

**THE ROLE OF RELIGIOUS EDUCATION IN GUIDANCE AND COUNSELING;
A STUDY OF SELECTED SCHOOLS IN ELDORET EAST DISTRICT OF
UASIN GISHU COUNTY**

BY

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DECLARATION

Declaration by the candidate:

This thesis is my original work and has not been presented for a degree in any other institution. No part of this thesis may be produced without prior permission from the author and or the Moi University.

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DEDICATION

I dedicate this thesis to my husband Amon Bett, daughter Deborah and my sons Derick and Elisha

ACKNOWLEDGEMENT

I acknowledge the invaluable support of all the lecturers and fellow students throughout the course of my study. Special thanks go to my supervisors Prof. Mukwa Christopher and Mr. Okere John who patiently guided me throughout my project.

The foundation of my academic career is built, revolved around my family: my deepest gratitude goes to my late father Johnstone Rop and *Iyoo* Mrs. Bornes Rop, who brought me to this world and instilled in me the fear of God and the passion to learn. “*Chemu is a university material*” my parents would say. My siblings: Grace, Jane, Rachael, Wilson, Mary, Ruth, Nancy, Abigail and my late brother Dominic among many in my extended family provide me with identity and immense social security that for me, J.S. Mbithi’s words “I am because we are and because we are I am” means just that. I thank them immensely.

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Finally, to my God, my creator, redeemer, provider, source of power, wisdom and knowledge. May glory and honor be back to the Most High God for keeping to His word. “God who has called me into fellowship with His son Jesus Christ my Lord, is faithful” He has seen to the accomplishment of the work He started in me. Amen.

ABSTRACT

The purpose of this study was to investigate the effectiveness of Religious education in molding the behaviour of secondary schools students, the role that it plays in guidance and counseling and improving students' academic performance after elimination of social education and ethics subject in schools. The objectives of this study were to; find out the method RE teachers use to guide and counsel students in Religious way, investigate guidance and counseling skills that teachers use in teaching RE, to establish the importance of RE in molding of individual students' moral behaviour through guidance and counseling and to establish the extent to which RE plays as role of guidance and counseling in secondary schools. This study was descriptive survey of Eldoret East District. Respondents were selected purposively from, 20 schools (51%) were targeted. This yielded a sample population of 360 respondents. The schools were selected through stratified simple random sampling technique. The data was collected through questionnaires and interview schedules and analyzed qualitatively and quantitatively with the help of statistic package for social science (SPSS). The data was presented in tables, graphs, frequency tables. The study is significant since it established the importance of teaching Religious Education in secondary schools and how it can be used to mould students' behaviour by guiding and counseling. The study can enlighten the school teachers, school sponsors, government, Kenya Institute of Education (KIE), the ministry of education through the department of quality assurance on the benefits of teaching and learning of Religious Education in secondary schools. The findings of the study recommends that; there should be teaching of all religions in Kenyan secondary schools, RE should be revised to meet the needs of the learners, there should be provision of enough materials needed for the teaching and learning of RE in secondary schools and that RE should be given adequate lessons in secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

RE	- Religious education
REC	- Religious education and Counselling
STIs	- Sexually Transmitted Infections
HIV	- Human Immuno Virus
PC	- Peer Counseling
GPA-	- Grade Point Average
SPSS	- Statistical Package for Social Sciences

CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

This chapter discusses the study background, statement of the problem, research objectives, questions, justification of the study, limitations, conceptual framework and definition of terms used.

1.1 Background of the Study

Religious Education cannot be separated from guidance and counseling. Guidance programmes for secondary school students are designed to address the physical, emotional, social and academic difficulties of adolescence. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses, their study habits can be improved. Better study habits and study skills lead to better achievement scores. The guidance programmes promote academic, educational, personal, social and career development. Guidance programmes foster positive attitude towards school learning and work and hence, improve academic achievement. A study was conducted by Hudesman et al, (1986) to compare the impact of structured and non-directive counseling styles on academic performance of high-risk students. Results indicated that students in structured counseling condition had higher Grade Point Average (GPA) than those in non-directive counseling condition at the end of semester. Francis and others (1987) also examined the positive effects of counseling on students communication patterns, study habits and academic achievement. The secondary school guidance programme should be a part of

the total school programme and complement learning in the classroom. It should be child centered, preventive and developmental. The guidance programme should aim at maximizing the student's potential by encouraging their social, emotional and personal growth at each stage of their development.

Kochar (2000) considers guidance necessary to help the student with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) argued that for better student achievement, it is necessary to aid students make progress in their education by removing their difficulties and developing good study skills. Hence guidance programs must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students.

The main purpose of instruction is to enable the child to learn, whereas the teacher's task is to facilitate the learning process and develop study habits and right attitude toward learning. A teacher who has the guidance point of view in teaching will keep all this in mind (Bhatnagar and Gupta, 1999). According to Braddock (2001) the purposes of guidance and counseling services for school children are to:

- Improve academic achievement
- Foster positive attitudes toward school, learning, and work
- Increase acquisitions and application of conflict resolution skills.
- Decrease dropouts.

In modern times the complexity of life has intensified the need of organized guidance services. Both developed and developing countries lay great emphasis on the guidance of their youth to channelize their energies. Students need to be guided for developing good study habits and adequate preparation to sit the examination (Kochar, 2000).

1.2 Statement of the problem

The issue of education is taking a completely new dimension in Kenya. The demand is rising, new universities are opening up everyday and job scarcity makes failing in academic a sure way to limit chances of success, Schools are competing for mean grades, while the curriculum is over loaded. Students are made to go for tuition, weak students are given remedial teaching, teachers find themselves under pressure, as parents spend less and less time with their children. The young are left in the hands of their peers for advice, those with access to internet get exposed to electronic information, others go for electronic and print media. The unlucky ones depend on rumors.

HIV/AIDS has left a large chunk of youth population orphaned, depending on grandparents or relatives. This increases dependency ratio heightening the already high levels of poverty. Dropouts, skipping classes due to school fees problems causes more stress to the traumatized young students. The issues presently have been compounded with the recent spate of violence among a number of schools. The call for in-school counseling has taken intensified dimension. In their wake, students have burnt buildings, destroyed properties and even left others maimed or dead. Parents, leaders, teachers, religious leaders all are asking questions of what has really gone wrong. The common

area of agreement is that there is a need for counseling in schools with some quarters calling of counseling by parents and teachers as well.

With current socio-technological changes and educational demands, counseling is becoming a major area of concern for in-school youths. The large number of students in schools, limited number of trained teacher counselors, heavy work load, socio-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counseling to help address some of these Problems. This study sought to establish the role that RE can play in guidance and counseling. Religious Education is a subject in secondary school aimed at guiding students towards Religious living. Religious living involves putting into practice Religious values and beliefs. This requires that teachers guide and counsel students in **3** this area of values.

1.3 Research Objectives

The main purpose of the study was to investigate the role of RE in guidance and counseling. Specific objectives of this study;

1. To establish the extent to which RE is used to guide and counsel students in secondary schools.
2. To find out the method RE teachers use to guide and counsel students in Eldoret East district secondary schools.
3. To establish the importance of Guidance and counseling in molding of individual students' character.

1.4 Research Questions

The study sought to answer the following research questions;

- 1) What methods RE teachers use to guide and counsel students in Eldoret East district secondary schools?
- 2) Of what importance is guidance and counseling in RE in molding of individual students' character?
- 3) To what extent do RE guide and counsel students in secondary schools?

1.5 Justification of the study

Guidance and counseling in Secondary schools should help the students: plan and prepare for their work roles after high school, with personal growth and development, plan and prepare for postsecondary schooling, and with their academic achievement in high school. Most Kenyan students need much more than these four major areas. They require direction, understanding, appreciation and modeling for them to get focused in their work. Although guidance and counseling give students support they need the religion also because it plays significant role in upbringing of students and this is why the study sought to find out the role that religious education play in guidance and counseling.

The importance of counseling in schools is presented by Ndichu, (2005) when he states that

The modern society has changed so much.

“The social safety nets that existed in traditional societies and ensured a somewhat stable environment for children to grow up in have all but gone, Ndichu (2005).”

He adds that: -

In a school setting, there are many difficulties which students may express through any of the following ways: withdrawal, unhappiness, annoyance, anger, and inability to meet needs, lack of knowledge, partial or total failure, inability to turn aspirations into fruition, anxiety, and hyperactivity. Added to these difficulties is the problem of HIV/AIDS for which both boys and girls require a great deal of psychological support. Those who are already orphans or who are infected require special care. ... It is at this stage that students begin to understand who they are and how they contribute to healthy relationships. They thus need to be carefully guided as mistakes at this stage could seriously affect their lives forever, Ndichu (2005)."

1.6 Scope of the Study

The study was carried out in Eldoret East district and was limited to the selected schools in the district. The data collected was limited to the last five years i.e. 2005-2009.

1.7 Limitation of the study

Accessibility to highly classified information that is only available to the management limited the researcher's information that may have been vital for the study. Poor record keeping of students' character from form one was a limitation to this study in terms of providing adequate data. There is shortage of researches carried out in relation to role of Religious Education in guidance and counseling and thus there is no adequate literature on previous publications. However collection of data from different sources addressed this aspect.

1.8 Conceptual Framework

The main study variables were grouped to come up with a diagrammatic representation of the study variables and how it affected the study.

1.9 Definition of operational Terms

Behaviour: Is a general term for any type of action. It is a way of acting in a particular way. Behaviour can be acceptable or unacceptable.

Counseling: Counselling is a process through which an individual who needs help is assisted by a professionally prepared individual so that he can be helped to make necessary adjustment to life, and to his environment

Ethics: The systematic accounts of our judgments of right and wrong.

Influence: To be able to make a person adapt what you want effected on the life of the believer.

Religious Education: A subject taught in schools on **character** derived from the holy books e.g Bible, Quran.

Character: The mental and moral qualities distinctive to an individual.

Morality: Is a normative ordering in terms of perceived meanings, values, purposes and goals of human existence/of the lives of persons with regard to the ways in which they can choose to relate themselves to reality.

Religion: A belief in supernatural power(s) which are claimed to have control over the wellbeing of human and they affect the pattern of what is happening in their lives

Guidance: Guidance is a process whereby an individual is helped to understand himself in all ramifications, so that he can effectively utilize his potentialities or talents

1.10 Summary of chapter

In this chapter the study introduced the study background, statement of the problem, research objectives, questions, justification of the study, limitations, conceptual framework and definition of terms used. In the next chapter two the study looked into the past studies done by scholars in relation to the topic of study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the role of RE in guidance and counseling in secondary schools. Literature was drawn from academic papers, thesis, dissertations, books, journals and the Internet and presented so as to give a clear understanding of the role of RE in students' character.

2.2 Guidance and Counselling in relation to RE

The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and improve the students behaviour through Religious education and Counselling (REC). Counseling is the skilled and principald use of relationships that develop self-knowledge, emotional acceptance and growth. Counseling seeks to address and resolve problems, help one in decision making while also assisting one to cope with crises. Counseling is also concerned with helping individuals to work through feelings and inner conflicts *so* as to improve relationships with others, Ndichu (2005).

Whereas Peer Counseling (PC) is the encouraging concerted effort to harness the capacity which group members sharing common interests may console, appease, befriend, mediate

and reconcile those who are alienated from one another informally without resorting to discipline or depending on professionals or those in authority within organization or institution. PCs are para-professionals selected from the group to be served, trained, and given ongoing supervision to perform some key function generally performed by a professional, Arudo, (2006).

Peer Counselors are students appointed by their colleagues or the school administration in an effort to open greater link between individual students Ndichu (2005). It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experientially, Arudo, (2006). When supported and developed they may become the best group to reach out to the needy students.

Such natural helpers when provided with counseling skills may be of greatest assistance where authority and professionalism services may be inadequate or not readily available. It is for that reason that in school situation, students are likely to contact fellow student when they are experiencing problems and concerns before they approach their teachers especially on matters they consider embarrassing such as rape, STIs, Arudo, (2006). It is easy for them because of their closeness to their colleagues to notice stress symptoms and refer such cases to the counseling department before it is too late. Cases of substance abuse and mental ill health would be apprehended long before they became indiscipline cases if PCs are empowered. Emotional problems and family conflicts disturb students a lot. Students who have issues of concern may be easily identifiable by a counselor who

mingles with them during co-curricula activities. The point is *'If the students cannot come to you, so go to them! They cannot resist their colleagues'* Ndichu (2005).

Peer Counselors training is therefore empowering students both individually and collectively in a system. No wonder, the work of trained PCs can assist in broadening the impact counselors can have on young people, families and the education system. The activities of PC can flourish in settings where there is an already established system for working together in cooperation with one another and where people support the values of caring about others. It is a self-help initiative. It works where there is a concern for and a belief in relationships that is based on hierarchies. It can take root or be sustained over time if the pioneering individuals in the organization are committed to its development. Such individuals must have characteristics of having interest in innovation or changes in human systems, Arudo, (2006). In school situation, they may be able to assist their colleagues enjoy enhanced self-definition, reduce anxiety, have confidence and improve performance.

2.2.1 Basic Concepts of 'Guidance' and 'Counselling'

Guidance is a process whereby an individual is helped to understand himself in all ramifications, so that he can effectively utilize his potentialities or talents. Counselling is a process through which an individual who needs help is assisted by a professionally prepared individual so that he can be helped to make necessary adjustment to life, and to his environment. It is a process whereby an individual is helped through a relationship

with a professionally prepared person to voluntarily change his behaviour, clarify his attitudes and goals so that his problems could be solved.

Counselling is done in two ways; individual counselling and group counselling. In individual counselling, there is a one to one relationship between the client and the counsellor. In group counselling, the counsellor is involved with a group of counselees. In addition, counseling may be preventive and curative. The Guidance/Counsellor believes in the individuality of people. To him every individual is a unique special person, who is capable of developing his potentials and capabilities to the fullest, if properly guided.

2.2.2 The Qualities and Roles of a Counsellor

It is pertinent to ask the questions who should be a counsellor in the school system?

What are his characteristics? For any one to be able to provide any meaningful counselling in the primary school, should have the following characteristics.

1. Empathy;
2. Genuineness;
3. Patient Understanding;
4. Ability to maintain confidentiality;
5. "Sound moral character; and
6. Ability to maintain good appearance.

The counsellor is a helping professional who is trained in human behaviour. He interprets human behaviour in such a way that he will be able to function effectively in the world around him. The Guidance counsellor seeks to help individuals of all ages and sex in their bid to solve their problems. He is always out to treat individuals with dignity and respect. The counsellor empathises with individuals and confidentiality in his watch-word. He keeps his counselees secrets. He is a career educator, who sees to it that Individuals are properly guided in their choice of careers. Indeed, the counsellor is an adviser, a helper, a teacher, a parent, a confidant and a friend to the child.

2.3 Review of the Past Studies on Role of RE

Religion has constantly played a great role in human education in Europe as well as in the African Countries. In Africa-Kenya for instance Religious education (RE) can be traced back to the beginning of formal education in Kenya; Christian missionaries laid the foundation for the present education system by designing the structure, developing the curriculum and using the methods familiar to them. The missionaries dedicated themselves to the provision of literacy because it was seen as the most powerful instrument for Christian propaganda (Sifuna, 1980). In Europe on the other hand the first schools were Catholic that taught high moral standards and compliance with God's rules (Johnson, 2006). After the Protestant reformation, the role of Catholicism was drastically reduced. When the first settlers arrived to the USA, the religion they were teaching in schools was Protestantism. Christianity educated people in schools while placing certain limits on the human development. Unlike Catholic and Orthodox churches that highly believed in God's dominance and written scrutiny and therefore rejected various sciences

that are anti-religious (genetic engineering, nuclear sciences, etc.), protestant churches considered good deeds and helpful behavior to be of the ultimate importance to God. Protestant churches believed that God created any sciences possible; therefore it was a human duty to study as much as possible as well as proclaiming God and expressing God in all human achievements (Johnson, 2006). Religion if taught at schools leaves a great stigma on the students (Johnson, 2006). The statistics show that students who study religion and religious values at school are much less likely to engage in illegal activities such as underage drinking, promiscuous sex, and carrying arms. In U.S schools from all students who engage in the illegal activities only 12% of them are students studying religion or are engaged in Christian schools (Johnson, 2006).

2.4 Importance of Religious education in molding character

Mankind is currently facing enormous ethical challenges. If who are to create a society that respects the rights of individuals and if democracy and the rule of law are to function in the future, it is of fundamental importance that the educational system gives priority to raising ethical awareness, (Johnson, 2006). The subject Christian Religious Education will both give an introduction to the theory of ethics and take up relevant ethical issues. Through their work with this subject students train their ability to discuss ethical problems and to consider different solutions, while being encouraged to form personal opinions to enable them to defend the choices they make, (Johnson, 2006).

As Johnson (2006) observed teaching in the subject Religion and Ethics help students to meet existential challenges and stimulate them to experience and critically assess religious and ethical orientations. The subject also provides opportunities for dialogue

between students with different ethical orientations and helps them to develop independence and identity in religious and ethical issues. In the spirit of the subject, the meeting between ethical orientations and religions promote tolerance, counteract prejudice and create respect for the opinions of others, while giving students the confidence to express their own opinions. In the final analysis it is the students themselves who must judge the subject matter according to their own premises and convictions, (Johnson, 2006).

This religion does not only help during the school days but also after school according to interviewed teachers; the implication of religious and moral education for national development lies in the relationship between the individual and national development. When citizens are developed, the nation is implicitly developed. Intellectual and moral poverty of the citizens is the greatest poverty that any nation can suffer. It is therefore true that the primary object of religious and moral education is individuals, in developing them, the nation as a whole is developed. Religious and Moral education contributes significantly in the development of a nation. To be precise most African countries have gained greatly by the effort of religious and moral education in those early days; when there were no armed robbers, when one could travel in the night without fear of molestation, when villages were safe even though they had no ubiquitous police stations which are now in every hook and cranny. When kings reigned and ruled, when the village customary courts were the court of last resort as it were.

They believe that today, many people are afraid that we stand the risk of destroying those excellent values and descending to the abyss of moral decadence. Religious and moral education has played and still plays a positive role in a nation's development, in regard to economic growth, health, education, management of natural resources, peace building and governance, to mention etc. Without the close collaboration of religion and development in the past, some countries would have charted and therefore taken a different course, and maybe have a slower rate of development. Religion, therefore acts as a catalyst; it exerts great influence on the affairs of the society, the Church and the home. As we have seen earlier, religious education provides believers a guideline about life and the life-after and thus provides much-needed incentives for indulging in productive activities during lifetime. Thus, it is seen as a promoter of growth and a promoter of development. It improves economic growth and development by promoting a positive attitude towards honesty, discipline and hard work, thereby influencing people to have a sincere attitude in all their dealings and interactions. Its teaching promotes hard work and most religions have it as a norm that work is a duty to God and one should put diligent effort in his work. They add that the Scripture says: "... not to let anyone have any food if he refused to do any work ... we order and call on people to go on quietly working and earning the food that they eat." (2 Thessalonians 3: 10-13).

Religious education is of great importance to the whole country (Johnson, 2006). Students in their teens are only forming their future character and certainly need various people to take example from. It is no wonder that in poor schools and in what we call bad neighborhoods, the crime rates are much higher—children that grow up in violent

environment are going to be violent (Johnson, 2006). It is a common fact that boys that grew up in families where husbands beat up their wives are more likely to also beat up their future spouses like their fathers. All these examples indeed show us the importance of religious education in the early years of human life and make us understand that education should be of great value to the society. Religion on the other hand discourages sex before marriage, as well as drinking. When exposed to religious morals, students are more likely to develop personal attitude that would allow them to resist the peer pressure, engage in profound studying and strong desire for excellence. This shows the important role of domestic security that the religious education provides for the society that promulgates religion in schools, (Johnson, 2006).

At the same time, religion being only optional provides the necessary freedoms to students of other religions, or even atheists who do not want to be influenced by the religious thought (Johnson, 2006). The freedom or choice, makes the teachers of religion compete for the students and therefore not to abuse the religious morals as it happens in areas of the world where Christianity is dominant (e.g. in Serbia and Horvatia Christianity prompted the people to eradicate the Muslims from the Christian land).

Christian educational option in fact provides a wonderful complementary material to students in the USA. The statistics that show reduction in violence, loose behavior or engagement in illegal activities corroborate the practical importance of Christian education, while the separation of church and state assures that no single religious leader can take control of the political life in the USA. The role of being the crime reducer that

the Christian education represents the true need of such education in the society (Johnson, 2006).

2.5 Students moral behaviour attribution to Christian Religion Education

Our children need ethical skills as much as they need any others, and if we wish our children to grow up to be good people and good citizens, we must allow for our institutions of education to help them along their way (Lehrer, 2004). The recent focus on school-based moral education is justified. Any model of moral education that prescribes teaching specific moral rules is problematic, and not just because the rules are bound to be controversial. As a learning tool, teaching specific moral rules fails because this type of curriculum confuses knowledge and wisdom, and substitute's regurgitation for judgment. It presumes, for example, that if we can repeat the Ten Commandments, we will obey them, and if we can recite the Golden Rule, we will treat people by its precepts. It assumes that morality is limited only to the content of particular prescriptions: rules are meant to be followed; they are not meant to be interpreted. Yet, no rule can be followed without interpretation. There is no moral action without moral judgment, and there can be no moral judgment without understanding. For example, it may be the case that children should respect their elders, but what does respect mean? Are there not such instances when a child should ignore this command, particularly when an elder does not reciprocate respect? A child who understands respect as obedience – as many households suggest – combined with an adult who steps over his or her own moral limits is a recipe for sexual abuse.

We are witnessing how current moral education fails students. Abstinence education and other curricula built on the same model, teach obedience without thought. They ignore that most education up through college ought to be primarily concerned with teaching students how to learn. Moral education must therefore focus on developing students' capacities, not their individual choices. Proper actions change based on age, circumstance, context, and prevailing social and political conditions. A good moral education allows students to balance all relevant factors and come to a reasonable and defensible decision that incorporates self-knowledge and political awareness.

Aristotle tells us that there are two sets of virtues, moral and intellectual. The former refers to our behavior and is acquired through habit. The latter describes our judgment and understanding; it is imparted through teaching. For Aristotle, doing the right thing is not the same as knowing the right thing. We need intellectual virtue to identify moral virtue in ourselves and others, and we cultivate moral virtue to be of good character and act accordingly. Two thousand years later, David Hume reminded us of this division with his famous observation that "reason is and ought to be the slave to the passions." In other words, we can tell our children what they should do until we are blue in the face, but until they are motivated to act as they ought to, what we tell them is just background information: you can lead a horse to water but you can't make him drink.

2.5.1 Role of Christian Religion Education in Holistic development of students

"Train up a child in the way he should go: and when he is old, he will not depart from it."

(Proverbs 22:6)

Martin Luther said, "I am much afraid that schools will prove to be the great gates of Hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount." Lehrer (2004).

Religion is a hot button topic in higher education, as it is in many areas of the provision of public goods. Scholars and administrators are noticing that our students are more religious than previous generations of school students, though they don't have a clear sense of why. According to Lehrer (2004) some studies claim that religious students are better students—and there is some merit to this argument. Religion does provide students with healthy alternatives to other social engagements. Yet, studies of elite and residential school populations fail to take into account the larger picture; since religion, and especially fundamentalist Christianity, can have a negative effect on going to school. While some religious factors have a positive impact on school success, other religious commitments undermine educational attainment (Darnell & Sherkat 1997; Glass & Jacobs 2005; Lehrer 2004, 1999; Sherkat & Darnell 1999). Once in school, religious factors can also play a role in the trajectory of study, impacting the choice of major, courses taken, and successful completion. Importantly, religious factors also influence the context of contemporary higher education. Increasing rates of school attendance in the general population has also meant that more members of predominately fundamentalist Christian sects, who almost uniformly eschewed higher education in previous generations, are now living in the same dormitories with liberal Protestants, Catholics, Jews, and an increasingly diverse array of non-Christians. RE is an important subject in the development of youth's moral values and character. Lehrer (2004), states that the teaching of RE in our schools is to produce students who will be men and women of real

Christian character. Similarly Karani (in CCEA, 1996) points out that the acquisition of knowledge in religious education is an important beginning not to pass exams but such knowledge should be internalized in the formation of ones character and be applied in problem solving. It also helps build citizens who are morally upright and hardworking

2.5.2 Approaches used in RE to Counsel Students

Introduction

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

Origin and Meaning of the Life Approach

The life approach has a long history, especially in the teaching of catechism in the Catholic church. It was developed between the 1950s and 1960s, particularly through the catechetical congress held in Bangkok, Thailand in 1962; Katigondo, Uganda in 1964; Manila, Philippines in 1967; and Medillin, Colombia in 1968. The main aim of adopting this approach in the teaching of catechism was to incarnate the word of God in the culture or cultures of the people. That is, to make human situation and peoples' experience the centre of catechism teaching (Muthoni 1992).

In education, the life approach has its origins in Britain in the 1960s and 1970s. According to Jean Holm (1995), this period was characterized by two revolutions within a decade which necessitated changes in the approaches to religious education. The first revolution took place in the 1960s as a response to research findings by educational psychologists like Jean Piaget. The findings emphasized the importance of experience in the learning process. Thus, child-centred learning was contrasted with subject-centered learning.

The second revolution took place in the early seventies when, under the influence of philosophy of education, every subject of curriculum was to be justified only on the grounds that it contributed significantly to the child's general education. These revolutions led to a different criteria of choice of themes of study in religious education, and the way in which they were to be handled in classroom. The aims were to change from traditional ones of converting children to Christianity to more educational ones.

Background to the Problem

After independence, attempts were made to make education relevant to the needs of the Kenyan society. Various educational commissions were appointed to survey the existing educational resources, curriculum and methodology, and advise the government accordingly. The Ominde Commission of 1964 and the Education Act of 1968 both emphasized the importance of teaching Christian Religious Education in schools under the guidance of various churches which sponsored schools.

In respect to the teaching of Christian Religious Education in school, a joint church panel was set up 1968 to work on a syllabus which could be much more relevant to the Kenyan situation. A committee of Catholics and Protestants from Kenya, Malawi, Tanzania, Uganda and Zambia under the title “Rubaga Workshop”, prepared syllabus 223 “Christian Living Today” in 1970. The special aim of the syllabus was to enable the student grow towards the responsible Christian Maturity. This syllabus emphasized life-related themes.

The second Christian Religious Education Panel met in 1980 to review the syllabus developed after independence. They reviewed all the syllabi from primary and secondary schools, teacher training colleges, up to university. Commenting on the aims and objectives of syllabi, the panel noted that:

- (i) The aims and objectives of Christian Religious Education syllabi were either Biblical or Christian centred.
- (ii) The aims and objectives of the syllabus pointed towards the confessional aspects of CRE
- (iii) The syllabi had therefore, through their aims and objectives, pre-determined what the learner should come up with, leaving him/her very little choice.

The comments show that the syllabi for Christian Religious Education developed after independence needed some review to make them learner-centred. The panel recommended that a new syllabus was needed for forms 1 and 2, which moved away from the “Bible themes” to “Bible Studies” and “Life Themes” as was the case in forms 5

and 6. (Syllabus Review Report 1980). During this period (before the introduction of 8-4-4 system), the Life Approach was emphasized in the teaching of Christian Religious Education in primary schools, and in the secondary schools in the 223 syllabus taught in form five and six.

The recommendations of the syllabus review panel of 1980 were still being worked on when the Kenyan government decided to overhaul the entire educational system and restructure it to meet the long term national needs of the country. It adopted the 8-4-4 system to replace the former. The new system of education emphasized practical and technical education. In regard to Religious education, the emphasis was now placed on the Life Approach.

The Meaning of the Life Approach

Loukes(1965)defines the life approach as starting to teach with the real and concrete and the present situation of the learners and letting them arrive at the religious understanding of those experiences.

Muthoni(1992)defines the approach which emphasizes the human person as the receiver of the Gods self-revelation to humanity. From those two definition its clear that the life approach essentially emphasized the use of the learners' day-to-day experiences as the basis of teaching Christian religious education

Reasons why the life approach is preferred

The life approach method has been justified on various grounds. Its chief advocates in education – Harold Loukes, Ronald Goldman and Michael Grimmit, saw it as an attempt to correct the body – of – knowledge emphasis of the biblical syllabi existing in Britain during their time. Some of the reasons why the approach is preferred include the following

- (i) Religious beliefs cannot be taught as if they were facts, but they are by nature experiential, Grimmit (1973).
- (ii) The presence of religious in the school curriculum must be justified on educational grounds. This means a shift from the traditional faith-fostering role to a more life- centered education Loukes (1961)
- (iii) Findings from developmental psychology pre-suppose a developmental approach in all teaching. This calls on the emphasis on the child's own experiences, and interests in religious education, therefore, there is need to encourage the learners to look more deeply in their feelings, acts and experiences, and to express what they discover in everyday language.
- (iv) The pluralistic and materialistic nature of the present society cannot allow for the use of traditional methods of religion. To some extent, religion has become a private affair, so the approach in teaching it should be one that can help the to make his or her own free choice.
- (v) The most important justification for the life approach is that Jesus, the great teacher used the approach.

Generally speaking, the approach has been preferred to old methods because it involves the learner in the learning process and enables him/her to relate the gospel -message to his/her own life.

The main steps followed in the use of life approach

The primary Christian religious education lesson plan format as outlined in the book *No one Taught Like This man* (1979:219), has the following steps which a teacher using the life approach may follow:

(a) Introduction

At this stage the teacher involves the learners in reflecting on there day to day experiences related to the subject matter. This arouses their interest that follows.

(b)Lesson Development

There are four stages in lesson development.

(i)Human Experience

This stage involves starting by presenting or discussing an event or experience in the life of the learners. The teacher tries to show how God is revealed in the experience.

(ii)The Biblical Experience

The teacher introduces the relevant text from the Bible ,or the religious story which will throw light on the theme of the lesson

(iii) Explanation

The teacher explains the main point by use of various teaching aid to make the lesson more real, lively and interesting.

(iv) Application and Response

The tries to show the relevance of the content to learners' the teacher provides the learners with an opportunity to react and respond to the message of the lesson. Those are ideally the steps that should be followed in the use of the life approach in the teaching of CRE; that is start from the current situation in which the learners find themselves in, then lead them through the religious experience.

Literature Review

There is a lot of literature on approaches to religious education, especially in Britain. However, such literature is lacking in Kenya. Foreign literature was reviewed to provide a theoretical framework for the study. The life approach to religious education was given impetus by a research conducted by Goldman in 1964 in Britain using a sample of two hundred pupils aged between 6 and 17 years. The purpose of the study was to find out whether there are any sequencies in which levels of understanding progress in religious thinking using Jean Piaget's development stages. The findings of the research revealed that the religious thinking of the pupils developed in stages. Goldman concluded that there was a tendency to transmit "too much too soon" in the teaching of Christian Religious Education. Goldman recommended the use of life themes, which he defined as teaching by making use of themes based upon the real life experience of the children. Loukes (1965) noticed that success in other subjects has been achieved by starting with the learners experience, and argued that the same success can be achieved in Christian Religious Education if the same approach is used. Justifying the use of life.

Approach, Grimmit (1973; 52) writes; “Religious concept ‘only come alive’ when we are able to relate them sometimes partially, sometimes completely to our life experience.” In Kenya a number of studies have been conducted on the teaching of Christian Religious Education in schools. Wainaina (1984) conducted a research on the problems facing teachers in implementing the new Christian Religious Education syllabus in primary school in Thika Municipality. Research revealed that the area of methodology stood out as a major source of difficulty in the implementation of the new syllabus. The research showed that teachers found it difficult to use the recommended approaches due to lack of time, heavy teaching loads, poor professional guidance and supervision in the subject. Wainaina’s findings were confirmed by a similar study conducted by Malusu (1985) in primary schools in Nairobi Province. Otiende (1982) evaluated Christian Religious Education syllabi for forms 1 to 4. He observed that syllabi for forms 1 to 2 were confessional in approach and their content was abstract, divorced from children’s immediate surroundings and without reference to the traditional African Religion. Forms 3 and 4 had a broader content but were founded on a Bible-centred approach which prevented students from gaining insights in to the nature of their society.

From the review of the related literature in the field of Christian Religious Education, it was clear that no comprehensive study had been done on the use of Life Approach in the teaching of the subject. It was hoped that the study would go on a long way in filling this gap of knowledge.

a) Life Approach

The life approach in the teaching of Religious Education means beginning with the actual day-to-day experiences of the child and moving through reflection on these to a religious understanding of them.

The approach aims at guiding the learner examine his experience in the light of God speaking to him, in and through that experience. From reflecting on his personal experience he is led to see that this experience is also the experience of others. Similar situations may have occurred in the history of his own people or even in the recorded biblical history.

It is one which seeks to create in students certain capacities to understand and think about religion as a unique mode of thought and awareness; which takes as its starting point the child's own existential experiences and which attempts to help children to build conceptual bridges between these and what they recognize to be central concepts of religion presented in the six interrelated and interdependent dimensions i.e experiential, mythological, ritual, social, ethical and doctrinal. (Grimmitt, 1978)

Thus a structure of framework has to be formulated where this approach to R.E may be presented, and has to be conducive to the achievement of educational aims and objectives to qualify it to be educationally valid approach to R.E into practical terms.

b) Experience

Experience is used to mean both actual and real experience. Actual experience is basic to our understanding of life, but it is too restricted a basis for full learning. Real experience is used to mean bringing another person's experience into my own consciousness so that in a real sense it may be said to be mine. For example in reading books, watching

television observing people's behaviour or in conversation with others one gets real images of a vivid experience which can affect one deeply. The experience through the power of imagination becomes someone's experiences, even though for him it was not actual.

It can also create an experience through someone's initiative. For example you may have read about the national parks and find that reading about one is not enough so you actually visit so as to concretize and experience. It was through their experiences, through their history as recorded in the Bible, that God spoke to His people Israel. He revealed Himself progressively to them until they were ready for His final revelation in Jesus Christ. God continues to speak to us too through our personal human experiences. In RE it helps the child to see his own situation and its meaning in the light of God's revelation in the Bible, more especially in Jesus Christ. This is done progressively according to the child's level of maturation. This process moves from real life situations as they are experienced by the child, to an ultimate desire to have abundant life in Jesus Christ. Using the life approach ensures that RE is playing its vital role in the continual survival and enhancement of the quality of life of the nation.

2.5.3 Dimensional Approach

Dimensional approach is another approach to the teaching of religious education. The learners are made aware according to their level of maturation of the six dimensions of religion. They are made aware of the sort of feelings which are involved in religious belief, and then they see how adherents to a particular faith react and feel about life. The aim of the dimensional approach to RE is to initiate children into religion as a unique mode

of thought and awareness by helping them to become familiar with its six dimensions especially with the way experiential dimensions provides the justification for the existence of the others. At the same time through presenting selected religious concepts by way of these six dimensions and linking them with insights gained from work with the existential approach. It seeks to enable learners to build conceptual bridges between their own experiences and what they recognize to be the central concepts of religion.

The dimensions can be seen as the stages in the origin, development and growth of a particular religion. They can be likened to the development of a relationship between two people, especially of the opposite sexes.

- 1) The Experiential dimension is when an individual or individuals have a mystical or religious experience which prompts the response of give. The learner can give his own experience about God. Like How He provided.
- 2) The mythological dimension is the area in which this experience prompts a feeling of the need to adore, worship and pray. Learners to give examples of myths from community.
- 3) Then when this need is met by the creation of stories, hymns, poems and liturgies we are the ritual dimensions where learner is taught to pray alone, give offering and provide services to the needy in the community.
- 4) People who have similar types of experiences organize themselves and unite to form a community, and this stage is called the social dimensions of religion. Learners are taught against selfness.

- 5) When the members of this newly formed community begin sharing the same type of life-style and code of conduct we are into the Ethical dimension of religion. The learner should be in a position to uphold the moral values e.g. to share assist and be honest
- 6) The final stage or dimensions is the doctrinal dimensions where the community feels the need to formulate their beliefs into creeds and doctrines to be held by all the adherents. The learners should be in a position to make a choice e.g of becoming a Christian.

Dimensional approach emphasizes that "understanding" religion is not only a matter of grappling with certain concepts at an intellectual level but also being aware of the sort of feelings or emotions which are involved in religious belief. Indeed, the approach begins with the premise that it is the "implicit" or feeling side of religion which provides the basis and the justification for the existence of "religious" as opposed to other types of concepts.

Faced with the six dimensions of religion, the ones which are best able to illustrate the "implicit" side of religion will need to be introduced to learners before those in which it is less obvious. Thus the experiential, mythological and ritual dimensions are logically prior, on this basis, to the social, Ethical and doctrinal dimensions. The dimensions are inter-related and inter-dependent, however, provisions needs to be made for work on them to overlap. Life Approach therefore in RE is the combination of the two approaches

used by religious Educationists namely:- The existential Approach and The Dimensional Approach.

2.5.4 The Existential Approach

Existential approach to RE refers to an approach which focuses attention on the whole of the child's experiences or which focuses the child's attention on the whole of his experiences, and uses these as the basis for forming religious concepts. In Paul Tillich's sermon, "The depth of existence".

The name of this infinite and in exhaustible depth and ground of all being is God. That depth is what the word "God" means.....for you cannot think or say: Life has no depth! Life is shallow! Being itself is surface only. If you could say this in complete seriousness, you would be an athlete; but otherwise you are not. He who knows about depth knows about God. (The shaking of the foundations, pp. 63f).

Here Tillich is inviting us to plumb the depths of our "existential" experiences, to get below the surface of life and examine it from the inside, from a position of depth. This, according to Tillich, is not merely the starting - point of a religious quest for God, it is the completion of the quest itself- for "God is depth". On this basis the task of R.E is to help children to "know about depth" by encouraging them to look into their own life at depth, to explore their existential experiences deeply.

Existential approach deliberately lays the foundation for the formation and understanding of religious concepts or ideas. It is only when the child's very own experiences of love, forgiveness, justice care etc; are discussed, examined and explored, that the child will be able to give meaning to traditional concepts about God. In other words, before the teacher

introduces Bible stories, such as the story of Moses and the burning bush, the vision of Isaiah in the temple, Saul on the road to Damascus, or the transfiguration, he/she would have to begin with a discussion of the child's experiences which convey the feeling or concept of awe.

For example: how did the child feel when first he saw a snake, hear thunder, saw a big mountain, a newly born child, heard the sound of the sea in a seashell, examined the beauty of wild flowers, the strength of rocks? Existential approach demands that the teacher helps the child to be truly present to all around him as that child to be truly present to all around him so that his experience yields as much richness as possible for him. The teacher has the responsibility of being truly relevant, that is, of being aware of the interests and life situations of own actual class children. It is to this experience that he must teach, and so help the children eventually, to articulate Christian convictions appropriate to their experience.

Advantages of life approach teaching

- It encourages interest and participation
- It is learner centred
- It help the learners to tolerate and accept others as they are
- Concepts are easily understood
- Ensure that the vital roles of RE comes out clearly in the continued survival and enhancement of quality of life of the nation.

- Helps the learners to see his own situation and its meaning in the light of God's revelation in the bible and more especially through Jesus Christ.
- It deepens understanding
- The teacher has the responsibility of being truly relevant.

Disadvantages

- RE is all elective subject in secondary schools. RE teachers uses other methods other than life approach, so few students elect the subject
- Lack of proper planning by RE teachers give poor results
- Most RE teachers do not live what they teach making the subject artificial.

2.6 Summary of chapter

The literature reviewed clearly showed that indeed guidance and counseling and religious education cannot be separated and thus there was need to look into the role that it can play to make guidance and counseling a success in schools. In the next chapter three the study discussed the research methodology on how the study achieved its objectives like how data was collected, analyzed and the population that was involved in the study.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter focused on; Research area, research design, Target population, Sampling design and procedures, Data collection, Development of research instruments, administration of research instruments, Validity and reliability of research instruments and data analysis.

3.2 Research Area

The study was carried out in Eldoret East district, Rift Valley Province. The district was chosen because of its uniqueness, proximity to Moi University, costs, uniqueness and possibility of answering the research objectives.

3.3 Research Design

A research design is a plan, structure and strategy conceived so as to obtain answers to research questions and control variable (Kerlinger, 1998). A research design helps to control the experimental, extraneous and error variables of a particular research problem being investigated. According to Kerlinger (1998) research designs are invented to enable answering the research questions as validly, objectively, accurately and as economically as possible.

The research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance (Patton, 2002). This study is a descriptive survey and it seeks to explore the role of RE in guidance and counseling.

3.4 Target Population

The study targeted a sample population of all 38 secondary schools in the district, administration, head of department, RE teachers and students. There are 5 private and 34 public Schools; one national school belonging to girls only. There are 7 girls and 6 boys secondary schools, the rest are mixed among the public schools 3 boys schools, 4 girls schools and 10 mixed were sampled among the public schools giving a total of 17 schools. In the private school 1 boys 1 girls and 1 mixed schools were sampled. 20 schools were targeted making 51% of the total schools.

3.5 Sampling Design and Procedures

Kothari, (2004) defined a sample design as a definite plan for obtaining a sample from the sampling frame. It refers to the technique or the procedure the researcher would adopt in selecting some sampling unit from which inferences about the population is drawn. Sampling design is determined before any data are collected.

Kothari (2004) argue that, the main factor considered in determining the sample size is the need to keep it manageable enough. This enables a researcher to derive from it detailed data at an affordable cost in terms of time, finances and human resource (Mugenda and Mugenda, 1999). The researcher ensured a high degree of correspondence

between a sampling frame and the sample population as the accuracy of the sample depends on the sampling frame. Further, Patton (2002) argues that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resource.

3.5.1 Sampling Procedure

The sampling procedure involved the use of random sampling technique in which the researcher chose 51% of the Schools out of all schools for the study. The choice of the sampling technique was based on the reliability to the study in terms of finance and availability of information. The sampling frame chosen have the required information with respect to the objectives of the study and the elements have the required characteristics. Schools were grouped into strata's (divisions) then those to form the target population be selected.

This was followed by stratified simple random sampling technique to identify the individual elements for both the teachers and students. The study targeted; Either headteacher/deputy headteacher (1), head of RE department(1),(1) RE teachers and students. The study population yielded 60 respondents from administration and 50% of form three students who are doing R.E. 300 were selected.

3.6 Data Collection

Data was collected using questionnaires and interviews. The students' Questionnaires and teachers' questionnaires were used in collecting data from respondents. The questionnaires contained both open-ended and close-ended questions. The advantage of questionnaires is that they permit greater depth of response (Mugenda and Mugenda, 1999). Interview was conducted to RE teachers only, since they are the ones who have concrete and recent information about the entire role of RE on guidance and counseling. Before administering questionnaires to students, the researcher RE teachers orally.

3.6.1 Development of Research Instruments

In developing the questionnaire items, the fixed choice and open-ended formats of the questionnaire item were used. This format was used in all categories of the questionnaires. So that the respondent ends up choosing the easiest alternative and provides fewer opportunities for self-expression. It is because of this reasons that it was necessary to combine this format of items with the open – ended response items. The open – ended format allows more spontaneity of response and provides opportunities for self-expression argues Patton (2002).

i. Questionnaires

Three types of questions were used in questionnaires. The closed and open ended five point likert scale questions were used. The close-ended questionnaires are questions, which are accompanied by a list of all possible alternatives from which respondents select the answer that best describes their situation (Mugenda and Mugenda, 1999).

Open-ended questionnaires are questions that give the respondent complete freedom of response in response to the question asked whereas five point Likert scale question are questions that share the same set of response categories. All these three types of questionnaires have one common advantage, they are easier to formulate and complete. One questionnaire will be used for RE students, guiding and counseling teachers and head teachers.

ii. Interview Schedule

The interview was conducted on the same day while questionnaires are filled. Interview was conducted to all RE teachers so that they can give the latest information.

3.6.2 Administration of Research Instruments

Researcher visited the randomly sampled schools to book appointment with the administration on the day and time to administer the questionnaires. The questionnaires were administered by the researcher and research assistant from school to school on hand delivery since it's quick and more convenient. The questionnaires were collected immediately on the same day after they are filled to avoid conversing of the respondents. The interview was conducted on the same time to all the RE teachers to avoid wasting time coming back for interviewing

3.6.3 Validity of Research Instrument

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study (Mutai, 2001). Validity therefore, has to do with

how accurately the data obtained in the study represents the variables of the study. If such data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful. According to Paton (2002), validity is quality attributed to proposition or measures to the degree to which they conform to establish knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the attitude. Validity therefore refers to the extent to which an instrument can measure what it ought to measure. It therefore refers to the extent to which an instrument asks the right questions in terms of accuracy. Mugenda et al (1999) validity is the accuracy and meaningfulness of inferences, which are based on research results.

The researcher discussed the items in the instrument with the supervisors, colleagues and other lecturers in the Department of Curriculum Instruction and Educational Media (CIEM) of Moi University. Advice given helped the researcher determine the validity of the research instruments. The advice included suggestions and clarifications

Content validity of the instrument was determined through pilot testing, where the responses of the subjects were checked against the research objectives. This also gave a reason as to why content was used. For a research instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the variable being investigated argues Kerlinger (1998).

3.6.4 Reliability of Research Instrument

Reliability is a measure of the degree to which a research instrument yields results after repeated trials (Neuman, 2000). Reliability is a quality attributed to proposition or measures to the degree to which they produce consistent results. An attitude scale is considered reliable, for example, to the degree to which the same respondents, or very similar respondents, receive the same or very similar score upon repeated testing. According to Mugenda and Mugenda (1999), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, the test- retest method was used. The questionnaire were administered twice within an interval of two weeks. This established the extent to which the questionnaire elicits the same responses every time it is administered.

Pearson's product moment's correlation (r) were also used to determine the coefficient stability of the data collection instrument. Fraenkel and Warren (2000) say that Pearson's Product moment coefficient of correlation is one of the best-known measures of association. The following formula was used.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where r = Pearson r

$\sum x$ = The sum of raw X scores

$\sum y$ = The sum of raw Y scores

Σxy	=	The sum of the product of each X times each Y
ΣX^2	=	The sum of the square of each X- score
ΣY^2	=	The sum of the squares of each Y – score.
N	=	The number of paired x & y scores

The reliability coefficient was calculated and a score of 0.5 was considered high enough for the instrument to be used in the study, (Patton, 2002). For all likert type questions, Cronbach's Coefficient Alpha was computed for each item. A reliability coefficient of 0.7 or over was assumed to reflect the internal reliability of the instruments (Fraenkel & Wallen, 2000). This is because likert type questions are best tested for reliability using Cronbach's Coefficient Alpha which combines all the items and advises on which item to discard if it does not capture what it is intended to capture (Neuman, 2000).

Pilot study test results

First pilot study

Grand Mean 3.7714

Reliability Coefficients 20 items

Alpha = .8220 Standardized item alpha = .9385

N of Cases = 60.0

Second pilot study

Grand Mean 3.2222

Reliability Coefficients 20 items

Alpha = .8033 Standardized item alpha = .8819

N of Cases = 60.0

The results from pilot study were tested with use of Cronbach's Alpha reliability test. In Cronbach test anything which is greater than 0.7 is considered to be reliable and as from study findings both findings were above 0.7 and thus the questionnaire and interview schedule were considered to be reliable.

3.7 Data Analysis

Data was analyzed using descriptive statistics mean, mode median. Data analysis was facilitated by use of SPSS (Statistical Package for Social Science) Computer software package. Descriptive methods were employed in analyzing qualitative data where frequencies and proportions were used in interpreting the respondent's perception of issues raised in the questionnaires so as to answer the research questions. Descriptive statistics such as frequency distribution, percentages, means and standard deviations were calculated and data presented in form of tables, graphs and charts.

3.8 Summary

This chapter presented the methodology that was used to carry out the research. The population of the study, the sampling design, the data collection method, the research design, the research procedure, the data analysis and the presentation.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION ON THE ROLE OF REIN GUIDANCE AND COUNSELING

4.1 Introduction

This chapter discusses the presentation, analysis and interpretation of the results obtained from the research. Data obtained was analyzed to investigate the Role of Religious Education in Guidance and Counseling; A Study of Eldoret East District.

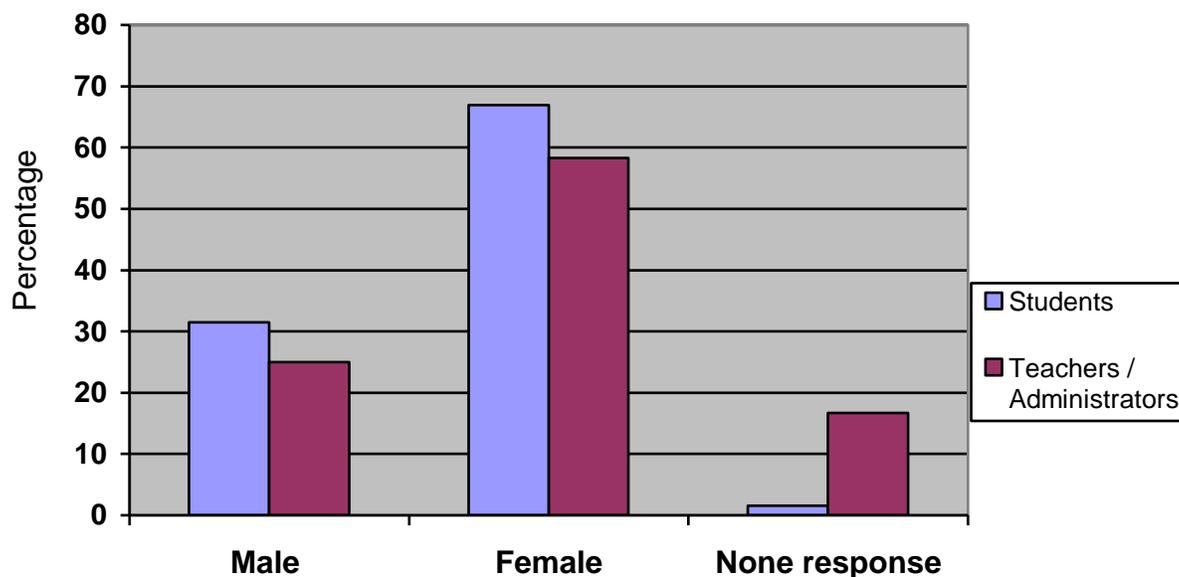
4.2 Biographical information

In order for the researcher to be able to gauge the reliability of the data received and know the kind of people she is dealing with it was very necessary for her to find out the biographical information of the respondents.

4.2.1 The gender of the respondents

The study tried to find out the gender of the respondents and from the findings most of the students 201(66.9%) stated that they were females with most of the teachers 35(58.3%) stating the same.

Figure 4.1: The gender of the respondents



The results implied that the response obtained from the study was mainly from the females since most of them were interviewed. There are more female RE teachers than males.

4.2.2 The age bracket of the respondents

The study also found out the age bracket of the respondents and from the findings most of the students 154(51.2%) stated that they were aged between 18-21 years with majority of the teachers stating that they are aged between 30-39 years.

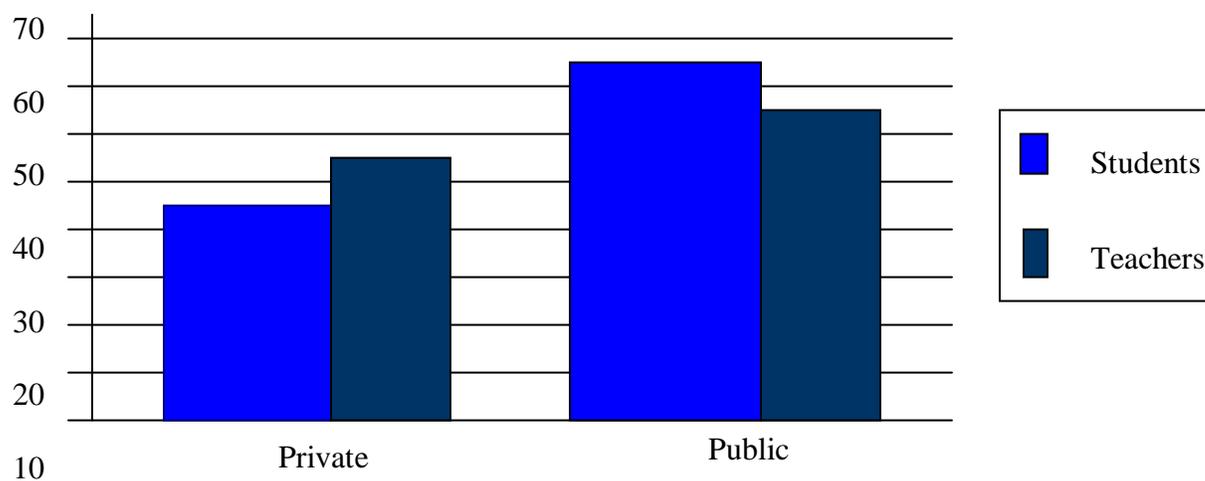
Table 4.1: The age bracket of the respondents

Age of the students	Frequency	Percentage
None response	7	2.4
below 10-13	3	.8
14-17 years	128	42.5
18-21 years	154	51.2
above 22 years	8	3.1
Age bracket of the teachers		
below 30 years	15	25.0
30-39 years	20	33.3
40-49 years	15	25.0
50-59 years	5	8.3
60 years and above	5	8.3

The results implied that most of the students are adults with most of the teachers being in their active stages of life.

4.2.3 Type of school of the respondents

When asked to state the type of school that the respondents were in most of the students 184(61.4%) stated that they were in public schools and 35(58.3%) of the teachers stated that they were also in public schools.

Figure 4.2: Type of school of the respondents

The results revealed that most of the schools used in the study were public schools hence the high number of respondents from the public institutions.

4.2.4 The number of years served as a principal

The study tried to find out the number of years that they teachers have been serving as principal and from the findings majority of them 15(25.0%) stated that hey have been in the principals for a period of 15-19 years.

Figure 4.3: The number of years served as a principal



The findings obtained from the study implied that most of the teachers who were interviewed are well experienced in their field of operation.

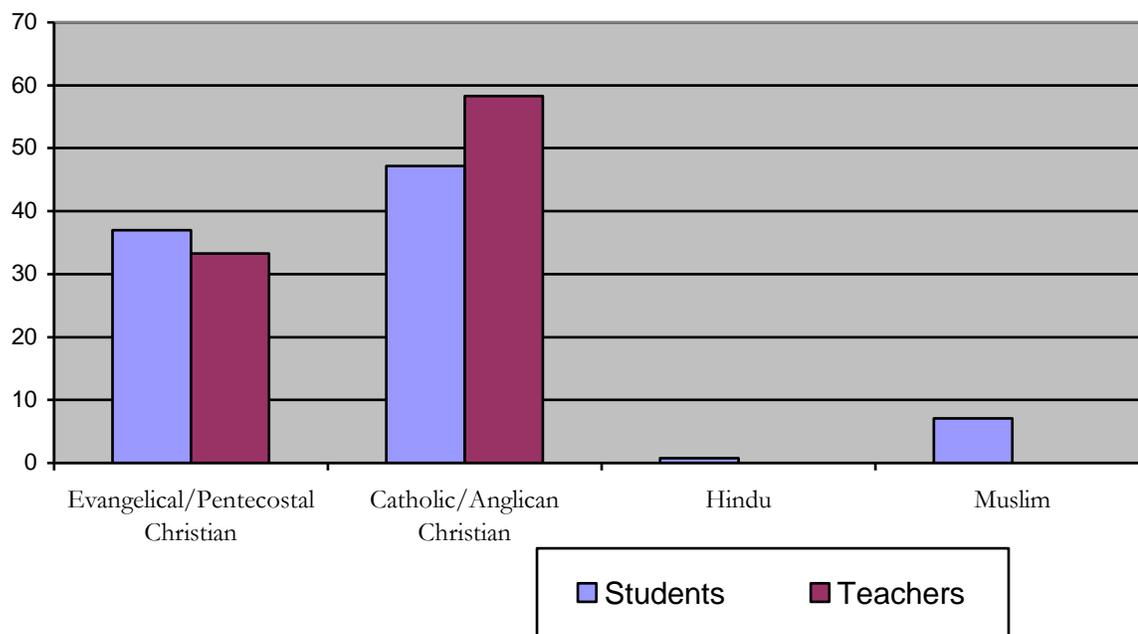
4.2.5 The number of years served as a principal

Further the teachers were requested to state the number of years that they have served as management members and from the findings most of them 15(25.0%) said that they have been members of management for a number of 0-4 years.

4.2.6 Religion affiliate of the respondent

The study tried to establish the religion affiliate of the respondents and from the findings most of the respondents 142(47.2%) were from the Catholic/Anglican religious affiliate for the students and 35(58.3%) of the teachers stated that they were from the same affiliate.

Figure 4.4: Religion affiliate of the respondent in percentage (%)

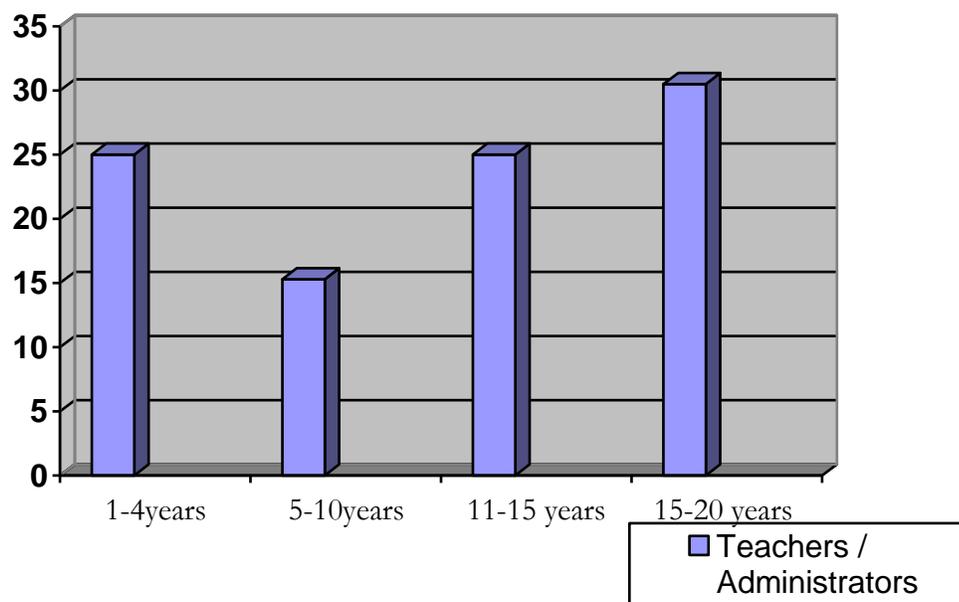


The results obtained from the study clearly indicate that that all of the students and teachers respondent were from the Catholic/Anglican religious affiliate.

4.2.7 The number of years spent in teaching RE based on syllabus

From the study all of the teachers agreed that their professional training that they have in teaching RE is Degree qualification and when asked to state how long they have been teaching RE based on 8.4.4 syllabus majority of them 20(33.3%) stated that they have been teaching RE based on syllabus for a period of 15 -20 years.

Figure 4.5: The number of years spent in teaching RE based on syllabus



The findings point out that the teachers were well qualified for the positions that they hold and they have enough teaching experience.

4.3 The Method RE Teachers Use to Guide and Counsel Students in Religious Way in Eldoret East District Secondary Schools

RE is one of the best methods used in teaching good moral behaviors and also in guiding and counseling the students. It is with this in mind that the researcher sought to find out the methods used by RE teachers to guide and counsel the students.

4.3.1 Methods used in guidance and counseling

The study tried to establish the type of guidance and counseling methods used by the schools and from the findings the students 142(47.2%) stated that the method that was

used was counseling through reference to holy books teachings and majority of the teachers 40(66.7%) stated that it was through relating problems to holy books teachings.

Table 4.2: Methods used in guidance and counseling

	Response by the Students						Response by the teachers			
	Yes		No		None response		Yes		No	
	F	%	F	%	F	%	F	%	F	%
Use of Holy books examples	54	18	204	68	42	14	4	33.3	8	66.7
Relating problems to Holy books teachings	63	21	195	65	42	14	8	66.7	4	33.3
Counseling through reference to Holy books teachings	142	47.3	118	39.3	40	13.3	5	41.7	7	58.3
Urging those with problems to read Holy books	15	5	246	82	39	13	0	0.0	12	100.0
Through the Islam teachings	9	3	240	80	51	17	0	0.0	0	0.0

The findings indicated that the main methods used in guidance and counseling are done through the bible teachings.

4.3.2 How RE counsels students

The study also tried to find out how RE counsels students and from the findings most of the students 165(55.1%) and teachers 50(83.2%) agreed that it prepares students to face the world challenges.

Table 4.3: How RE counsels' students

How RE counsels students	Response by the Students						Response by the teachers			
	Yes		No		None response		Yes		No	
	F	%	F	%	F	%	F	%	F	%
Because most of the teachings end in practical solutions	24	8	252	84	24	8	1	8.3	11	91.7
It encourages students to forgive each other	63	21	210	70	27	9	4	33.3	8	66.7
It prepares students to face the world challenges	165	55	108	36	27	9	10	83.3	2	16.7
It ensures students to become law abiding citizens	69	23	201	67	30	10	5	41.7	7	58.3

The findings from the study indicated that RE is able to council students and the main way that it does this is by preparing students to face the world challenges.

4.4 The Importance of RE in Molding of Individual Students' Moral Behaviour through Guidance and Counseling

RE is believed to be the best subject in molding of individual students character through guidance and counseling. The study also tried to find out the importance of are in molding of individual students' moral behaviour through guidance and counseling.

4.4.1 Various factors concerning RE

Various factors concerning RE were put forward and the respondents were required to state the level in which they agreed with the statements and from the findings most of the student respondents agreed that RE is the easiest subject of all the humanities offered in school 97(32.3%), religious factors have a positive impact on school success 97(32.3%), religious factors plays a role in trajectory of study 104(34.6%), students who were morally deterred after taking RE become morally upright 95(31.5%), RE students in their class do not smoke, drink alcohol or abuse other drugs 70(26.0%), RE students are very ambitious 116(38.6%) and that the number one student in our class is a RE student and very morally upright 90(29.9%). The student respondents also strongly agreed that religious factors have a positive impact on school success 118(39.4%), RE help build citizens who are morally upright and hardworking 137(45.7%), RE is an important subject in the development of youth's moral values 177(59.1%), morally upright students in my class perform well in academic 97(32.3%) and that without religion in their life

their moral behavior will be affected. Also from the findings most of the students strongly disagreed with the statements you cannot pass RE if your background has not been of Christianity 149(49.6%), there is no other subject in school that teach moral behavior 109(36.2%), RE students in their school have never been in indiscipline cases 121(40.2%), all the students who take RE are morally upright 97(32.3%), RE students in their school have never been in indiscipline cases 104(34.6%) and that to be successful in school and class work you need to be RE student 116(38.6%). Others disagreed that Christian students finish assignment on time and are very active in class 95(31.5%).

Table 4.4 (a): Response by students on various factors concerning RE

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
RE is the easiest subject of all the humanities offered in school	45	15.0	26	8.7	26	8.7	97	32.3	85	28.3
You cannot pass RE if your background has not been of Christianity	149	49.6	80	26.8	12	3.9	28	9.4	24	7.9
Religious factors have a positive impact on school success	47	15.7	43	14.2	35	11.8	97	32.3	59	19.7
Religious factors have a positive impact on school success	14	4.7	21	7.1	19	6.3	104	34.6	118	39.4
Religious factors plays a role in trajectory of study	17	5.5	28	9.4	57	18.9	104	34.6	59	19.7
RE help build citizens who are upright in character and hardworking	28	9.4	24	7.9	17	5.5	85	28.3	137	45.7
RE is an important subject in the development of youths moral values	9	3.1	5	1.6	14	4.7	73	24.4	177	59.1
There is no other subject in school that teach uprightness in character	109	36.2	90	29.9	14	4.7	17	13.4	35	11.8
Students in my class who take RE are the ones who lead in class academically	121	40.2	106	35.4	28	9.4	24	7.9	12	3.9
All the students who take RE are upright in character	97	32.3	95	31.5	19	6.3	62	20.5	12	3.9
Students who were morally deterred after taking RE. They become upright in character	35	11.8	52	17.3	31	10.2	95	31.5	52	17.3
Morally upright students in my class perform well in academic	45	15.0	33	11.0	19	6.3	83	27.6	97	32.3
RE students in my class do not smoke, drink alcohol or abuse substance	68	22.8	52	17.3	24	7.9	76	26.0	59	19.7
RE students in my school have never been in indiscipline cases	104	34.6	99	33.1	12	3.9	38	12.6	26	8.7
To be successful in school and class work you need to be RE student	116	38.6	87	29.1	28	9.4	33	11.0	17	5.5
Christian students finish assignment on time and are very active in class	80	26.8	95	31.5	33	11.0	52	17.3	21	7.1
RE students are very ambitious	31	10.2	35	11.8	38	12.6	116	38.6	52	17.3
Without religion in your life your moral character will be affected	66	22.0	33	11.0	12	3.9	71	23.6	102	33.9
The number one student in our class is a RE student and very upright in character	78	26.0	54	18.1	28	9.4	90	29.9	33	11.0

The teachers were also given the factors to state the level in which they agreed with them and from the findings majority of them agreed that religious factors plays a role in trajectory of study 20(33.3%) and that morally upright students in their class perform well in academic 30(50.0%) with others strongly agreeing that religious factors have a positive impact on school success 40(66.7%), RE help build citizens who are morally upright and hardworking 45(75.0%) and that RE is an important subject in the development of youths moral values. The teachers disagreed that students in their class who take RE are the ones who lead in class academically 20(33.3%), students who were morally deterred after taking RE become morally upright 25(41.7%), Christian students finish assignment on time and are very active in class and that the number one student in their class is a RE student and very morally upright. The teachers also strongly disagreed that RE is the cheapest subject of all the humanities offered in school 25(41.7%), You cannot pass RE if your background has not been of Christianity 50(83.3%), there is no other subject in school that teach moral behavior 25(41.7%), all the students who take RE are morally upright 30(50.0%), RE students in their school have never been in indiscipline cases 30(50.0%) and that to be successful in school and class work one need to be an RE student 30(50.0%). An equal number of teacher respondents strongly disagreed and strongly agreed that RE students in their school have never been in indiscipline cases 15(25.0%), strongly agreed and agreed RE students are very ambitious 15(25.0%) and others disagreed and agreed that without religion in their life their moral behavior will be affected.

Table 4.4 (b): Response by teachers on various factors concerning RE

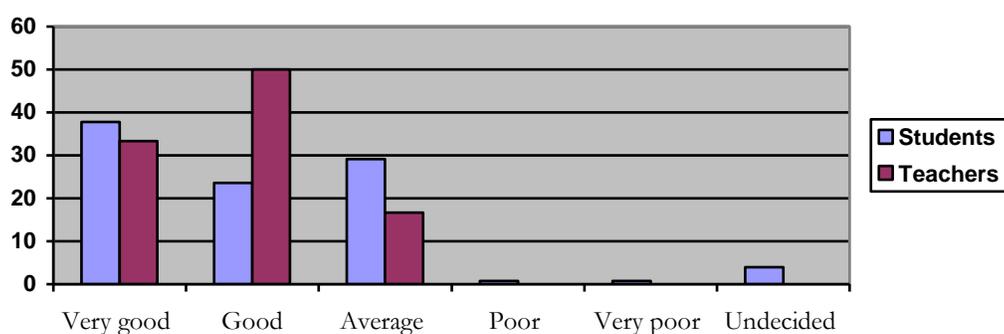
	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
RE is the easiest subject of all the humanities offered in school	25	41.7	5	8.3	5	8.3	15	25.0	10	16.7
You cannot pass RE if your background has not been religious	50	83.3	5	8.3	0	0.0	0	0.0	5	8.3
Religious factors have a positive impact on school success	5	8.3	20	33.3	0	0.0	15	25.0	20	33.3
Religious factors have a positive impact on school success	5	8.3	0	0.0	0	0.0	10	16.7	40	66.7
Religious factors plays a role in trajectory of study	5	8.3	5	8.3	5	8.3	20	33.3	15	25.0
RE help build citizens who are morally upright and hardworking	0	0.0	0	0.0	0	0.0	15	25.0	45	75.0
RE is an important subject in the development of youths moral values	0	0.0	0	0.0	0	0.0	10	16.7	50	83.3
There is no other subject in school that teach moral behavior	25	41.7	20	33.3	5	8.3	5	8.3	5	8.3
Students in my class who take RE are the ones who lead in class academically	10	16.7	20	33.3	15	25.0	5	8.3	10	16.7
All the students who take RE are morally upright	30	50.0	10	16.7	5	8.3			15	25.0
Students who were morally deterred after taking RE. They become morally upright	10	16.7	25	41.7	10	16.7	5	8.3	5	8.3
Morally upright students in my class perform well in academic	0	0.0	5	8.3	5	8.3	30	50.0	15	25.0
RE students in my class do not smoke, drink alcohol or abuse substance	15	25.0	10	16.7	10	16.7	15	25.0	10	16.7
RE students in my school have never been in indiscipline cases	30	50.0	20	33.3	5	8.3	0	0.0	5	8.3
To be successful in school and class work you need to be RE student	30	50.0	15	25.0	10	16.7	5	8.3	0	0.0
Christian students finish assignment on time and are very active in class	15	25.0	25	41.7	5	8.3	10	16.7	5	8.3
RE students are very ambitious	15	25.0	15	25.0	10	16.7	0	0.0	15	25.0
Without religion in your life your moral behavior will be affected	5	8.3	15	25.0	0	0.0	15	25.0	25	41.7
The number one student in our class is a RE student and very morally upright	10	16.7	20	33.3	10	16.7	10	16.7	10	16.7

The results obtained from the study revealed that religious factors plays a role in trajectory of study, morally upright students perform well in academics, religious factors have a positive impact of schools success, RE helps build citizens who are morally upright and hard working and that RE is an important subject in the development of youths moral values.

4.4.2 The rating of general performance of RE subject in relation to other humanities

The respondents were asked to rate their general performance of RE subject in relation to other humanities and from the findings 113(37.8%) of the students stated that it was very good with 30(50.0%) of the teachers stating that it was good.

Figure 4.6: The rating of general performance of RE subject in relation to other humanities



The findings implied that the schools are performing well in the RE subject because most of the respondents from the students and teachers believed they performed above average.

4.4.3 The rating of performance

The students and the teachers were requested to rate their performance since form one to now and from the findings 106(35.4%) of the students and 30(50.0%) of teachers stated that they performed very good in form one, 85(28.3%) of the students stated that they performed good in form two with an equal number of teacher respondents 20(33.3%) stated that they performed very good and good, 83(27.6%) stated that they performed good for students in form three and 25(41.7%) stated that they performed good for teachers in form three and 47(15.7%) stated that they performed very good in form four for students and 35(58.3%) stated that they performed good for teachers.

**Table 4.5 (a): How you rate your performance of RE subject since form one
(response by students)**

	Very good		Good		Average		Poor		Very poor	
	F	%	F	%	F	%	F	%	F	%
Form one	106	35.4	47	15.7	8	2.4	0	0.0	5	1.6
Form two	50	16.5	85	28.3	14	4.7	7	2.4	5	1.6
Form three	33	11.0	83	27.6	28	9.4	7	2.4	2	0.8
Form four	47	15.7	38	12.6	21	7.1	5	1.6	0	0.0

**Table 4.5 (b): How you rate your performance of RE subject since form one
(response by teachers)**

	Very good		Good		Average		Poor		Very poor	
	F	%	F	%	F	%	F	%	F	%
Form one	30	50.0	15	25.0	0	0.0	0	0.0	0	0.0
Form two	20	33.3	20	33.3	5	8.3	0	0.0	0	0.0
Form three	10	16.7	25	41.7	10	16.7	0	0.0	0	0.0
Form four	15	25.0	35	58.3	0	0.0	0	0.0	0	0.0

The findings obtained from the findings indicated that the performance of students from form one to form four has been good.

4.4.4 Upright in character students and academic performance

Various statements were put forward and the respondents were asked to indicate their level of agreement with the statements and most of the students strongly agreed that by being upright in character they have high chance of doing well in class 165(55.1%), alcohol and substance abuse are among the most important factors predicting negative educational outcomes 132(44.1%), depression, loneliness and anxiety are strongly associated with poor school performance hence drug use 125(41.7%), much volunteering and activism activities in schools are geared by religion students in school 68(22.8%) and that RE is the key to success academic wise 113(37.8%). Others agreed that Religion promotes conformity; that is going to class and completing assignment 116(38.6%), With RE as their learning subject those items above (depression, loneliness) cannot come

71(23.6%) and that religious students are very active and hard working because are taught to concentrate on their studies first 85(28.3%) with an equal number of them agreeing and being undecided whether being in religion precludes them from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions.

Table 4.6 (a): Upright in character students and academic performance (response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
By being upright in character you have high chance of doing well in class	9	3.1	5	3.9	3	2.4	42	33.1	70	55.1
Being in religion precludes you from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions	28	9.4	10	7.9	36	28.3	36	28.3	22	17.3
Religion promotes conformity; that is going to class and completing assignment	35	11.8	14	11.0	15	11.8	49	38.6	23	18.1
Alcohol and substance abuse are among the most important factors predicting negative educational outcomes	38	12.6	9	7.1	7	5.5	31	24.4	56	44.1
Depression, loneliness and anxiety are strongly associated with poor school performance hence drug use	35	11.8	8	6.3	8	6.3	36	28.3	53	41.7
With RE as your Learning subject those items above (depression, loneliness) cannot come	64	21.3	25	19.7	15	11.8	30	23.6	24	18.9
Much Volunteering and activism activities in schools are geared by religion students in school	54	18.1	28	22.0	15	11.8	24	18.9	29	22.8
Religious students are very active and hard working because are taught to concentrate on their studies first	47	15.7	21	16.5	18	14.2	36	28.3	27	21.3
RE is the key to success academic wise	26	8.7	7	5.5	24	18.9	31	24.4	48	37.8

The statements were also put forward for the teachers and most of them strongly agreed that by being morally upright one has a high chance of doing well in class 7(58.3%) with others agreeing that being in religion precludes students from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions 5(41.7%), depression, loneliness and anxiety are strongly associated with poor school performance hence drug use 5(41.7%) and that With RE as students learning subject those items above (depression, loneliness) cannot come 4(33.3%). The teachers also strongly agreed and agreed that religion promotes conformity; that is going to class and completing assignment 4(33.3%), alcohol and substance abuse are among the most important factors predicting negative educational outcomes 5(41.7%) and that much volunteering and activism activities in schools are geared by religion students in school 3(25.0%). An equal number of the teachers agreed and disagreed that religious students are very active and hard working because they are taught to concentrate on their studies first 4(33.3%) with others disagreeing that RE is the key to success academic wise 4(33.3%).

Table 4.6 (b): Upright in character students and academic performance (response by teachers)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
By being upright in character you have high chance of doing well in class	0	0.0	5	8.3	0	0.0	15	25.0	35	58.3
Being in religion precludes you from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions	0	0.0	10	16.7	5	8.3	25	41.7	15	25.0
Religion promotes conformity; that is going to class and completing assignment	0	0.0	10	16.7	5	8.3	20	33.3	20	33.3
Alcohol and substance abuse are among the most important factors predicting negative educational outcomes	0	0.0	5	8.3	0	0.0	25	41.7	25	41.7
Depression, loneliness and anxiety are strongly associated with poor school performance hence drug use	5	8.3	5	8.3	0	0.0	25	41.7	15	25.0
With RE as your Learning subject those items above (depression, loneliness) cannot come	10	16.7	15	25.0	5	8.3	20	33.3	5	8.3
Much Volunteering and activism activities in schools are geared by religion students in school	5	8.3	10	16.7	10	16.7	15	25.0	15	25.0
Religious students are very active and hard working because are taught to concentrate on their studies first	10	16.7	20	33.3	0	0.0	20	33.3	5	8.3
RE is the key to success academic wise	10	16.7	20	33.3	5	8.3	15	25.0	5	8.3

The findings proved that by being upright in character one has a high chance of doing well in class, being in religion precludes students from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions, depression, loneliness and anxiety are strongly associated with poor school performance hence drug use, with RE as students learning subject those items above (depression, loneliness) cannot come, religion promotes conformity; that is going to class and completing assignment, alcohol and substance abuse are among the most important factors predicting negative educational outcomes and that much volunteering and activism activities in schools are geared by religion students in school.

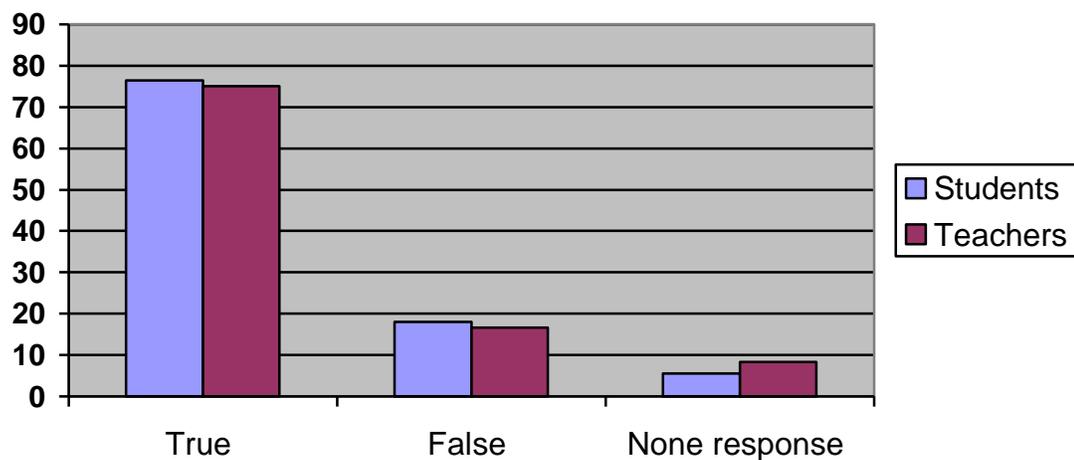
4.5 The Extent to Which RE Guide and Counsel Students in Secondary Schools

The researcher tried to find out whether RE guides and council students and therefore tried to establish the extent to which RE guides and council students in secondary school

4.5.1 Whether studying RE makes one to be upright in character

The study tried to find out the truth in the statement that says by studying RE one becomes upright in character and from the findings most of the student respondents 229 (76.4%) stated that the statement is true and 45 (75.0%) of the teachers also agreed to the same.

Figure 4.8: Whether studying RE makes one to be morally upright



The results obtained from the study clearly indicated that by studying RE one becomes morally upright.

4.5.2 The importance of RE

The respondents were requested to state the importance of RE and most of them strongly agreed that RE teaches uprightness in character behavior 144 (48.0%), by doing RE one is exposed to Religious morals which guide one in the right direction 132(44.1%), RE make students to be engaged in profound studying and have strong desire for excellence 113(37.8%) and that without RE one cannot be upright in character nor academically good 95(31.5%). Others agreed that uprightness in character behaviour contributes a lot on academic performance 116(38.6%), students who study religious Christian values at school are much less likely to engage in illegal activities such as underage drinking of alcohol 92(30.7%), RE promote tolerance, counteract prejudice and create respect for the opinion of other 130(43.3%), RE gives students confidence to express their own opinion 132(44.1%), Students are more likely to develop personal attitude that would allow them

to resist the peer pressure that may make them perform poorly 102(33.9%) and that RE makes one to be upright in character 121(40.2%) as shown in table 4.7(a).

From past studies; when schools and communities adopt character education programs, they must keep in mind that the moral life of a great many Americans is shaped by deep religious conviction. Both the approach to character education and the classroom materials used should be selected in close consultation with parents representing a broad range of perspectives. When care is taken to find consensus, communities are able to agree on the core values they wish taught in the schools and how they wish it to be done.

The civic and moral values widely held in our society, such as honesty, caring, fairness and integrity can be taught without invoking religious authority. In public schools, where teachers may neither promote nor denigrate religion, these values must be taught without religious indoctrination. At the same time, teaching core values may not be done in such a way as to suggest that religious authority is unnecessary or unimportant. Nothing in a school's approach to character education should undermine the religious conviction of parents and students.

Sound character education programs will acknowledge that many people look to religious authority and revelation for moral guidance. Such programs will affirm the value of religious and philosophical commitments and avoid any suggestion that values are simply a matter of individual choice without reference to absolute truth. Students will be encouraged to consult their parents and religious leaders for a fuller understanding of

how their tradition addresses moral questions. Character education can be hollow and misleading when taught within a curriculum that is silent about religion. When religion is largely ignored, students get the false and dangerous message that religious ideas and practices are insignificant for human experience. A complete education must of necessity include study about religion, where appropriate, throughout the curriculum. Religion and religious perspectives are taken seriously in the curriculum if students are exposed to the great ethical systems of world history and to America's rich and diverse religious heritage. Mentioning religion is not enough. Students need to explore the place of religion in history, literature, art and music if they are to understand the ultimate beliefs and world views that provide the deepest and strongest sources of human meaning for much of humanity.

1. Promotes core ethical values.
2. Teaches students to understand, care about, and act upon these core ethical values.
3. Encompasses all aspects of the school culture.
4. Fosters a caring school community.
5. Offers opportunities for moral action.
6. Supports academic achievement.
7. Develops intrinsic motivation.
8. Includes whole-staff involvement.
9. Requires positive leadership of staff and students.
10. Involves parents and community members.
11. Assesses results and strives to improve.

Table 4.7 (a): The importance of RE (response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
The subject RE teaches upright in character behaviour	5	1.6	14	4.7	12	3.9	102	33.9	144	48.0
This moral behaviour then contribute a lot on academic performance	12	3.9	24	7.9	26	8.7	116	38.6	109	36.2
Students who study religious Christian values at school are much less likely to engage in illegal activities such as underage drinking of alcohol	68	22.8	33	11.0	28	9.4	92	30.7	64	21.3
RE promote tolerance, counteract prejudice and create respect for the opinion of others	14	4.7	14	4.7	26	8.7	130	43.3	99	33.1
RE gives students confidence to express their own opinion	20	3.9	21	7.1	28	9.4	132	44.1	80	26.8
By doing RE one is exposed to Christian morals which guide one in the right direction	14	4.7	17	5.5	7	2.4	106	35.4	132	44.1
Students are more likely to develop personal attitude that would allow them to resist the peer pressure that may make them perform poorly	24	7.9	31	10.2	38	12.6	102	33.9	85	28.3
RE make students be engaged in profound studying and have strong desire for excellence	9	3.1	24	7.9	21	7.1	102	33.9	113	37.8
RE makes one to be morally upright	24	7.9	9	3.1	21	7.1	121	40.2	102	33.9
Without RE one cannot be morally upright nor academically good	95	31.5	76	25.2	40	13.4	24	7.9	43	14.2

Most of the teachers strongly agreed that RE teaches moral behaviour 35(58.3%), by doing RE one is exposed to Christian morals which guide one in the right direction 40(66.7%) and that students are more likely to develop personal attitude that would allow them to resist the peer pressure that may make them perform poorly 35(58.3%). Most of the teachers agreed that moral behaviour contribute a lot on academic performance 40(66.7%), students who study religious Christian values at school are much less likely to engage in illegal activities such as underage drinking of alcohol 30(50.0%), RE promote tolerance, counteract prejudice and create respect for the opinion of other 45(75.0%) and that RE makes one to be morally upright 30(50.0%). Others disagreed that RE gives students confidence to express their own opinion 20(33.3%) and that without RE one cannot be morally upright nor academically good 20(33.3%). An equal number of teachers disagreed, were undecided and agreed that RE make students be engaged in profound studying and have strong desire for excellence.

Table 4.7 (b): The importance of RE (response by teachers/administrators)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
The subject RE teaches upright in character	0	0.0	0	0.0	0	0.0	20	33.3	35	58.3
This moral behaviour then contribute a lot on academic performance	0	0.0	0	0.0	0	0.0	40	66.7	20	33.3
Students who study religious Christian values at school are much less likely to engage in illegal activities such as underage drinking of alcohol	10	16.7	0	0.0	5	8.3	30	1	10	16.7
RE promote tolerance, counteract prejudice and create respect for the opinion of other	0	0.0	0	0.0	0	0.0	45	75.0	10	16.7
RE gives students confidence to express their own opinion	0	0.0	20	33.3	10	16.7	5	8.3	15	25.0
By doing RE one is exposed to Christian morals which guide one in the right direction	0	0.0	0	0.0	0	0.0	20	33.3	40	66.7
Students are more likely to develop personal attitude that would allow them to resist the peer pressure that may make them perform poorly	5	8.3	0	0.0	0	0.0	20	33.3	35	58.3
RE make students be engaged in profound studying and have strong desire for excellence	0	0.0	15	25.0	15	25.0	15	25.0	10	16.7
RE makes one to be morally upright	0	0.0	10	16.7	5	8.3	30	50.0	5	8.3
Without RE one cannot be morally upright nor academically good	15	25.0	20	33.3	15	25.0	10	16.7	0	0.0

The results attest that the main importance of RE subject is that it helps to instill good moral behaviour in students.

4.5.3 Description of an upright in character person/student

The study went further and tried to find out the description of an upright character person/student from the respondents and from the findings most of them 154(51.2%) agreed that they were gentle for the student respondents with 50(83.3%) agreeing the same for the teachers.

Table 4.8: Description of an upright in character person/student

Description of an upright in character person/student	Response by the Students						Response by the teachers			
	Yes		No		None response		Yes		No	
	F	%	F	%	F	%	F	%	F	%
Respectful	43	14.2	201	66.9	56	18.9	0	0.0	60	100.0
Hardworking	24	7.9	220	73.2	56	18.9	0	0.0	60	100.0
Gentle	154	51.2	90	29.9	56	18.9	50	83.3	10	16.7
Has perseverance	19	6.3	224	74.8	56	18.9	5	8.3	55	91.7
To be tolerance	5	1.6	239	79.5	56	18.9	5	8.3	55	91.7
Ambitious	35	11.8	208	69.3	57	18.9	10	16.7	50	83.3
Good	5	1.6	239	79.5	56	18.9	0	0.0	60	100.0
Lively	5	1.6	239	79.5	56	18.9	0	0.0	60	100.0

The results were interpreted to mean that an upright in character person is viewed to be gentle by both the teachers and the pupils.

4.6 The Students/Teachers Attitude Towards RE and how it Molds their character.

The attitude of an individual really matters because it determines on how one will perceive certain issues and subjects. It is with this in mind that the study tried to find out the students/teachers attitude towards RE and how it molds their character.

4.6.1 Perception of the current Kenyan secondary school situations (response by students)

The respondents were requested to state their perception of the current Kenyan secondary school situations and from the findings most of the students strongly agreed that Kenya is a Christian nation therefore RE must be based on Christianity 92(30.7%) with others agreeing that all religions in Kenya should be recognized and taught in Kenya secondary schools 109(36.2%) and that the current Kenyan situation is inclusive of all religious traditions.

Table 4.9 (a): Perception of the current Kenyan secondary school situations**(response by students)**

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Kenya is a Christian nation therefore RE must be based on Christianity	40	13.4	33	11.0	68	22.8	52	17.3	92	30.7
All religions in Kenya should be recognized and taught in Kenya secondary schools	24	7.9	33	11.0	21	7.1	109	36.2	104	34.6
The current Kenyan situation is inclusive of all religious traditions	45	15.0	38	12.6	64	21.3	102	33.9	40	13.4

The teachers also strongly agreed Kenya is a Christian nation therefore RE must be based on Christianity 20(33.3%) with others agreeing that all religions in Kenya should be recognized and taught in Kenya secondary schools 45(75.0%) and also that the current Kenyan situation is inclusive of all religious traditions 20(33.3%).

Table 4.9 (b): Perception of the current Kenyan secondary school situations**(response by teachers/administrators)**

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Kenya is a Christian nation therefore RE must be based on Christianity	20	33.3	5	8.3	5	8.3	0	0.0	0	0.0
All religions in Kenya should be recognized and taught in Kenya secondary schools	5	8.3	0	0.0	0	0.0	45	75.0	10	16.7
The current Kenyan situation is inclusive of all religious traditions	5	8.3	10	16.7	5	8.3	20	33.3	15	25.0

The results obtained from the study revealed that the respondents had a strong belief that Kenya is a Christian nation therefore RE must be based on Christianity. From interviews and content reviews and in our analysis of the Church and the family in education, we concluded that both have rights and duty in religious and moral education of the child. In like manner, the state has a right and duty in education of its citizens. The reason for which the state exists is to promote the common well-being, the general temporal welfare of its citizens. Thus, the state as a promoter of common good has the right and duty to

educate her own. The right of the state emanated from the limitation and insufficiency of the family. The family is an imperfect society, as it does not possess all the means necessary to attain its particular aims; generation, development, or formation of the offspring.³⁴ Naturally, the state comes into existence with its varied tasks which includes education, in response to the natural demand of the family to meet up with its own proper development and specific goals.

However, the involvement of the state in education cannot be equaled with that of the Church and parents; its role is a “subsidiary one, an extension of Church and family education.” Its right is not based on the title of natural motherhood as in the case of family and supernatural mother as in the case of the Church, even if that right belongs to the state according to the already established things. They: have been conferred upon civil society, not by the title of fatherhood, as in the case of the Church and of the family, but in virtue of the authority which it possess to provide the common temporal welfare, which is precisely the purpose of his existence.

There is no gain-saying that education has a great bearing on the common good.” No wonder many governments world over appear to pay special attention to the education of their citizens, promoting those rights to education by proper legislation. As a matter of fact, the duty and the right of the state should not be reduced to minimum and mere subsidiary function, let us recall the words of Pope Pius XI: ... the State can exact and take measures to secure that all its citizens have the necessary knowledge of their civic and political duties, and a certain degree of physical, intellectual and moral culture,

which, considering the conditions of our times, is really necessary for the common good. From the above, the right of the state to ensure the necessary measure of instruction for its citizens is made clear. Therefore, the state should see to it that its citizens receive a civic education like education in patriotism, obedience, social justice and also education to peace, dialogue, tolerance and other social, political and civic virtues for the common good of the society. This contributes to guidance and counseling.

4.6.2 The best title for RE that best reflects the currents multi religious faiths in Kenya

Thee respondents were required to state the best title for RE that reflects the current multi religious faiths in Kenya and from the findings most of the students 137(45.7%) suggested that Christian religious education would be best and most of the teachers 35(58.3%) suggested that religious education would be the best title.

Table 4.10: The best title for RE that best reflects the currents multi religious faiths in Kenya

	Response by students		Response by teachers	
	Frequency	Percentage	Frequency	Percentage
Christian religious education	137	45.7	10	16.7
Bible knowledge	26	8.7	5	8.3
Religious education	54	18.1	35	58.3
Moral and spiritual education	54	18.1	10	16.7
None response	28	9.4	0	0.0

The findings indicate that the teachers and the students differed in their opinion on what the subject should be titled.

Reason for the selected title of RE (Role of religious education in guiding and counseling)

The study further asked the respondents to state the reason for their answer and from the findings most of the students 108(36.0%) stated that it was because it enables the students to understand and acquire the holy books knowledge and other moral, religions that are contained in RE and majority of the teachers 30(50.0%) stated that it was because it has a mixture of beliefs which covers all the religions

Table 4.11 (a): Reasons for the title given for the RE subject (response by students)

Reasons for the title given	Yes		No		None response	
	F	%	F	%	F	%
Because it enables the students to understand and acquire the holy books knowledge and other moral, religions that are contained in CRE	111	37.0	45	15.0	144	48.0
Because it is taught like other subjects	9	3.1	144	48.0	146	48.8
Because it involves Christianity and other religions	14	4.7	137	45.7	149	49.6
most of the students are Christians learning the subject	24	7.9	109	36.2	168	55.9

Table 4.11 (b): Reasons for the title given for the RE subject (response by teachers)

Reasons for the title given	Yes		No		None response	
	F	%	F	%	F	%
It unites everybody and does not show segregation	10	16.7	35	58.3	15	25.0
It has a mixture of beliefs which covers all the religions	30	50.0	10	16.7	20	33.3
It teaches more about the bible	5	8.3	20	33.3	35	58.3

The findings obtained also indicates that there is a difference of opinion between the teachers and the students concerning the title to be given to RE.

4.6.3 Other places where religion should be applied in school

The respondents were asked to state other places where religion should be applied in school and most of the students 123(40.9%) stated that it should be in school assemblies with majority of the teachers 200(66.7%) agreeing to the same.

Table 4.12: Other places where religion should be applied in school

	Response by students		Response by teachers	
	Frequency	Percentage	Frequency	Percentage
Morning devotion	50	16.5	5	8.3
School assemblies	123	40.9	40	66.7
In small groups according to students religious faiths	80	26.8	5	8.3
None response	47	15.7	10	16.7

The results obtained from the study signify that the assembly is one of the best place apart from class where religion should be applied

Explanation for the choice of other places

According to 85(28.3%) of students their choice was because the time for assembly is the best time to learn God's word and 20(33.3%) of teachers/administrators stated that it is because all the members of the school are found in the assembly.

Table 4.13 (a): Explanation for the choice of other places selected (response by students)

Reasons for the title given	Yes		No		None response	
	F	%	F	%	F	%
Because you feel that is the best time to learn God's word	85	28.3	52	17.3	163	54.3
Because there are different religions in the school	52	17.3	71	23.6	177	59.1

Table 4.13 (b): Explanation for the choice of other places selected (response by teachers)

Reasons for the title given	Yes		No		None response	
	F	%	F	%	F	%
All is concerned with the supremacy of the creation	5	8.3	30	50.0	25	41.7
All the members of the school are found in assemblies	20	33.3	10	16.7	30	50.0
Every student is given a chance to present their views	5	8.3	15	25.0	40	66.7
It enables the learners to grow and learn new things	5	8.3	10	16.7	45	75.0

The findings point out that the students feel comfortable in learning God's word during the assembly and the teachers prefer that time because all members of the school are present.

4.6.4 The religion to be taught in Kenyan secondary schools

The respondents were requested to state the religion that they thought should be taught in Kenya and most of the students 135(44.9%) stated that all the religions should be taught with majority of the teachers 45(75.0%) stating the same.

Table 4.14: The religion to be taught in Kenyan secondary schools

	Response by students		Response by teachers	
	Frequency	Percentage	Frequency	Percentage
Christian religious education	99	33.1	15	25.0
No religion at all	2	.8	0	0.0
All religion	135	44.9	45	75.0
African religion	7	2.4	0	0.0
African traditional religion	24	7.9	0	0.0
None response	33	11.0	0	0.0

The findings from the study implied that the teachers and students believe that all the religions should be taught in order for people from other religion to feel comfortable while learning.

4.6.5 Perception of the aim of RE

The respondents were requested to state the perception of the aim of RE and from the study most of the students agreed that RE promote spiritual growth and commitment of students to the faith 132(44.1%), RE impart religious knowledge and understanding of different religious faiths 128(42.5%) and that RE develops the students abilities to make reasoned and informed judgments about religious issues 137(45.7%).

Table 4.15(a): Perception of the aim of RE (response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
They promote spiritual growth and commitment of students to the faith	12	3.9	7	2.4	7	2.4	132	44.1	113	37.8
They impart religious knowledge and understanding of different religious faiths	17	5.5	9	3.1	21	7.1	128	42.5	97	32.3
They develop the students abilities to make reasoned and informed judgments about religious issues	12	3.9	9	3.1	21	7.1	137	45.7	87	29.1

Most of the teachers also agreed that RE promote spiritual growth and commitment of students to the faith 25(41.7%), RE impart religious knowledge and understanding of different religious faiths 25(41.7%) and that RE develops the students abilities to make reasoned and informed judgments about religious issues 35(58.3%).

Table 4.15(b): Perception of the aim of RE (response by teachers)

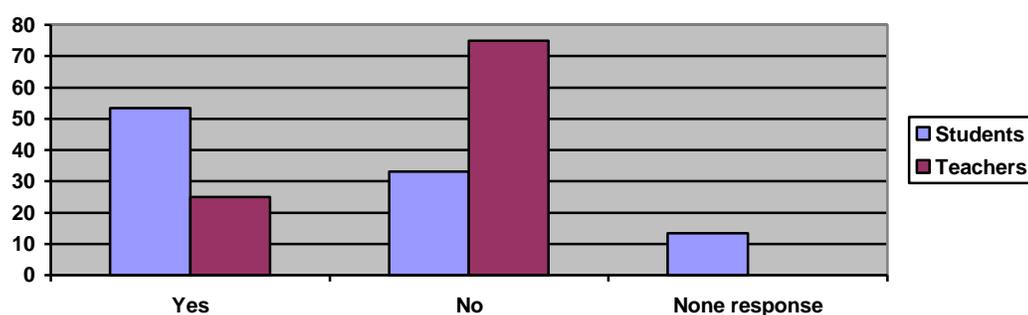
	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
They promote spiritual growth and commitment of students to the faith	0	0.0	10	16.7	5	8.3	25	41.7	20	33.3
They impart religious knowledge and understanding of different religious faiths	5	8.3	10	16.7	0	0.0	25	41.7	20	33.3
They develop the students abilities to make reasoned and informed judgments about religious issues	0	0.0	5	8.3	0	0.0	35	58.3	15	25.0

The results led to a conclusion that the aim of RE is to promote spiritual growth and commitment of students to the faith, impart religious knowledge and understanding of different religious faiths and to develop the students abilities to make reasoned and informed judgments about religious issues.

4.6.6 Whether RE promotes equal coverage of all religions

The study tried to find out whether RE promotes equal coverage of all religions and most of the students 161(53.5%) believed that it did with majority of the teachers 45(75.0%) stating that it did not.

Figure 4.9: Whether RE promotes equal coverage of all religions



The results showed that RE does not promote equal coverage of all the religion that are found within Kenya.

Explanation of whether RE promotes equal coverage of all religions

The respondents were requested to give their reason for their answers and most of the students 76 (25.2%) gave their reason as being because they only taught CRE without other religion and majority of the teachers 35(58.3%) gave their reason as being because they don't cover all religions in secondary schools.

Table 4.16(a): Explanation by students

Explanation	Yes		No		None response	
	F	%	F	%	F	%
Because they only taught CRE without other religion	76	25.2	71	23.6	154	51.2
Because it only covers the syllabus	9	3.1	135	44.9	156	52.0
Because it enables people to improve their faith	28	9.4	113	37.8	158	52.8
Because it promotes all the religions	31	10.2	104	34.6	165	55.1

Table 4.16(b): Explanation by teachers/administrators

Explanation	Yes		No		None response	
	F	%	F	%	F	%
Because it caters for all diversities	10	16.7	35	58.3	15	25.0
Because they don't cover all religions in secondary schools	35	58.3	5	8.3	20	33.3

This implied that the students and teachers felt that RE does not cover all religions in secondary schools.

4.6.7 Professional comment on the aim of RE

The teachers were asked to give their professional comment on the aim of RE and majority of them 20(33.3%) stated that the subject should be revised to fit in the needs of the learners.

Table 4.17: Professional comment on the aim of RE

	Yes		No		None response	
	F	%	F	%	F	%
RE education should be made compulsory	10	16.7	30	50.0	20	33.3
The subject should be revised to fit in the needs of the learners	20	33.3	15	25.0	25	41.7
Other religions should be involved in RE syllabus	10	16.7	10	16.7	40	66.7

Deductions show that even though RE is one of the best subject in school it should be revised to fit the needs of the learners.

4.6.8 Perception of RE content by the students and teachers/administrators

The study tried to find out the perception of RE content and from the findings most of the students strongly agreed that it contained the Bible, Veda and Quaran scriptures which are all Gods revelation to humans 78(26.0%) and others agreed that the content of RE provokes students to develop critical thinking in their learning 87(29.1%), the content of RE motivates students to show interest and openness to other religious beliefs and values 118(39.4%), the content of RE enhances students growth in their Christian faith 123(40.9%), the content of RE encourages students to mix freely with others from

different religious faiths in a classroom situation 104(34.6%) and that the content of RE included the beliefs, practices and values of all religions in Kenya.

Table 4.18(a): Perception of RE content (response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
The content of RE provokes students to develop critical thinking in their learning	35	11.8	35	11.8	14	4.7	87	29.1	83	27.6
The content of RE motivates students to show interest and openness to other religious beliefs and values	21	7.1	17	5.5	35	11.8	118	39.4	68	22.8
The content of RE enhances students growth in their Christian faith	12	3.9	17	5.5	14	4.7	123	40.9	95	31.5
The content of RE encourages students to mix freely with others from different religious faiths in a classroom situation	19	6.3	14	4.7	21	7.1	104	34.6	97	32.3
The Bible, Veda and Quaran scriptures are all Gods revelation to humans	33	11.0	24	7.9	57	18.9	64	21.3	78	26.0
The content of RE included the beliefs, practices and values of all religions in Kenya	9	3.1	24	7.9	38	12.6	113	37.8	52	17.3

Most of the teachers agreed that the content of RE provokes students to develop critical thinking in their learning 35(58.3%), the content of RE motivates students to show interest and openness to other religious beliefs and values 30(50.0%), the content of RE

enhances students growth in their Christian faith 40(66.7%), the content of RE encourages students to mix freely with others from different religious faiths in a classroom situation 40(66.7%), the Bible, Veda and Quran scriptures are all Gods revelation to humans 35(58.3%) and that the content of RE included the beliefs, practices and values of all religions in Kenya.

Table 4.18(b): Perception of RE content (response by teachers)

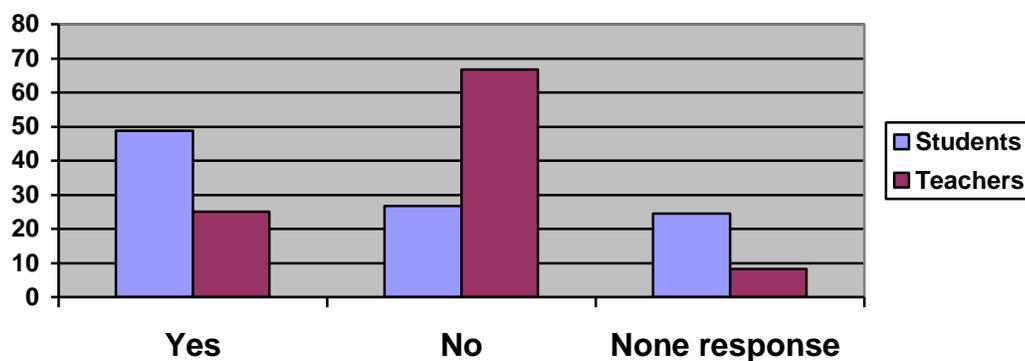
	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
The content of RE provokes students to develop critical thinking in their learning	5	8.3	0	0.0	0	0.0	35	58.3	20	33.3
The content of RE motivates students to show interest and openness to other religious beliefs and values	5	8.3	5	8.3	5	8.3	30	50.0	15	25.0
The content of RE enhances students growth in their Christian faith	0	0.0	10	16.7	0	0.0	40	66.7	5	8.3
The content of RE encourages students to mix freely with others from different religious faiths in a classroom situation	0	0.0	10	16.7	0	0.0	40	66.7	5	8.3
The Bible, Veda and Quran scriptures are all Gods revelation to humans	0	0.0	5	8.3	5	8.3	35	58.3	15	25.0
The content of RE included the beliefs, practices and values of all religions in Kenya	10	16.7	10	16.7	0	0.0	25	41.7	15	25.0

The findings are a pointer that the content of RE is good since it provokes students to develop critical thinking, motivates students to show interest and openness to other religious beliefs and values, encourages students to mix freely with others from different religious faiths in a classroom situation and it includes the beliefs, practices and values of all religions in Kenya.

4.6.9 Whether the content of RE syllabus meets the needs of multi religious situations

When asked whether the content of RE syllabus meets the needs multi religious situation in Kenya, some of the respondents 146(48.8%) stated that it did for the students with 40(66.7%) stating that it did not.

Figure 4.10: Whether the content of RE syllabus meets the needs of multi religious situations



From the investigation, one can say that the opinion of the teachers and students differed concerning whether the content of RE syllabus meets the needs of multi religious situations.

4.6.10 The thing that is helpful in the current RE content

The study tried to establish what is helpful in the current RE content and from the findings some of the student respondents 102(33.9%) agreed that it enables one to be more knowledgeable and morally upright and majority of the teachers 20(33.3%) agreed that it is able to cater for different religious beliefs.

Table 4.19(a): The thing that is helpful in the current RE content (response by students)

	Yes		No		None response	
	F	%	F	%	F	%
It helps to improve performance	12	3.9	109	36.2	179	59.8
It encourages the use of the bible	7	2.4	111	37.0	182	60.6
It enables one to be more knowledgeable and morally upright	102	33.9	14	4.7	184	61.4

Table 4.19(b): The thing that is helpful in the current RE content (response by teachers)

	Yes		No		None response	
	F	%	F	%	F	%
It incorporates every material required	15	25.0	20	33.3	25	41.7
Enhancing national unity	10	16.7	35	58.3	15	25.0
Religion is able to cater for different religious beliefs	20	33.3	20	33.3	20	33.3
The learners are exposed to knowledge and moral values	15	25.0	20	33.3	25	41.7

From the information collected, RE is helpful since it enables one to be more knowledgeable and morally upright and also it is able to cater for different religious beliefs.

4.6.11 The perception of RE teaching methods

The respondents were asked to state their perception on the RE teaching methods and the students strongly agreed that good RE methods should encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith 113(37.8%) with others agreeing that RE methods should provoke students to think critically about the content they are learning 90(29.9%), appropriate RE methods are those which include students to Christian commitment

102(33.9%), relevant RE methods are those which transmit religious knowledge to students 116(38.6%) and that the effective RE methods should be those which lead students to creative thinking 121(40.2%).

Table 4.20 (a): The perception of RE teaching methods (response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
RE methods should provoke students to think critically about the content they are learning	28	9.4	26	8.7	50	16.5	90	29.9	52	17.3
Appropriate RE methods are those which include students to Christian commitment	24	7.9	47	15.7	28	9.4	102	33.9	47	15.7
Relevant RE methods are those which transmit religious knowledge to students	24	7.9	17	5.5	24	7.9	116	38.6	98	24.4
Good RE methods should encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith	14	4.7	9	3.1	19	6.3	99	33.1	113	37.8
The effective RE methods should be those which lead students to creative thinking	21	7.1	17	5.5	14	4.7	121	40.2	78	26.0

Most of the teachers strongly agreed that RE methods should provoke students to think critically about the content they are learning 35(58.3%) and that good RE methods should encourage students to discover their own religious beliefs and values while at the same

time show tolerance and respect for other peoples religious faith 35(58.3%). Others agreed that appropriate RE methods are those which include students to Christian commitment 45(75.0%), relevant RE methods are those which transmit religious knowledge to students 20(33.3%) and that the effective RE methods should be those which lead students to creative thinking

Table 4.20 (b): The perception of RE teaching methods (response by teachers)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
RE methods should provoke students to think critically about the content they are learning	0	0.0	0	0.0	0	0.0	20	33.3	35	58.3
Appropriate RE methods are those which include students to Christian commitment	0	0.0	10	16.7	0	0.0	45	75.0	0	0.0
Relevant RE methods are those which transmit religious knowledge to students	5	8.3	5	8.3	10	16.7	20	33.3	15	25.0
Good RE methods should encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith	0	0.0	0	0.0	0	0.0	20	33.3	35	58.3
The effective RE methods should be those which lead students to creative thinking	0	0.0	5	8.3	5	8.3	30	50.0	15	25.0

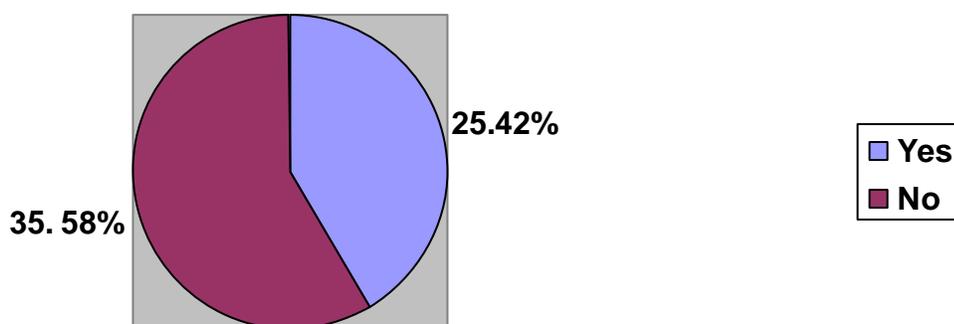
The findings from the study clearly indicate that RE methods should provoke students to think critically about the content they are learning, encourage students to discover their

own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith, they should include students to Christian commitment, they should transmit religious knowledge to students and also they should lead students to creative thinking.

4.6.12 Professional comment on teaching methods

The teachers were required to give their professional comment on what kind of teaching methods that would be appropriate for teaching RE in the Kenyan multi religious secondary schools and from the findings most of them 35(58.3%) stated that learners centered methods should be more exercised in school for better understanding by the students.

Figure 4.11: Professional comment on RE teaching methods



The results revealed that the best teaching method for the RE is by using the learners centered methods while teaching.

4.6.13 The perception of the syllabus being taught

The study tried to find out the students and the teachers perception of the syllabus being taught and from the findings most of the students agreed that the syllabus is Bible oriented in its approach 116(38.6%), it is relevant to the needs of students of all religious faiths 97(32.3%) and that it is narrow-based rather than broad based in its approach to different religions in the country. Others strongly agreed that it promotes equal coverage of all religious faiths in Kenya 106(35.4%) with others strongly disagreeing that it does not cater for the religious education of students of different religious faiths.

Table 4.21 (a): The perception of the syllabus being taught (response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
It is Bible oriented in its approach	12	3.9	14	4.7	31	10.2	116	38.6	71	23.6
It is relevant to the needs of students of all religious faiths	26	8.7	38	12.6	28	9.4	97	32.3	62	20.5
It does not cater for the religious education of students of different religious faiths	76	25.2	62	20.5	33	11.0	35	11.8	50	16.5
It is narrow-based rather than broad based in its approach to different religions in the country	45	15.0	52	17.3	47	15.7	57	18.9	52	17.3
It promotes equal coverage of all religious faiths in Kenya	21	7.1	35	11.8	26	8.7	66	22.0	106	35.4

Majority of the teachers agreed that the syllabus is Bible oriented in its approach 20(33.3%) and that it does not cater for the religious education of students of different religious faiths 15(25.0%) with others strongly agreeing that it is narrow-based rather than broad based in its approach to different religions in the country 15(25.0%). Majority of the teachers disagreed that the syllabus is relevant to the needs of students of all religious faiths 20(33.3%) with an equal number of them strongly disagreeing and disagreeing that it promotes equal coverage of all religious faiths in Kenya 20(33.3%).

Table 4.21 (b): The perception of the syllabus being taught (response by teachers)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
It is Bible oriented in its approach	10	16.7	5	8.3	0	0.0	20	33.3	15	25.0
It is relevant to the needs of students of all religious faiths	15	25.0	20	33.3	5	8.3	15	25.0	0	0.0
It does not cater for the religious education of students of different religious faiths	10	16.7	10	16.7	10	16.7	15	25.0	10	16.7
It is narrow-based rather than broad based in its approach to different religions in the country	5	8.3	10	16.7	5	8.3	5	8.3	15	25.0
It promotes equal coverage of all religious faiths in Kenya	20	33.3	20	33.3	0	0.0	0	0.0	0	0.0

The findings obtained from the study showed that the syllabus is Bible oriented in its approach, it does not cater for the religious education of students of different religious faiths and that it is narrow-based rather than broad based in its approach to different religions in the country

4.6.14 The institution which should design and implement RE syllabus

The respondents were requested to state the institution that they thought should design and implement RE syllabus and from the findings most of the students 59(46.5%) and teachers 10(83.3%) stated that both the churches and ministry of education should design and implement RE syllabus.

Table 4.22: The institution which should design and implement RE syllabus

	Response by students		Response by teachers	
	Frequency	Percentage	Frequency	Percentage
Churches	26	8.7	0	0.0
Ministry of education	83	27.6	25	8.3
Both churches and ministry of education	140	46.5	250	83.3
African traditional society	7	2.4	0	0.0
None respondents	0	0.0	0	0.0

The findings from the study notify that the respondents believed that the churches and ministry of education should design and implement RE syllabus.

4.6.15 The perception of RE classrooms

The study tried to find the perception of students and teachers in RE classrooms and from the findings most of the students agreed that students should be recipients of the RE content taught in class 55(43.3%), students should express their freedom of learning in RE classes 53(41.7%) and that students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson 50(39.4%) with others strongly agreeing that students should be helped to be committed to the Christian faith in RE classes.

Table 4.23 (a): The perception of students in an RE classroom (response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Students should be recipients of the RE content taught in class	24	7.9	12	3.9	17	5.5	130	43.3	66	22.0
Students should express their freedom of learning in RE classes	14	4.7	9	3.1	14	4.7	125	41.7	90	29.9
Students should be helped to be committed to the Christian faith in RE classes	26	8.7	9	3.1	14	11.0	85	28.3	92	30.7
Students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson	31	10.2	14	4.7	11	8.7	118	39.4	64	21.3

Majority of the teachers strongly agreed that students should express their freedom of learning in RE classes 25(41.7%), students should be helped to be committed to the Christian faith in RE classes 20(33.3%) and that students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson 35(58.3%) with others agreeing that students should be recipients of the RE content taught in class 25(41.7%).

Table 4.23 (b): The perception of teachers in an RE classroom (response by teachers)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Students should be recipients of the RE content taught in class	5	8.3	1	8.3	5	8.3	25	41.7	10	16.7
Students should express their freedom of learning in RE classes	0	0.0	1	8.3	5	8.3	15	25.0	25	41.7
Students should be helped to be committed to the Christian faith in RE classes	10	16.7	0	0.0	5	8.3	15	25.0	20	33.3
Students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson	0	0.0	0	0.0	5	8.3	10	16.7	35	58.3

The results obtained from the study clearly indicated that both the students and the teachers have a very positive perception of RE classrooms.

4.6.16 How to treat students with different religious faith

The respondents were asked on how they should treat students with different religious faith from theirs and from the findings most of the students 54(42.5%) and teachers 8(66.7%) stated that they would treat the students normal as other students.

Table 4.24: How to treat students with different religious faith

How to treat students with different religious faith	Response by the Students						Response by the teachers			
	Yes		No		None response		Yes		None response	
	F	%	F	%	F	%	F	%	F	%
Normal as other students	128	42.5	35	11.8	137	45.7	40	66.7	20	33.3
As per their religion requirements	38	12.6	121	40.2	142	47.2	0	0.0	0	0.0

The findings revealed that regardless of one's religion students from other religion would still be treated equally as the other students.

4.6.17 The role of an RE teacher in a multi religious secondary school

The study tried to find out the role of RE in a multi religious secondary school and most of the students agreed that its function is to guide students in their faith 113(37.8%), give freedom of learning to students over religious issues in the classrooms 123(40.9%), adhere to the teaching requirements of the ministry of education 73(24.4%), be that of a guardian of students in matters of the faith 113(37.8%), exercise religious freedom to use any teaching methods in RE lessons 95(31.5%) and to be that of a facilitator in RE.

Table 4.25 (a): The role of an RE teacher in a multi religious secondary school

(response by students)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
To guide students in their faith	17	5.5	5	1.6	7	2.4	113	37.8	104	34.6
To give freedom of learning to students over religious issues in the classrooms	21	7.1	26	8.7	7	2.4	123	40.9	68	22.8
To adhere to the teaching requirements of the ministry of education	28	9.4	21	7.1	22	17.3	73	24.4	71	23.6
To be that of a guardian of students in matters of the faith	28	9.4	9	3.1	21	7.1	113	37.8	68	22.8
To exercise religious freedom to use any teaching methods in RE lessons	38	12.6	17	5.5	12	9.4	95	31.5	64	21.3
To be that of a facilitator in RE classroom situations	26	8.7	14	4.7	18	14.2	111	37.0	50	16.5

Majority of the teachers agreed that the role of RE in a multi religious secondary school is to adhere to the teaching requirements of the ministry of education 25(41.7%), to be that of a guardian of students in matters of the faith 25(41.7%), exercising religious freedom to use any teaching methods in RE lessons 30(50.0%) and to be that of a facilitator in RE classroom situations 25(41.7%). Others strongly agreed that its role is to guide students in their faith with an equal number of teachers stating that its role is to give freedom of learning to students over religious issues in the classrooms 25(41.7%).

Table 4.25 (b): The role of an RE teacher in a multi religious secondary school

(response by teachers)

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
To guide students in their faith	5	8.3	5	8.3	5	8.3	10	16.7	25	41.7
To give freedom of learning to students over religious issues in the classrooms	0	0.0	0	0.0	0	0.0	25	41.7	25	41.7
To adhere to the teaching requirements of the ministry of education	5	8.3	0	0.0	0	0.0	25	41.7	20	33.3
To be that of a guardian of students in matters of the faith	0	0.0	5	8.3	0	0.0	25	41.7	20	33.3
To exercise religious freedom to use any teaching methods in RE lessons	0	0.0	5	8.3	0	0.0	30	50.0	15	25.0
To be that of a facilitator in RE classroom situations	0	0.0	10	16.7	5	8.3	25	41.7	10	16.7

From the investigation, one can learn that the main role of RE in a multi religious secondary school is to guide students in their faith, give freedom of learning to students over religious issues in the classrooms, adhere to the teaching requirements of the ministry of education, be that of a guardian of students in matters of the faith, exercise religious freedom to use any teaching methods in RE lessons and to be a facilitator in RE classroom situations.

4.6.18 Changes to improve RE in secondary schools

The respondents were requested to state the changes that should be made in order to improve RE in secondary schools and from the findings some of the students 38(12.6%) agreed that there should be provision of facilities needed for the learning of RE by the schools and among the teachers 15(25.0%) agreed that RE should be given adequate lessons.

Table 4.26(a): Changes to improve RE in secondary schools (response by students)

	Yes		No		None response	
	F	%	F	%	F	%
Teachers should teach African beliefs and tradition	5	1.6	113	37.8	182	60.6
Teachers should create workshops for students	14	4.7	99	33.1	187	62.2
provision of facilities needed for the learning of RE by the schools	38	12.6	71	23.6	191	63.8
By reducing the topics of RE	5	1.6	99	33.1	196	65.4
The teachers should offer guidance and counseling to pupils	24	7.9	76	25.2	201	66.9
religious education to be made compulsory	24	7.9	71	23.6	206	68.5
the subject should be given more time	2	.8	90	29.9	208	69.3
By providing movies for students to watch during lessons	2	.8	78	26.0	93	73.2
Teachers should reduce the grading of the subject	7	2.4	52	17.3	102	80.3

Table 4.26 (b): Changes to improve RE in secondary schools (response by teachers/administrators)

	Yes		No		None response	
	F	%	F	%	F	%
RE should be made compulsory	5	8.3	20	33.3	35	58.3
RE should be given adequate lessons	15	25.0	10	16.7	35	58.3
The subject should be improved to cover all the religions	10	16.7	5	8.3	45	75.0

The findings from the study point out that the provision of facilities needed for the learning of RE by the schools and RE being given adequate lessons would improve RE in secondary schools.

4.6.19 General opinions of RE

Various general opinions were put forward and the teachers were requested to state the level in which they agreed with the statements and from the findings majority of the teachers agreed that RE moulds ones life to best 20(33.3%). Others strongly disagreed that if it were not for RE they could always be last 20(33.3%), RE should be removed from the syllabus 40(66.7%) and 20(33.3%) disagreed that RE is the easiest subject in school.

Table 4.27: General opinions RE

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
RE is the easiest subject in school	5	8.3	20	33.3	0	0.0	10	16.7	15	25.0
RE moulds ones life to best	0	0.0	0	0.0	10	16.7	20	33.3	15	25.0
If it were not for RE I could always be last	20	33.3	15	25.0	0	0.0	5	8.3	5	8.3
RE should be removed from the syllabus	40	66.7	0	0.0	0	0.0	5	8.3	5	8.3

The findings obtained were interpreted to mean that RE should not be removed from the syllabus because it moulds ones life to best.

4.7 Summary

This chapter presented the analysis and interpretation of the results obtained from the research. The presentation flows in accordance with the study objectives starting with the biographical information. The objectives of the study were; to find out the method RE teachers use to guide and counsel students in religious ways, to find out the importance of RE in molding of individual students' moral behaviour through guidance and counseling, to find out the extent to which RE guide and counsel students in secondary schools and to establish the students/ teachers attitude towards RE and how it molds students character.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a discussion of the Role of Religious Education in Guidance and Counseling; A Study of Eldoret East District. The presentation flow in accordance with the study objectives starting with respondents' biographical information.

5.2 Discussion of Findings

The study sought to investigate the Role of Religious Education in Guidance and Counseling; A Study of Eldoret East District. Its findings and discussions were presented in a fairly consistent manner in accordance with the study objectives with the respondents' biographical information being the first section after which conclusions and recommendations were drawn

5.2.1 Biographical Information

The study tried to find out the gender of the respondents and from the findings most of the students 201(66.9%) stated that they were females with majority of the teachers 35(58.3%) stating the same. When asked to state their age bracket most of the students 154(51.2%) stated that they were aged between 18-21 years with majority of the teachers stating that they are aged between 30-39 years. Most of the students 184(61.4%) and teachers 7(58.3%) are in public schools. The study tried to find out the number of years that they teachers have been serving as principals and from the findings most of them

15(25.0%) stated that they have been in the principals positions for a period of 15-19 years which implied that they are well experienced in their field of operation and some of them 15(25.0%) stating that they have been members of management for a number of 0-4 years. The respondents were asked to state their religion affiliate and most of them 142(47.2%) said that they were from the Catholic/Anglican religious affiliate with majority of the teachers 35(58.3%) stating the same. All the teachers agreed that their professional training that they have in teaching RE is Degree qualification and when asked to state how long they have been teaching RE based on 8.4.4 syllabus some of them 20(33.3%) stated that they have been teaching RE based on syllabus for a period of 15 -20 years.

5.2.2 The Method RE Teachers Use to Guide and Counsel Students in Religious Way in Eldoret East District Secondary Schools

The study tried to establish the type of guidance and counseling methods used by the schools and from the findings most of the students 142(47.2%) stated that the method that was used was counseling through reference to bible teachings and majority of the teachers 40(66.7%) stated that it was through relating problems to bible teachings which implied that the main methods used in guidance and counseling are done through the bible teachings. The study also tried to find out how RE counsels students and from the findings most of the students 165(55.1%) and teachers 50(83.2%) agreed that it prepares students to face the world challenges which proved that that RE is able to council students and the main way that it does this is by preparing students to face the world challenges.

5.2.3 The Importance of RE in Molding of Individual Students' character through Guidance and Counseling

Various factors concerning RE were put forward and the respondents were required to state the level in which they agreed with the statements and from the findings most of the student respondents agreed that RE is the easiest subject of all the humanities offered in school 97(32.3%), religious factors have a positive impact on school success 97(32.3%), religious factors plays a role in trajectory of study 104(34.6%), students who were morally deterred after taking RE become morally upright 95(31.5%), RE students in their class do not smoke, drink alcohol or abuse substance 78(26.0%), RE students are very ambitious 116(38.6%) and that the number one student in our class is a RE student and very morally upright 90(29.9%). The student respondents also strongly agreed that religious factors have a positive impact on school success 118(39.4%), RE help build citizens who are upright in character and hardworking 137(45.7%), RE is an important subject in the development of youth's moral values 177(59.1%), upright in character students in my class perform well in academic 97(32.3%) and that without religion in their life their character will be affected. Also from the findings most of the students strongly disagreed with the statements you cannot pass RE if your background has not been of Christianity 149(49.6%), there is no other subject in school that teach moral behavior 109(36.2%), RE students in their school have never been in indiscipline cases 121(40.2%), all the students who take RE are upright in character 97(32.3%), RE students in their school have never been in indiscipline cases 104(34.6%) and that to be successful in school and class work you need to be RE student 116(38.6%). Others

disagreed that Christian students finish assignment on time and are very active in class 95(31.5%).

The teachers were also given the factors to state the level in which they agreed with them and from the findings majority of them agreed that religious factors plays a role in trajectory of study 20(33.3%) and that upright in character students in their class perform well in academic 30(50.0%) with others strongly agreeing that religious factors have a positive impact on school success 40(66.7%), RE help build citizens who are upright in character and hardworking 45(75.0%) and that RE is an important subject in the development of youths moral values. The teachers disagreed that students in their class who take RE are the ones who lead in class academically 20(33.3%), students who were character deterred after taking RE become upright in character 25(41.7%), Christian students finish assignment on time and are very active in class and that the number one student in their class is a RE student and very morally upright. The teachers also strongly disagreed that RE is the cheapest subject of all the humanities offered in school 5(41.7%), You cannot pass RE if your background has not been of Christianity 10(83.3%), there is no other subject in school that teach moral behavior 25(41.7%), all the students who take RE are morally upright 30(50.0%), RE students in their school have never been in indiscipline cases 30(50.0%) and that to be successful in school and class work one need to be an RE student 30(50.0%). An equal number of teacher respondents strongly disagreed and strongly agreed that RE students in their school have never been in indiscipline cases 15(25.0%), strongly disagreed and disagreed RE students are very

ambitious 15(25.0%) and others disagreed and agreed that without religion in their life their moral behavior will be affected.

The respondents were asked to rate their general performance of RE subject in relation to other humanities and from the findings most of the students 113(37.8%) stated that it was very good with 30(50.0%) of the teachers stating that it was good. The students and the teachers were requested to rate their performance since form one to now and from the findings most of the students 106(35.4%) for students and 30(50.0%) for teachers stated that they performed very good in form one, 85(28.3%) for students stated that they performed good in form two with an equal number of teacher respondents 20(33.3%) stated that they performed very good and good, 83(27.6%) stated that they performed good for students in form three and 25(41.7%) stated that they performed good for teachers in form three and 47(15.7%) stated that they performed very good in form four for students and 35(58.3%) stated that they performed well for teachers which indicated that the performance of students from form one to form four has been good.

Various statements were put forward and the respondents were asked to indicate their level of agreement with the statements and most of the students strongly agreed that by being upright in character they have high chance of doing well in class 165(55.1%), alcohol and substance abuse are among the most important factors predicting negative educational outcomes 132(44.1%), depression, loneliness and anxiety are strongly associated with poor school performance hence drug use 134(41.7%), much volunteering and activism activities in schools are geared by religion students in school 68(22.8%) and

that RE is the key to success academic wise 113(37.8%). Others agreed that religion promotes conformity; that is going to class and completing assignment 116(38.6%), With RE as their learning subject those items above (depression, loneliness) cannot come 71(23.6%) and that religious students are very active and hard working because are taught to concentrate on their studies first 85(28.3%) with an equal number of them agreeing and being undecided whether being in religion precludes them from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions.

The statements were also put forward for the teachers and most of them strongly agreed that by being upright in character one has a high chance of doing well in class 35(58.3%) with others agreeing that being in religion precludes students from other type of social ties especially those that cut against the proscription of religious traditions 25(41.7%), depression, loneliness and anxiety are strongly associated with poor school performance hence drug use 25(41.7%) and that With RE as students learning subject those items above (depression, loneliness) cannot come 20(33.3%). The teachers also strongly agreed and agreed that religion promotes conformity; that is going to class and completing assignment 20(33.3%), alcohol and substance abuse are among the most important factors predicting negative educational outcomes 25(41.7%) and that much volunteering and activism activities in schools are geared by religion students in school 15(25.0%). An equal number of the teachers agreed and disagreed that religious students are very active and hard working because they are taught to concentrate on their studies first 20(33.3%) with others disagreeing that RE is the key to success academic wise 20(33.3%).These

findings proved that by being morally upright one has a high chance of doing well in class, being in religion precludes students from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions, depression, loneliness and anxiety are strongly associated with poor school performance hence drug use, with RE as students learning subject those items above (depression, loneliness) cannot come, religion promotes conformity; that is going to class and completing assignment, alcohol and substance abuse are among the most important factors predicting negative educational outcomes and that much volunteering and activism activities in schools are geared by religion students in school.

5.2.4 The Extent to Which RE Guides and Counsel Students in Secondary Schools

The study tried to find out the truth in the statement that says by studying RE one becomes morally upright and from the findings most of the student respondents 229(76.4%) stated that the statement is true and 45(75.0%) of the teachers also agreed to the same which implied that by studying RE one becomes morally upright. The respondents were requested to state the importance of RE and most of them strongly agreed that RE teaches moral behavior 144(48.0%), by doing RE one is exposed to Christian morals which guide one in the right direction 132(44.1%), RE make students to be engaged in profound studying and have strong desire for excellence 113(37.8%) and that without RE one cannot be morally upright nor academically good 95(31.5%). Others agreed that moral behaviour contributes a lot on academic performance 116(38.6%), students who study religious Christian values at school are much less likely to engage in illegal activities such as underage drinking of alcohol 92(30.7%), RE promote tolerance,

counteract prejudice and create respect for the opinion of other 130(43.3%), RE gives students confidence to express their own opinion 132(44.1%), Students are more likely to develop personal attitude that would allow them to resist the peer pressure that may make them perform poorly 102(33.9%) and that RE makes one to be morally upright 121(40.2%). Most of the teachers strongly agreed that RE teaches moral behaviour 35(58.3%), by doing RE one is exposed to Christian morals which guide one in the right direction 40(66.7%) and that students are more likely to develop personal attitude that would allow them to resist the peer pressure that may make them perform poorly 35(58.3%). Most of the teachers agreed that moral behaviour contribute a lot on academic performance 40(66.7%), students who study religious Christian values at school are much less likely to engage in illegal activities such as underage drinking of alcohol 30(50.0%), RE promote tolerance, counteract prejudice and create respect for the opinion of other 45(75.0%) and that RE makes one to be morally upright 30(50.0%). Others disagreed that RE gives students confidence to express their own opinion 20(33.3%) and that without RE one cannot be morally upright nor academically good 20(33.3%). An equal number of teachers disagreed, were undecided and agreed that RE make students be engaged in profound studying and have strong desire for excellence. The study went further and tried to find out the description of a morally upright person/student from the respondents and from the findings most of them 154(51.2%) agreed that they were gentle for the student respondents with 50(83.3%) agreeing to the same for the teachers which implied that a morally upright person is viewed to be gentle by both the teachers and the pupils.

5.2.5 The Students/Teachers Attitude Towards RE and how it Influences Their Character

The respondents were requested to state their perception of the current Kenyan secondary school situations and from the findings most of the students strongly agreed that Kenya is a Christian nation therefore RE must be based on Christianity 92(30.7%) with others agreeing that all religions in Kenya should be recognized and taught in Kenya secondary schools 109(36.2%) and that the current Kenyan situation is inclusive of all religious traditions. The teachers also strongly agreed Kenya is a Christian nation therefore RE must be based on Christianity 20(33.3%) with others agreeing that all religions in Kenya should be recognized and taught in Kenya secondary schools 45(75.0%) and also that the current Kenyan situation is inclusive of all religious traditions 20(33.3%) which implied that the respondents had a strong belief that Kenya is a Christian nation therefore RE must be based on Christianity. The respondents were required to state the best title for RE that reflects the current multi religious faiths in Kenya and from the findings most of the students 137(45.7%) suggested that Christian religious education would be best and most of the teachers 35(58.3%) suggested that religious education would be the best title.

The respondents were asked to state other places where religion should be applied in school and most of the students 123(40.9%) stated that it should be in school assemblies with majority of the teachers 40(66.7%) agreeing to the same and according to most of the students 85(28.3%) their choice was because they felt that the time for assembly is the best time to learn God's word and majority of the teachers 20(33.3%) stated that it is because all the members of the school are found in the assembly.

The respondents were requested to state the religion that they thought should be taught in Kenya and most of the students 135(44.9%) stated that all the religions should be taught with majority of the teachers 45(75.0%) stating the same. The respondents were also requested to state the perception of the aim of RE and from the study most of the students agreed that RE promote spiritual growth and commitment of students to the faith 132(44.1%), RE impart religious knowledge and understanding of different religious faiths 128(42.5%) and that RE develops the students abilities to make reasoned and informed judgments about religious issues 137(45.7%). Most of the teachers also agreed that RE promote spiritual growth and commitment of students to the faith 25(41.7%), RE impart religious knowledge and understanding of different religious faiths 25(41.7%) and that RE develops the students abilities to make reasoned and informed judgments about religious issues 35(58.3%). These results implied that the aim of RE is to promote spiritual growth and commitment of students to the faith, impart religious knowledge and understanding of different religious faiths and to develop the students abilities to make reasoned and informed judgments about religious issues. The study tried to find out whether RE promotes equal coverage of all religions and most of the students 161(53.5%) believed that it did with majority of the teachers 45(75.0%) stating that it did not. The teachers were asked to give their professional comment on the aim of RE and majority of them 20(33.3%) stated that the subject should be revised to fit in the needs of the learners.

The study tried to find out the perception of RE content and from the findings most of the students strongly agreed that it contains the Bible, Veda and Quaran scriptures which are

all Gods revelation to humans 78(26.0%) and others agreed that the content of RE provokes students to develop critical thinking in their learning 87(29.1%), the content of RE motivates students to show interest and openness to other religious beliefs and values 118(39.4%), the content of RE enhances students growth in their Christian faith 123(40.9%), the content of RE encourages students to mix freely with others from different religious faiths in a classroom situation 104(34.6%) and that the content of RE included the beliefs, practices and values of all religions in Kenya. Most of the teachers agreed that the content of RE provokes students to develop critical thinking in their learning 35(58.3%), the content of RE motivates students to show interest and openness to other religious beliefs and values 30(50.0%), the content of RE enhances students growth in their Christian faith 40(66.7%), the content of RE encourages students to mix freely with others from different religious faiths in a classroom situation 40(66.7%), the Bible, Veda and Quaran scriptures are all Gods revelation to humans 35(58.3%) and that the content of RE included the beliefs, practices and values of all religions in Kenya which implied that the content of RE is good since it provokes students to develop critical thinking, motivates students to show interest and openness to other religious beliefs and values, encourages students to mix freely with others from different religious faiths in a classroom situation and it includes the beliefs, practices and values of all religions in Kenya.

When asked whether the content pf RE syllabus meets the needs multi religious situation in Kenya, most of the respondents 146(48.8%) stated that it did for the students with 40(66.7%) stating that it did not. When asked to state on what is helpful in the current RE

content most of the student respondents 43(33.9%) agreed that it enables one to be more knowledgeable and morally upright and majority of the teachers 20(33.3%) agreed that it is able to cater for different religious beliefs. The respondents were asked to state their perception on the RE teaching methods and the students strongly agreed that good RE methods should encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith 112(37.8%) with others agreeing that RE methods should provoke students to think critically about the content they are learning 90(29.9%), appropriate RE methods are those which include students to Christian commitment 102(33.9%), relevant RE methods are those which transmit religious knowledge to students 116(38.6%) and that the effective RE methods should be those which lead students to creative thinking 121(40.2%). Most of the teachers strongly agreed that RE methods should provoke students to think critically about the content they are learning 35(58.3%) and that good RE methods should encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith 35(58.3%). Others agreed that appropriate RE methods are those which include students to Christian commitment 45(75.0%), relevant RE methods are those which transmit religious knowledge to students 20(33.3%) and that the effective RE methods should be those which lead students to creative thinking this findings clearly indicate that RE methods should provoke students to think critically about the content they are learning, encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith, they should include

students to Christian commitment, they should transmit religious knowledge to students and also they should lead students to creative thinking.

The teachers were required to give their professional comment on what kind of teaching methods that would be appropriate for teaching RE in the Kenyan multi religious secondary schools and from the findings majority of them 35(58.3%) stated that learners centered methods should be more exercised in school for better understanding by the students this implied that the best teaching method for the RE is by using the learners centered methods while teaching. The study tried to find out the students and the teachers perception of the syllabus being taught and from the findings most of the students agreed that the syllabus is Bible oriented in its approach 116(38.6%), it is relevant to the needs of students of all religious faiths 97(32.3%) and that it is narrow-based rather than broad based in its approach to different religions in the country. Others strongly agreed that it promotes equal coverage of all religious faiths in Kenya 106(35.4%) with others strongly disagreeing that it does not cater for the religious education of students of different religious faiths. Majority of the teachers agreed that the syllabus is Bible oriented in its approach 20(33.3%) and that it does not cater for the religious education of students of different religious faiths 15(25.0%) with others strongly agreeing that it is narrow-based rather than broad based in its approach to different religions in the country 15(25.0%). Majority of the teachers disagreed that the syllabus is relevant to the needs of students of all religious faiths 20(33.3%) with an equal number of them strongly disagreeing and disagreeing that it promotes equal coverage of all religious faiths in Kenya 20(33.3%) which implied that the syllabus is Bible oriented in its approach, it does not cater for the

religious education of students of different religious faiths and that it is narrow-based rather than broad based in its approach to different religions in the country.

The respondents were requested to state the institution that they thought should design and implement RE syllabus and from the findings most of the students 140(46.5%) and teachers 50(83.3%) stated that both the churches and ministry of education should design and implement RE syllabus. The study tried to find the perception of students and teachers in RE classrooms and from the findings most of the students agreed that students should be recipients of the RE content taught in class 130(43.3%), students should express their freedom of learning in RE classes 125(41.7%) and that students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson 118(39.4%) with others strongly agreeing that students should be helped to be committed to the Christian faith in RE classes. Majority of the teachers strongly agreed that students should express their freedom of learning in RE classes 25(41.7%), students should be helped to be committed to the Christian faith in RE classes 20(33.3%) and that students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson 35(58.3%) with others agreeing that students should be recipients of the RE content taught in class 25(41.7%) which implied that both the students and the teachers have a very positive perception of RE classrooms.

The respondents were asked on how they should treat students with different religious faith from theirs and from the findings most of the students 128(42.5%) and teachers

40(66.7%) stated that they would treat the students normal as other students which implied that regardless of ones religion students from other religion would still be treated equally as the other students. The study tried to find out the role of RE in a multi religious secondary school and most of the students agreed that its function is to guide students in their faith 113(37.8%), give freedom of learning to students over religious issues in the classrooms 123(40.9%), adhere to the teaching requirements of the ministry of education 73(24.4%), be that of a guardian of students in matters of the faith 113(37.8%), exercise religious freedom to use any teaching methods in RE lessons 95(31.5%) and to be that of a facilitator in RE. Majority of the teachers agreed that the role of RE in a multi religious secondary school is to adhere to the teaching requirements of the ministry of education 25(41.7%), to be that of a guardian of students in matters of the faith 25(41.7%), exercise religious freedom to use any teaching methods in RE lessons 30(50.0%) and to be that of a facilitator in RE classroom situations 25(41.7%). Others strongly agreed that its role is to guide students in their faith with an equal number of teachers stating that its role is to give freedom of learning to students over religious issues in the classrooms 25(41.7%). The findings implied that the main role of RE in a multi religious secondary school is to guide students in their faith, give freedom of learning to students over religious issues in the classrooms, adhere to the teaching requirements of the ministry of education, be that of a guardian of students in matters of the faith, exercise religious freedom to use any teaching methods in RE lessons and to be a facilitator in RE classroom situations.

The respondents were requested to state the changes that should be made in order to improve RE in secondary schools and from the findings most of the students 38(12.6%) agreed that there should be provision of facilities needed for the learning of RE by the schools and majority of the teachers 15(25.0%) agreed that RE should be given adequate lessons. Various general opinions were put forward and the teachers were requested to state the level in which they agreed with the statements and from the findings majority of the teachers agreed that RE moulds ones life to best 20(33.3%). Others strongly disagreed that if it were not for RE they could always be last 20(33.3%), RE should be removed from the syllabus 40(66.7%) and 20(33.3%) disagreed that RE is the easiest subject in school which meant that RE should not be removed from the syllabus because it moulds ones life to best.

5.3 Conclusion

The study sought to find out the Role of Religious Education in Guidance and Counseling; a Study of Eldoret East District and in conclusion it can be said that; most of the interviewed respondents were females for both the teachers and students. The students were aged between 18-21 years and teachers were aged between 30-39 years. Most of the respondents were from public schools. Most of the teachers are well experienced in their field of operation since they have been serving as principals for a period of 15-19 years, have been teaching RE based on syllabus of 8.4.4 for a period of 15 -20 years and They were well educated. Most of the teachers and students were from the Catholic/Anglican religious affiliate. Counseling through reference to Holy book teachings is the main type of guidance and counseling methods used by the schools and

through the bible teachings. RE counsel students by preparing them to face the challenges of the world.

The religious factors plays a role in trajectory of study, upright in character students perform well in academics, religious factors have a positive impact of schools success, RE helps build citizens who are morally upright and hard working and RE is an important subject in the development of youths moral values. The schools are performing well in the RE subject because most of the respondents from the students and teachers believed they performed above average and the performance of students from form one to form four has been good. By being upright in character one has a high chance of doing well in class, being in religion precludes students from other type of social ties especially those that cut against the prescriptions and proscription of religious traditions, depression, loneliness and anxiety are strongly associated with poor school performance hence drug use, with RE as students learning subject those items above (depression, loneliness) cannot come, religion promotes conformity; that is going to class and completing assignment, alcohol and substance abuse are among the most important factors predicting negative educational outcomes and that much volunteering and activism activities in schools are geared by religious students in school.

By studying RE one becomes upright in character and that the main importance of RE subject is that it helps to instill good behaviour in students. Most of the respondents have a strong belief that Kenya is a Christian nation therefore RE must be based on Christianity. The assembly was considered to be the other best place where religion

should be applied. Students and teachers feel that the best time to learn God's word apart from RE class time is during assemblies and the teachers and students believe that all the religions should be taught in order for people from other religion to feel comfortable while learning. The main aim of RE is to promote spiritual growth and commitment of students to the faith, impart religious knowledge and understanding of different religious faiths and to develop the students abilities to make reasoned and informed judgments about religious issues. RE does not promote equal coverage of all the religions that are found within Kenya and it should be revised to fit the needs of the learners. The content of RE is good since it provokes students to develop critical thinking, motivates students to show interest and openness to other religious beliefs and values, encourages students to mix freely with others from different religious faiths in a classroom situation and it includes the beliefs, practices and values of all religions in Kenya. RE enables one to be more knowledgeable and upright in character and the RE teaching methods should provoke students to think critically about the content they are learning, encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other peoples religious faith, they should inculcate students with Christian commitment, they should transmit religious knowledge to students and also they should lead students to creative thinking.

The best teaching method for the RE is by using the learner centered methods while teaching. The teachers and students believe that the churches and ministry of education should design and implement RE syllabus. The main role of RE in a multi religious secondary school is to guide students in their faith, give freedom of learning to students

over religious issues in the classrooms, adhere to the teaching requirements of the ministry of education, be that of a guardian of students in matters of the faith, exercise religious freedom to use any teaching methods in RE lessons and to be a facilitator in RE classroom situations. Provision of facilities needed for the learning of RE by the schools and RE being given adequate lessons would improve RE in secondary schools. RE should not be removed from the syllabus because it helps in moulding ones life.

5.4 Recommendations of the study

This study sought to find out the Role of Religious Education in Guidance and Counseling; A Study of Eldoret East District, Uasin Gishu County and the following recommendations were made;

1. There should be teaching of all religions in Kenyan secondary schools
2. RE should promote equal coverage of all religions in Kenya
3. RE should be revised to meet the needs of the learners
4. Both the religious leaders and the ministry of education should design and implement RE syllabus
5. There should be provision of enough materials needed for teaching and learning of RE in secondary schools
6. Adequate lessons should be provided for the learning of RE

5.5 Recommendation for further studies

The study recommends further studies in the following areas;

1. The role of RE in shaping students morals to be obedient citizens
2. The role of RE in curbing strikes in secondary schools
3. The importance of RE in fostering national cohesion

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR RELIGIOUS EDUCATION

TEACHERS/ADMINISTRATORS

The objective of the study is to provide the researcher with information for purely academic purposes. The particular purpose of this study is to establish *Role of Religious Education in Guidance and Counseling in Eldoret East District* I would like to ask for your honest response. All information provided will be kept strictly confidential. Do not put any name or identification on this questionnaire.

We thank you for your support

Answer all questions as indicated by either Ticking (√) or filling in the blank option that applies.

SECTION A: Biographical Details

1. What is your gender? Male [] Female []

2. Your Age?

Below 30 [] 30-39 [] 40-49 [] 50-59 []

60 and older []

3. Type of school?

Public [] Private []

3. Experience: Number of years as a principal?

0-4 [] 5-9 [] 10-14 [] 15-19 []

20 and above []

5. Number of years as management member?

0-4 [] 5-9 [] 10-14 [] 15-19 [] 20 and above
[]

6. What is your religious affiliation?

Evangelical/Pentecostal Christian [] Catholic/ Anglican Christian []
Hindu [] Muslim []

7. What professional training do you have in teaching RE?

Degree [] Diploma [] Certificated []

10. How long have you been teaching RE based on syllabus 8.4.4?

1-4 years [] 5-10years [] 11-15 years [] 15-20years []

SECTION B: The Method RE Teachers use to guide and counsel students in Christian way

11. What are some RE methods used in guidance and counseling in school?

Use of bible examples [] Relating problems to bible teachings []

Counseling through reference to bible teachings []

Urging those with problems to read bible []

Any other, specify

12. How does RE counsel students?

Most of the teachings end in practical solution []

It encourages students to forgive each other []

It prepares students to face the world challenges []

It ensures that students become law abiding citizens []

Any other, specify

SECTION C: The Importance of RE in Molding of individual students' character through guidance and counseling

13 Indicate if you agree or disagree with the following

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

About RE	SA	A	U	D	SD
RE. is the easiest subject of all the Humanities offered in school					
You cannot pass RE. if your background has not been of Christianity					
Religion does provide students with healthy alternatives to other social engagement than other humanities					
Religious factors have a positive impact on school success					
Religious factors plays a role in trajectory of study					
RE. help build citizens who are upright in character and hardworking					
RE. is an important subject in the development of youths character					
There is no other subject in school that teach character building					
Students in my class who take RE. are the ones who lead in class academically					
All the students who take RE. are upright in character					

Students who were character deterred after taking RE. they become upright in character					
Upright in character students in my class perform well in academic					
RE students in my class do not smoke, drink alcohol or abuse substance					
RE. students in my school have never been in indiscipline cases					
To be successful in school and class work you need to be RE. student					
Christian students finish assignment on time, and are very active in class					
RE. students are very ambitious					
Without religion in your life your character will be affected					
The number one student in our class is a RE student and very upright in character					

14 How do you rate the General performance of RE. subject in relation other humanities?

Very good Good

Average Poor

Very Poor Undecided

15. How can you rate your performance (if you have been studying RE subject since Form 1 to now)

Rating/year	Form 1	Form 2	Form 3	Form 4
Very good (A)				
Good (B)				
Average (C)				
Poor (D)				
Very poor (E)				

16. Please indicate if you agree or disagree with the following about upright in character students and academic performance

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

Character and Academic	SA	A	U	D	SD
By being upright in character you have high chance of doing well in class					
Being active in religion precludes you from other types of social ties especially those that cut against the prescriptions and proscription of religious tradition.					
Religion promote conformity; that is going to class and completing assignment					
Alcohol and substance abuse are among the most important factors predicting negative educational outcomes					

Depression, loneliness and anxiety are strongly associated with poor school performance hence drug abuse					
With RE as your learning subject those items above(depression, loneliness) cannot come					
Much of volunteering and activism activities in schools are geared by religion students in school					
Religion students are very active and hardworking because are taught to concentrate on their studies first.					
RE is the key to success academic wise.					

SECTION D: The Extent to which RE plays role of guidance and counseling in secondary schools

17. By studying RE one becomes upright in character

True false

18. Indicate the level to which you agree with the following notions

Importance of RE.	SA	A	U	D	SD
The subject RE teaches good character					
This good character then contribute a lot on academic performance					
Students who study religion and religious values at school are much less likely to engage in illegal activities such as underage drinking of alcohol					

RE promote tolerance, counteract prejudice and create respect for the opinion of other					
RE give students confidence to express their own opinion					
By doing RE one is exposed to Christian character which guide one in the right direction					
Students are more likely to develop personal attitude that would allow them to resist the peer pressure that may make them perform poorly					
RE make students be engaged in profound studying and have strong desire for excellence					
RE makes one be upright in character					
Without RE one cannot be upright in character nor academically good					

19. How can you describe an upright in character person/student?

Respectful, hardworking, gentle

Perseverance, tolerant, ambitious

Good, lively, hardworking

SECTION E: The students/teachers attitude towards RE and how it influences their character

Perception of the Kenyan educational context

What is your perception of the current Kenyan secondary school situation? Indicate your answer by a tick

20. Kenya is a Christian nation, therefore, RE must be based on Christianity.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

21. All religions in Kenya should be recognised and taught in Kenyan secondary schools.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

22. The current Kenyan situation is inclusive of all religious traditions.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

23. Which title for RE best reflects the current multireligious faiths in Kenyan secondary schools? Choose one by a tick.

Christian Religious Education [] Bible Knowledge []

Religious Education [] Moral and Spiritual Education []

Any other specify.....

Give an explanation for the answer you have chosen

.....

.....

.....

24. Apart from being taught in class, where else should religion be applied at school?

Choose one by a tick

Morning devotions School Assemblies

In small groups according to students' religious faiths

Give an explanation for the answer you have chosen

.....

.....

.....

25. Which religion should be taught in the Kenyan secondary schools? Tick one answer.

Christian religious education No religion at all

All religions Islamic religion

African Traditional Religion

Perceptions of the RE aim

What is your perception of the current RE aims in the syllabus that you teach?

26. They promote spiritual growth and commitment of students to the Christian faith.

Strongly agree Agree Unsure Disagree Strongly Disagree

27. They impart religious knowledge and understanding of different religious faiths.

Strongly agree Agree Unsure Disagree Strongly Disagree

28. They develop the students' abilities to make reasoned and informed judgments about religious issues.

Strongly agree Agree Unsure Disagree Strongly Disagree

29. Do you think the current RE aims promote equal coverage of all religions in Kenyan secondary schools?

Yes No

Explain your answer

.....

30. What is your professional comment or recommendation on the current aims of RE based on the syllabus that you teach

.....

.....

Please feel free to write as much as you like, if necessary write on another sheet of paper

Perceptions of the RE content

What is your perception of the RE content based on the syllabus that you teach and its relation to a multireligious Kenyan context? Indicate your answer by a tick

31. The content of RE provokes students to develop critical thinking in their learning.

Strongly agree Agree Unsure Disagree Strongly Disagree

32. The content of RE motivates students to show interest and openness to other religious beliefs and values.

Strongly agree Agree Unsure Disagree Strongly Disagree

33. The content of RE enhances students' growth in their Christian faith.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

34. The content of RE encourages students to mix freely with others from different religious faiths in a classroom situation.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

35. The Bible, Veda, and Quran scriptures are all God's revelation to humans.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

36. The content of RE includes the beliefs, practices and values of all religions in Kenya.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

37. Looking at the content represented in the RE syllabus that you teach, does it meet the needs of the multireligious situation in Kenya?

Yes [] No []

Give reasons for your answer

38. What in particular would you say is helpful in the current RE content that you teach?

Please write a few sentences

Perceptions of the RE teaching methods

39. What is your perception of the RE teaching methods that you feel to be appropriate for the current situation in Kenyan multireligious secondary schools?

RE teaching methods	SA	A	U	D	SD
RE methods should provoke students to think critically about the content they are learning					

Appropriate RE methods are those which induce students to religious commitment.					
Relevant RE methods are those which transmit religious knowledge to students					
Good RE methods should encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other people's religious faith.					
The effective RE methods should be those which lead students to creative thinking					

40. What is your professional comment or recommendations about what kinds of teaching methods would be appropriate for teaching RE in the Kenyan multireligious secondary school situation?

.....

.....

.....

(Please feel free to write as much as you like, if necessary, write on another paper).

Perceptions of syllabus 8.4.4.*How would you perceive the syllabus that you teach 8.4.4?*

Syllabus	SA	A	U	D	SD
It is Holy book-oriented in its approach.					
It is relevant to the needs of students of all religious faiths					
It does not cater for the religious education of students of different religious faiths.					
It is narrow-based rather than broad-based in its approach to different religions in the country.					
It promotes equal coverage of all religious faiths in Kenya.					

41. Who should design and implement the RE syllabus for Kenyan secondary schools?

Mark your answer by a tick.

Churches Ministry of Education Both the Churches and Ministry of Education

Any Other, specify

.....

Perceptions of your students

How would you perceive your students in an RE classroom?

Students perception	SA	A	U	D	SD
Students should be recipients of the RE content taught in class.					
Students should express their freedom of learning in RE classes.					
Students should be helped to be committed to the Christian faith in RE classes.					
Students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson.					

42. How should you treat a student with a different religious faith from yours? Please feel free to write as much as you like, if necessary, write on another piece of paper.

.....

.....

.....

Perceptions of the role of an RE teacher in multireligious secondary schools

How would you perceive your role as an RE teacher in a multireligious secondary school?

RE in multireligious in school	SA	A	U	D	SD
To guide students in the religious faith.					
To give freedom of learning to students over religious issues in the classrooms.					
To adhere to the teaching requirements of the Ministry of Education					
To be that of a guardian of students in matters of the religious faith					
To exercise religious freedom to use any teaching methods in RE lessons					
To be that of a facilitator in RE classroom situations					

43. What changes would you like to see made to improve RE in secondary schools?

Please feel free to write as much as you like, if necessary, write on another sheet of paper.

.....

44. What can you say about the general opinions put forward about RE by others?

(Tick one box for each category)

Reason	SA	A	U	D	SD
RE is the easiest subject in school					
RE moulds ones life to best					
if it were not for RE I could always be last					
RE should be removed from the syllabus					

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

The objective of the study is to provide the researcher with information for purely academic purposes. The particular purpose of this study is to establish *Role of Religious Education in Guidance and Counseling in Eldoret East District* I would like to ask for your honest response. All information provided will be kept strictly confidential. Do not put any name or identification on this questionnaire.

We thank you for your support

Answer all questions as indicated by either Ticking (√) or filling in the blank option that applies.

SECTION A: Biographical Details

1. What is your gender? Male Female

2. Your Age?

Below 10-13 14-17 18-21 Above 22

3. Type of school?

Public Private

4. What is your religious affiliation?

Evangelical/Pentecostal Christian Catholic/ Anglican Christian

Hindu Muslim

SECTION B: The Method RE Teachers use to guide and counsel students in Christian way

11. What are some RE methods used in guidance and counseling in school?

Use of bible examples[] Relating problems to bible teachings []

Counseling through reference to bible teachings []

Urging those with problems to read bible []

Any other, specify

12. How does RE counsel students?

Most of the teachings end in practical solution []

It encourages students to forgive each other []

It prepares students to face the world challenges []

It ensures that students become law abiding citizens []

Any other, specify

SECTION C: The Importance of RE in Moulding of individual students’ moral behaviour through guidance and counseling

13 Indicate if you agree or disagree with the following

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

About RE	SA	A	U	D	SD
RE. is the easiest subject of all the Humanities offered in school					
You cannot pass RE. if your background has not been religious					
Religion does provide students with healthy alternatives to other					

social engagement than other humanities					
Religious factors have a positive impact on school success					
Religious factors plays a role in trajectory of study					
RE. help build citizens who are upright in character and hardworking					
RE. is an important subject in the development of youths character					
There is no other subject in school that teach character					
Students in my class who take RE. are the ones who lead in class academically					
All the students who take RE. are upright in character					
Students who were character deterred after taking RE. they become good in character					
Upright in character students in my class perform well in academic					
RE students in my class do not smoke, drink alcohol or abuse substance					
RE. students in my school have never been in indiscipline cases					
To be successful in school and class work you need to be RE. student					
RE students finish assignment on time, and are very active in class					
RE. students are very ambitious					
Without religion in your life your moral behaviour will be affected					
The number one student in our class is a RE student and very upright in character					

14 How do you rate the General performance of RE. subject in relation other humanities?

Very good Good

Average Poor

Very Poor Undecided

15. How can you rate you performance (if you have been studying RE subject since Form 1 to now)

Rating/year	Form 1	Form 2	Form 3	Form 4
Very good (A)				
Good (B)				
Average (C)				
Poor (D)				
Very poor (E)				

16. Please indicate if you agree or disagree with the following about morally upright students and academic performance

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

Character and Academic	SA	A	U	D	SD
By being upright in character you have high chance of doing well in class					
Being active in religion precludes you from other types of social ties especially those that cut against the prescriptions and proscription of religious tradition.					
Religion promote conformity; that is going to class and completing assignment					
Alcohol and substance abuse are among the most important factors predicting negative educational outcomes					
Depression, loneliness and anxiety are strongly associated with poor school performance hence drug abuse					
With RE as your learning subject those items above(depression, loneliness) cannot come					
Much of volunteering and activism activities in schools are geared by religion students in school					
Religion students are very active and hardworking because are taught to concentrate on their studies first.					
RE is the key to success academic wise.					

SECTION D: The Extent to which RE plays role of guidance and counseling in secondary schools

17. By studying RE one becomes morally upright

True false

18. Indicate the level to which you agree with the following notions

Importance of RE.	SA	A	U	D	SD
The subject RE teaches good character					
This good character then contribute a lot on academic performance					
Students who study religion and religious values at school are much less likely to engage in illegal activities such as underage drinking of alcohol					
RE promote tolerance, counteract prejudice and create respect for the opinion of other					
RE give students confidence to express their own opinion					
By doing RE one is exposed to upright character which guide one in the right direction					
Students are more likely to develop personal attitude that would allow them to resist the peer pressure that may make them perform poorly					
RE make students be engaged in profound studying and have strong desire for excellence					
RE makes one be upright in character					

Without RE one cannot be upright in character nor academically good					
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19. How can you describe an upright in character person/student?

Respectful, hardworking, gentle

Perseverance, tolerant, ambitious

Good, lively, hardworking

SECTION E: The students/teachers attitude towards RE and how it influences their character

Perception of the Kenyan educational context

What is your perception of the current Kenyan secondary school situation? Indicate your answer by a tick

20. Kenya is a Christian nation, therefore, RE must be based on Christianity.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

21. All religions in Kenya should be recognised and taught in Kenyan secondary schools.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

22. The current Kenyan situation is inclusive of all religious traditions.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

23. Which title for RE best reflects the current multireligious faiths in Kenyan secondary schools? Choose one by a tick.

Christian Religious Education [] Bible Knowledge []

Religious Education [] Moral and Spiritual Education []

Any other, specify

.....

Give an explanation for the answer you have chosen

.....

.....

.....

24. Apart from being taught in class, where else should religion be applied at school?

Choose one by a tick

Morning devotions School Assemblies

In small groups according to students' religious faiths

Give an explanation for the answer you have chosen

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25. Which religion should be taught in the Kenyan secondary schools? Tick one answer.

Christian religious education No religion at all

All religions Islamic religion

African Traditional Religion

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What is your perception of the current RE aims in the syllabus that you teach?

26. They promote spiritual growth and commitment of students to the faith.

Strongly agree Agree Unsure Disagree Strongly Disagree

27. They impart religious knowledge and understanding of different religious faiths.

Strongly agree Agree Unsure Disagree Strongly Disagree

28. They develop the students' abilities to make reasoned and informed judgments about religious issues.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

29. Do you think the current RE aims promote equal coverage of all religions in Kenyan secondary schools?

Yes [] No []

Explain your answer.....

.....

Please feel free to write as much as you like, if necessary write on another sheet of paper

Perceptions of the RE content

What is your perception of the RE content based on the syllabus that you teach and its relation to a multireligious Kenyan context? Indicate your answer by a tick

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34. The Bible, Veda, and Quran scriptures are all God's revelation to humans.

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35. The content of RE includes the beliefs, practices and values of all religions in Kenya.

Strongly agree [] Agree [] Unsure [] Disagree [] Strongly Disagree []

36. Looking at the content represented in the RE syllabus that you teach, does it meet the needs of the multireligious situation in Kenya?

Yes [] No []

Give reasons for your answer

37. What in particular would you say is helpful in the current RE content that you teach?

Please write a few sentences

Perceptions of the RE teaching methods

38. What is your perception of the RE teaching methods that you feel to be appropriate for the current situation in Kenyan multireligious secondary schools?

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Good RE methods should encourage students to discover their own religious beliefs and values while at the same time show tolerance and respect for other people's religious faith.					
The effective RE methods should be those which lead students to creative thinking					

Perceptions of syllabus 8.4.4.

How would you perceive the syllabus that you are being taught 8.4.4?

Syllabus	SA	A	U	D	SD
It is Bible-oriented in its approach.					
It is relevant to the needs of students of all religious faiths					
It does not cater for the religious education of students of different religious faiths.					
It is narrow-based rather than broad-based in its approach to different religions in the country.					
It promotes equal coverage of all religious faiths in Kenya.					

39. Who should design and implement the RE syllabus for Kenyan secondary schools?

Mark your answer by a tick.

Churches Ministry of Education

Both the Churches and Ministry of Education

Any Other, specify

.....

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How would you perceive your students in an RE classroom?

Students perception	SA	A	U	D	SD
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Students should express their freedom of learning in RE classes.					
Students should be helped to be committed to the Christian faith in RE classes.					
Students should manifest innovativeness, problem-solving skills, and an ability for self-motivation, and self-sustenance in their lives through the RE lesson.					

40. How should you treat a student with a different religious faith from yours? Please feel free to write as much as you like, if necessary, write on another piece of paper.

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Perceptions of the role of an RE teacher in multireligious secondary schools

How would you perceive your role as an RE teacher in a multireligious secondary school?

RE in multireligious in school	SA	A	U	D	SD
To guide students in their faith.					
To give freedom of learning to students over religious issues in the classrooms.					

To adhere to the teaching requirements of the Ministry of Education					
To be that of a guardian of students in matters of the faith					
To exercise religious freedom to use any teaching methods in RE lessons					
To be that of a facilitator in RE classroom situations					

41. What changes would you like to see made to improve RE in secondary schools?

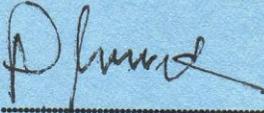
Please feel free to write as much as you like, if necessary, write on another sheet of paper.

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APPENDIX III: RESEARCH PERMIT

PAGE 2	PAGE 3
<p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss..... CAREN ROP CHEMUTAI</p> <p>of (Address)..... MOI UNIVERSITY P.O. BOX 3900 ELDORET</p> <p>has been permitted to conduct research in.....</p> <p>.....Location, ELDORET EASTDistrict, RIFT VALLEYProvince,</p> <p>on the topic..... ROLE OF RELIGIOUS EDUCATION IN GUIDANCE AND COUNSELING : STUDY OF ELDORET EAST DISTRICT.</p> <p>.....</p> <p>.....for a period ending..... 30TH APRIL 11 20.....</p>	<p>NCST/RRI/12/1/SS/172</p> <p>Research Permit No.....</p> <p>Date of issue..... 30/03/2010</p> <p>Fee received..... SHS 1,000</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>..... <i>Applicant's Signature</i></p> </div> <div style="text-align: center;">  <p>..... <i>Secretary National Council for Science and Technology</i></p> </div> </div>

APPENDIX IV: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123.
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref: **NCST/RR1/12/1/SS/172/5**

Date:
31st March, 2010

Ms. Caren Chemutai Rop
Moi University
P. O. Box 3900
NAIROBI

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Role of religious education in guidance and counselling: A study of Eldoret East District*" I am pleased to inform you that you have been authorized to undertake research in **Eldoret East District** for a period ending **30th April, 2011**.

You are advised to report to **the District Commissioner and the District Education Officer Eldoret East District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

APPENDIX V: RESEARCH AUTHORIZATION LETTER

MINISTRY OF EDUCATION

Telegrams:
Tel:'020217447'
Ref: No.ED/UG.E/E/43/112



DISTRICT EDUCATION OFFICE,
ELDORET EAST DISTRICT,
P. O. Box 273,
ELDORET.

DATE:14/05/2010

TO WHOM IT MAY CONCERN,

RE: RESEARCH AUTHORIZATION –
CAREN CHEMUTAI ROP

The above named teacher is permitted to carry out research on ***“Role of religious education in guidance and counselling in this district for period ending 30th April, 2011”.***

Please accord her any necessary assistance.


H. K. YEGO

FOR: DISTRICT EDUCATION OFFICER
ELDORET EAST DISTRICT

HK/mc

APPENDIX VI: MAP ELDORET EAST DISTRICT

