. (1982). *Psychological Testing*. New York : Macmillan
- Asego, N and Ngare, A (2007, 18th, Feb). Youth Sexuality. Sunday Standard. The Standard Group.
- Asiachi, R (1985). The Role Played by the Church in Curricula Development. Unpublished PGDE Project. Kenyatta University, Nairobi.
- Ayot, H.O. and Patel, M.M. (1992). *Instructional Methods*. Nairobi: Educational Research and Publications Ltd.
- Babbie, E (1989). *Survey Research Methods* (2nd ed). Belmont: Wadsworth.
- Bazey, P. (2009). Integrating Data Analysis in Mixed Methods Research (Ed). *Journal of Mixed Methods Research*, 3(3), 203-207
- Berg, B.L. (2004). *Qualitative Research Methods* (5th ed). Boston : Pearson Education.
- Bishop, G. (1985). *Curriculum Development: A text book for students*. London: Macmillan Publishers.
- Bwanali, A.K. (2008). Language and HIV/AIDS. *OPENSOURCE* 2(3), 6-13.

- Callahan, J.F. and Clark, L.H. (1990). *Teaching in the Middle and Secondary Schools: Planning for Competence*. New York: Macmillan publishers.
- CCEA, KCS & SDA. (2009). *God's People book 4*. Nairobi: Oxford University Press.
- _____ (2009). *God's People book 1*. Nairobi : Oxford University Press.
- Central Bureau of Statistics. (2002). *Analytical Report on population and projections Volume 7*. Nairobi: central Bureau of statistics, Ministry of Finance and planning
- Centre for British Teachers. (2005). *Primary School Action for better Health Programme:STI, HIV/AIDS Templates*. Nairobi: Centre for British Teacher.
- _____. (2005). *Questions and Answers on HIV and AIDS*. Nairobi: Centre for British Teachers.
- Chepkwony, A. K. (2004). Christian and Traditional Attitudes towards HIV/ AIDS. *AFER*, 46(1), 18-29. Eldoret:
- Cochran, W.G. (1963). *Sampling Techniques* (2nd ed). New York: John Wiley and sons.
- Cohen, L. (1980). *Research Methods in Education*. New York : Routledge.
- Creswell, J.W. (2011). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 3rd Edition. Los Angeles: Sage.
- Dahama, O.P & Bhatnagar, K. (1985). *Education and Communication for Development*. New Delhi: PVT Ltd.
- Dey, I. (1993). *Qualitative Data Analysis: A user-friendly Approach for Social Sciences*. London: Routledge.
- Dixon, P. (2002). *AIDS and You*. Secunderabab: ACET International Alliance.
- Farrant, J.S. (2005). *Principles and Practice of Education*. 5th Edition. London: Longman Group Ltd.

- Fullan, M. (1992). *Successful School Improvement: The Implementation perspectives and Beyond*. Philadelphia: Open University press.
- _____ (1982). *The Meaning of Educational Change*. Toronto: OISE press.
- Fullan, G. M. and Stiegelbauer, S. (1991). *The New Meaning of Educational Change*. London: Cassell Educational Ltd.
- Garland C.J. & Blyth, M. (2005). *Aids is Real and Its in our Church*. Nigeria: Africa Christian Textbooks.
- Gichaga, S and Kerre, M. (2004). *Secondary CRE Form Three book*. Nairobi: Kenya Institute of Education.
- Gikaru J. (2010). *Comprehensive Primary School Atlas for Social Studies*. Nairobi: Longhorn Publishers (Kenya) Ltd.
- GOK and UNICEF (2000). *Impact of HIV / AIDS on Education in Kenya and potential For using education in the widest sense for the prevention and control of HIV/AIDS*. Nairobi: GOK and UNICEF.
- Good, C.V. (1963). *Introduction to Educational Research* (2nd ed). New York: Meridith Publishing company.
- Granich, R. and Mermin J. (2001). *HIV, Health and your Community: A guide for Action*. Hesperian Foundation USA.
- Greene, J.C. (2007). *Mixed Methods in Social Inquiry*. San Francisco: Jossey-Bass.
- Gronewegen T.G. (1993). *Subject Methods: Religious Education*. Nairobi: Lectern Publication.
- Gross, N., Giacquinta, J., and Bernstein, M. (1981). *The Implementing Organizational Innovations: A sociological Analysis of Planned Educational change*. California: Mc Cutchan Corporation, Berkeley.
- Hawes, H (1979). *Curriculum and Realities in African Schools*. Harlow: Longman Ltd.
- Hitchcock, G. and Hughes D. (1989). *Research and the Teacher*. London: Routledge.

- Institute of Economic Affairs. (2011, 24th,march). Know your County: Bungoma. Daily Nation. Nation Media Group.
- Kafu, P.A. (2010). *Planning for Instruction: The Secret of Effective Teaching*. Nairobi :Jomo Kenyatta Foundation.
- Kamaara, E.K. (2005). *Gender, Youth sexuality and HIV/AIDS: A Kenyan Experience*. Eldoret : AMECEA GABA publications.
- _____. (2004). Stigmatization of Persons Living with HIV / AIDS in Africa: Pastoral challenges. *AFER* 46 (1), 30-36.
- _____. (2003). Gender Relations and Sexual Activity among the Church in Kenya. Eldoret: Unpublished D.phil Thesis of Moi University.
- Kangethe, S., Muraah, W., Ombega, J., and Karani, A. (2006). *How to write a winning Research Proposal*. Nairobi: English Press Ltd.
- Kasomo, D. (2006). *Research Methods in Humanities and Education*. Egerton: Egerton University Press.
- Kenya Institute of Education (2008). *Secondary life skills Education Teachers handbook*. Nairobi: Kenya Institute of Education.
- _____. (2008). *Secondary Education Curriculum: Life skills Syllabus*. Nairobi: KIE.
- _____. (2006). *Secondary Christian Religious Teacher's Handbook*. Nairobi: Kenya Institute of Education.
- _____. (2002). *Secondary Education Teacher Preparation Guide*. Nairobi: Kenya Institute of Education.
- _____. (2002). *Secondary Christian Religious Education Syllabus*. Nairobi: Kenya Institute of Education.
- _____. (1997). *AIDS Education for Youth Facilitators Handbook*. Nairobi: KIE

- Kenya Institute of Education & Life skills Promoters, (2003). *Guidance and Counseling Teachers' Handbook*. Nairobi: KIE.
- Kenya Ministry of Health. (2005). *AIDS in Kenya: Trends interventions and Impact*. 7th Edition. Nairobi; NASCOP
- Kenya National Examination Council. (2005). *The Kenya national Examinations council: Regulations and syllabuses 2006-2007*. Nairobi: KNEC.
- Kenya Red Cross Society-Bungoma Branch, (2006). Caring for our community: Bungoma Kenya Red Cross Society Newsletter.2(16), 9-10
- Kerlinger, F.N. (1986). *Foundations of Behavioural research*. 3rd Edition. New York: Holt, Rinehart and Winston.
- _____ (1979). *Behavioural Research: A conceptual Approach*. Sydney: Holt, Rinehart and Winston.
- Kiberenge, K. (2010, 12th, march). Teenagers in Risky sex with multiple partners. The Standard. Standard Group.
- Kimaita, J. Muga, O.G., & Warambo, K. (2010). *Foundations CRE form 3*. Nairobi: Jomo Kenyatta Foundation.
- _____ (2010). *Foundations CRE form 4*. Nairobi: Jomo Kenyatta Foundation.
- Kimui, W.P. (1998). A study Of the Availability and Use of Learning and Teaching Resources in Primary Teachers colleges in Kenya. Unpublished PH.D Thesis of Kenyatta University, Nairobi.
- Kinanga D.J.M. (2009). Integration of HIV /AIDS Content in the Kiswahili Curriculum: A survey of Secondary Schools in Kisii Central District, Kenya, Unpublished M.phil Thesis of Moi University, Eldoret.
- Kiniale, N.J. (2000). Implementation of the 8-4-4 Christian Religious Education (CRE) in Secondary Schools in Kenya: A survey of Schools in Vihiga District. Unpublished M.Phil Thesis of Moi University, Eldoret.

- Kinoti, H.W. (1998). *A Hand Book of Social Research Methods*. Nairobi: NCKK.
- Kiriswa, B (2004). Pastoral Care and Counseling of persons Living with HIV / AIDS. *AFER* , 46(1), 40-43. Eldoret: AMECEA GABA.
- Kiruhi, M. ,Githua,B. &Mboroki,G. (2009). *Methods of Instruction: A guide for Teachers and Teacher Educators*. Ongata Rongai: Gugno Books & Allied.
- Kish, L. (1965). *Survey sampling*. New York: Wiley & Sons.
- Kocchar, S. (1991). *The Teaching of History*. New Delhi: Sterling publications Ltd.
- _____ (1990). *Teaching Social Studies*. New Delhi: Sterling publications Ltd.
- Kombo, D.K. & Tromp D.L. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Kothari, R.C. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd.
- Koul, L. (1984). *Methodology of Education Research*. New Delhi: Vikas Publishing House PVT Ltd.
- Kumar, R. (2011). *Research Methodology: A step by step guide for beginners*. 5th Edition. London: Sage publications Ltd.
- Kunhiyop, S.W. (2008). *African Christian Ethics*. Nairobi: World Alive publishers.
- Leedy, P.D. (1993). *Practical Research*. New York: Macmillan.
- Lutomia, G. and Sikolia, L. (2006). *Handling Problems facing Youths and Learning Institutions*. Nairobi: Uzima publishing house.
- Malusa, J., Rono, W., Gunyali, A. & Owiti, P. (2009). *Living the Promise CRE form 4*. Nairobi: Longhorn Kenya Publishers.
- Makewa P.W (2008). *Developing Youth*. Nairobi: Uzima Publishing House.
- Marshall, C., and Rossman, G. B. (2011). *Designing Qualitative Research*. 5th Edition.

Los Angeles : Sage Publications Ltd.

- Masinjila, I.T (1996): A Survey of Resources available and those used for teaching SEE in Secondary Schools in Kakamega District. Unpublished M.Phil Thesis of Moi University, Eldoret.
- Mathooko, J.M. (2004). *Essentials of Thesis Writing*. Nakuru: Media Documents Supplies.
- Mugenda, O.M Mugenda, A.G (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts press.
- Morse, J.M., & Niehaus, L. (2009). *Mixed Methods Design: Principles and Procedures*. Walnut Creek, CA: Left Coast Press.
- Moser, C.A and Kalton, G. (1989). *Survey Methods in Social Investigation*. 2nd Edition. Aldershot: Gower.
- Mulinge, P. (2009): The Role of Kenyan Public Universities in Communicating Information on HIV and AIDS Preventive Measures to Surrounding Local Communities: The case of Egerton University. unpublished M. Phil Thesis of Moi University, Eldoret
- Murundu, R.O. (2006). *Young Generation against AIDS*. Eldoret: Bookshelf publishers.
- Musamas, J. (2007). Morality and Education: Overcoming Constraints towards Achievement in Moral Education in Kenyan schools. *The journal Educator*. 1(20) 22-26
- Museveni Y.N. (2006). Sensitization: key to fight against HIV/AIDS. *AFER*, 48(1), 13-20.
- Mwaura, P., Gichaga, P. Kerre, R.M. & Kioko, J. Mambo, J. (2009). *Secondary Christian Religious Education form 4*. Nairobi: Kenya Literature Bureau.
- _____ (2009). *Secondary Christian Religious Education form 1*. Nairobi: Kenya literature Bureau.
- Mwololo, M. (2009, 11th, march). A cut in Time to Save the Family. Daily Nation. Nation Media Group.

- Nabwire, V.K (2005). Effectiveness of AIDS Education Programme in Secondary Schools in Busia District. Unpublished D.phil Thesis of Moi University, Eldoret
- _____ (1998). The Survey of Availability and Utilization of New Projected Media Resources for the Teaching of Geography in the Secondary Schools in Uasin Gishu District of Kenya. Unpublished M.phil Thesis of Moi University, Eldoret
- Nachmias, C.F., and Nachmias, D. (1996). *Research Methods in the Social Sciences* 5th Edition. London: St. Martin's press.
- Nacino-Brown, R. ,Oke , F.E and Brown D,(1982).*Curriculum and Instruction: An Introduction to Methods of Teaching*. London: The Macmillan Press Ltd.
- NASCOP. (2005). *AIDS in Kenya: Trends, Interventions and Impact*. Nairobi: Kenya Ministry of Health.
- Nasibi M.W (2003). *Communicating HIV / AIDS Messages: Methods and Media*. Nairobi: Strongwall Africa Publishers.
- Nassiuma, D.K. (2000). *Survey Sampling: Theory and Methods*. Nairobi: Nairobi University Press.
- Nsubuga, E.H.K. (2000). *Fundamentals of Educational Research*. Kampala: M.K Publishers (U) Ltd.
- Nwaigbo, F (2004). The HIV/AIDS Pandemic a Crucial Task for the Church, in Africa. *AFER* 46(1), 29-31..
- Ogoma, (1987). *A survey of Resources for Teaching Social Studies in Nairobi Primary Schools*. Unpublished M.ED Thesis of Kenyatta University, Nairobi.
- Ogula, P.A. and Onsongo, J.K. (2009). *Handbook on Teaching and Learning in Higher Education*. Nairobi: CUEA press.
- Okech, J.G and Asiach, A.J. (1992). *Curriculum Development for Schools*. Nairobi: Educational Research and Publications.

- O'leary, Z (2004). *The Essential Guide to doing Research*. New Delhi: Vistaar publications.
- Olungah, O. (2009, 29th, march). A delicate Balancing Act. The Sunday Standard.
- Oluoch, H.P. (1982). *Essentials of Curriculum Development*. Nairobi: Elimu Bookshop.
- Ongoma, T. (2008). *Guidance and Counselling: Topics and Programmes for Schools Form 1-IV*. Nairobi: Shrend publishers Ltd.
- Onsongo, J.K. (2007). The Life Approach Method in Teaching Christian Religious Education in Secondary schools. Unpublished Masters Thesis of Kenyatta University, Nairobi.
- Onyango, E. O (2009): Some Factors in HIV/ AIDS Awareness and Sexual Behavior among Youths in Fish Landing Beaches around Homa Bay Town Kenya Unpublished M. Phil Thesis of Moi University, Eldoret.
- Orodho, A.J and Kombo, D.K, (2002). *Research Methods*. Nairobi: Kenyatta University, Institute of Open learning.
- Oso, W.Y. and Onen, D. (2005). *A general Guide to writing Research proposal and Report : A handbook for beginning Researchers*. Kisumu: Options Printers and Publishers.
- Otieno, D. (2009, 29th, March). A delicate Balancing Act. Sunday Standard.
- Otieno, S. and Akinyi, J. (2008, 11th, July). Teenage Pregnancies. The Standard. The Standard Media Group.
- Peil, M (1995). *Social Science Research Methods: A handbook for Africa*. Nairobi: East African Educational Publishers.
- Picciano, A.G. (2004). *Educational Research Primer*. London: Continuum.
- Republic of Kenya. (2009). *Approved list of primary and secondary schools textbooks and other Instructional materials*. Nairobi: Kenya Literature Bureau.

- Sachiyo, N (2010). Knowledge and Attitudes on HIV / AIDS and Sexual Practices by Primary School Students in Eldoret Municipality, Uasin Gishu District, Kenya. Unpublished M. PH Thesis of Moi University, Eldoret.
- Sharma, B.A.V. (1983). *Research Methods in Social Sciences*. New Delhi: Sterling Publishers PVT Ltd.
- Sherman R & Webb, R .(1988). *Qualitative Research in Education: Focus and Methods*. London: Falmer Press.
- Singh, K (2007). *Quantitative Social Research*. New Delhi: Sage publications India Pvt Ltd.
- Singleton, R.A. (1993). *Approaches to Social Research*. New York: Oxford University Press.
- Smith, H.W. (1991). *Strategies of Social Research*. 3rd Edition. Orland: Holt, Rinehart and Winston.
- Somekh, B. and Lewin, C. (2005). *Research Methods in the Social Sciences*. New Delhi: Vistaar Publications.
- Strang, J. & Stimson, G. (1990). *AIDS and Drug Abuse*. London: Routledge.
- Taba, H. (1962): *Curriculum Development: Theory and Practice*. New York: Hacourt Brace and world Inc.
- Teddlie, C.& Tashakkori, A. (2009). *Foundations of Mixed Methods Research*. Thousand Oaks, CA: Sage.
- Thairu, K. (2003). *The African and the AIDS Holocaust*. Nairobi: Thairus.
- TREDS. (2005). HIV and AIDS, *Young people and Gender issues*. *The Rainbow, issues*, Book 5 Nairobi: TRAINET Educ Services.
- UNAIDS. (2007). *AIDS Epidemic Update Dec 2007*. Geneva: UNAIDS.
- UNICEF, (2000). *The Impact of HIV/ AIDS on Education in Kenya and the potential for*

- Using Education in the widest sense for prevention and control of HIV/AIDS.* Nairobi: UNICEF.
- Walaba A.A (1998). The Teaching of Christian Religious Education in Kenyan Teachers Training Colleges and Secondary Schools from 1920 to 1989: A historical Perspective. Unpublished Ph D Thesis of Moi University, Eldoret.
- Waliggo, J.M (2004). The church and HIV / AIDS: A Ugandan pastoral Experience. in *AFER* ,Volume 46(1), 44-48.
- Wambaria, M. & Karanja, J. (2010). *Love thy Neighbour 4*. Nairobi: Macmillan Kenya Publishers.
- _____ (2010). *Love thy Neighbour book 1*. Nairobi: Macmillan Kenya Publishers.
- Wanjama, L. Muraya, P. and Gichaga, P. (2006). *Life skills: A handbook for Parents and Teachers*. Nairobi: Jomo Kenyatta Foundation.
- Warwick, D.P. and Lininger, C.A. (1975). *The Sample Survey Theory: Theory and Practice* .New York: McGraw-Hill.
- Wiles, J. (2005). *Curriculum Essentials: A resource for Educators*. 2nd Edition. Boston: Pearson Education, Inc.
- Willis, R. (2002). *The AIDS pandemic*. England : Stanborough Press Ltd.
- World Council of Churches (2002). *Facing Aids, The challenge, the churches Response*. Geneva: WCC publications.
- _____ (2003). *Responses of the faith based organizations to HIV/AIDS in Sub-Saharan Africa*. Geneva: WCC publications.
- Wepukhulu R.N (2009): Attitudes of Secondary School Students Towards Premarital Sex: Effects on Schooling and Impact on Management of HIV/AIDS Scourge in the larger Bungoma District. Unpublished D.phil Thesis of Moi University, Eldoret.
- Winkler, G. and Bodenstein, M. (2005). *Teaching about HIV and AIDS*. Nairobi: Macmillan Publishers Ltd.

Yates, S.J. (2004). *Doing Social Science Research*. London: Sage Publication Ltd.

APPENDICES

APPENDIX A: QUESTIONNAIRE FOR CRE TEACHERS

Introduction

Dear teacher,

I am carrying out a study on the challenges in the teaching and learning of CRE that affect its provision and integration of effective HIV/AIDS Education in secondary schools in Kenya. It is hoped that this study will go a long way in helping improve the teaching of CRE for the good of our students, schools and the education system in general. You are one of the teachers chosen to participate in the study. You are therefore kindly requested to complete the questionnaire as accurately as possible and return it. Your responses will be treated confidentially both during and after the study.

Instructions

Kindly respond to the following questions by putting a tick (✓) in the appropriate box

Part A: Background Information

1. What is your sex?

i) Male

ii) Female

2 .Are you trained or not trained?

i) Trained Teacher

ii)Untrained Teacher

3. What is your highest level of qualification?

i) SI/Diploma []

ii) BA/Bsc []

iii) B.ed (Arts) []

iv) M.Phil/MA []

v) Others Specify _____

4. What is your experience in teaching CRE?

i) 1-5 Years []

ii) 6-10 years []

iii) 11-15 years []

iv) Over 16 years []

5. Which classes have you taught CRE?

i) Form one []

ii) Form Two []

iii) Form Three []

iv) Form Four []

v) All the forms []

6. Type of school

(i) Boys school []

(ii) Girls school []

(iii) Mixed school []

7. Your teaching subjects

- (i) CRE and History []
- (ii) CRE and Geography []
- (iii) CRE and English []
- (iv) CRE and Kiswahili []
- (v) Any other combination -----

Part B; Teachers preparedness

1. How effective are you when teaching CRE?

- (i) Very effective []
- (ii) Effective []
- (iii) Fairly effective []
- (iv) Not effective []

2. How effective are you when teaching issues on Human Sexuality?

- (i) Very effective []
- (ii) Effective []
- (iii) Fairly effective []
- (iv) Not effective []

3. How effective are you when teaching issues on HIV/AIDS?

- (i) Very effective []
- (ii) Effective []
- (iii) Fairly effective []
- (iv) Not effective []

4. How comfortable are you when handling or teaching on HIV/AIDS?

(i) Very comfortable []

(ii) Comfortable []

(iii) Fairly comfortable []

(iv) Not comfortable []

5(a). Did you learn any courses on HIV/AIDS at the University/College?

(i) Yes []

(ii) No []

(b) If yes, then how many HIV/AIDS courses did you learn while in college?

(i) One []

(ii) Two []

(iii) More than Two []

(iv) None []

(c) Is what you learnt of benefit to you in terms of teaching on HIV/AIDS?

(i) Yes []

(ii) No []

(iii) Very little []

(iv) I don't know []

6. How many seminars/workshops of CRE have you attended from the time you left college?

(i) One []

(ii) Two []

(iii) Three or more []

(iv) None []

(v) Other []

7. How many seminars or workshops have you attended specifically on HIV/AIDS from the time you left college?

(i)One []

(ii)Two []

(iii)Three or more []

(iv) None []

8. How much information do you have on HIV/AIDS?

(i) Very adequate information []

(ii) Adequate information []

(iii) Fairly adequate []

(iv) Inadequate []

9. Are you aware that HIV/AIDS education has to be integrated in the CRE syllabus?

(i)Yes []

(ii)No []

10. Have you been trained through a seminar or workshop on how to integrate HIV/AIDS issues in the CRE syllabus?

(i)Yes []

(ii)No []

11 .If yes, how many seminars or workshops have you attended on this integration?

(i) One []

(ii)Two []

(iii)Three or more []

(iv) None []

12. At what levels were the seminars or workshops organized?

- (i) Division level []
- (ii) District level []
- (iii) County level []
- (iv) National level []
- (v) None []

13. Were the seminars or workshops of benefit to you in terms of integrating HIV/AIDS education in the CRE syllabus?

- (i) Yes []
- (ii) No []
- (iii) Not applicable []

14. How adequately can you teach HIV/AIDS issues to CRE students?

- (i) Very adequately []
- (ii) Adequately []
- (iii) Fairly adequate []
- (iv) Inadequately []

15. Would you teach HIV/AIDS issues better if you were trained or in-serviced?

- (i) Yes []
- (ii) No []

16. How prepared are you in providing HIV/AIDS information to the learners?

- (i) Well prepared []
- (ii) Prepared []
- (iii) Fairly prepared []
- (iv) Not prepared []

17(a).Should you as CRE teacher be in-serviced on how to integrate HIV/AIDS issues in the CRE syllabus?

(i)Yes []

(ii)No []

(b) If yes, how many times in a year

(i) Once []

(ii) Twice []

(iii) More than twice []

18. Do you think what is taught to CRE students on HIV/AIDS is enough?

(i) Yes []

(ii) No []

19 .Outline some of the challenges that you experience when teaching CRE and HIV/AIDS issues

(i)-----

(ii)-----

(iii)-----

(iv)-----

(v)-----

20. Recommend some of the things that should be done by the ministry of education to make you teach both CRE and HIV/AIDS issues better

(i)-----

(ii)-----

(iii)-----

(iv)-----

(v)-----

PART C: Attitude of CRE Teachers

Instructions: In this section, there are five options, namely: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Below are statements on the teaching of CRE in relation to HIV/AIDS education, please tick the option that best describes your opinion on the following statement.

STATEMENT	SA	A	U	D	DS
1. CRE as a subject is best placed to teach HIV/AIDS issues to Learners					
2. CRE as a subject is teaching enough on HIV/AIDS					
3. The CRE teacher is best placed to teach issues on HIV/AIDS to learners					
4. CRE can play a better role of fighting HIV/AIDS					
If the C.R.E teacher is given proper training					
5. HIV/AIDS Issues should be addressed properly in the CRE syllabus					
6. CRE as a subject is playing its role in providing adequate information On HIV/AIDS to learners					
7. CRE students need to be given information on HIV/AIDS					
8. HIV/AIDS information should be given to CRE students at all levels					
9. CRE students can have positive behavior change if given Proper information on HIV/AIDS					
10.The issue of HIV/AIDS should be addressed seriously in The CRE Syllabus					
11. Sex education should be properly taught in CRE					
12. CRE plays a major role in the fight against HIV/AIDS by What it teaches					
13. HIV/AIDS should be taught as a topic on its own in the CRE syllabus					
14. The CRE Syllabus does not offer enough information on HIV/AIDS					
15. What is being taught from the CRE syllabus about HIV/AIDS is not Enough/adequate					
16. Not all CRE teachers have adequate knowledge on HIV/AIDS					
17. More information on HIV/AIDS should be included in CRE syllabus					
18. CRE is not teaching enough to instill morals in learners					
19. HIV/AIDS education should not be taught in the CRE syllabus					
20. HIV/AIDS education should not be integrated in the CRE					
21. What CRE covers on HIV/AIDS is not enough to make learners change					
22. HIV/AIDS education should be removed from the CRE syllabus					
23. CRE teachers may not be best placed to teach on HIV/AIDS issues					
24. CRE as a subject cannot bring about positive behavior change In the learners					

SECTION D: Methods of Teaching CRE

Below are some of the methods a CRE teacher may use to teach the subject and HIV/AIDS issues. Indicate the methods you use for teaching the above and the frequency of their use by ticking in the appropriate column.

Item no'	Methods/ strategies & techniques	Frequency of use		
		Frequently used	Not frequently used	Never used
1	Lecture			
2	Group discussion			
3	Life approach			
4	Dramatizing			
5	Text reading			
6	Demonstration			
7	Narration			
8	Audio – visual presentation			
9	Simulation			
10	Library research			
11	Question and answer			
12	Debates			
13	Class discussion			
14	Musical composition			
15	Brain storming			
16	Project method			
17	Assignment			
18	Peer tutoring			
19	Use of pictures or photographs			
20	Case study			
21	Use of resource persons			
22	Story telling			
23	Watching and listening to video tapes			
24	Role play			
25	Comprehension exercise			

26. If you were to teach on HIV/AIDS to CRE students which of the above methods would you be comfortable to use (Rank them in order of preference below)

(i)-----

(ii)-----

(iii)-----

(iv)-----

27(a) Are the methods you have indicated above adequate and relevant in providing information on HIV/AIDS to CRE students?

(i)Yes []

(ii)No []

(iii)I don't know []

(b)If not which are the most adequate and relevant methods (Rank them in order of effectiveness)

(i)-----

(ii)-----

(iii)-----

(iv)-----

28.At what level would you consider it appropriate for HIV/AIDS education to be introduced to learners in the CRE syllabus

(i)Form one level []

(ii)Form two level []

(iii)Form three level []

(iv)Form four level []

(v)At all levels []

SECTION E: Instructional Resources for Teaching CRE

Below is a list of instructional resources that may be used in the teaching of CRE content in the syllabus. Please tick in the appropriate column the resources available in your school and whether they are used or not used by you as CRE teacher to teach the subject.

Item no'	Learning resources	Availability		USE	
		Available	Not available	Used	Not used
1	Textbooks				
2	Pictures				
3	Audio – visual cassettes				
4	Charts				
5	Posters				
6	Slides				
7	Televisions				
8	Film stripes				
9	Films				
10	Radio				
11	Motion film projectors				
12	Computers desktops				
13	Computers laptops				

14. When teaching on the sub-topic HIV/AIDS to CRE students which of the above resources would you are comfortable to use (Rank them in order of preference)

(i)-----

(ii)-----

(iii)-----

(iv)-----

15. Are the resources you have indicated above adequate and relevant in providing information on HIV/AIDS to learners?

(i)Yes []

(ii)No []

(iii)I don't know []

16. If not, then which are the most effective and relevant resources for providing information on HIV/AIDS to learners (Rank them in order of effectiveness)

(i)-----

(ii)-----

(iii)-----

(iv)-----

SECTION F

The following are recommended textbooks for teaching CRE in secondary Schools in Kenya.

Tick the ones you use and how frequently you use them.

	Text books	Used frequently	Used but not frequently	Not used
1	God's people, by Oxford university press publishers			

2	Secondary C.R.E, by K.L.B Publishers			
3	Love thy neighbor, by Macmillan publisher			
4	Living the promise, by Longman (K) Ltd			
5	Foundation C.R.E, by Jomo Kenyatta Foundation			

APPENDIX B: STUDENTS' QUESTIONNAIRE

Introduction

Dear student,

I am carrying out a study on the challenges in the teaching and learning of CRE that affect its provision and integration of effective HIV/AIDS Education in secondary schools in Kenya. It is hoped that the findings will go a long way in helping improve the teaching of CRE for the good of our students, schools and the education system in general. You are one of the students chosen to participate in the study. You are therefore kindly requested to complete the questionnaire as

accurately as possible and return it. Your responses will be treated confidentially both during and after the study.

Instructions

You are kindly requested to respond to all the items in this questionnaire.

Please understand that this is not a test and that all information will be treated with strict confidence. Do not write your name or the name of your school. Please tick [] appropriately.

SECTION A: Background information

1. What is your sex?

i) Male

ii) Female

2. What is your class / form?

i) Form 1

ii) Form 2

iii) Form 3

iv) Form 4

3. What is the type of school?

i) Boys

ii) Girls

iii) Mixed

SECTION B: Attitude of CRE Students

Below are statements about HIV /AIDS education in relation to the learning and teaching of CRE as a subject. There are four possible responses; Strongly Agree (SA) Agree (A), Disagree (D) and Strongly Disagree (SD).

You are requested to tick [√] the response that best describes your opinion about the statement made.

POSITIVE STATEMENTS	SA	A	D	S
4. CRE as a subject is best placed to teach HIV/ AIDS issues to learners.				
5. CRE as a subject is best placed to teach issues on Human sexuality and morality				
6. CRE students should be taught on HIV/AIDS in the subject				
7. CRE students should be taught on responsible sexual Behavior in the subject				
8. HIV/AIDS education is more relevant when taught in CRE than other subjects				
9. The CRE teacher is best placed to teach on HIV/AIDS Issues				
10. HIV/AIDS issues should be properly addressed in the CRE Syllabus				
11. HIV/AIDS information should be given to CRE students At all levels (form 1-4)				
12. CRE students can have positive behaviour change if they are given proper information on HIV/AIDS				
13. More information on HIV/AIDS should be included in the CRE syllabus				
14. All students should learn about HIV/AIDS in order to Protect themselves and other against HIV/ AIDS				
15. HIV/AIDS education is useful in providing knowledge about control and preventing the spread of HIV/ AIDS.				

NEGATIVE STATEMENTS	SA	A	D	S
16. HIV/AIDS issues should not be taught in CRE.				
17. Very little is taught on HIV/AIDS in the CRE syllabus				
18. CRE is not teaching enough to instill moral values in The learners				
19. HIV/AIDS education should be removed from the CRE syllabus				
17. Very little is taught on HIV/AIDS in the CRE syllabus				
18. CRE is not teaching enough to instil moral values in the learners				
19. HIV/AIDS education should be removed from the CRE syllabus				
20. What we learn in CRE on HIV/AIDS is not adequate.				

21. CRE teachers are not best placed to teach on HIV/AIDS				
22. My CRE teacher does not explain HIV/AIDS issues properly				
23. HIV/AIDS education should be taught separately as a subject on its own				
24. CRE as a subject does not play a role in the fight against the HIV/AIDS pandemic				
25. It's not necessary for CRE teachers to teach on HIV/AIDS because we are taught the same elsewhere				

SECTION C: The extent to which HIV/ AIDS Education is provided to CRE students

The following are statements about HIV/AIDS and responsible sexual behaviour

Tick (✓) **Yes** for what you have learned in C.R.E and **No** for the statement which indicate what you have not learnt in C.R.E.

S/ N	Information learnt	YE S	N O
1	I have learnt what HIV/AIDS is in CRE		
2	I have learnt about how HIV/AIDS is transmitted in CRE		

3	I have learnt about how to prevent the spread of HIV/AIDS in CRE		
4	I have learnt about the relationship between HIV/AIDS and drug abuse in CRE		
5	I have learnt about responsible sexual behaviour in CRE		
6	I have learnt about irresponsible behaviour in CRE		
7	In CRE, I have been taught on how irresponsible sexual behaviour can lead to HIV/AIDS		
8	I have been taught about the extent of HIV/AIDS as a problem in Kenya and the World in CRE		
9	I have learnt about the negative effects of HIV/AIDS in CRE.		
10	In CRE, I have been taught on the importance of VCT.		
11	In CRE I have been taught on how to live and care for those with HIV/AIDS		
12	In CRE, I have been taught not to stigmatize those with HIV/AIDS		
13	In CRE I have been taught to show love and care for those with HIV/AIDS		
14	In CRE I have been taught moral values that can help me live responsibly.		
15	Life skills for healthy living		
16	How to avoid risky sexual behavior that can lead to HIV/AIDS		

The following are statements on areas where you need or do not need more information on HIV/AIDS, tick **YES** where you need more information and **NO** where you don't need more information on HIV/AIDS issues

Information learnt	YE S	N O
17. I need more information on how HIV/AIDS spreads		

18. I need more information on responsible and irresponsible sexual behavior		
19. I need more information on how to protect myself from HIV/AIDS infection		
20. I need more information on VCT and its importance		
21. I need more information on how to handle people living with HIV/AIDS		
22. I need more information on life skills for healthy living		
23. I need more information on Christian teaching on both responsible and Irresponsible sexual Behavior.		
24. I need more information on how the use of drugs leads to the spread of HIV/AIDS		
25. I need more information on how to teach others on HIV/AIDS		

26(a) Apart from CRE name other subjects where you are taught on HIV/AIDS

(b) How adequate is the information given to you in those subjects

- (i) Very adequate []
- (ii) Adequate []
- (iii) Fairly adequate []
- (iv) Inadequate []

27. Is a subject called HIV/AIDS taught in your school?

- (i) Yes []
- (ii) No []
- (b) If yes, how frequently are you taught?
- (i) Frequently []
- (ii) Not frequently []

(iii)Not taught

[]

Section D: Levels at which learners learnt/ were taught HIV/AIDS and moral issues

The following is important information on HIV/AIDS and morality which a CRE student need to have learnt by the end of the four year course

Please tick at what level or form your learnt or you were taught the following content specifically in the C.R.E syllabus

	Information	LEVEL TAUGHT OR LEARNT
--	--------------------	-------------------------------

		Form 1	Form 2	Form 3	Form 4	Not learnt
	What HIV/AIDS is					
2	How HIV spreads					
3	Different ways in which HIV/AIDS is spread					
4	How a young person can avoid HIV infection					
5	HIV statistics in Kenya, Africa and the world					
6	The relationship between HIV/AIDS spread and drug abuse					
7	How to prevent spread of HIV					
8	responsible sexual behaviour					
9	irresponsible sexual behaviour					
10	moral living values and living responsibly					
11	Negative effects of HIV/AIDS					
12	The importance of VCT and what it is					
13	Christian teachings on responsible and irresponsible sexual behaviour					
14	How to show love and care for those with HIV/AIDS					
15	How to avoid stigmatizing those with HIV/AIDS					
16	Life skills for healthy living					

**A PPENDIX C: CONTENT ANALYSIS GUIDE ON THE CRE SYLLABUS AND
AND RECOMMENDED TEXTBOOKS**

Section A: The analysis of Secondary School CRE syllabus

The following is important information on HIV/AIDS and morality which a CRE student needs to have learnt by the end of the four year course. The researcher can identify at what level of the CRE syllabus the following content is to be taught to the learners and make comments.

	Information	LEVEL TO BE TAUGHT				
		Form 1	Form 2	Form 3	Form 4	Not shown
1	What HIV/AIDS is					
2	How HIV spreads					
3	Different ways in which HIV is					
4	How can a young person can avoid HIV infection					
5	HIV statistics in Kenya, Africa and the					
6	The relationship between HIV/AIDS spread and drug abuse					
7	How to prevent spread of HIV					
8	Responsible sexual behaviour					
9	Irresponsible sexual behaviour and their					
10	Moral values and living responsibly					
11	Negative effects of HIV/AIDS					
12	The importance of VCT and what it is					
13	Christian teachings on responsible and irresponsible sexual behaviour					
14	How to show love and care those with HIV/AIDS					
15	How to avoid Stigmatizing those with HIV/AIDS					
16	Life skills for healthy living					

17. The researcher can make comments on the general adequacy of the CRE syllabus in providing HIV/AIDS education

To the learner at the following levels;

(a)Form one level

(b)Form two level

(c)Form three level

(d)Form four level

18. The loopholes in the CRE syllabus that may prevent it from giving effective and adequate information on HIV/AIDS to learners

19. Recommendations on how the CRE syllabus can be designed and improved in order to provide adequate HIV/AIDS education

SECTION B: Analysis of Recommended CRE Textbooks.

The following are recommended text books for teaching C.R.E in Secondary Schools in Kenya. The researcher to make comments on the extent to which the following information is provided by the following recommended textbooks and whether it is adequate or not as indicated:

A – Adequate, **FA**- Fairly Adequate, **I** – Inadequate, **N** – No Information

(i) Gods People Book 1 – 4 by Oxford University Press (Authors- CCEA, KCS, and SDA)

	Information	Form	A	FA	I	N
1	What HIV/AIDS is					
2	How HIV is spread					
3	Differentiate ways in which HIV IS					
4	How a young person can avoid HIV Infection					
5	HIV statistics in Kenya, Africa and the world					
6	The relationship between HIV/AIDS spread and drug abuse					
7	How to prevent the spread of HIV					
8	Responsible sexual behaviour					
9	Irresponsible sexual behaviour					
10	Moral values and living responsibly					
11	Negative effects of HIV/AIDS					
12	The importance of VCT and what it is					
13	Christian teachings on responsible and irresponsible sexual behaviour					
14	How to show love care for those with HIV/AIDS					
15	How to avoid stigmatizing those with HIV/AIDS					
16	Life skills for healthy living					

(ii) Secondary CRE form 1-4 by Kenya Literature Bureau (Authors- Mwaura,**Gichaga, Kerre, Onoka, Kioko)**

	Information	Form	A	FA	I	N
1	What HIV/AIDS is					
2	How HIV is spread					
3	Differentiate ways in which HIV IS					

	Transmitted					
4	How a young person can avoid HIV Infection					
5	HIV statistics in Kenya Africa and the world					
6	The relationship between HIV/AIDS spread and drug abuse					
7	How to prevent the spread of HIV					
8	Responsible sexual behaviour					
9	Irresponsible sexual behaviour					
10	Moral values and living responsibly					
11	Negative effects of HIV/AIDS					
12	The importance of VCT and what it is					
13	Christian teachings on responsible and irresponsible sexual behaviour					
14	How to show love care for those with HIV/AIDS					
15	How to avoid stigmatizing those with HIV/AIDS					
16	Life skills for healthy living					

(iii) **Living the Promise from Form 1-4 by Longhorn (K) Ltd (Authors Gunyali, Malusa, Rono and Owiti)**

	Information	Form	A	FA	I	N
1	What HIV/AIDS is					
2	How HIV is spread					

3	Differentiate ways in which HIV IS Transmitted					
4	How a young person can avoid HIV Infection					
5	HIV statistics in Kenya, Africa and the world					
6	The relationship between HIV/AIDS spread and drug abuse					
7	How to prevent the spread of HIV					
8	Responsible sexual behaviour					
9	Irresponsible sexual behaviour					
10	Moral values and living responsibly					
11	Negative effects of HIV/AIDS					
12	The importance of VCT and what it is					
13	Christian teachings on responsible and irresponsible sexual behaviour					
14	How to show love care for those with HIV/AIDS					
15	How to avoid stigmatizing those with HIV/AIDS					
16	Life skills for healthy living					

(iv) Love thy Neighbor: C.R.E 1-4 BY Macmillan Publisher (authors Wambaria and Karanja)

	Information					
	What HIV/AIDS is					
	How HIV is spread					
	Differentiate ways in which HIV IS Transmitted					
	How a young person can avoid HIV Infection					

	HIV statistics in Kenya, Africa and the world					
	The relationship between HIV/AIDS spread and drug abuse					
	How to prevent the spread of HIV					
	Responsible sexual behaviour					
	Irresponsible sexual behaviour					
	Moral values and living responsibly					
	Negative effects of HIV/AIDS					
	The importance of VCT and what it is.					
	Christian teachings on responsible and irresponsible sexual behaviour					
	How to show love care for those with HIV/AIDS					
	How to avoid stigmatizing those with HIV/AIDS					
	Life skills for healthy living					

(v) Foundation Christian Religious Education form 3 and 4 by Jomo Kenyatta

Foundation (Authors Kimaita, Muga and Warambo)

	Information	Form	A	FA	I	N
1	What HIV/AIDS is					
2	How HIV is spread					
3	Differentiate ways in which HIV IS Transmitted					
4	How a young person can avoid HIV Infection					

5	HIV statistics in Kenya Africa and the world					
6	The relationship between HIV/AIDS spread and drug abuse					
7	How to prevent the spread of HIV					
8	Responsible sexual behaviour					
9	Irresponsible sexual behaviour					
10	Moral values and living responsibly					
11	Negative effects of HIV/AIDS					
12	The importance of VCT and what it is					
13	Christian teachings on responsible and irresponsible sexual behaviour					
14	How to show love care for those with HIV/AIDS					
15	How to avoid stigmatizing those with HIV/AIDS					
16	Life skills for healthy living					

APPENDIX D: OBSERVATION CHECKLIST

Below is a list of some instructional resources which can be used for teaching C.R.E in Secondary Schools. The researcher will observe the resources available in the selected schools and also observe if they are used or not for teaching the subject and tick appropriately

	Instructional resource	Availability		Use	
			vailab availabl		
	Text books				
	Pictures/Photographs				
	Audio- visual cassettes				

	Charts				
	Posters				
	Slides				
	Television				
	Film strips				
	Films				
	Radio				
	Motion films projectors				
	Computers-Desktop				
	Computers-Laptop				

**APPENDIX E: A LIST OF SECONDARY SCHOOLS RECOMMENDED
TEXTBOOKS FOR TEACHING CRE**

Title	Authors	Publisher
God's people Books 1 – 4	CCEA, KCS,SDA	Oxford university press
Christian religious education Books 1 - 4	Philemon Mwaura Shiphrah Gichaga Ruth M. Kerre Jeremiah Mambo Jones Kioko	Kenya literature bureau
Living the promise book 1 – 4	J.Malusu Winrose Rono	Longhorn Kenya publishers

	Alice Gunyali Pamela Owiti	
Love thy neighbours Books 1 – 4	Mary Wambaria Jane karanja	Macmillan Kenya publishers
Foundation Christian religious education	Joyce Kimaita Owich G. Muga Kathleen Warambo	Jomo kenyatta foundation

Source: Republic of Kenya, ministry of education (2009)

APPENDIX F: THE SECONDARY SCHOOL CRE SYLLABUS

GENERAL OBJECTIVES

By the end of the course, the learner should be able to:

1. gain insights into the unfolding of God's self-revelation to human kind through:
 - Their personal experience
 - The African Religious Heritage
 - The biblical relation as whole and specifically in Jesus Christ
 - The Christian community
2. use the acquired social, spiritual and moral insights to think critically and make appropriate moral decisions in a rapidly changing society.
3. appreciate and respect their own, and other people's cultural and Christian beliefs and practices.
4. acquire the basic principles of Christian living and develop a sense of self respect and respect for others.
5. promote international consciousness through the understanding of universal brotherhood and sisterhood.
6. contribute positively to the transformation of self and the society as a whole.
7. acquire knowledge for further studies in various career fields.

FORM ONE

I	INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION	3.00	CREATION AND THE FALL OF MAN
1.00	MEANING OF CHRISTIAN RELIGIOUS EDUCATION	3.10	Specific Objectives
1.10	Specific Objectives By the end of the topic, the learner should be able to:		By the end of the topic, the learner should be able to:
	a) define Christian Religious Education		a) describe the biblical accounts of creation and appreciate creation as the work of God
	b) explain the importance of learning Christian Religious Education.		b) identify and appreciate the attributes of God from the biblical creation accounts
1.20	Content		c) describe the traditional African understanding of creation
1.21	Definition of Christian Religious Education		d) explain and appreciate the teachings from the biblical creation accounts
1.22	Reasons for studying Christian Religious Education.		e) explain the origin of sin according to the biblical accounts of the fall of man and its consequences
2.00	THE BIBLE		f) explain the traditional African concept of evil and discuss the similarities and differences with the biblical concept of sin
2.10	Specific Objectives By the end of the topic, the learner should be able to:		g) explain and appreciate God's plan of salvation.
	a) explain the Bible as the word of God; its major divisions and its human authors	3.20	Content
	b) outline and appreciate the translation of the Bible from the original languages (Hebrews, Greek) to local languages	3.21	The biblical accounts of creation and their meaning (Genesis 1 and 2)
	c) discuss the effects of the translation of the Bible into African languages	3.22	Attributes of God from the biblical creation accounts (Genesis 1 and 2)
	d) respect the Bible as the word of God and apply the acquired insights in daily life.	3.23	Traditional African view of creation
2.20	Content	3.24	Teaching from the biblical accounts of creation (Genesis 1 and 2)
2.21	The Bible as the word of God (Hebrews 1:1-2; 2 Timothy 3:16; Revelation 22:18)	3.26	The biblical teaching on the origin of sin and its consequences (Gen. 3; 4; 6-9; 11)
2.22	Human authors (2 Peter 1:20-21)	3.26	Traditional African concept of evil
2.23	Major divisions of the Bible	3.27	God's plan of salvation (Genesis 3:15)
2.24	The Bible as a library	2.28	Similarities and differences between the traditional African concept of evil and the biblical concept of sin
2.25	The translations of the Bible from the original languages (Hebrew, Greek) to the present local languages	4.00	FAITH AND GOD'S PROMISES: ABRAHAM
2.26	Versions of the Bible used in Kenya today	4.10	Specific Objectives
2.27	The effects of the translation of the Bible into African languages		By the end of the topic, the learner should be able to:
			a) outline the background to the call of Abraham
			b) define the term 'faith in God'

- c) explain how Abraham demonstrated his faith in God and its relevance to Christians today
- d) state the promises made by God to Abraham and explain their importance/relevance to Christians today
- e) define the term 'covenant'
- f) explain and appreciate the importance of God's covenant with Abraham
- g) identify covenants in modern life and appreciate their significance
- h) state the importance of circumcision to Abraham and his descendants, (the Jews) and relate it to the African circumcision practice
- i) develop and appreciate a sense to live according to God's guidance and direction (Genesis 11:24-32; 12:1-9).

4.20 Content

- 4.21 Background to the call of Abraham (Genesis 11:24-32; 12:1-9)
- 4.22 Definition of the term faith in God (Hebrews 11:1-6)
- 4.23
 - a) Abraham's acts of faith in God (Genesis 12:1-9; 15:1-6; 17:23-24; 21:1-7; 22:1-19)
 - b) The importance of faith in Christian life today
- 4.24 God's promises to Abraham and their relevance to Christians today (Genesis 12:2-3; 15:1-21; 21:17:1-8; 17:15-18)
- 4.25 Meaning of the term covenant
- 4.26 God's covenant with Abraham and its importance (Genesis 15:1-19)
- 4.27 Covenants in modern life and their importance
- 4.28 Circumcision
 - a) The importance of the circumcision to Abraham and his descendants (Genesis 17:1-16)
 - b) Compare the Jewish and African practices of circumcision.

5.00 SINAI COVENANT: MOSES

5.10 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) describe the call of Moses.
 - b) explain how God saved His people from Egypt.

- c) discuss and appreciate the attributes of God learnt from the ten plagues
- d) give an outline on how God acted for the Israelites during the Exodus
- e) describe how the Sinai covenant was made, broken and renewed
- f) explain the Ten Commandments and show how they should be applied in a Christian's daily life
- g) describe how the Israelites worshipped God in their life in the wilderness
- h) explain the new understanding that Moses gave his people about the nature of God
- i) Be motivated to live by the law of God.

5.20 Content

- 5.21 The call of Moses (Exodus 3:1-22)
- 5.22 The ten plagues (Exodus 7:14-23:10)
- 5.23 The Passover (Exodus 12:1-31)
- 5.24 The Exodus
 - a) The crossing of the Red Sea (Ex. 14:5-31)
 - b) Provision of water (Exodus 15:22-29 17:1-6)
 - c) Provision of Manna and quail (Exodus. 16: 1-35)
 - d) Defeat of the Amelekites (Exodus 17:8-16)
- 5.25
 - a) The making of the Sinai Covenant (Exodus 19; 24:1-8)
 - b) The breaking of the Sinai covenant (Exodus 32:1-35)
 - c) The renewal of the Sinai covenant (Exodus 34:1-35)
- 5.26 The worship of God by the Israelites in the wilderness
- 5.27 The Ten Commandments (Exodus 20:1-17)
- 5.28 Israelites new understanding of the nature of God

6.00 LEADERSHIP IN ISRAEL: DAVID AND SOLOMON

6.10 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) explain the reasons for kingship in Israel
 - b) explain reasons against kingship in Israel
 - c) explain King Saul's failures

- d) explain the lessons that can be learnt from King Saul's failures
- e) explain and appreciate the importance of David as King of Israel and as an ancestor of Jesus Christ
- f) explain the qualities of a good leader drawn from King David's leadership
- g) explain King Solomon's achievements and failures
- h) explain the importance of the temple in Israel
- i) assess the achievements and failures of King Solomon.
- j) desire to seek God's guidance in leadership

6.20 Content

- 6.21 Reasons for kingship in Israel (1 Samuel 8:1-9)
- 6.22 Reasons against kingship in Israel (1 Samuel 8:10-20)
- 6.23 King Saul's failures (1 Samuel 13:8-14; 15:7-25)
- 6.24 Lessons learnt from king Saul's failures
- 6.25 King David's importance:
 - (i) King David's achievements as King of Israel (1 Samuel 16:1-23; 2 Samuel 6:1-15)
 - (ii) David as an ancestor of Jesus Christ (2 Samuel 7:1-29; Luke 1:26-33)
- 6.26 Qualities of a good leader drawn from King David's leadership
- 6.27 King Solomon's achievements and failures (1 Kings 3-12)
- 6.28 Importance of the temple in Israel.

7.00 LOYALTY TO GOD: ELIJAH

7.10 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) explain how and why idolatry became widespread among the Israelites
 - b) explain the effects of idolatry in Israel
 - c) describe how Elijah fought against false religion and corruption among the people of Israel
 - d) explain why Elijah faced danger and hostility as a prophet of God

- e) emulate Elijah's determination in fighting corruption in the society today
- f) explain and appreciate the relevance of Elijah's prophetic mission to Christians today.

7.20 Content

- 7.21 The spread of idolatry
 - a) The local Canaanite religion
 - b) The schism between Judah and Israel (1 Kings 12:25-33)
- 7.22 The effects of idolatry in Israel
- 7.23 Elijah's fight against:
 - a) False religion (1 Kings 18:17-46)
 - b) Corruption (1 Kings 21)
- 7.24 Life skills that help fight corruption:
 - critical thinking
 - creative thinking
 - decision making
- 7.25 Reasons why Elijah faced danger and hostility as a prophet of God, (1 Kings 18; 19; 21)
- 7.25 The relevance of Elijah's prophetic mission to Christians today

8.0 SELECTED ASPECTS IN AFRICAN RELIGIOUS HERITAGE: AFRICAN CONCEPT OF GOD, SPIRITS AND ANCESTORS

8.10 Specific Objectives

- By the end of the topic, the learner should be able to:
- a) Explain and appreciate the African concept of God, spirits and ancestors
 - b) Explain the African understanding of the hierarchy of beings
 - c) Describe the role of God, spirits, and ancestors
 - d) Explain and appreciate the responsibilities of the living towards God, spirits and ancestors
 - e) Describe and appreciate the traditional African way of worshipping God, venerating and communicating with the ancestors and spirits.

8.20 Content

- 8.21 African concept of God, spirits and ancestors
- 8.22 African understanding of the hierarchy of beings
- 8.23 The role of God, spirits and ancestors
- 8.24 Responsibility of the living towards God, spirits and ancestors
- 8.25 Traditional African ways of:
 - a) worshipping God
 - b) venerating and communicating with spirits and ancestors

9.00 AFRICAN MORAL AND CULTURAL VALUES**9.10 Specific Objectives**

- By the end of the topic, the learner should be able to:
- a) explain and appreciate the meaning of life and its wholeness in the traditional African society
 - b) explain the African concept of community and kinship system.
 - c) outline and explain factors contributing to harmony and mutual responsibility in the African communities
 - d) describe the rites of passage and their role in inculcating moral values in the traditional African community
 - e) explain and appreciate the role of religious specialists in the African communities and evaluate their relevance in modern society
 - f) explain and appreciate the African moral values
 - g) discuss and evaluate continuity and change in the African understanding of leisure, dress, old age, the aged, widows, orphans, dowry, community, land, medicine, worship and property
 - h) strive to practice the African moral values.

9.20 Content

- 9.21 Meaning of life and its wholeness in the traditional African society
- 9.23 The African concept of community and kinship system
- 9.23 Factors contributing to harmony and mutual responsibility in the African communities
- 9.24 a) Rites of passage:
 - (i) Birth and naming
 - (ii) Initiation
 - (iii) Marriage
 - (iv) Death
- b) The role of each in inculcating moral values
- 9.25 The role of religious specialists in the African communities and their relevance today
- 9.26 African moral values hospitality, honesty, courtesy, integrity tolerance/perseverance, loyalty, chastity, respect, responsibility, love cooperation, unity
- 9.27 Continuity and change in the African understanding of:
 - community old age, land, the aged, property, widows, orphans, dress dowry medicine, leisure

FORM TWO

- II GOD MEETS US IN JESUS CHRIST: ST. LUKE'S GOSPEL**
- 10.00 OLD TESTAMENT PROPHECIES ABOUT THE MESSIAH**
- 10.10 Specific Objectives**
By the end of the topic, the learner should be able to:
- explain the Old Testament prophecies about the coming of the Messiah and the concept of the Messiah in the Old and the New Testaments
 - explain the role of John the Baptist as a link between the Old and the New Testament.
- 10.20 Content**
- 10.21 The Old Testament prophecies about the coming of the Messiah and the concept of the Messiah in the New Testament (2 Samuel 7:3-17; Isaiah 7:10-16; 9:1-7; 53; 61:1-2; Jeremiah 23:5-6; Psalms 41 9; 110:1-2); Micah 5:2-5; Luke 1:26-38; 2:1-23; 23:1-35; 24:50-51)
- 10.22 The role of John the Baptist (Isaiah 40:3-5; Malachi 3:1; 4:5-6; Luke 7:20-35)
- 11.00 THE INFANCY AND EARLY LIFE OF JESUS**
- 11.10 Specific Objectives**
By the end of the topic, the learner should be able to:
- describe the infancy and early life of Jesus
 - desire to grow in favour with God and fellow human beings.
- 11.20 Content**
- 11.21 The annunciation (Luke 1:5-56)
- 11.22 The birth of John the Baptist (Luke 1:57-80)
- 11.23 The birth of Jesus (Luke 2:1-20)
- 11.24 Dedication (Luke 2:21-40)
- 11.25 The boy Jesus at the Temple (Luke 2:41-52)
- 12.00 THE GALILEAN MINISTRY**
- 12.10 Specific Objectives**
By the end of the topic, the learner should be able to:
- outline and apply the teachings of John the Baptist to daily life
 - describe the baptism and temptations of Jesus
 - explain the relevance of the baptism and the temptations of Jesus to Christians today
 - explain why Jesus was rejected at Nazareth
 - describe and appreciate Jesus' healing at Capernaum
 - describe the call of the first disciples
 - explain why Jesus faced opposition from the Pharisees and the Scribes
 - explain the choosing of the twelve disciples and identify Jesus' teachings on the qualities of true discipleship
 - explain Jesus' teachings on the sermon on the plain and apply it to daily life
 - explain and appreciate Jesus' works of compassion
 - emulate Jesus' example by showing compassion to others
 - narrate the parables of Jesus
 - relate the significance of the parables to daily life
 - describe the mighty works of Jesus
 - explain the significance of the teaching from the mighty works of Jesus to Christians today
 - explain and appreciate the teaching of Jesus on discipleship, divine power, Messiahship, faith and humility
 - Appreciate God's power as displayed in Jesus' works.
- 12.20 Content**
- 12.21 John the Baptist and Jesus
- The preaching of John the Baptist (Luke 3:1-20)
 - The baptism of Jesus (Luke 3:21-22)
- 12.22 The temptation of Jesus (Luke 4:1-13)
- 12.23 The relevance of the baptism and the temptations of Jesus to Christians today
- 12.24 Jesus begins work in Galilee and is rejected at Nazareth (Luke 4:14-30)
- 12.25 Jesus heals in Capernaum (Luke 4:31-44)

- 12.26 Jesus calls the first disciples (Lk 5:1-11)
 12.27 Jesus faces opposition (Luke 5:12-6:11)
 12.28 The choosing of the twelve disciples and Jesus' teaching on true discipleship (Luke 6:12-16, 27-49)
 12.29 The sermon on the plain (Luke 6:17-49)
 12.30 Jesus' works of compassion
 a) The healing of the Centurion's servant (Luke 7:1-10)
 b) The raising of the son of the widow of Nain (Luke 7:11-17)
 c) Assurance to John the Baptist (Luke 7:18-35)
 d) Forgiveness of the sinful woman (Luke 7:36 - 8:3)
 12.31 Jesus teaches in parables (Luke 8:4-21)
 12.32 Significance of the parables of Jesus
 12.33 Mighty works of Jesus (Luke 8:22-56)
 12.34 Jesus and the twelve disciples
 a) The commissioning of the twelve disciples (Luke 9:1-9)
 b) Jesus feeds the 5000 (Luke 9:10-17)
 c) The person of Jesus and His destiny (Luke 9:18-27)
 d) The transfiguration (Luke 9:28-36)
 e) Jesus teaching on faith and humility (Luke 9:37-50)

13.00 THE JOURNEY TO JERUSALEM

13.10 Specific Objectives

By the end of the topic, the learner should be able to:

- a) explain and evaluate the characteristics of a true follower of Jesus
- b) apply the teaching of Jesus on true discipleship to the daily life
- c) explain and appreciate Jesus' teaching on God's power in overcoming evil
- d) define the terms confession, honesty and hypocrisy
- e) examine oneself and live according to Christian principles
- f) explain and appreciate Jesus' teaching on material possessions, readiness and watchfulness
- g) relate Jesus' teaching on material possessions, readiness and watchfulness to Christian living today
- h) explain and appreciate the spiritual teaching given by Jesus through the parables of the feasts
- i) narrate the parables of the lost
- j) explain and apply the parables' teaching in daily Christian life

- k) explain and appreciate Jesus teaching on wealth and poverty
- l) apply the teaching of Jesus on proper attitude towards wealth
- m) explain Jesus' teaching on the power of faith
- n) explain the significance of faith in Christian life
- o) explain and appreciate Jesus' teaching on prayer and persistence
- p) develop a sense of persistence in prayer and learn to pursue goals as a Christian
- q) explain and appreciate Jesus' teaching on the way of salvation
- r) appreciate the teaching of Jesus on the need for repentance.

13.20 Content

- a) Duties and privileges of discipleship (Luke 9:51-62)
- b) The mission of the seventy two (Luke 10:1-24)
- c) A committed follower of Jesus (Luke 10:25 - 11:1-13)
- 13.21 Use of God's power to overcome evil (Luke 11:14-36)
- 13.22 Fearless confession without hypocrisy (Luke 11:37-12 - 12:1-12)
 - a) Material possessions (Luke 12:13-34)
 - b) Watchfulness and readiness (Luke 12:35-59)
- 13.23 The growth of God's Kingdom (Luke 13:1-35)
- 13.24 A great feast for all who are prepared (Luke 14:1-35)
 - a) The invited guests
 - b) The great feast
 - c) The cost of discipleship
- 13.25 Retrieving the lost (Luke 15:1-32)
 - a) Parable of the lost sheep
 - b) Parable of the lost coin
 - c) Parable of the lost son
- 13.26 Wealth and poverty (Luke 16:1-32)
- 13.27 The power of faith (Luke 17:1- 37)
- 13.28 Persistence in Prayer (Luke 18:1-14)
 - a) Parable of the widow and the unjust judge (Luke 18:1-8)
 - b) Parable of the Pharisee and the Tax Collector (Luke 18:9-14)
- 13.29 The way to salvation (Luke 15:15 -19:1-27)

14.00 JESUS' MINISTRY IN JERUSALEM

14.10 Specific Objectives

By the end of the topic, the learner should be able to:

- a) describe the triumphant entry of Jesus into Jerusalem
- b) desire to be humble and promote peace in society
- c) explain the cleansing of the temple
- d) develop respect and honour for God's places of worship
- e) explain Jesus' conflict with Jewish leaders
- f) explain Jesus' teaching about eschatology.

14.20 Content

- 14.21 The triumphant entry into Jerusalem (Luke 19:28-40)
- 14.22 Cleansing of the temple (Luke 19:41-48)
- 14.23 Jesus' conflicts with the Jewish leaders (Luke 20:1 - 24:1-4)
- 14.24 Eschatology (Luke 21:5-38)

15.00 JESUS' PASSION, DEATH AND RESURRECTION

15.10 Specific Objectives

By the end of the topic, the learner should be able to:

- a) discuss the Lord's supper and appreciate its meaning to Christians today

- b) describe the events that took place at Mount Olives
- c) explain the events that took place between the arrest and the burial of Jesus
- d) describe the resurrection of Jesus
- e) explain and relate the significance of the teaching on the passion, death and resurrection of Jesus to daily life
- f) appreciate the saving work of Jesus.

15.20 Content

- 15.21 The last supper (Luke 22:1-38)
- 15.22 Prayer on Mount Olives, betrayal and arrest (Luke 22:39-53)
- 15.23 The denial by Peter, trial, crucifixion, death and burial (Luke 22:54-71; 23:1-56)
- 15.24 The resurrection (Luke 24:1-53)
- a) Witness to the risen Christ
 - testimony of the Holy women
 - the disciples on the way to Emmaus
 - appearance to the disciples
 - b) Jesus ascension to heaven
- 15.25 Significance of passion, death and the resurrection of Jesus to daily Christian life

FORM THREE

III SELECTED TEACHINGS FROM THE NEW AND THE OLD TESTAMENT

16.00 THE GIFTS OF THE HOLY SPIRIT

16.10 Specific Objectives

By the end of the topic, the learner should be able to:

- relate the message of Peter on the Day of Pentecost
- explain the teaching of Jesus on the role of the Holy Spirit
- explain the gifts of the Holy Spirit and their manifestation as expressed by Paul
- explain the criteria for discerning the gifts of the Holy Spirit in the New Testament
- discuss the manifestation of the Holy Spirit in the church today
- desire to seek the guidance of the Holy Spirit in daily life.

16.20 Content

- 16.21 Peter's message on the Day of Pentecost (Acts 2:1-40)
- 16.22 The teaching of Jesus on the role of the Holy Spirit (John 14:15-26; 16:5-15, Acts 1:7-8)
- 16.23 The gifts of the Holy Spirit (1 Corinthians 12, 13, 14)
- 16.24 The criteria for discerning the gifts of the Holy Spirit (1 Corinthians 12:1-3; Matthew 7:15-20; Galatians 5:16-26)
- 16.25 Manifestations of the gifts of the Holy Spirit in the church today (Galatians 5:16-26)
- 16.26 The fruit of the Holy Spirit (Galatians 5:6-26)

17.00 UNITY OF BELIEVERS

17.10 Specific Objectives

By the end of the topic, the learner should be able to:

- explain and appreciate the unity of believers as taught in selected New Testament texts
- promote the unity of believers in the Christian community and the nation

17.20 Content

- 17.21 Teaching on the unity of believers in selected New Testament texts
- The people of God (1 Peter 2:9-10)
 - The body of Christ (1 Corinthians 12:12-27; Ephesians 4:1-12)
 - The vine and the branches (John 15:1-10)
 - The church (Ephesians 5:21-32)
 - The bride (Revelation 21:1-12; 2 Corinthians 11:2)

18.00 SELECTED OLD TESTAMENT PROPHETS AND THEIR TEACHINGS

18.10 Specific Objectives

By the end of the topic, the learner should be able to:

- define the terms 'prophet' and 'prophecy'
- identify categories of prophets
- explain the importance of prophets in Israel
- describe the characteristics of prophets
- explain how the prophetic messages were written
- explain the relationship between the Old Testament prophecies and the New Testament
- draw parallels between the traditional and the Old Testament prophets and their relevance to Christians today.

18.20 Content

- 18.21 Definition of the terms 'prophets' and 'prophecy'
- 18.22 Categories of prophets
- 18.23 Importance of prophets
- 18.24 The characteristics of prophets
- 18.25 The writing of prophetic Messages
- 18.26 Relationship between the Old Testament prophecies and the New Testament
- 18.27 Similarities and differences between the traditional and the Old Testament prophets and their relevance to Christians today.

19.00 AMOS**19.10 Specific Objectives**

By the end of the topic, the learner should be able to:

- a) describe the historical background to Amos
- b) describe the call of Amos
- c) emulate the obedience of Amos at the time of his call
- d) describe the five visions of Amos
- e) explain the teachings of Amos and relate their relevance to Christians today
- f) desire and strive to eradicate social injustice in society
- g) avoid hypocrisy in Christian life.
- h) strive to live a life acceptable to God.

19.20 Content

19.21 Background to Amos

19.22 The call of Amos
(Amos 1:1; 3:8; 7:10-15)

19.23 The visions of Amos
(Amos 7:1-9; 8:1-3; 9:1-4)

- 19.24 The Teachings of Prophet Amos
- a) Social justice and responsibility
(Amos 2:6-8; 3:9-12; 4:1-3; 5:10-15; 6:1-8; 8:4-6)
 - b) Hypocritical religion in Israel
(Amos 4:4-5; 5:4-5; 5:21-29)
 - c) Judgment against Israel and other nations (punishment and repentance) (Amos 1:3-5; 5:1-17; 6; 7; 8; 9)
 - d) Israel's Election
(Amos 2:9-11; 3:1-2; 9; 7)
 - e) The day of the Lord
(Amos 5:18-20; 6:3-5; 8:7-13)
 - f) The Remnant and Restoration
(Amos 9:8-15)

20.00 JEREMIAH**20.10 Specific Objectives**

By the end of the topic, the learner should be able to:

- a) describe the historical background of Prophet Jeremiah
- b) describe his personal life and his call
- c) take up responsibilities at home, church and school

- d) explain the evils condemned by Jeremiah, which led to the breaking of the covenant
- e) explain the temple sermon and the evils condemned by the prophet
- f) explain the relevance of Jeremiah's teachings on evils and false prophets to Christians today
- g) uphold Jeremiah's teachings on evils and false prophets
- h) analyse Jeremiah's teaching on judgment and punishment.
- i) strive to live a righteous life
- j) explain the significance of symbolic acts related to judgment and punishment
- k) explain Jeremiah's teaching on the new covenant
- l) describe the suffering and lamentations of Jeremiah and their relevance to Christians today
- m) persevere suffering for the sake of the Gospel
- n) explain Jeremiah's symbolic acts related to hope and restoration
- o) strive to have a personal relationship with God
- p) describe the fall of Jerusalem and the exile of the Israelites
- q) be motivated to obey God and those in authority
- r) relate the teachings of Jeremiah to the New Testament and Christian life today.

20.20 Content

20.21 Political, social and religious background of Prophet Jeremiah

20.22 Personal life and the call of Jeremiah (Jeremiah 1)

- 20.23 Evils addressed by prophet Jeremiah
- a) Necromancy
 - b) Dishonesty/deception
 - c) False prophecy (Hananiah)
 - d) Human sacrifice
 - e) Idolatry (Jeremiah 2, 3, 4, 5, 7, 9, 10, 23, 28).

20.24 The temple sermon
(Jeremiah 7:1 - 8:1-3).

20.25 Relevance of Jeremiah's teaching on evils and false prophets to Christians today

20.26 Teachings on judgment and punishment
(Jeremiah 5:12-18; 6:1-30; 7:30 - 8:1-17; 10:17-25; 14:1-18; 15:1-9; 16:16-18; 17:1-13; 21:1-14; 25:1-38; 39:1-10)

- 20.27 Symbolic acts related to judgment and punishment
(Jeremiah 13; 16; 18; 19; 24; 27)
- 20.28 Suffering and Lamentations of Jeremiah
(Jeremiah 11:18-23; 12:1-6; 15:10-21; 17:14-18; 18:18-23; 20:1-6; 26; 27; 37; 38)
- 20.29 The New Covenant (Jeremiah 23:1-8; 24; 29; 30; 31; 32; 33)
- 20.30 Symbolic acts related to hope and restoration
(Jeremiah 24:10 - 32:1-14)
- 20.31 The fall of Jerusalem and the exile of the Israelites (Jeremiah 39)
- 20.32 Relating the teachings of Jeremiah to the New Testament and Christian life today.
- 21.00 NEHEMIAH**
- 21.10 Specific Objectives**
By the end of the topic, the learner should be able to:
- describe the historical background to Nehemiah
 - identify and explain occasions when Nehemiah prayed
 - explain and appreciate the importance of prayer in Christian life
 - emulate Nehemiah's life by leading a prayerful life
 - describe how Nehemiah demonstrated good leadership qualities
 - explain what Christians today can learn from Nehemiah's leadership
 - develop good leadership qualities
 - describe the problems faced by Nehemiah during his mission
 - explain what Christians today can learn from Nehemiah's experiences
 - handle leadership challenges with courage
- discuss how the covenant was renewed
 - describe the dedication of the Jerusalem wall
 - acknowledge sin and the need for repentance in a Christian's life
 - explain and analyse Nehemiah's final reforms
 - relate the teachings from Nehemiah's exemplary life to St. Luke's Gospel and Christian life today.
- 21.20 Content**
- 21.21 Political, religious and social background to Nehemiah
- 21.22 Occasions when Nehemiah prayed (Nehemiah 1:4-11; 2:4-8; 4:4-9; 5:19; 6:9; 13:14; 22; 29 and 31)
- 21.23 Importance of prayer in Christian life.
- 21.23 Good leadership qualities (Nehemiah 1; 2; 3; 4; 5; 6 and 7).
- 21.25 Relevance of Nehemiah's leadership to Christians today.
- 21.26 Problems faced by Nehemiah (Nehemiah 3:5; 4; 5; 6; 13).
- 21.27 Relevance of Nehemiah's experiences to Christians today.
- 21.28 Renewal of the covenant (Nehemiah 8 - 12:1-26).
- 21.29 Dedication of the wall of Jerusalem (Nehemiah 12:27-47)
- 21.30 Final reforms (Nehemiah 13)
- 21.31 Teachings from Nehemiah's exemplary life to St. Luke's gospel and a Christian life today.

FORM FOUR

IV CONTEMPORARY CHRISTIAN LIVING

22.00 INTRODUCTION TO CHRISTIAN ETHICS

22.10 Specific Objectives

By the end of the topic, the learner should be able to:

- explain the meaning of Christian ethics
- explain the basis of Christian ethics.

2.20 Content

2.21 Meaning of Christian ethics

2.22 Basis of Christian ethics

23.00 CHRISTIAN APPROACHES TO HUMAN SEXUALITY, MARRIAGE AND FAMILY

23.10 Specific Objectives

By the end of the topic, the learner should be able to:

- define human sexuality, marriage and family
- explain and appreciate the traditional African understanding of human sexuality
- explain and appreciate Christian teaching on human sexuality
- explain and appreciate traditional African practices related to male/female relationships
- explain and appreciate Christian teaching on male /female relationship at various levels
- explain and appreciate Christian teaching on responsible sexual behaviour
- explain Christian teaching on irresponsible sexual behaviour and their consequences
- explain and appreciate traditional African understanding of marriage
- explain and appreciate Christian teaching on marriage
- discuss the traditional African and Christian approaches to marriage preparation

k) explain celibacy as an alternative to marriage

l) discuss and appreciate traditional and Christian understanding of the family

m) discuss and appreciate the value of responsible parenthood

n) discuss problems related to family life today

o) explain and evaluate traditional African and Christian approaches to problems related to family life today.

23.20 Content

23.21 Definitions of human sexuality, marriage and family.

23.22 Traditional African

understanding of human sexuality.

23.23 Christian teaching on human Sexuality.

23.24 Traditional African practices related to male/female relationships at various levels.

23.25 Christian teaching on male/female relationships at various levels.

23.26 Christian teaching on responsible sexual behaviour

23.27 Christian teaching on:

a) Irresponsible sexual behaviour; Incest, rape, fornication adultery, homosexuality
Prostitution. etc

b) Effects of irresponsible sexual behaviour; HIV/AIDS, STI's, abortion, divorce, separation, death, street children, unplanned pregnancies, school drop outs. etc

Psychological problems:

Depression, self pity, withdraw, aggressiveness, violence, stress etc

23.28 Traditional African understanding of marriage

23.29 Christian teaching on marriage

23.30 Preparation for marriage in both the traditional African society and Christian practice

a) Traditional African preparation for marriage

b) Christian teaching on preparation for marriage

- 23.31 Celibacy as an alternative to marriage
- 23.32 Traditional African and Christian understanding of the family
- 23.33 Value of responsible parenthood
- 23.34 Problems related to family life Today
- 23.35 Traditional African and Christian approaches to problems related to family life today

24.00 CHRISTIAN APPROACHES TO WORK

24.10 Specific Objectives

By the end of the topic, the learner should be able to:

- a) define the terms 'work' and 'vocation'
- b) explain and appreciate the traditional African attitude towards work
- c) explain the role of professional ethos, ethics and code in society
- d) explain virtues related to work
- e) discuss the moral duties and responsibilities of employers and employees
- f) discuss Christian approaches to issues related to employment
- g) develop a positive attitude towards work.

24.20 Content

- 24.21 Definition of the terms 'work' and 'vocation'
- 24.22 Traditional African attitude to Work.
- 24.23 Christian teaching on work.
- 24.23 The roles of professional ethos, ethics and codes in society
- 24.24 Some virtues related to various types of work
 - (i) diligence
 - (ii) honesty/integrity
 - (iii) faithfulness
 - (iv) responsibility
 - (v) loyalty,
 - (vi) tolerance
- 24.25 Moral duties and responsibilities of employers and employees
- 24.26 Christian approaches to issues related to employment
 - a) Wages and industrial action.
 - b) Child labour

- c) Unemployment and self-employment.

25.00 CHRISTIAN APPROACHES TO LEISURE

25.10 Specific Objectives

By the end of the topic, the learner should be able to:

- a) explain the meaning of leisure
- b) discuss and appreciate the traditional African understanding of leisure
- c) discuss and appreciate Christian teaching on leisure
- d) discuss the importance of leisure
- e) outline various forms and uses of leisure
- f) explain how leisure is misused in the society today
- g) discuss the abuse of alcohol and other drugs and their effects
- h) explain Christian criteria for evaluating the use of leisure
- i) desire to use leisure according to Christian principles.

25.20 Content

- 25.21 Meaning of leisure
- 25.22 Traditional African understanding of leisure
- 25.23 Christian teaching on leisure
- 25.24 Importance of leisure
- 25.25 Various forms and uses of leisure
- 25.26 Misuse of leisure today
- 25.27 Misuse/abuse of drugs
 - a) Alcohol
 - b) Other drugs
 - c) Effects of drug abuse
- 25.28 Christian criteria for evaluating the use of leisure

26.00 CHRISTIAN APPROACHES TO WEALTH, MONEY AND POVERTY

26.10 Specific Objectives

By the end of the topic, the learner should be able to:

- a) define the concepts of wealth, money and poverty
- b) explain and appreciate the traditional African understanding of wealth and poverty

- c) describe and evaluate the impact of the introduction of the money economy in the traditional African society
- d) explain Christian teaching on money, wealth and poverty
- e) discuss Christian approaches to some issues related to wealth, money and poverty
- f) uphold the Christian principles in acquiring and using wealth.

26.20 Content

- 26.21 Definition of the concepts wealth, money and poverty
- 26.22 Traditional African understanding of wealth and poverty
- 26.23 Impact of the introduction of money economy in traditional African society
- 26.24 Christian teaching on money, wealth and poverty
- 26.25 Christian approaches to some issues related to wealth
 - a) Fair distribution of wealth (affluence and poverty)
 - b) Bribery and corruption
 - c) Life skills
 - (i) critical thinking
 - (ii) creative thinking
 - (iii) decision making
 - (iv) self-esteem
 - (v) assertiveness
 - d) Christian values
 - (i) love
 - (ii) honesty
 - (iii) reliability
 - (iv) fairness
 - (v) justice
 - (vi) respect (for other people's rights and property)
 - (vii) humility
 - (viii) faithfulness
 - (ix) persistence
 - (x) chastity

27.00 CHRISTIAN APPROACHES TO LAW, ORDER AND JUSTICE**27.10 Specific Objectives**

By the end of the topic the learner should be able to:

- a) define the terms 'law', 'order' and 'justice'
- b) describe and evaluate traditional African practices that promote law, order and justice
- c) explain the Biblical teaching on law, order and justice
- d) identify and evaluate the need for law, order and justice in the society
- e) explain the rights and duties of citizens
- f) explain the causes and remedies of social disorder
- g) evaluate the role of Christians in the transformation of the society
- h) discuss Church-State relationship
- i) strive to promote law, order and justice in the society.

27.20 Content

- 27.21 Definition of the terms 'law', 'order' and 'justice'.
- 27.22 Traditional African practices that promote law, order and justice.
- 27.23 Biblical teaching on law, order and justice.
- 27.24 Need for law, order and justice in the society.
- 27.25 Rights and duties of citizens
- 27.26 Causes of social disorder and remedies
 - a) Causes
 - (i) discrimination
 - (ii) inequitable distribution of wealth and resources
 - (iii) racism
 - (iv) tribalism
 - (v) crime
 - (vi) sexism
 - b) Remedies
 - (i) rehabilitation,
 - (ii) punishment
- 27.27 The role of Christians in transforming the social, economic and political life of the society
- 27.28 Church-State relationship

**28.00 CHRISTIAN APPROACHES TO
SELECTED ISSUES RELATED TO
MODERN SCIENCE,
TECHNOLOGY AND
ENVIRONMENT**

28.10 Specific Objectives

By the end of the topic, the learner should be able to:

- a) explain the Christian view on some issues related to modern science and technology
- b) explain the Christian view on the effects of modern science and technology on the environment.

28.20 Content

28.21 Christian view on some issues related to science and technology:

- a) Euthanasia
- b) Blood transfusion
- c) Organ transplant
- d) Genetic engineering
- e) Plastic surgery

28.22 The Christian view on the effects of modern science and technology on the environment (pollution, desertification).

**SUGGESTED LEARNING/TEACHING
EXPERIENCES**

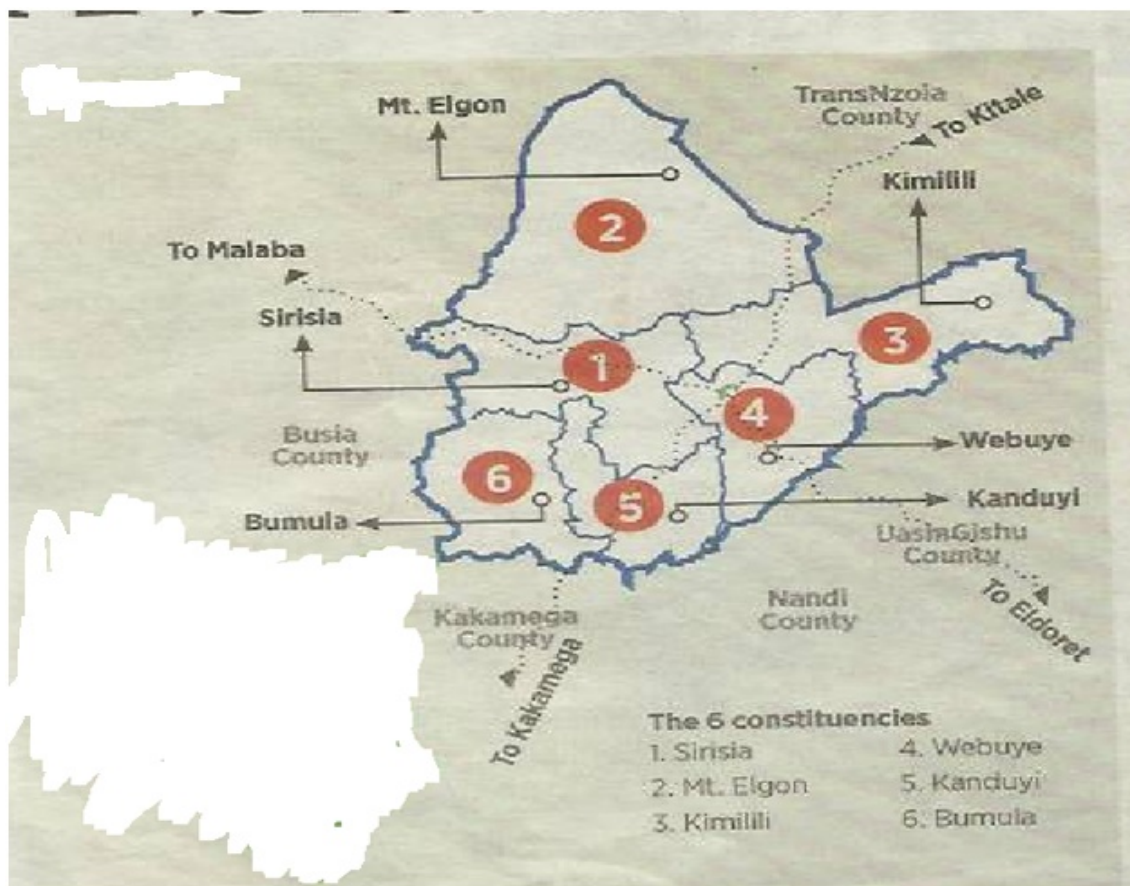
- Discussion
- Reading the Bible
- Question and answer
- Display
- Observation
- Nature walk
- Presentation
- Narrations
- Dramatization
- Drawing
- Short lecture
- Role play
- Buzz groups
- Field trips
- Brain-storming
- Case-studies
- Creative writing

**SUGGESTED LEARNING/TEACHING
RESOURCES**

- Bible
- Charts
- Different Bible versions and translations
- Pictures
- Resource persons
- Real objects
- Maps
- Audio/visual aids
- News paper cuttings

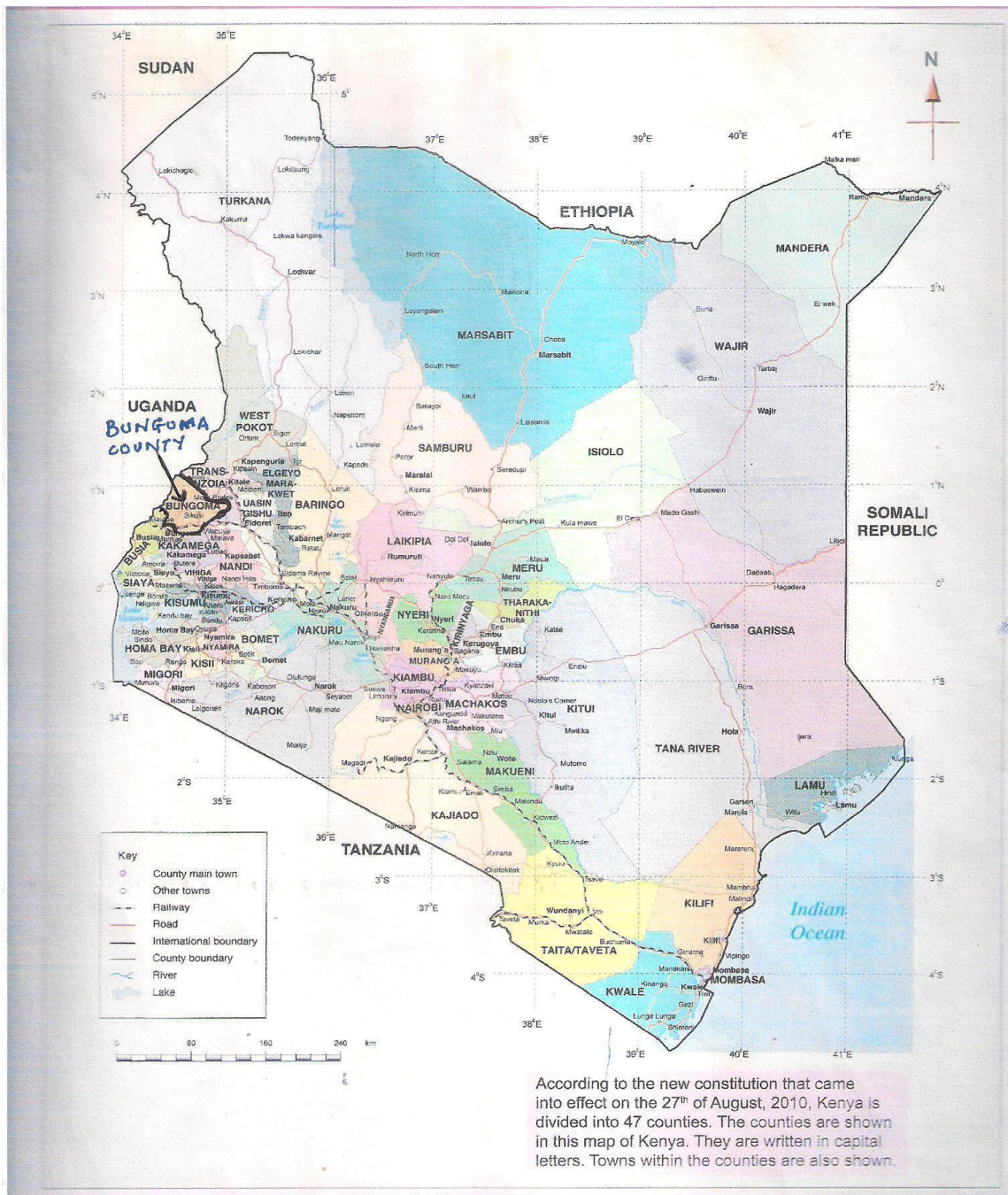
SUGGESTED ASSESSMENT METHODS

- Oral questions
- Short structure questions
- Project, field research
- Essay questions
- Question and answer

APPENDIX G: A MAP OF BUNGOMA COUNTY

SOURCE: INSTITUTE OF ECONOMIC AFFAIRS (2011)

APPENDIX H: A MAP OF KENYA SHOWING THE POSITION OF BUNGOMA COUNTY



Source: Longhorn LTD (2011)

APPENDIX I: A RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/012/518

THIS IS TO CERTIFY THAT **Date of issue** 18th May, 2012

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** KSH. 2,000

Julia Situma

of (Address) Moi University


P.O.Box 3900-30100, Eldoret

has been permitted to conduct research in

Location

Bungoma County

Western Province



on the topic: The challenges of Christian Religious Education in the provision of Effective HIV/AIDS education in secondary Schools in Kenya: A study of the Bungoma County in Western Province, Kenya

Julia Situma

[Signature]

Applicant's Signature **Secretary**

National Council for Science & Technology

for a period ending: 31st May, 2013.