THE IMPLEMENTATION OF THE PROGRAMME OF PASTORAL INSTRUCTION (P.P.I) IN PRIMARY SCHOOLS WITHIN ELDORET MUNICIPALITY, KENYA

BY

ODONGO SALOME AWOUR

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PHILOSOPHY IN THE DEPARTMENT OF CURRICULUM, INSTRUCTION AND EDUCATIONAL MEDIA IN RELIGIOUS EDUCATION

SCHOOL OF EDUCATION
MOI UNIVERSITY

OCTOBER 2009

DECLARATION

Declaration by the Student

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

Odongo Salome Awour   Date……………………………..

(EDU/PGCT/1020/05)

                                                              Signature………………………...

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as the University supervisors.

Rev. Dr. Ayub Walaba

Senior Lecturer

Department of Curriculum

Instruction and Education Media

Moi University, Eldoret.

Dr. Joseph Koech ……………………………….Date…………………………….

Senior Lecturer

School of Art and Social Sciences

Moi University, Eldoret

DEDICATION

To my beloved husband, Prof. Rasowo and my children.

ACKNOWLEDGEMENT

ABSTRACT

When the 8.4.4 system of education was introduced, many structural changes occurred in the curriculum. Consequently, teaching of the programme of pastoral instruction (P.P.I) in many primary schools was introduced to enable pupils acquire religious nourishment particular to their Christian denomination without emphasis on examination as other subjects in primary school. Such a scenario where the subject is not examinable tends to create many challenges for its successful implementation. This study therefore investigated the challenges in the implementation of the programme of pastoral instruction (P.P.I) in primary schools within Eldoret Municipality. The objectives of the study were: to determine the available teaching resources for P.P.I, to establish the training of teachers for teaching P.P.I, to establish the management support towards P.P.I, to examine the attitude of teachers and pupils towards the P.P.I programme, and to examine instructional problems during teaching of P.P.I

The study was, anchored on the theory of force fields analysis of change that was developed by Kurt Lewin (1947). This theory deals with the process and strategies for planning and implementing change. It looks at the variables such as management, analyzing the various change strategies that can be used in a particular situation, involved in determining effectiveness.

This study was conducted by cross-sectional survey design. Data was collected from a sample of 240 pupils, 120 teachers, 24 headteachers, M.E.O and Quality Assurance and Standard Officer. Questionnaires, interviews and document analysis were used to collect data. Stratified, purposive and simple randomly sampling was used to select the required sample for the study. The data was analyzed and presented using frequencies and percentages on graphs, figures and tables.

The analyzed data revealed that; pupils and teachers have positive attitude towards P.P.I. Teachers were not fully prepared to teach P.P.I, and were in need of in-service courses for effective teaching. Textbooks were the most available resources for teaching P.P.I. Discussion, question and answer method were the most popular mode of instruction.

From the analyzed data, the following conclusions were made. The Ministry should organize for more in-service courses for teachers of P.P.I. The government should set aside funds for buying teaching and learning resources in schools. The findings of the study is hoped to benefit teachers of P.P.I and to guide the policy makers in improving the quality and teaching of P.P.I.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

A.T.R   -   African Traditional Religion

C.C.E.A   -   Christian Churches Education Association

C.R.E   -   Christian Religious Education

F.P.E   -   Free Primary Education

K.C.A   -   Kenya Catholic Secretariat

K.I.E   -   Kenya Institute of Education

K.N.E.C   -   Kenya national Examination Council

M.E.O   -   Municipal Education Officer

P.P.I   -   Programme of Pastoral Instruction

P.T.A   -   Parents Teachers Association

S.D.A   -   Seventh Day Adventist

T.S.C   -   Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents background information, statement of research problem, purpose and objectives of the study, research questions, assumption of the study, significance of the study, scope and limitation of the study, theoretical framework and definition of terms.

1.2 Background of the Study

Religion is regarded as one of the external agencies of morality that helps humans to make moral decisions. Religion should enable the learner to look towards human's humanity's final goal and destiny Van, (1992). It is the most binding moral agency because of its transcendent authority. Religious education aims at transforming the life of an individual into right relationship with God, fellowmen and both his physical and cultural environment (ibid). It offers supernatural assistance to help human person make rational decision.

In Traditional African community religion stipulates clearly the difference between right and wrong, just and unjust, good and evil as well as a virtue and a vice Mbiti, (1969). African traditional Religion (A.T.R) discusses many moral values on family and community. It is morals which bind the relationship between people and the world around them. Morality regulates human behaviour and ensures that there is order through restrictions (for wrong) and rewards (for the right behaviour). It gives a code of conduct

and draws a line between "dos" and "don'ts". Education without morality is incomplete. This is because humans have spiritual and moral tendencies Van, (1992). However, the authors ignore the negative aspects of A.T.R. For instance, such traditional practices as the abandonment of twins and Female Genital Mutilation have little or no impact on the shape of morality in a society. Restoring moral development in Africa also raises a situation of concern that cannot be ignored by any member of the African community. The degeneration of African traditional values and the religions and Africa's moral development have gravely wounded the continent in terms of morality. The arrival of the missionaries was not to provide education to the African per se but to encourage them to learn the word of God. In order for the Africans to understand and appreciate the word of God as the main objectives of the missionaries, they had to understand the main teaching of God, which was in the Bible. Therefore the missionaries introduced formal education to enable the African to acquire a certain level of literacy that would enable them to read the Bible and understand God's teaching directly. However, just learning to read and write would never have guaranteed the missionaries their objective of converting the African to Christianity. As such they further introduced religious education, which formed the core of the curriculum. Later new subjects were included because they were supportive of Christian instruction. The missionaries introduced the programme of Pastoral instruction in Primary Schools `in order to promote its specific Christian tradition (Abagi, 1998). Despite the importance of religious education in African literacy, it is worth noting that an alternative purpose of religious education in Africa was to justify colonialism to the subjugated Africans.

After independence there was concern about the place of religious instruction within a secular state, with a diverse and a complex religious scene. The Kenya Education Commission (Ominde Report, 1964): in its section 72, the report (1964) rejected both the establishment of a state religion and a purely secular state for Kenya urging that religious education be offered and taught in primary schools as an academic subject based on acceptable educational criteria. Furthermore, schools were to be open to all pupils. There was to be no discrimination in schools based on racial or on religious grounds. The report further recommended the use of a common syllabus for teaching religion in schools. However, this report did not address how a common syllabus could be harmonized between vastly diverse religions, nor the status of schools whose student body was predominantly of one religion. The study therefore endeavored to establish how a common syllabus could be harmonized between vastly diverse religions.

The Education Act (1968) incorporated the educational changes recommended by the Ominde Report of 1964. The Education Act relieved Christian churches of managing and maintaining schools. After having been relieved of their duties, the government through the Ministry of Education allowed missionaries to continue offering specific teaching of their denomination in primary schools. The objective of the Ministry of Education to implement programmes of pastoral instruction in primary schools was to enable pupils to:

1. Live up to their denomination believes and practices.

2. To identify themselves with their denomination.

3. Develop their faith and grow as mature Christians and faithful members of the church.

4. Receive full spiritual and moral development, (Kiarie , 1979)

The missionaries introduced the programme of pastoral instruction in primary schools. This is where specific religious teachings would be delivered to pupils belonging to different denomination. The differences in Christian teachings and practices, which form the three P.P.I, are a result of denominational church interpretations and historical traditions regarding the common Christian themes:

- Catholics have seven sacraments whereas some protestant churches recognize one or two on such occasions.

- The Holy mass occupies a central place in the Catholic worship and priestly call. The way this Holy Mass is conducted is not practiced in any of the Protestant churches. But all Christians have a day of worship and do have prayers and offerings on such occasions.

- In some Protestant churches we have women ministers or pastors. All Catholic priests must be proven men. Women may become unmarried sisters or nuns.

- The Seventh Day Adventist church lays emphasis on the second coming of Jesus Christ.   Moreover, the SDA day of worship is Saturday. These are some of the different Christian teachings and practices taught in the P.P.I.

However, a common Christian religious education curriculum, syllabuses and books were used by the approval of the Minister of Education.

In programme of pastoral instruction pupils belonging to different Christian religion would be separated and taught by a teacher belonging to their faith. For example, a Catholic teacher would teach Catholic pupils. While a Protestant teacher would teach Protestant pupils specific teachings of their church.

The common Christian Religious syllabus was separated from the syllabuses belonging to different denominations. For example syllabus "A" was for primary schools sponsored by the Protestants. While syllabus "B" was for primary schools sponsored by Catholic Church. The specific church teaching and practices of different denomination were only used for pastoral instruction but not for common syllabus of Christian Religious Education (C.R.E). The interim joint syllabus for Christian Religious Education for primary schools was formed in 1972. (Otiende and Malusu, 1994).

Apart from Ominde Report of 1964, Education Act of 1968, there have been a number of government policies touching on religious education. In 1976 the Gachathi Report on education was formed. It stated that the teaching of religion and social ethics should not be mixed up. The commission appears somewhat impatient with Religious Education for not having catered for moral education. The recommendations made by Gachathi were overtaken by events when another commission was appointed, to look into the establishment of the second university (Mackay Report 1981).

The Mackay Report focused on the entire system of education. It recommended major changes in the structure and curriculum of education. This led to the birth of 8.4.4 system of education. For the programme to take place effectively, there were conditions put in place for the implementation of 8.4.4 system of education. Since there were controversies concerning 8.4.4 system of education, it seems the necessary conditions for implementation of the programme were not met (Ongudi, 1986). The controversies apply to general curriculum of 8.4.4 system of education subsume the PPI. Since January 2003, when the new government came to power, major reforms to revamp the education have

been implemented. The government has provided a policy guideline to ensure every Kenyan the right to education and training no matter his or her socio- economic status (Economic Survey, 2003). The reforms of 2003 on education also reduced the workload for both teachers and pupils. This resulted into a number of changes in the structure and content of all the subjects taught in primary schools.

Following the changes made in the entire structure and curriculum of education, the Ministry of Education asked the church to help in preparing a common joint Christian Religious Education syllabus and materials for teaching programme of pastoral instruction. The church therefore prepared the syllabus, books and other teaching materials. Christian Religious Education (C.R.E) is different from pastoral instruction. Christian Religious Education entails the common teachings from different churches and is taught to all primary pupils taking C.RE. While pastoral instruction entails specific church teachings from the Catholic Church, Protestant church and Seventh Day Adventist church. Pastoral instruction is not taught to all pupils but to only those who belong to a particular denomination. It did not include non-Christian churches but was formed as per the request of the Christian missionaries who introduced formal education in Kenya and were sponsors of many schools in the country.

The Christian Churches Education Association, Kenya Catholic Church and the Seventh Day Adventist church made programme of pastoral instruction syllabuses. . The Christian Churches Education Association (C.C.E.A) representing the protestant churches made P.P. I syllabus for the protestant pupils. The Kenya Catholic Secretariat (K C. A) Made P.P.I syllabus for the catholic pupils. The S.D.A church made one for the Seventh Day

Adventist pupils. Dunne, et al (1992) stated that the diversity, which led to the formation of programme of pastoral instruction syllabus, arises from varied patterns of life, worship and beliefs of different denomination. According to Otiende and Malusu, (1994) if teachers could teach pastoral instruction, they feel that they are already too heavily burdened with the pressing demands of the 8.4.4. Education curriculum and yet P.P.I is not examined at any level. No data has ever been collected on implementation of programme of pastoral instruction (P.P.I). The new curriculum of 2003 reduced the workload for both the teachers and the pupils. This study therefore, sought to investigate whether the teachers and pupils still hold the same view on P.P.I as an extra duty. The study also established the extent P.P.I as a subject met in fulfilling conditions necessary for implementation.

1.3 Statement of the problem

Curriculum implementation involves a series of interrelated tasks ranging from dissemination of ideas, to establishing a workable strategy for actual implementation. It involves among other things preparation of teachers, availability of programme materials and physical facilities. Ongudi, (1986) pointed out the general unpreparedness of the school to receive 8.4.4 curriculum. With its introduction changes were made in the content and structure of all subjects. Based on this criterion, one wonders, if the teaching and learning resources are available. What attitude do teachers have towards the subject? What approaches do teachers use to teach PPI programme? Do they get management support towards P.P.I?

In C.R.E for primary teacher education Otiende and Malusu, (1994), stated that the programme of pastoral instruction was introduced to create diversity. This is where teachers teach their pupils' moral development, as well as making them be obedient and peaceful youths. They are also taught to obey the religion and culture of other people in order to enhance unity. According to Otiende and Malusu, even if teachers could teach pastoral instruction, they feel that they are already too heavily burdened with the pressing demands of the 8.4.4 education curriculum. The teachers consider P.P.I as an extra duty. In any case, programmes of pastoral instruction are not examined at the end of the primary schools cycle. This in itself is a drawback in the context of an examination oriented education system. . This study hoped to establish the extent to which P.P.I as a subject fulfills conditions necessary for implementation. It is against this background that the researcher set to investigate the implementation of pastoral instruction (P.P.I) in primary schools: a case of primary schools within Eldoret Municipality.

1.4 Purpose and objectives of the study

The study therefore was set to find out the extent to which primary schools in Eldoret Municipality were prepared to fulfill the conditions necessary for implementation with reference to the availability of materials, physical facilities, teacher preparation and management support. Specifically, the study sought to:

1) To determine the available teaching resources for P.P.I.
2) To establish the training of teachers for teaching P.P.I
3) To examine the approaches towards teaching of P.P.I programme
4) To establish the management support towards P.P.I.
5) To examine the attitude of head teachers, teachers and pupils towards the P.P.I programme.

1.5 Research questions

1) What resources are available for the teaching of P.P.I. and are they utilized as required?

2) What type of training did the teachers attend for teaching P.P.I?

3) What approaches are used in the teaching of P.P.I programme?

4) What type of support do teachers receive in implementing the programme?

5) What attitudes do teachers and pupils have towards the teaching of P.P.I?

1.6 Assumptions of the study

(i) That the respondents expressed their sincere feelings in response to the questionnaire items.

(ii) That all primary schools participate in the P.P.I. programme as stipulated by the Ministry of Education.

(iii) That what is practiced in the teaching of P.P.I. is what is expected of the programme.

1.7 Significance of the study

Implementation of any programme brings into mind the question of facilities, teacher capability, management support as well as positive orientation towards the programme by teachers and pupils. As a result, the findings of this study would: shed light on the effectiveness of the approach used to implement the P.P.I., assist future programme planners in not only P.P.I but also other subjects as well on implementation strategies. It would throw some light on what programme planners should do in terms of provision of facilities, teacher preparation and educating managers before innovation of programmes.

Therefore, recommendations based on the findings of this study would be useful to education planners, administrators, and teachers involved in future programme planning and implementation.

The findings of the study would benefit the Ministry of Education when formulating policies concerning curriculum content, curriculum implementation and improvement of pupils' performance.

1.8 Scope of the study

The study covered the implementation aspect of the PPI in both private and public schools in the Eldoret Municipality. Other aspects of PPI like teaching resources, teachers and their training levels and the support were only discussed in relation to implementation, such that PPI becomes a special programme just like other subjects taught in schools. The study involved a sample of three hundred and eighty six respondents i.e. two hundred and forty pupils, one hundred and twenty teachers, twenty four head teachers and one ministry of education official.

1.9 Limitation of the study

A limitation is some aspect of the study that may negatively affect the result that the researcher has no control (Mugenda and Mugenda, 1999). The study encountered a number of limitations that could impede answering the research questions and objectives. The main limitation in this study was attributed to the sample size. There are about 18,000 primary schools in the country and all of them are expected to have implemented PPI as directed by the government through the Ministry of Education, Therefore, adequate assessment of the effectiveness of PPI and implementation with reference to the

availability of materials, teacher preparation and management support in the country, requires a consideration of a large number or if possible, all the primary schools. However, due to time, manpower and financial resource constraints, it was not possible to cover a large number or all the primary schools in the country. The findings of this study were therefore confined to the sampled schools and pupils in Eldoret Municipality and would not be overly generalized to all primary schools in the country.

Implementation of P.P.I in primary education is a religious issue linked to religious denominations. Some headteachers were afraid to give the true picture of what is happening on the ground despite the fact that data collected was not for the purpose of evaluating them as headteachers. Therefore, data obtained from this study may be varied for other group settings. The findings could only be generalized within Eldoret Municipality. If there would be need to extend these generalizations to other districts, differences in geographical locations and student characteristics, should be taken into consideration.

1.10 Theoretical framework

The implementation of the programme of pastoral instruction (P.P.I.) in primary schools is an educational change. An educational change is the process of altering the missions, goals, values, beliefs, behaviors, rules, procedures, policies, structures, resources and performance of all or some units of educational systems. In the case of the PPI, the general objectives are to help the child to develop as a mature member of his church and to be more committed Christian. PPI covers primary schools children from standard one to eight.

11

The study was, anchored on the theory of force fields analysis of change that was developed by Kurt Lewin (1947). This theory deals with the process and strategies for planning and implementing change. It looks at the variables such as management, organization and controlling a given situation in an organization. It is also useful in analyzing the various change strategies that can be used in a particular situation, involved in determining effectiveness, (Evancevich, 2003)

Once you have determined that there is a discrepancy between what is actually happening and what you would like to happen in a situation, and have done some analysis on why the discrepancy exists, before embarking on any change strategy, it seems appropriate to determine what you are going for you in this change effort (driving forces) and what is going against you, (Restraining forces). If managers start implementing a change strategy without doing that kind of analysis, they can get into problems or challenges without knowing why, (Koontz, 1990).

If the 'driving forces' outweigh the 'restraining forces' in power and frequency in a change situation, managers interested in driving for a change can often push on and overpower the restraining forces. But if the reverse is true and the restraining forces are much stronger than the driving forces, managers interested in driving for change have several choices to make (Chabra, et. al, 2001).

This theory underpins this study as implementation of change consists of the process of putting into practice an idea, program or set of activities new to the people expected to change. As a school head teacher who is the main implementer of the PPI education programme he/she should have an idea of what is adaptive and what is resistant to the

change within the environment. In this case the restraining forces are likely to be associated with availability of adequate resources, materials, facilities and instructional materials, managing finances, inadequate staff, inadequate classroom space, lack of support from educational stakeholders and skills to implement the programme. As the manager for change he/she should seek for solutions to solve these problems through education policy and decision makers before implementing and during the implementation of the PPI programme. Thus primary school head teachers can pursue the change effort but concentrate on maintaining the driving forces in the situation while attempting one by one, to change each of the restraining forces.

Therefore, driving forces are the initiators of change right from the government to the pupils in the schools where the PPI education programme is being implemented.   They include the primary school head teacher who is the main agent of change of the programme, teachers, pupils, government agents, parents and politicians.

The restraining forces mentioned can cause problems to the implementation of the PPI education programme. Therefore the list of factors which affect change in this are forces for change (driving force factors) which are the main initiators of the PPI education programme. They comprise of the policy makers in the Ministry of Education who plan for the change that has to take place, the head teachers who are the managers of schools where the change has to take place, the teachers who are to carry out the change process by implementing the PPI education programme, pupils and the schools management committee members whose work is to support the implementation of the PPI education programme.

On the other hand forces against change those are the restraining forces which are the inhibitors for change comprise of learning materials, facilities, resources, equipment, finances and teachers. These restraining forces have to be balanced to form equilibrium so as to make the change process a success without which the head teacher will face administrative challenges in the implementation of the PPI education programme.

From this theory the following elements were chosen to base the research on, in framing the research objectives, research questions and research instruments: Learning materials, physical facilities and resources, management of funds disbursed and controlling of the school by head teachers, and other in the Ministry of Education and schools. Therefore these constitute the theoretical framework of the study.

1.11 Definition of the terms

There are various terms in the study that warrant definition:

Academic performance: How well one does in subjects involving a lot of reading and studying rather than practical or technical skills. In this study, high academic performance is taken to be grades A and B in the Kenya certificate of primary school examination.

Attitude: Attitude is a persistent tendency to feel and behave in particular way towards some object or person. Attitudes persist. In the absence of forces of change, the individuals' attitudes towards certain people or objects will remain the same. In this study attitudes are categorized into positive, neutral and negative. The pupils' feelings or perceptions towards their teachers were taken as attitudes they had towards them.

Cognitive Dissonance: It is a psychologically uncomfortable state. The existence of which will motivate individual to reduce the amount of dissonance experienced. There is a tendency for an individual to seek dissonance among their cognitions (opinions). In this study, it is believed that pupils' attitudes (opinions) towards their teachers has a direct influence on their performance (behaviour)

Curriculum: All the planned and teaching activities that enable pupils to develop the desired knowledge, values, attitudes and skills.

Education managers: This refers to all those people who play a role in preparing, guiding and directing the teachers in their professional task.

Implementation: It is a stage of making a curriculum and curriculum materials that include teaching and learning aids, available to all learners. It focuses on putting into practice a curriculum through the interaction of teachers and pupils Oluoch, (1982). In the study it is used to refer to the process of putting into practice the PPI education programme.

Management Support: This is the support schools get from District Education Officer, District Inspector of schools, and head teachers in terms of learning and teaching facilities and teaching facilities and providing in-service courses for teachers.

Modeling: Modeling is learning based on observation of behaviour of another person. Model is a person from whom behaviour is imitated by observation. In this study the model is the teacher from whom pupils model. Officer, District Inspector of schools, and head teachers in

Programme of pastoral instruction (P.P.I): It emphasized common Christian heritage of different denomination and religions. It encourages unity in diversity through helping pupils to respect others

who belong to different denominations.

Special Education needs: Any learning need, which would not ordinarily be met by regular services of a mainstream educational institution. Special education needs for the academically talented pupils include challenging and differentiated curriculum.

Special education: Education in any form or environment, which is specially designed to meet the unique needs and requirements of learners with, other than ordinary abilities and includes education designed for exceptionally and talented children.

Strategy: This refers to policy procedures and techniques used by individual and groups at different levels of the educational system to achieve desired objectives.

Supervision: It is an attempt through party intervention to ascertain, maintain, and improve the quality of work done in school. Olembo O. J. (1977).

1.12 Summary

Having looked at the introduction to the study, the researcher gave a review of relevant literature in chapter 2. These studies help to highlight the problem in P.P.I which require further researcher

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews literature from sources such as textbooks, dissertations and magazines. This assisted the researcher to establish the objectives of this study and also provide a link between the present study and those previously done in the same or related field. The relevance of the reviews to the present study is pinpointed and the knowledge gap, which the present study intended to fill, is highlighted. This also includes headings like material resources and facilities for teaching, teachers training towards teaching in schools, approaches towards teaching of programmes and management support towards curriculum development. It also looked at attitude of teachers and pupils towards P.P.I subject.

2.2 History of P.P.I

Originally religious Education formed the core of the whole curriculum. Modern education can be traced to Christian missionaries. They were responsible for majority of schools until independence. With the attainment of independence, the circumstances changed. There was concern about the place of religious education within a secular state, with a diverse and complex religious scene Malusu and Otiende (1994). The education commission, under Dr. Ominde was given the task to review and make recommendations on education in newly independent Kenya. The Ominde Report of 1964 relieved the Christian churches of their remaining responsibility in managing maintained schools. This is according to section 30 of the Ominde Report (1964). In its section 72, the

Ominde Report of 1964 rejected both the establishment of a state religion and a purely secular state for Kenya. It stated that religious education be offered and taught in primary schools as an academic subject based on acceptable educational criteria. When a common syllabus for C.R.E was formed in 1972, the church wished to be left to offer their specific church teachings to their followers in primary schools. The specific church teachings formed programme of pastoral instruction. This is where a teacher who belongs to their faith would teach separately according to their denomination. The specific church teachings are not common to all Christian churches. They are unique teachings of a particular denomination. While C.R.E. entails all the common Christian teachings from different Christian churches. P.P.I. is on the time table for primary schools and is offered once a week. It is not examinable, while C.R.E. is examinable at all levels in primary schools. The Christian churches educational association (C.C.E.A.) representing the protestant churches made P.P.I. syllabus A for the protestant pupils. The Kenya catholic secretariat (K.C.S.) made P.P.I. syllabus B for the catholic pupils. The Seventh Day Adventist (S.D.A) made one for the S.D.A. pupils. Ever since the Ominde commission was formed in 1964, there have been a number of government policies touching on religious education. The Mackay report of 1981 focused on the entire system of education. It recommended major changes in the structure and content of all the subjects including P.P.I. As a result of the changes, the Ministry of Education again requested the church in 1981 to prepare new syllabuses, books and other teaching materials for P.P.I, along side the common syllabus for C.R.E. The new programmes of pastoral instruction syllabuses for different churches were implemented in 1981. These were adopted as the programme of pastoral instruction in 1985, when the 8.4.4. System of education was

launched in all primary schools. There were controversies concerning 8.4.4. Education System. It seems the necessary conditions for the implementation of the programme were not met (Ongudi, 1986). Since 8.4.4 Education System was introduced, there have been many changes in the education system. For example, in 2003 the new government made major reforms to revamp the education sector. It also reduced the workload for both teachers and pupils in primary schools (Kenya Economic Recovery Report- 2004). No data has ever been collected on the study of P.P.I subject. The study hoped to establish the extend P.P.I. as a subject met in fulfilling conditions necessary for implementation. The lack of research on P.P.I. raises questions as to whether P.P.I. achieved its desired effect.

2.3 Studies on the factors affecting the Teaching and learning of P.P.I

2.3.1 Material resources and facilities for teaching P.P.I

When education system was changed to 8.4.4, there followed many changes in the content and structure of education. In line with this, new syllabuses, new books and learning materials for the programme were produced.

In 1981 the Ministry of Education again requested the Kenya churches to help provide materials for teaching P.P.I. The Protestant agency responsible for overseeing schools, Christian Churches Educational Association (CCEA) and the Kenya Catholic Secretariat (KCS) responded .The CCEA prepared and recommended syllabuses, books and other teaching aids for teaching P.P.I according to the Protestant church. They produced a guidebook for teaching P.P.I known as God, myself, and others. The Kenya Catholic

Secretariat produced a guidebook for teaching P.P.I according to the Catholic faith known as 'My Christian Community'. While the Seventh Day Adventist prepared 'When God chose people'. The books are still being used by churches to cater for all the Christian children wherever they are. The syllabuses prepared for P.P.I. curriculum reflected the national goals and aspirations as well as social changes and developments in the country. However, it is still not clear whether the Protestant and Catholic learning materials were compatible or not. In a country with serious ethnic tensions, it would make no sense to emphasize religious differences in the education system. This study therefore extensively identified implementation of pastoral instruction (P.P.I) in primary schools and finally evaluated how various factors affect it and how the schools and ministry concern can direct the implementation of pastoral instruction.

Several researches have revealed that for implementation to take place effectively, teaching and learning materials must be available. Below are some of the researches made on learning and teaching materials:

As argued by Ogeto, (2004) provision of teaching as well as instructional materials is quite useful in the implementation success of any curriculum.

The use of media makes learning interesting. Visking (2002) emphasizes that the teacher is seen as the agent responsible for developing the training environments. On the availability of materials, schools with superior facilities, equipment, supplies and innovated instructional materials should be more successful than schools that are physically antiquated and dilapidated.

Teachers who have adequate and relevant teaching materials and facilities are more confident, effective and productive (Kochar, 1990). Teachers might also have the competence and positive attitudes if resources are enough. Nyokabi, (1994) noted that it would be self-defeating to develop curriculum programme or introducing a new subject without producing appropriate supporting teaching and learning materials. According to Mbiti, (2004) education budget must be prepared in such a way that the quality and quantity of curriculum requirement are accommodated. The authors neglect the manner and method of policy implementation in the Kenyan education system, which lays emphasis on full implementation even before preliminary studies have been carried out (as was witnessed with free primary education, which was hurriedly implemented due to political pressure). The current study endeavored to address the method of policy implementation in the Kenyan primary schools.

Materials are essential components of any curriculum programme because they are designed to help the teachers to understand and implement the ideas contained in it. Most curriculum studies carried out reveal that for a programme to be implemented successfully, material resources should be available (Gross et al, 2001, Fullan, 1992, Hawes, 1979, Oluoch 1992, Bishop 1985, Taba, 1962).

According to Bishop, (1985), there must be continuous supply of teaching and learning materials with adequate support services. He noted that the greatest single drawback to the implementation of the new ideas and techniques is often not lack of funds but delays and problems in connection with ordering and delivering of equipment. In line with this Oluoch, (1982) recommended that while the development or production of material

resources should be centralized, the distribution should be decentralized for efficient delivery to schools. This author acknowledges the effect of inefficient government procurement procedures on the education system, but does not discuss the impact of institutionalized corruption on public education. It is on this basis that this study was carried out.

Instructional resources are therefore, crucial for successful implementation of a curriculum and their supply should be continuous and adequate with proper system of distribution as well as appropriate storage facilities. Instructional resources, time and financial resources are crucial for successful implementation of a curriculum.

In 2003 the new government ensured equitable distribution of learning/teaching materials in public primary schools to support curriculum implementation. In line with this, the Key reforms at primary school level involve dispatch of funds for purchase of instructional materials for all the subjects including P.P.I (Economic Survey, 2003).The study investigated whether the school heads do ensure efficiency in performance and proper utilization of the funds by buying resources required for teaching P.P.I

2.4 Training personnel in P.P.I

All primary school teachers are trained to teach P.P.I in colleges. This is infused in C.R.E at college level. Apart from the training teachers receive at college, there are other trainings they do attend. The Ministry of Education requested the Kenya churches to help provide in-service courses. This was to prepare teachers in using the joint CRE syllabus, One in Christ, and the programme of pastoral instruction (P.P.I) .The church responded by building the create campus, cisret and reap for training teachers on how to use various

methods of teaching CRE and P.P.I. Further training enables a teacher to improve the quality of instruction at class level .The disadvantage of making P.P.I. a common course in teacher training colleges is that some teacher trainees may not have the aptitude or desire to teach P.P.I. in primary schools. It would be better if those trainees who are good at religious education and P.P.I were allowed to specialize in these subjects. It is on this basis that this study was carried out to examine the approaches towards teaching of P.P.I programme.

Several researches have also revealed that further training boosts morale of the teachers and gives them self-confidence, which contributes to effective teaching. Fullan, (1992) points out that it is when people actually try to implement new approaches and reforms that they have the most specific concerns and doubts. It is extremely important that people obtain specific support at the early stage of attempted implementation through interacting learning, meeting with resource consultants and fellow implementers. This constitutes a process of coming to see the meaning of change more clearly.

In addition, Shajala and Ravindranth (1989) outline various factors that influence acceptance of an innovation. One of the most important factors is exposure to the innovation, which should be done through organizing in-service courses of curriculum innovation to make teachers secure and competent. Kyalo (2006) argued that success of most studies and accuracy as well as reliability of information has to be a facet of the educational level and qualification of the respondents. Unfortunately, with the emphasis of most teachers being on covering the syllabus, there are relatively few opportunities for

in-service training or peer reviews. The current study endeavored to determine the available teaching resources for P.P.I and the training of teachers for teaching P.P.I

Taba (1962) also emphasizes that effective curriculum change involves a large amount of training because new skills need to be learned. In further training, cognitive perspective must be acquired, new modes of thinking need to be initiated and most curriculum decision no matter what their scope, require application of theoretical principles and practical know-how. The issue of funding is pertinent to this issue. Most funds in primary school education are directed towards purchase of materials, leaving very little for further training. The current study examined instructional problems facing P.P.I. in primary schools of Eldoret Municipality and how the problem can be solved.

Shiundu and Omulando (1992) stated that teachers play a vital role in curriculum development and need appropriate and relevant training to be able to handle curriculum. Training is also needed to develop capacity to apply psychological and social principles on which the curriculum is based.

Training is also aimed at improving communication and problem solving skills for the teacher. In service training, therefore helps to acquaint the practicing-teacher with the latest innovation in the curriculum in his subject area. Research shows that it is important to provide in-service courses to teachers to keep them informed about the recent development in instructional technology. This enables the teachers to use their professional teaching methods to improve the quality of instruction at classroom level. Even though, Cisret, Create were established to in-service teachers, resources are inadequate. Head teachers do not sponsor most teachers for the training. Further more,

they are out of reach for most teachers. Therefore, the Ministry of Education Science and Technology due to inadequate resources has not put in place a comprehensive teacher in-servicing programme to prepare teachers to cope with the changes and emerging challenges in teaching P.P.I. If teaching is professionalized, the teacher is expected to be efficient and effective in the delivery of programmes of pastoral instruction to the pupil in order to enable him or her to develop affective and spiritual skills for lifelong learning. Therefore, the Ministry of Education through Inspectorate of Schools and head teachers should regularize in-service training for teachers of P.P.I. (Republic of Kenya, 2004). This study investigated whether teachers received enough training on P.P.I. and established whether teachers go for pre-service training after attending college.

2.5 Implementation of educational innovation

Implementation is the process of putting into practice a developed curriculum, an idea, a set of activities and structures new to the people expected to change (Fullan, 1992). It is a systematic process of ensuring that the new curriculum reaches its immediate beneficiaries, the learners (Shiundu and Omulando, 1992).

On the other hand Gross et, al. (2001), stresses that the implementation focuses on what happens in practice, it is concerned with the nature and extent of actual change as well as the factors and processes that influence how and what changes are achieved. It therefore captures the context and the process of contending with new ideas, programmes, activities, and structures new to the people involved. It is concerned with whether any change has actually occurred in practice. Hawes (1979) adds that the implementation

involves not only introduction of a new practice into a system, but its consolidation and continuation after the first impulse has been worn off.

When looking at conditions necessary for successful implementation, McNeil (1984) points out that implementation is concerned with a wide range of approaches of bringing about curriculum change, the conditions in implementing curriculum change, of matching innovations with the realities and the prevailing social climate. The process of implementing a new curriculum is a highly complex one and requires an extremely skillful assortment of particular and relevant contexts for effective results. Oluoch (1982) stated that implementation of a new curriculum should only be attempted by the institution in which the right conditions prevail. Fullan (1992), outline the key factors that affect the process of implementation as the nature of the innovation, which include need, clarity, complexity, quality and practically, local character as well as external factors. Several researchers reveal that for implementation to take place effectively, the people involved must identify the need and clearly understand the quality of the innovation.

Other studies have revealed that implementation is more effective when it is relatively focused (ibid, 1992). The implementation of a new curriculum demand that a workable strategy based on the objective conditions should be established, this calls for a situation analysis in which the curriculum will operate, before any step is taken towards its implementation. The curriculum planners and implementers need information about the situation within which and how the curriculum will work. Although they effectively state the prerequisites for successful implementation, the authors above do not consider the situation where implementation is forced on teachers "from above" as happens so often in

Kenya. The current study endeavored to address the problems associated with implementation of P.P.I in primary schools.

According to Shiundu and Omulando (1992), the value of situation analysis depends on its ability to bring out various factors within which the school system and those from the society that are likely to hinder or promote the change, within the school system, factors such as pupils, teachers, the school, status of the existing curriculum and the existing support system should be given due consideration before implementation. Alongside these, external factors outside the school system such as, a change in society, communication, assumption and values, the changing nature of knowledge and the flow of resources into school should be considered. On the other hand persuading a variety of people such as policy makers, teachers and parents to accept the new curriculum leads to effective results of implementation (Oluoch, 1982). Unfortunately, Oluoch does not suggest how to build consensus between such heterogeneous groups. According to Fafunwa (in Bishop 1985), for teachers to be fully involved in the process of educating change they must understand the principles behind the reasons for change, more so they must fully appreciate the philosophy underlying the innovation. He emphasizes that change in practice, change in curriculum has no meaning unless the teachers understand and accepts it. This will not happen if the change has been imposed on the teacher by a higher authority.

Several studies have established that the history of earlier attempts to innovate is important in guiding and helping the planners to design a strategy for effective implementation. Gross *et al* (2001) points out that historical conditions are vital in

influencing the success of a planned change effort, because it gives impetus to the planned change programme, it further explains why certain change programme, may succeed in one organization but not the other. In addition, most curriculum developers therefore agree with Gross *et al* (2001) that for implementation process to take place effectively the following variables or conditions should be fulfilled. The extent to which members of an organization possess the capabilities needed to carry it out, if they lack the skills and knowledge required to perform in accordance with the demands of the innovation, it would be /were impossible to implement it hence, there is need for training. There should be availability of materials and other resources as well as management support and positive attitudes. It should also be remembered that failure to implement change at a particular time could mean that change should be attempted at a later date. It is on the basis of P.P.I implementation that the study examined the approaches towards teaching of P.P.I programme

According to Otiende, and Malusu, (1994) the 8.4.4 system of education was introduced in 1985. Since then the teaching of programme of pastoral instruction has never been taken seriously. Many primary school teachers use the programme of pastoral instruction to teach subjects which are nationally examined at the end of the primary school cycle. There is also the negative attitude held among many people that programme of pastoral instruction is a mere extension of church services. The shortage of professionally trained and in-serviced teachers, appropriate textbook and learning resources have slowed down the implementation and proper teaching of P.P.I in primary schools. The authors do not make the connection between the neglect of P.P.I. and the overloading of the 8.4.4

system. The link between lack of P.P.I. at an early age and the absence of moral direction of youth later in life is an issue worth researching which the study addressed.

Since January 2003 when the new government came to power, major reforms to revamp the education system have been implemented. The government has provided a policy guideline to ensure every Kenyan the right to education and training no matter his or her socio-economic status, (Economic Survey, 2003). When all teachers are trained, it ensures quality education.

Since there have been controversies concerning implementation of curriculum, it seems necessary conditions for the implementation are not met. This study investigated implementation controversies concerning P.P.I in primary schools.

2.6 Management support towards curriculum development

Management or administration support is also one of the supremely critical conditions of successful implementation of a new innovation. It comprises of central administration, district administration, inspectors, field officers, and head teachers. Hellriegel (1989) visualizes leadership as the process of creating a vision for others and having the power to translate it into a reality and sustain it. Leaders exercise powers over others and with this power leader's influence to some extend the well being of others. Unfortunately, leaders sometimes do not worry about the problems faced at the grassroots level. It is on this basis the current study was carried out to address major problems associated with P.P.I implementation in Kenyan primary schools.

The head teachers can facilitate curriculum implementation by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshop, and seminars for teachers. Head teachers are central to successful management of education, implementation of the total curriculum as noted by Kamunge committee (1988), but the unfortunate thing is that most of them are appointed from amongst serving teachers most of whom have had no prior training in institutional management. According to Gross *et al*, (2001), the management is in the best position to clarify the situation if there is ambiguity or confusion in the minds of the staff. It has authority to establish training programme, provides materials and resources required by the innovation and make changes in the organization management. More so, it has the power to effectively handle difficulties that arise and in built the maintenance of these conditions. Taba (1962) held the same views. Research has revealed that the support of the central administration is very vital for change in practice. Spensor (2005) stated that education administrators and other sources of support around the schools always provide the requisite management support required for the well being of the school. Most head teachers are more concerned with the final results than day to day problems faced by the staff. Therefore the current study examined the attitude of head teachers, teachers and pupils towards the P.P.I programme.

 According to Fullan, (1992) teachers and others do not take change seriously unless central administrators demonstrate through actions that they should. The chief executive officers and other key central administrators set the condition for implementation to the extent that they show specific form of support and active knowledge and understanding

of the realities of attempting to put change into practice. The innovation in Cambire School America failed due to the failure of the management to alleviate conditions such as teacher overload and teacher frustration (Gross *et al,* 2001). Consequently, teachers lacked clarity of the catalytic model due to its ambiguity and the failure of administration to provide effective mechanism for teachers to obtain clarification about their role expectations. They hence also lacked knowledge and skills required to implement the innovation. The aforementioned scenario demonstrates adequately the crisis faced by many Kenyan schools. The current study not only sought to establish the causes of ambiguity and the failure of administration to provide effective mechanism for teachers to obtain clarification about their role expectations but also the problems encountered when implementing the PPI instruction in primary school and how this can be eliminated.

In his studies, Hawes, (1979) also established that even if people are willing to implement new policies, they cannot do so unless certain administrative financial and material criteria are met. It is the administration to ensure that adequate communication takes place; the demands for manpower and its deployment made by curriculum are satisfied. To him the administrative problem is to ensure that pupils and teachers are brought together in such a way that teachers who know the job are put in a position where they can do it properly. According to Cox (in Loucks, 1983) it is the responsibility of the central administration office to seek for ways of funding and informing the principal so that they can work at an agreeable angle. This is a more practical approach than making certain courses mandatory at teacher training colleges, as was mentioned earlier.

All major studies on innovations and school effectiveness reveal that the principal strongly influences the likelihood of change. Berman and Melainghin (1977) found that projects having the active support of the principal were most likely to fare well because their actions seem to legitimate whether a change is to be taken seriously and to support teachers both psychologically and with resources (Fullan, 1992). The principal plays a major role for effective implementation because he is the person most likely to shape the organizational conditions necessary for the success, such as development of shared goals, work structure, climate and procedures for monitoring results. He is an administrator, a problem solver, and a facilitator of change. He has to spearhead any change in the school by giving direction, inspiration and above all, design plan and oversee that change is implemented effectively.

Findings by Judith Little (in Fullan, 1992) reveal that school improvement can be most effective when teachers and administrators frequently observe each other teaching and provide each other with useful evaluation of teaching. They can plan and prepare teaching and learning materials together to share the burden of curriculum development. This will also reduce resistance to change, which is a barrier to successful implementation. The foregoing review demonstrates that implementation of a new curriculum is directly related to immediate administration support. In situations where head teachers do not teach, as in many Kenyan schools, the staff tends to view the head teacher as an interfering administrator who is out of touch with the realities they face in the classroom. This study explored the effective ways in which teachers and administrators harmonized their role toward implementation of P.P.I in Kenyan primary schools.

In Kenya educational administration encompasses all those in directing, management and control of the education enterprise. They range from the permanent secretary and his team of personnel at the headquarters, the director of education, the provincial director of education, to the district education officers, inspector of schools, and head teacher of primary schools.

Mbiti, (2004) asserts that in order to facilitate efficiency in curriculum development and implementation through administration policies, the following should be observed: coordination between the Ministry and such group as K.I.E personnel, inspectorate, publishers, teachers, colleges and schools before the time of implementation, communication through circulars and feedbacks reports from field officers and open mindedness - the freedom to express ideas about curriculum matters and giving their suggestions to bring out improvement. This would end the culture of 'dressing things up' for a visit by the inspectors.

Administrative support is also provided through supervision by school administration and inspectors of schools. According to Olembo, (1977) supervisory roles include working closely with teachers to establish their problems and needs of pupils, building strong group morale and securing effective teamwork among teachers and providing assistance to teachers so as to help them develop greater competence. The inspectors can also assist beginning teachers to translate theories learnt in college into classroom practice. In addition they work with teachers to identify and analyze learning difficulties and helping planning effective remedial instruction. Such a practice would be more beneficial in the long run than the current state of affairs, where inspectors seem to focus too much on

reprimanding teachers than on recommending ways to improve performance which this study extensively addressed

According to Bishop, (1985), the role of inspectors has changed from that of a manager coming from the top to see that orders were being carried out, to a more liberal one, being a feedback agent who carries suggestions and ideas from below and re-orientate those involved in the decision making at the top.

A sympathetic and understanding school supervisor and inspector can help raise the productivity of the teacher. In line with these views, Miller (1990) emphasizes the role of supervisors in providing motivation, a feeling of self-respect and high morale, which leads to increased competence on the job and greater job satisfaction. To him supervision can only be productive if it involves training or what he refers to as on the job training (OJT). Besides, Maranga, (1997) asserts that supervisory instructional role is concerned with helping in devising the rationale for curriculum development first and then proceeds to dynamics of implementing and directing for creative action programme and lasting evaluation. He further points out that supervising teachers is the single most effective and important professional model in training development.

However, research finding by Maranga (1979), Olembo (1977), and Wanjala (1991) reveal that supervision in Kenya has been hindered by various problems such as; Lack of sufficient number of supervisors to manage the increased number of schools, for examination. Wanjala (1991) established that about 50% of the schools in Western province had not been inspected or visited by an inspector since the beginning of the year. Quality work therefore could not be expected without effective supervision or

inspection. Due to lack of professional competence, most inspectors are professionally handicapped and are unable to do their work.

Otiende and Malusu, (1994) assert that there is shortage of professionally trained teachers for P.P.I and majority of teachers don't go for pre-service courses. Inadequate school inspectors have also led to lack of adequate supervision of teachers teaching P.P.I. More so, the learning and teaching resources are few. As managers, head teachers should ensure efficiency in performance and proper utilization of teachers under them, effective management and implementation of curriculum and prudent use of resources (Government of Kenya, 2004). This study sought to investigate the management support provided by the head teachers and inspectors of schools and whether regular supervision is done on the teaching of P.P.I.

2.7 Attitude of teachers and pupils towards teaching of P.P.I

Attitudes are the learned predisposition to respond positively or negatively to certain objects, situations, institutions or persons. As such, attitudes constitute the cognitive, affective and performance components. The attitude of teachers toward a programme affects the way the programme is implemented. Cage (1955) pointed out that attitude also affect pupils' fitness for various curricula activities and that unless a pupil has a favourable attitude towards a set of instructional objectives and sets them over as desirable goals for himself, the additional processes were relatively ineffective. They go further to define attitude as a feeling towards something or somebody and that the attitude of the pupil depends on the role of the teacher. Hawes (1979) underscores the need to change people's attitudes to favourable implementation of any particular innovation.

When he points out that, in the very simplest analysis, the task of curriculum implementation can be said to involve changing the attitude of policy makers, administrators, parents, and ultimately the learners. In addition Gross, (2001) emphasized the need for the staff to be willing to expand their time and effort required for this implementation and this condition must be operative. According to Taba, (1962) initiating a curriculum change encompasses human engineering, a strategy of modifying attitude and feeling, which often is a task of producing competence for curriculum development. To him professional skills and attitude go hand in hand each affecting the other. These authors neglect the impact of policy and administration on attitude as teachers simply adopt the prevailing attitude towards P.P.I. from their superiors and the policy environment which this study extensively addressed.

A study carried out by Masinjila, (1996) on the availability of resources for teaching social ethics reveal that teachers had a positive attitude towards the subject and this had a bearing of its successful implementation. Positive attitude towards an innovation not only influences the willingness of people involved to implement but also the pupils' willingness to learn. In the same way, a negative attitude impairs the motivation of implementers and learners.

In 1985, P.P.I syllabus was revised, since then; major changes have taken place in the content and structure of education of which P.P.I is part. According to Otiende and Malusu (1994) since these changes were made, P.P.I has not been taken seriously in primary schools. P.P.I is not examined in the national examination at the end of primary school cycle. Most teachers use the period of P.P.I to teach subjects which are examined at national level.

Many people think that pastoral instruction is an easy subject needing little teaching being a mere extension of church services and the Bible. This leads to a negative attitude towards the subject. The attitude of teachers towards a subject affects the way the programme is implemented. Some teachers in primary schools see programme of pastoral instruction as a source of disunity. These teachers think that, the most suitable people to teach pastoral instruction are pastors and priests. While others see P.P.I as an extra duty given to them, yet they are too heavily burdened with the pressing demands of the 8.4.4 education curriculum. Pupils also think P.P.I is a waste of time. From January 2003 a new curriculum whose aim is to reduce the workload for both teachers and pupils was implemented.

With regard to the above statement, this study sought to investigate whether the teachers and pupils still hold the same view on P.P.I. as an extra duty.

2.8 Summary

Generally, the forgoing literature has exhaustively reviewed literature on the implementation of programmes of pastoral instruction (P.P.I.) with reference to the availability of materials, physical facilities, teacher preparation and management support. But it falls short of identifying the key elements of the implementation of PPI and its effects on primary school education in Kenya. This study is therefore unique because it identified history of P.P.I, material resources and facilities for teaching P.P.I, training of personnel for P.P.I, implementation of educational innovation, and management support towards curriculum development of PPI and attitude of teachers and pupils towards teaching of P.P.I. This review has pointed to the inadequacy of practical orientation

among most of the schools because of a number of problems. Therefore, most of the middle level institutions that have imparted some units of practical skills often boast of producing better quality teachers. Thus, the study would provide the information that can bridge that gap in knowledge about the implementation dynamics of the pastoral instructions in many of the primary schools in Kenya.

CHAPTER THREE

RESEARCH AND METHODOLOGY

3.1 Introduction

This chapter deals with procedures followed in conducting the study. It includes the description of the research design, study area, population, sample and sampling procedures, the research instruments, data collection, the validity and reliability of research instruments and data analysis.

3.2 Research design

This study employed a cross-sectional survey design. Cross-sectional survey designs are normally used to systematically gather factual quantitative information necessary for decision-making. This was preferred because it is efficient in collecting large amounts of information within a short time. Cross-sectional survey is the only means through which views, opinions, attitudes and suggestions for improvements regarding administrative challenges and implementation of PPI in primary education, educational practices and instructions can be collected. Kerlinger (1983) argues for the use of surveys in educational fact finding because they provide a great deal of information which is accurate. Furthermore Cohen and Manion (1980) state that the intention of survey research is to gather data at a particular point in time and use it to describe the nature of existing conditions. Since the aim of this study was to find out the extent to which primary schools in Eldoret Municipality were prepared to fulfill the conditions necessary for implementation of PPI with reference to the availability of materials, physical

facilities, teacher preparation and management support, a survey design was found to be most suitable for the study.

3.3 Study area

The study was carried out within Eldoret Municipality in Uasin - Gishu district. The researcher chose the area because of the disparity of religious backgrounds of the pupils in the municipality. Also the researcher chose this area because of her prior knowledge and familiarity with many parts of the municipality, which would enable her to access the schools, whose teachers were involved in the study and thus make data easily obtained.

3.4 Research Variables

The independent variables were: teaching resources, training of teachers, attitude of teachers and pupils, management support and instructional problems during teaching of P.P.I in primary schools of Eldoret Municipality. The independent variable of attitudes of P.P.I instruction in schools was investigated to discover its influence on the implementation of the curriculum. The implementation of programme of Pastoral instruction was therefore the dependent variable

3.5 Study population

Leedy (1997) observed that nothing comes out at the end of a long and involved study that is any better than the care and the careful selection of the population. The population refers to the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular study. The target population of the study was comprised of 1226 respondents mainly drawn from teachers who teach programme of pastoral instruction, headteachers, pupils, M.E.O and Quality Assurance

and Standard officer within the municipality. The head teachers participated in the study because they are the supervisors of the implementation of any curriculum in schools. Class eight pupils participated because they have been taught pastoral instruction since class one, and can analyze facts and provide objective responses. Furthermore, the researcher assumed that standard eight pupils are exposed to the knowledge and attitudes pertaining to pastoral instruction. The teachers teaching P.P.I participated in the study because they are the implementers of any curriculum innovation. The Municipal Education Officer, inspectors and head teachers participated in the study because, they are feedback agents. They carry suggestions and ideas from below and re-orientate those involved in the decision making at the top. This is shown in the Table 3.1 below.

Table 3.1 Target population

Strata	**Target population**
Pupils	800
Teachers	400
Head Teachers	24
Municipal Education Officer	1
Inspector of Schools	1
TOTAL	**1226**

3.6 Sampling and Sampling Procedures

Purposive, stratified and simple random sampling procedures were used in selecting the required sample for this study. Schools were first categorized into private and public schools within the municipality. Simple random sampling was used to select 24 schools out of 79 primary schools in Eldoret municipality. Purposive sampling was used to select headteachers, the Municipality Education Officer and inspector of schools. Purposive sampling was used because it was only the headteachers, M.E.O and inspector of schools who could give feedback on the implementation of the curriculum.

A total of two-hundred and forty pupils participated in the study. This constituted 30% of the total number of class-eight pupils in the municipality which was eight-hundred. Simple random sampling was used to select 10 students in each of the sampled schools. 120 teachers out of 400 teachers teaching P.P.I participated in the study. Simple random sampling was used to select 5 teachers in each of the sampled schools.

The determination of the sample size of respondents drawn from the 1226 in the study area was as following:

Numbers of teachers sampled from each schools,

= 124/24

= 5 teachers from each school

Numbers of pupils sampled from each school,

=240/24

= 10 pupils from each school

Numbers of Head Teachers sampled from each twenty four schools,

= 1 x 24

Numbers of Teachers sampled from private schools,

= 60

Numbers of Teachers sampled from public schools,

= 60

Table 3.2 Sampling frame

Strata	Target population	Sample Size
Pupils	800	240
Teachers	400	120
Head Teachers	24	24
Municipal Education Officer	1	1
Inspector of Schools	1	1
TOTAL	**1226**	**386**

From the above sampling procedures, the total number of 386 respondents comprised of 240 pupils, 120 teacher, 24 head teachers, 1 Municipal Education Officer and 1 Inspector of Schools formed the sample size for this study.

3.7 Data collection instruments

In order to obtain data for the above areas, the following instruments were used: Questionnaire, interview, and document analysis.

3.7.1 Questionnaire

The researcher preferred the use of questionnaires in carrying out an educational research because they have the ability to reach a large population. Asking questions is a way of getting information about persons by asking them via documented questions to which they write responses. A questionnaire as a research tool is in the hands of the respondents as it is completed by them, (Kerlinger, 1983). Furthermore questionnaires are efficient as a research tool because the researcher is likely to obtain personal ideas from a respondent. A comprehensive questionnaire with open and closed ended questions was administered to the respondents. Open-ended questions were used in order to provide opportunities for flexibility and inclusion of the respondents' options.

The questionnaires were developed for P.P.I teachers, and pupils. The questionnaires were divided into two parts: Part one consisted of statement seeking information on respondent background. This was necessary in describing respondents participating in this study. Part two consisted of statements relating to teaching/learning of P.P.I education in schools.

3.7.2 Interview

Personal interviews were employed to verify the reliability of the information gathered by the questionnaires and personal observation. This technique is useful in seeking in-depth

information that cannot be provided for in the questionnaires. The approaches also created confidence on the part of the respondents and as they gained interest on the subject, more reliable, valid and objective results were realised. All interviews were informally conducted through discussions using a set of structured questions. This informal structure was preferred to other techniques because the researcher felt it would create a more relaxed atmosphere and consequently encourage more complete and spontaneous response from the interviewees. The purpose of the interview was to elicit information that would supplement the questionnaire information.

The face-to-face interviews were held with the Municipal Educational Officer, head teachers and, Quality Assurance Standard Officer of Primary Schools. This provided qualitative and in-depth data. The interview schedules were arranged prior to meeting the respondents, an interview schedule were made up of open-ended questions, which the researcher followed.

3.7.3 Document analysis schedule

A checklist was used to review certain documents, which are relevant to the study as follows; teachers lesson notes, files, newsletters, textbooks, pamphlets, charts and pictures

3.8 Validity and reliability of the research instruments

Validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. To achieve reasonable validity of the research instruments, the research instruments were given to departmental supervisors. The supervisors together with other experts from the department of curriculum, instruction and educational media

from Moi-University ascertained the relevancy of the content to be used in the questionnaire in relation to the objectives of the study.

Validity of an instrument is the success of a scale in measuring what it sets out to measure so that differences in individual scores can be taken as representing true differences on the characteristics under study (Koul, 1992).

Reliability refers to the extent to which a research instrument yields measures that are consistent each time it is administered to the same individual. To check on reliability of the instrument, the questionnaires were pre-tested through a pilot study to ascertain their effectiveness in soliciting the information intended. Pilot study was carried out in order to determine the questionnaires' internal consistency and to detect any difficulties that the respondents were likely to face when responding to the items.

3.9 Piloting of Research instruments

The instruments were piloted in two schools in Trans-Nzoia district (One in private and one public school). The sample consisted of 10 pupils and 4 teachers randomly selected.

3.10 Reliability of Research Instruments

Reliability tells how well a test measures what it is supposed to measure in order to ascertain the reliability of the instruments, a test technique was used. The sample comprised of 4 teachers of P.P.I and 10 pupils randomly sampled from schools with the same characteristic with the respondents. The questionnaires were presented in the first instance and participants allowed to respond.

The completed questionnaires were collected and analyzed. After two weeks the questionnaires were presented a second time. The responses to the items in the questionnaires were divided into odd numbers and even numbers using split half technique.

The Pearson's moment correlation coefficients between the scores of the two different occasions were used to calculate coefficient. A correlation coefficient (r) was calculated and r was found to be 0.73 and 0.84 for the teachers and pupils, questionnaires respectively. This was above the minimum value (0.5) which is required to judge an instrument as reliable. The instruments were therefore found to be reliable.

3.11 Data collection

Data collection was conducted using questionnaire as the main data collection tool. The questions were subdivided into sections to capture the response and details that were required. The researcher collected data from the selected respondents after receiving permission from the Moi University authority to carry out research in the identified area of study. In addition, the researcher obtained an official government research permit from the Office of the President. She was issued with an introduction letter from the District Commissioner's office seeking to carry out a research within the district. The researcher there after notified the head teachers of the selected primary schools, of the intention to conduct the study and the intended dates.

The researcher took the questionnaires personally to the selected respondents where the purpose of the study and its potential benefits to them were explained. Finally the researcher assured them that the information provided was only used for the purpose of

48

the study and would be maintained in strict confidence. After familiarization, data was then collected from the respondents using the three mentioned instruments. The head teacher of each school was requested to assist in the collection of the questionnaires from their fellow respondents, while the researcher personally distributed the questionnaire. The completed instruments were verified and collected from the respondents within a period of ten days from the day of distribution.

3.12 Data analysis

After data collection, responses from all items were crosschecked to facilitate coding and processing for analysis using Statistical Programme for Social Sciences (SPSS v.11.10) computer package. Descriptive statistics such as frequency distribution, percentages and means were calculated. Data was presented using frequencies and percentages on graphs, figures and tables.

3.13 Ethical considerations:

Permission to carry out the study was sought from the Eldoret Municipality and from the participants who participated in the study. The nature and the purpose of the research were explained to the respondents by the researcher. The researcher respected the individuals' rights to safeguard their personal integrity. At all times during the course of the data collection, the respondents were free to withdraw from the study if they so wished. The respondents were assured of anonymity and confidentiality. No names or personal identification numbers were reflected on the questionnaires except the numbering for questionnaires, which was done for purposes of identification of data during data editing.

3.14 Summary

Having looked at the research design and methodology used in this study, the researcher

then analyzed and presented the data in chapter Four.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents an analysis and discussion of the data gathered from the three categories of respondents; pupils, pupils and teachers, (H/Trs, M.E.O and Quality Assurance Standard Officer), using the tools discussed in the previous chapter. The data were collected through structured questionnaires, interview schedule, as well as document analysis. The methodologies used provided an insight that brought to the fore key issues involved in the teaching of the P.P.I in schools.

This chapter is divided into seven main sections. The second section presents and discusses the background information of the respondents including; gender of the respondents, types of schools and teaching experience among the teachers and head teachers. The third section of this chapter presents data and candid discussion on the availability and use of the teaching resources for the P.P.I in primary schools. The fourth section presents data and discussion on training of teachers for the purpose of teaching P.P.I. The fifth section of this chapter provides the information on approaches used by the teachers during teaching of P.P.I in primary schools. The sixth section identifies management support available during teaching of P.P.I to pupils in primary schools.

Tables and figures have been used to summarize and illustrate the findings of the study. Attempts have been made to make reference to other related information in different parts of the thesis as a way of bridging the current information and earlier studies conducted on the same theme as the current study.

4.2 Background information of the respondents

The study attempted to obtain information from respondents with diverse characteristics in terms of gender, types of schools, and teaching experience. The main reason for this diversity is because any society, comprise of people made up of heterogeneous groupings rather than homogenous one (Mclaren et al., 2002). This diversity in characteristic has to be captured to provide the different views of people when studying how the differences in various educational system operational set-ups. This section is further sub-divided into three sub-sections namely; distribution of the respondents by gender, distribution of respondents by teaching experience and finally the distribution of respondents by types of schools sampled.

4.2.1 Distribution of the respondents by gender

Gender issue in educational instruction is important because male and female pupils have differential access period and preferences for educational programmes, while male and female teachers have differential methodologies to deliver information to the pupils (Okutoyi, 2007). What the male prefer to deliver to pupils, more often than not will often be different from the preferences of the female from the same educational resource. Information concerning the gender distribution of the respondents is shown in Table 4.1.

Table 4.1: Gender distribution of the respondents

		Frequency	Percent
Pupils	Male	139	57.9
	Female	101	42.1
	Total	**240**	**100**
	Male	53	44.2

Teachers	Female	67	55.8
	Total	**120**	**100**
Head teachers	Male	16	66.7
	Female	8	33.3
	Total	**24**	**100**

Findings above shows that the majority of pupils 57.9% were males and 42.1% were females. On gender of teachers, most of them were females 55.8% and 44.2% were males. The results of head teachers revealed that the majority of them were males 66.7% and 33.3% females. The findings reveal that most of schools in Eldoret Municipality are headed by male teachers.

Therefore after sampling the pupils, teachers and head teachers within the schools around Eldoret Municipality, the researcher was convinced that the proportions of the respective respondents who answered the questionnaires and those who were interviewed was a true reflection of the situation on the ground.

4.2.2 Distribution of the respondents by types of schools

The study also sought to determine how respondents were distributed by types of schools since such information gives reflections of the views of teachers and head teachers as well as pupils based on their school environments.

Figure 4.1: Types of schools that the teachers were teaching in
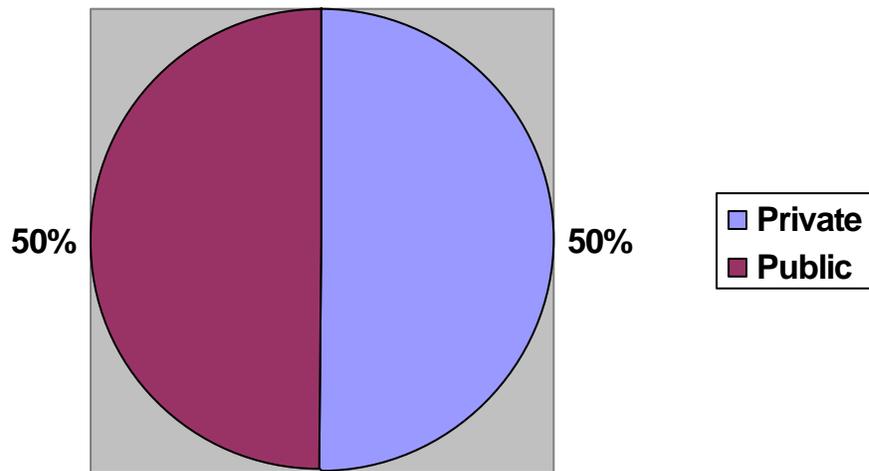
The figure above shows that the study was carried out on equal sampled populations of both Private and Public schools 50.0% each. Therefore the samples of schools used in this study fulfilled the proportional representation of the real situation on the ground. The answers provided by the respondents are therefore a true reflection of the scenario on the ground and are thus valid.

4.2.3 Distribution of the respondents by teaching experience

The researcher sought to establish from the head teachers and teachers the period they had been in the teaching profession to ascertain their proficiency on the issues of learning and teaching of PPI. It was established from the study that one quarter of the teachers 30 (25%) had teaching experiences of 1-5 years, 45 (37.5%) had 6-10 years of teaching experience. While 30 (25%) of the teachers had 11-15 years of teaching experience. Most

of the head teachers 16 (66.7%) were found to have teaching experience of less than 5 years. This is shown in Table 4.2

Table 4.2: Teaching experience of respondents

	Teaching experience	Frequency	Percent
Teachers	1-5 years	30	25
	6-10 years	45	37.5
	11-15 years	30	25
	> 15 years	15	12.5
	Total	**120**	**100**
Head teachers	1-5 years	16	66.7
	> 15 years	8	33.3
	Total	**24**	**100**

The results implies that both the teachers and Head teachers have enough experience that would enhance the knowledge of their students. Besides they would also enhance the judgement on the selection of appropriate teaching aids for P.P.I and the content. The teachers answered questions that provided more reliable and quite important in the overall policy formulations.

4.3 Availability and Use of Teaching Resources for P.P.I in Primary Schools

This section brings out the issues related to availability and use of teaching resources for P.P.I in primary schools. It was necessary to establish the teaching resources teachers use to teach P.P.I in primary schools to ascertain its appropriateness to the level of students

and how it can impact on the overall learning and teaching of PPI. It covers teaching resources used to teach PPI such as textbooks, newspapers, magazines, posters, charts, pictures, televisions, radios, resource persons, pamphlets, newsletters and illustration.

As argued by Jepkoech (2002), provision of adequate teaching as well as instructional materials is quite useful in the implementation success of any curriculum. When there are adequate and relevant teaching materials, the teachers become positively motivated and hence built confidence in their work and as a result become effective with higher overall work productivity.

To establish what instructional resources are available for teaching of PPI, 240 pupils, and 120 teachers were asked to indicate which instructional resources were available within the schools that were sampled. They were also asked to indicate whether the available resources were adequately used as required. Table 4.3 shows a summary of the views of pupils on the availability of instructional resources in teaching of PPI in schools. It also indicates the ranking by pupils on the most utilized instructional resource.

Table 4.3: Availability of the instructional resources for teaching PPI in primary school (Pupil's responses)

	Available	% Available	Not available	% Not available	Total	N%
Textbooks	190	79.2	50	20.8	**240**	**100**
Illustration	154	64.2	86	35.8	**240**	**100**
Charts	86	35.8	154	64.2	**240**	**100**
Pictures	82	34.2	158	65.8	**240**	**100**
Posters	41	17.1	199	82.9	**240**	**100**
Magazines	38	15.8	202	84.2	**240**	**100**
Resource persons	15	6.3	225	93.8	**240**	**100**
Newsletters	1	0.4	239	99.6	**240**	**100**
Television	2	0.8	238	99.2	**240**	**100**
Radios	176	73.3	64	26.7	**240**	**100**

The findings above shows that resources that were mostly available were: textbooks with (79.2%) of the pupils agreeing to it and (20.8%) disagreeing, (73.3%) of the pupil's said that radios were also available and only (26.7%) disagreed, on finding out on the availability of illustrations (64.2%) of the pupils said that illustrations were available while (35.8%) were of the idea that they lacked illustrations. On finding out if charts were provided in schools the majority (64.2%) of the sampled pupils said that charts were not easily found in their schools, (35.8%) said that their schools provided charts. Pictures also were one of the resources that the researcher wanted to know if students were provided with from the findings the majority (65.8%) of the students said that they were not provided with pictures and only (34.2%) said that they were accessible to the pictures as an aid in teaching. Some other sources of instructional materials were also present but accessed by fewer pupils and they included: posters (17.1%), magazines (15.8%) and resource persons (6.3%). The researcher also established that certain resources were

available to only one or two pupils from the pool of 240 interviewed and these were: newsletters (0.4%) and television (0.8%).

From the tabulated lists of resources above, one can deduce that the resources possessed and utilized frequently by the pupils (those that rank highly – textbooks, illustrations, charts and pictures) are easy to obtain, relatively cheap in terms of affordability and can be obtained by anybody in school. With the exception of radios, most of them were print media. The most commonly available resources used during the teaching of PPI among pupils is thus textbooks, charts, illustrations and pictures. Indeed textbooks and print media were found to be the most frequent items in the classroom among the pupils.

The ease of availability of textbooks in schools is fundamental because in most of the schools, textbooks are the main resources available for learning. In many areas of Kenya, various organizations especially those concerned with imparting knowledge of Christian beliefs usually donate Christian textbooks to the schools for religious learning. In certain schools associated with the Catholic or protestant church, these churches tend to encourage the pupils to undertake religious nourishments usually donate textbooks to the schools. In the present study, catholic faithful were using *God with us*, while the Protestants were using *Living with God* to teach PPI. In both cases, the books were inadequate. The SDA faithful on the other hand were relying on the use of *God's chosen people*. The pupils in most of the schools sampled indicated that school heads are very strict and often ensure that they must come with requisite textbooks to schools.

In some schools however, pupils contribute money towards the purchase of textbooks and therefore, the books for religious teaching (which were the one used to teach PPI) were

purchased. Once the books had been purchased, the pupils were not allowed to take them after completing primary school education. Hence, the books would be available for next set of users. The absence of a course guide for teaching of the PPI and the fact that it was only allocated one lesson per week in nearly all the schools sampled indicated that PPI was not taken very seriously among teachers.

Radio lessons or programmes were once underutilized resource in learning within primary schools. Kenyans currently listen to radio; television viewing and news paper use is declining according to a study report (Osoro 2002).

Illustration, either in the blackboards, charts or pictures were the other learning resources that were more available to the pupils than other resources. To afford an illustration, one only needs a chalk and blackboard/black wall, charts can be drawn by the teachers or other pupils or purchased at very low cost, and pictures can be taken when one has a camera or can be purchased by the school at very low cost. In some instances, many NGOs and government Ministries usually provided charts and maps free of charge to the schools. Therefore because of the absence of costs or low costs involved in acquisition of such materials, they are likely to be more in the schools and pupils can easily have access to them.

4.4 Availability of the teaching resources for PPI in schools

It was paramount to seek this information to establish the teachers' response concerning the availability of the teaching resources for PPI in schools. Just like in the case of the pupils interviewed from the municipal schools, it also indicates the ranking by teachers on the most utilized instructional resource. This is illustrated in Table 4.4 below

Table 4.4: Teachers response concerning the availability of the instructional resources for teaching PPI in primary school. N= 120

	Available		Not available	
	Frequency	**% Frequency**	**Frequency**	**% Frequency**
Textbooks	110	91.7	10	8.3
Illustration	10	8.3	110	91.7
Charts	15	12.5	105	87.5
Pictures	40	33.3	80	66.7
Posters	10	8.3	110	91.7
Magazines	30	25.0	90	75.0
Resource persons	6	5.0	114	95.0
Newsletters	8	6.7	112	93.3
Television	5	4.2	115	95.8
Radios	4	3.3	116	96.7

The table above shows the responses of teachers on the availability of resources in schools, it is seen from the table that the majority of the teachers (91.7%) said that textbooks were available while only (8.3%) said that the text books were not available. The results reveal that most of the schools avail textbooks to pupils and only a few do not. On finding out if illustrations were available; the teachers (91.7%) were of the idea that there were no illustrations available while only (8.3%) said that illustrations were available. The study went further to find out if charts were available to pupils; results found shows that (87.5%) of the teachers said that charts were not available to students while only (12.5%) said that charts were available to pupils. The results implies that   in most schools there is non availability of charts to the pupils thus charts as a tool for learning is not easily utilized. Other resources that were available but to lower number of teachers were magazine (25%), pictures (33.3%), posters (8.3%) and charts (8.3%),

which solicited between one quarter to two fifth of the response from the head teachers. The teaching resources available to most of the teachers within the schools were textbooks. The textbooks that were used by the Catholics were PPI for Catholics; the Protestants were found to be using mainly *God, Myself and Others* while the SDA used Seventh Day Adventist book. These resources are easy to obtain, affordable and clear in their presentation of PPI. Teachers usually obtain most of their information from textbooks because that is the core area where the syllabus is based. Other resources for teaching are not as important to the teachers but are only useful when they are emphasizing the issues that are less elaborate from the textbooks. In comparison to the pupils, teachers in most of the schools within the Eldoret Municipality seems to be less enthusiastic about venturing into other sources of teaching materials by sticking to the contents outlined in the textbooks. Most of these textbooks were bought by the school administration. Other organizations concerned with Christian ethics in schools also donated textbooks for teaching of PPI

4.5 Frequency of usage of instructions materials for PPI among pupils

After determining the available resources to be used in schools, the researcher sought to determine the frequency of using these resources in schools. The views of pupils on the frequency of usage of instructional resources are illustrated in Table 4.5 below.

Table 4.5: Frequency of usage of instruction materials for PPI among pupils

	Frequently used		Occasionally used		Rarely used		Never used		Undecided	
	N	%	N	%	N	%	N	%	N	%
Textbooks	128	53.3	65	27.1	128	53.3	30	12.5	2	0.8
Magazines	11	4.6	187	77.9	187	77.9	28	11.7	3	1.3
Posters	6	2.5	195	81.3	195	87.3	29	12.1	2	0.8
Charts	30	12.6	157	65.4	157	65.4	40	16.6	2	0.8
Pictures	18	7.5	178	74.2	178	74.2	31	12.9	2	0.8
Resource persons	5	2.1	140	58.3	140	58.3	56	23.3	2	0.8
Illustration	1	0.4	197	82.1	197	82.1	37	15.4	2	0.8

Findings above show how frequent resources were used in schools. The most frequently used items were textbooks, whose response frequency was (53.3%) of the pupils. Charts were the second most frequently used items attracting a response of (12.6%) of the respondents. This is because of the ease of availability of the textbooks in response to other learning materials. In most schools, textbooks are available to the teachers though not enough. Textbooks are available for teachers only while pupils do not have their copies, they only keep bibles. This reveals that teachers often make notes from the textbooks for the pupils as a result, many of the pupils found it easily and frequently used the contents in the textbooks; thus making it easier for the pupils to read textbooks in relation to other learning resources. Though charts were frequently used, the numbers of people responding to this item on the questionnaire were few (12.6%). Though it has

been mentioned earlier that charts together with illustrations are cheap and easy to afford, it is surprising that very few people use them more frequently. This poses another challenge in the implementation of the PPI in the schools.

4.6 Adequacy of instructional materials for teaching PPI among the pupils

The researcher also wanted to establish the adequacy of the learning materials to the pupils of the primary schools within the Municipality. Table 4.6 shows a summary of the views of pupils on the adequacy of instructional resources in teaching of PPI in schools.

Table 4.6: Adequacy of instructional materials for teaching PPI among the pupils N= 240

	Very Adequate		Adequate		Not Adequate		Undecided	
	Freq.	% Freq.	Freq.	% Freq.	Freq.	% Freq.	Freq.	% Freq.
Textbooks	99	41.3	54	27.1	81	33.8	6	2.5
Newspapers	54	22.5	17	4.6	166	69.2	3	1.3
Magazines	30	12.5	18	4.6	184	76.7	8	3.3
Posters	21	8.8	10	2.5	207	86.3	2	0.8
Charts	44	18.3	17	6.3	177	73.8	2	0.8
Pictures	41	17.1	17	7.5	176	73.3	6	2.5
Resource persons	2	0.8	22	10.0	214	89.2	2	0.8
Illustrations	66	27.5	12	5.0	154	64.2	8	3.3

From the interview conducted on the pupils, 41.3% indicated that the most adequate items were textbooks; followed by illustration (27.5%). Once again the textbooks lead the rank because of the ease of availability of the textbooks in response to other learning materials.

Resources that were not frequently used by the pupils within schools of Eldoret Municipality were also not adequate for use by the pupils. Many of the respondents did not respond positively in using these resources often. The results also imply that these resources were either expensive or simply not available in schools. This poses another challenge in the implementation of the PPI in the schools.

From the foregoing discussion, it is aptly evident that many schools are ill equipped with instructional resources. Teachers and students were dependant on resources like textbooks. The resources were also not adequate hence not fully utilized by most of the pupils.

4.7 Type of training institutions attended by the teachers

The researcher was interested in establishing the type of training attended by the teachers on the teaching of P.P.I. With regard to educational backgrounds of the teachers and head teachers who were interviewed during this study. The educational background is shown in Figure 4.2.

Figure 4.2: Academic backgrounds of the Teachers and Head teachers
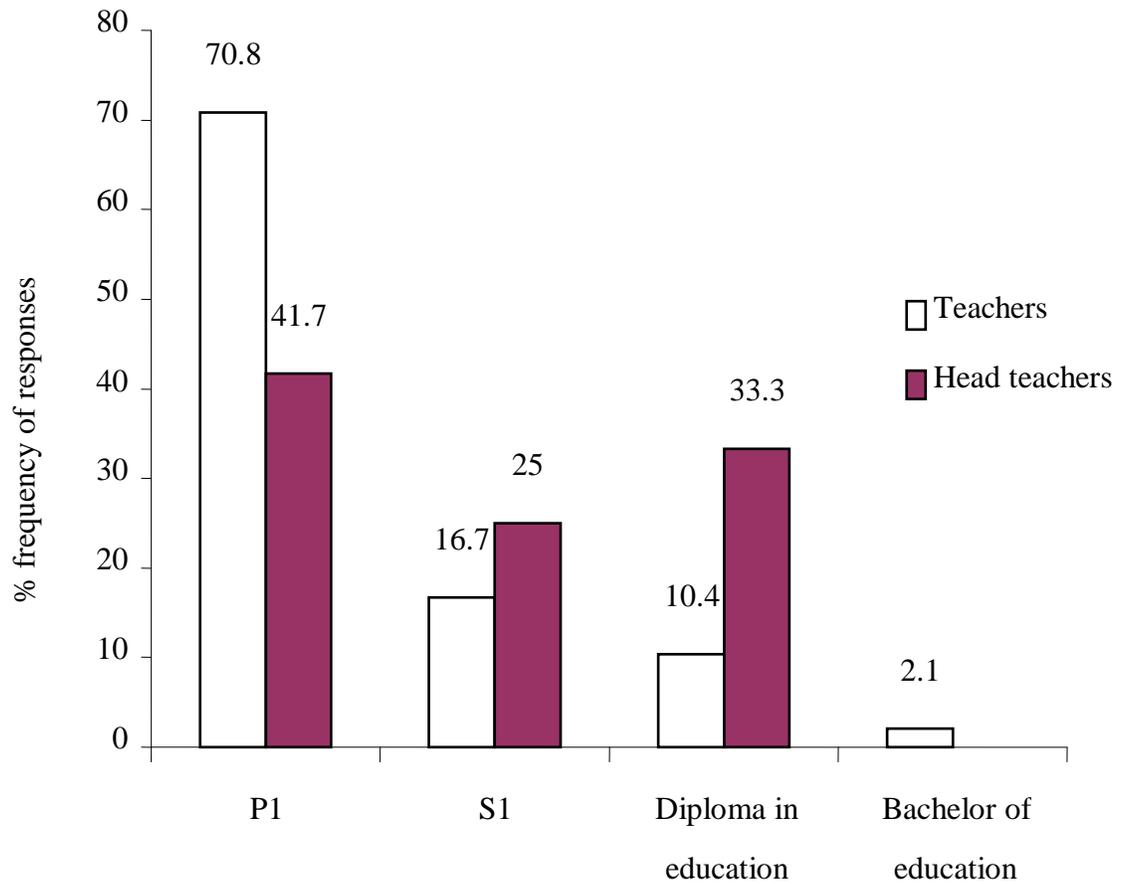
The qualification of teachers

From an interview of 120 teachers, (70.8%) of the sampled populations were PI teachers, (41.7%) were PI Headtechers, and (25.0%) of the Headteachers were SI holders while (16.7%) teachers were SI holders. The head teachers that were holders of Diploma in Education were (33.3%) and (10.4%) teachers. On finding out if both teachers and Headteachers were holders of Bachelor of Education it is was seen that only (2.1%) of the teachers had attained a bachelor's degree. The above findings reveals that majority of the teachers had learned upto P1 and SI qualifications, revealing that none of the respondents sampled lacked formal education/training. This shows that all the PPI educators were professionally trained and qualified, which should positively have an impact on the teaching of PPI in Primary schools.

4.8 Adequacy of Teachers training in P.P.I.

After establishing the qualifications of the teachers, the researcher further sought information concerning whether the teachers were adequately trained to teach PPI in schools or not. The results are indicated in Table 4.7.

Table 4.7: Adequacy of Teachers training in P.P.I

	Frequency	Percent
Yes	58	48.3
No	62	51.7
Total	**120**	**100**

From the above results, the majority 62 (51.7%) were not adequately trained to handle the PPI in schools while (48.3%) of the teachers believed that they were adequately trained to handle PPI in schools therefore teaching the subject without any adequate training on the subject matter. It is possible to deduce that the challenge faced by formal training in programme of pastoral instruction, is the infusion of P.P.I subject in CRE at college level. In college P.P.I is not taught independently but infused in Christian Religious Education (CRE). All primary school teachers are trained to handle all the subjects including P.P.I at college. However, the teachers feel that they were not adequately trained to handle PPI programme.

4.9 Types of training for the teachers in PPI instruction in schools

The researcher sought further to determine the types of training for the teachers in PPI instruction in schools. The study established that the trainings included: in-service, informal training and formal training. The results are shown in the Figure 4.3.

Figure 4.3: Types of training for the teachers in teaching PPI
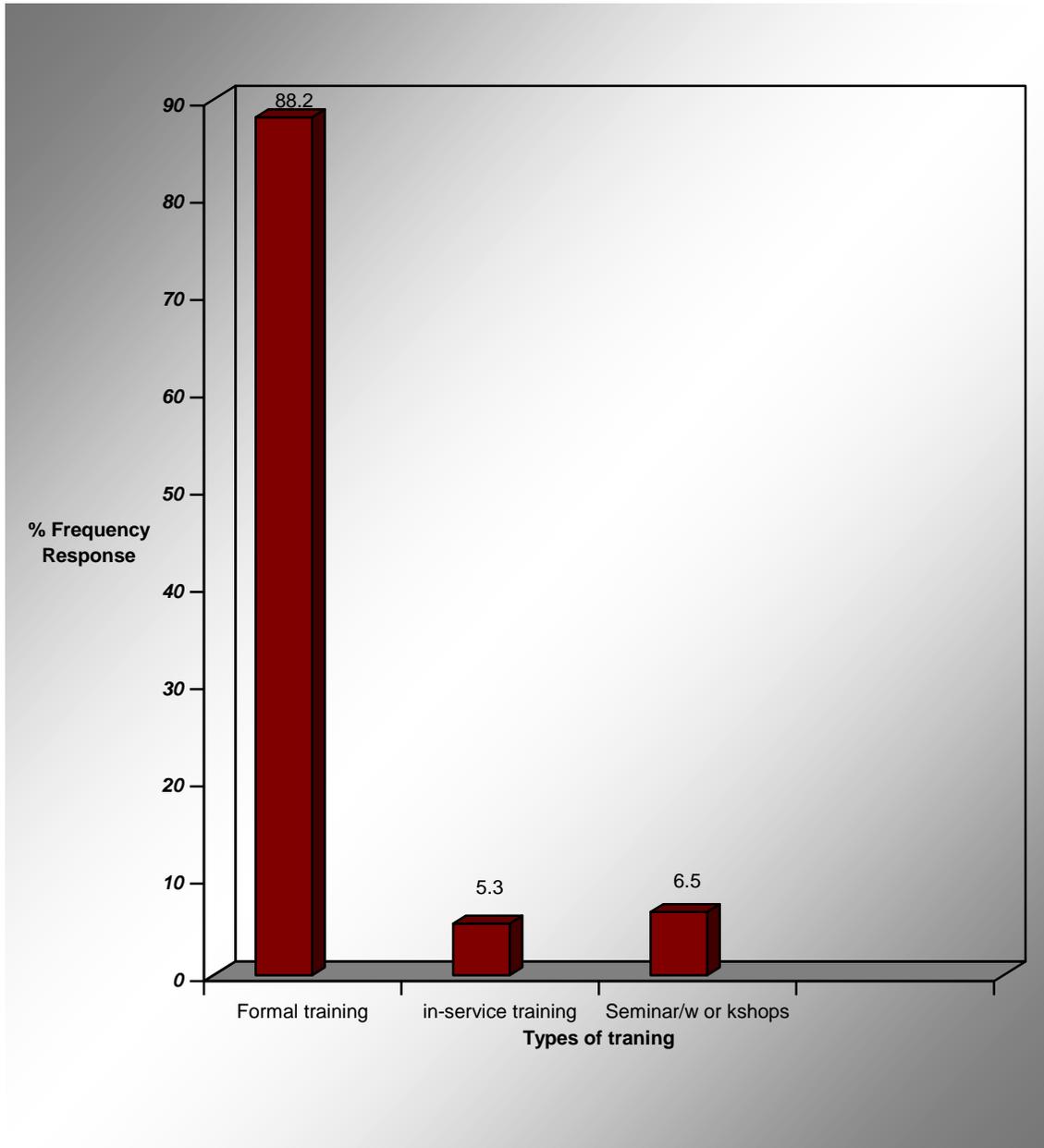
The above chart reveals that most of the teachers (88.2%) were formally trained in the various institutions to teach PPI but had not attended any in-service or any workshops and were therefore capable of handling the subject well at any level. The remaining percentage either attended the in-service training course (5.3%) or seminar/workshops (6.5%).

Most teachers reported formal training as the only training they received in college to handle P.P.I. Therefore, all teachers in primary schools were trained to handle P.P.I. Even though all primary teachers are professionally trained, most of them think the training they received in P.P.I was in adequate. Therefore, teachers need to go for further in-service training after college. This is where teachers go for training for a period less than one month. Further training enables teachers to be efficient and effective in the delivery of instruction to pupils. From the above results, most teachers had formal training in PPI instruction and that few of them had only attended the in-service training course.

The information was also confirmed after the interview with head teachers, MEO and document analysis of the minuted recorded in the staff meeting that most teachers do not attend in service courses. The teachers attested that few teachers teaching religious subject were selected by the head of schools to attend in-service courses and seminars organized by the churches or by the Ministry of education on issues of religious teachings, in which PPI fall under.

Not all the teachers lacked other training opportunities in acquiring extra training needed in the field. They had several training sources other than the formal training sources in the college. The second most important extra training for the teachers was seminars. Most

of these teachers had opportunities to attend several seminar courses that enable them to teach PPI to their pupils. From the above findings, few teachers had attended seminars. Interview of the head teachers, revealed that they rarely send their teachers for in service and seminar courses. Some head teachers attested that, they would rather send their teachers for courses on subjects, which are examined at the end of primary school cycle. The Municipal Education Officer and Quality Assurance Standard Officer of primary schools confirmed that they rarely organize seminars and in service courses for the teachers. The inspector of primary schools also admitted that he had never made any effort to go in the field and inspect the implementation of P.P.I. The above findings show that teachers received inadequate formal training at college on P.P.I. While in the field no frequent pre-service courses are offered to most teachers, a few had attended seminars and in service courses. This shows that the objectives of pastoral instruction are not followed and taken seriously in primary schools. Even though, as professionally trained teachers, one would be expected to take initiative at a personal level and teach the programme since teachers had skills in subject methodology.

Teachers also need to devote more time towards teaching as such the researcher also sought information concerning the frequency of teaching PPI in their institutions in terms of number of lessons they teach per week. The results are presented in Table 4.8

Table 4.8: Number of lessons per week taught by teachers

Responses	Frequency	% Frequency
Never	6	25
Once	12	50
Twice	3	12.5
Occasionally	3	12.5
Total	**24**	**100.0**

The issue concerning the frequency of teaching in terms of number of lessons per week is highlighted in Table 4.8 above. The findings indicate that the majority of teachers 50.0% teach PPI to most pupils once a week, 25.0% said that they had never taught PPI, 12.5% of the teachers said that they occasionally taught while also 12.5% said that they taught PPI twice a week. This confirms that teaching of PPI in many schools is not regarded as an important aspect that is worth more considerations by the school administration. In comparison to subjects such as Mathematics, which is being taught, five of seven times a week, then the place of PPI in many schools is complete neglect of the subject. This therefore confirms that PPI instruction is not very important part of many schools curriculum but is just being taught to conform to the regulations of the schools that they have to teach PPI.

To confirm the seriousness of the above statement, then one needs to look at the distribution of the frequency of teaching PPI in schools. During the data collection period, close to one quarter of the schools interviewed by the researcher indicated that indeed PPI programme is not being practiced in their school curriculum, yet it was included in the syllabus. This could be because these schools do not see the need for

71

incorporating subjects that will not advance the academic success of the pupils. The teachers who advocate for more exams oriented subjects to the pupils therefore neglect it. Only one out of the schools sampled conducted the PPI programme twice in a week; this could probably be due to lack of enough rooms for Catholic and Protestant faithfuls. The school opted to conducting PPI on Tuesday for Catholics and on Friday for Protestants. The schools administration however, sorted out the issues and had indicated that they would revert back to one day for PPI programme. But once again observation of the timetable of this school indicated that the school only put the PPI instruction before the pupils could attend their assembly gathering. This therefore means that the schools do not actually value the contribution of PPI to the overall pupils' spiritual nourishment and moral development.

Therefore the foregoing discussion in this chapter indicates that PPI is not a priority when being offered to the teachers and the pupils. Some other more important subjects are emphasized during teachers training and pupils teaching; probably because they are examinable and PPI is not.

4.10 Approaches towards teaching of PPI

The teachers need to avoid monotony and if possible monologue in class so that many pupils can participate as much as possible. Most teachers are able to establish the best methods of teaching applicable to their pupils. The more the teacher can use his discretion to determine the best mode of teaching for the pupils, the better it can be for the pupils. The researcher therefore decided to establish the approaches undertaken by the teachers during the teaching process. Figure 4.4 describes the teaching methods used by

the teachers when teaching PPI in schools.

Figure 4.4: Main Approaches Used in Teaching PPI

Independent
76.1%

Cognition
0.6%
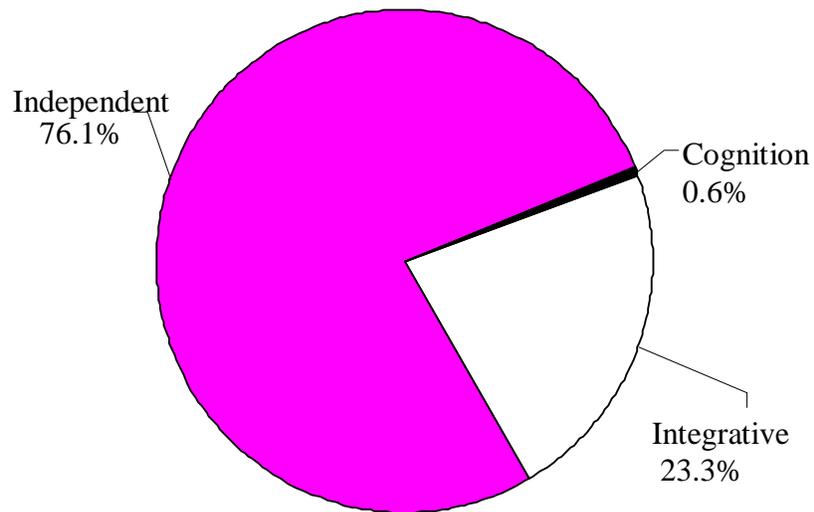
Integrative
23.3%

From the above chart it is indicated that there were three main approaches of teaching that teachers were using during PPI instruction. These included: independent method, cognition and integrative. Majority of the teachers (76.1%) indicated that they often teach PPI independently. The finding implies that PPI was taught as independent subject being the most efficient mode of teaching. As already been mentioned earlier, teachers strive to

ensure that the pupils that they teach have thorough understanding of the subject matter being taught. Teachers also used integrative method to teach PPI. Integration has also been found to be a good teaching method. . The teachers consider the method to be good because some of the contents of P.P.I are taught in CRE and social studies. This enables the P.P.I teachers to cover the contents of P.P.I that they would not cover in one period. Apart from the integrative approach of teaching, (0.6 %) stated that they use cognition mode of teaching for their pupils. From the findings, it shows that cognition method was not the most accessible mode of instruction used. However, even though P.P.I is not examinable, the teachers should use various teaching methods to make the programme more interesting. The teachers should not always think of the programme as an overburden, but should teach it to enhance the spiritual and moral development of pupils.

4.11 Modes of teaching that teachers frequently use during PPI lessons

The researcher sought further information concerning the modes of teaching that teachers' use frequently during PPI instructions. This is illustrated in shown in Table 4.9.

Table 4.9: Modes of teaching that teachers frequently use during PPI lessons

Methods of teaching	Frequency	% Frequency
Questions and answers	103	85.4
Reading bible	38	31.3
Singing	30	25.0
Story Telling	48	39.6
Class participation	103	85.4

Table 4.9 indicates the teaching methods used mostly by teachers during the teaching of PPI in schools. According to the table, teachers use five main methods: class participation (85.4%), questions and answers (85.4%), reading bible (31.3%), singing (25.0%) and story telling (39.6%). The variation in teaching mode for this course arose because teachers might tend to avoid monotony in using only one method of teaching. For example the use of questions and answers are very important when you want the students to make their own decisions based on the subject matter. When learners are questioned, it develops their critical thinking and establishes the learner- teacher rapport through diagnosis of what is learned (Walaba, 2001). Another method, which is mostly used by the teachers, is class participation this could be so because it enables the learners to become creators instead of producing knowledge given to them by their teachers. This method uses learners' interest, activities and experience as a means of helping learners to

explore the faith they belong to. Story telling was used to make learning intelligible, interesting, and imaginative. The learners also read the bible. This was done to relate the teachings in the bible to their daily experience (ibid). The interview carried on by the researcher with the head teachers revealed that the teachers don't use some methods recommended for teaching. This was discovered when the head teachers went to supervise the teachers during P.P.I lesson. Such methods included drama, lecture and debate method among others. The reason given to head teachers by the teachers were limited time, number of lessons given to P.P.I. programme, classroom space and learner indiscipline during learning activities. Therefore, the teachers hardly use the above-mentioned methods. The researcher who went to various primary schools, also observed during P.P.I lesson that most teachers used class participation, question and answer method.

In effort to establish the effectiveness of the teaching methods, it was appropriate to establish the teaching modes, which were more appropriate to the pupils. Such information is shown in Table 4.10.

Table 4.10: Modes of teaching that pupils understand during teaching

	Frequency	% Frequency
Questions and answers	215	89.6
Reading bible	75	31.3
Singing	65	27.1
Story telling	105	43.8
Class participation	225	93.8

Table 4.10 shows the rating of methods used in teaching PPI that students confide in. among the teaching methods, which students felt confident in using were: class participation (93.8%), as well as questions and answers (89.6%). The pupils preferred class participation because they were given time to react to a topic, argue with one another and make conclusions or suggestions. The teachers did not use other methods of teaching not only because of time and classroom space, but also indicated factors such as unsuitability of certain methods, and pupils' inability to cope with the use of some methods due to complexity. For example the use of lecture method discourages creative thinking, and reasoning. While class projects are hectic in selection, planning and conducting.

From the information obtained from both the teachers and pupils, it was found that cognition, independent method and integration were the main approaches used to teach

PPI programmes. The teachers and pupils favored similar approaches to learning hence differences in success rates of the subject matter being deliberated, on delivery of the information to the pupils.

4.12 Management support towards P.P.I.

This section focuses on the support teachers receive in implementing the P.P.I Programme.

4.12.1 Support towards P.P.I.

The researcher sought this information to establish the level and the types of supports given to PPI. The following discussion focuses on the type of support teachers receive in implementing the PPI programme. The researcher also made attempts to establish the frequency of the support for the schools before finally determining the adequacy of the support to the schools. The first aspect involving the sponsors providing support to the schools is presented in Figure 4.5.

Figure 4.5: The support provided for schools by the church in the study area
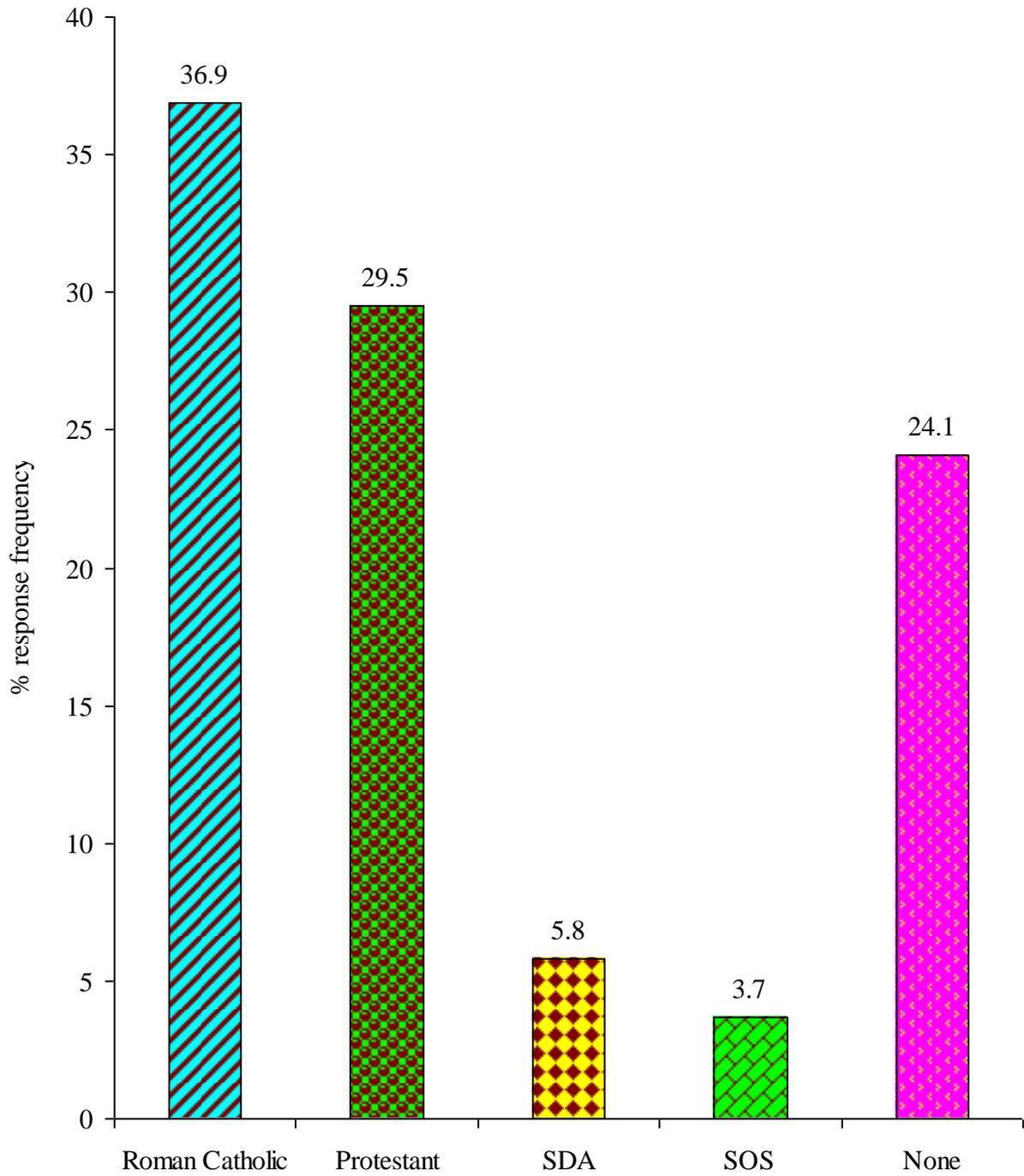
The primary schools within Eldoret Municipality had support from the Christian churches and SOS organization. The Figure above indicates that the Roman Catholic Church gave 36.9% support of the programme. The Roman Catholic Church has supported many religious networks in primary schools. When called upon by the government to prepare teaching materials for P.P.I they were the first to respond. The second leading support came from the protestant churches with (29.5%). There are several conglomerations of the protestant churches. But they are all under one body, which is the Christian churches Education association (CCEA). Just like the Catholic Church they prepared the syllabus, guidebooks and charts for teaching P.P.I. according to protestant faith. The Seventh Day Adventist church gave (5.8%) support for the programme. The Save Our Soul (SOS) supported the programme by (3.7%). From the findings, it can be concluded that the church is positive about the programme of pastoral instruction being offered in primary schools. Ever since the programme of pastoral instruction was introduced, the church has supported it by producing the learning and teaching materials. The church prepared the materials for P.P.I, to enable pupils to live up to their denomination beliefs and practices.

4.12.2 Sources of support for schools to implement PPI

The researcher went further to determine the sources of support for schools to enable them implement PPI programme. The results of the sources of support for schools are as shown in Figure 4.6.

Figure 4.6: Sources of support for schools to implement PPI
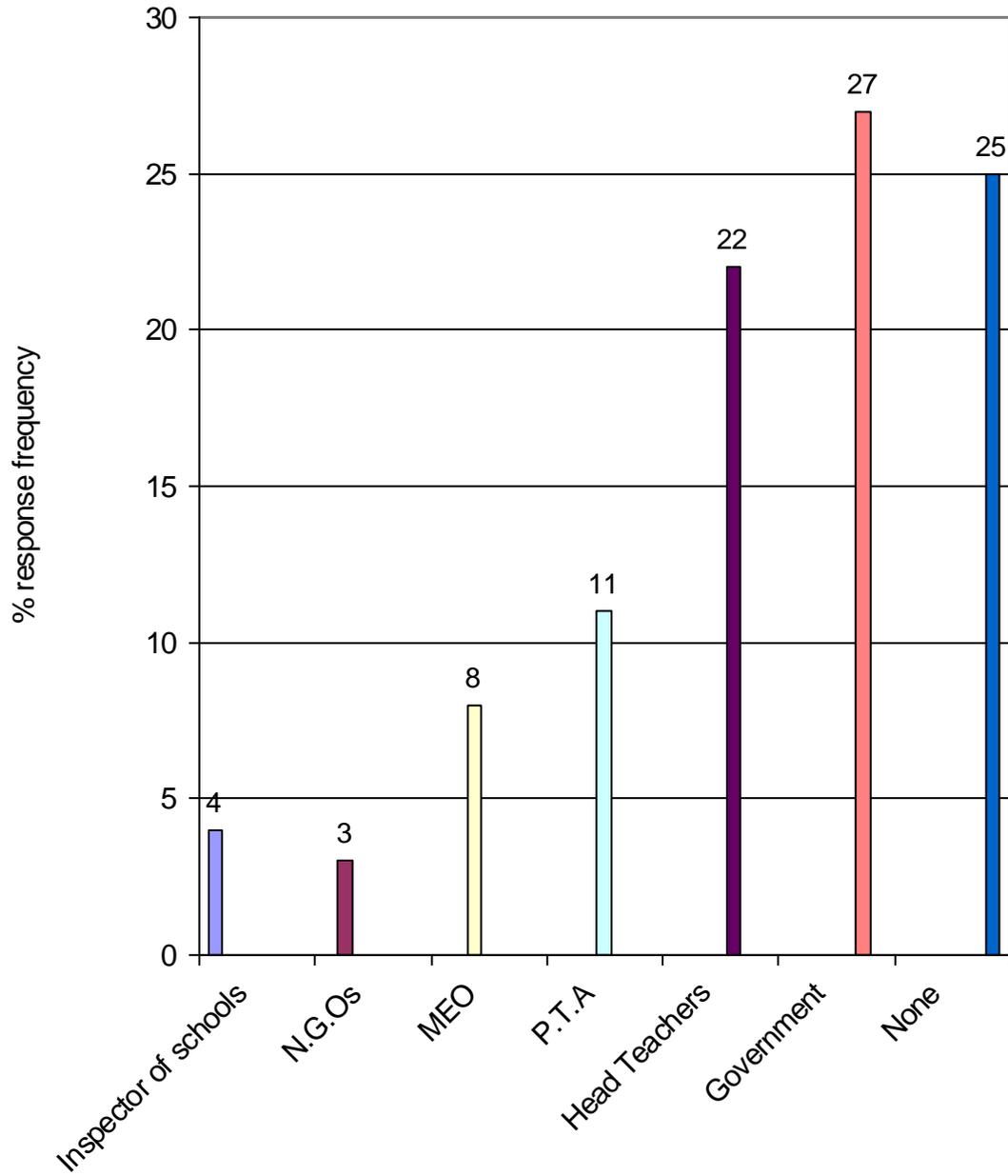
Figure 4.6 shows the information concerning the sources of assistance provided to the schools by various kinds of sponsors to enable them to implement the PPI programme. There were several sources of support that would enable the school to successfully implement the PPI programme; inspectors of schools, head teachers, MEO (Municipal Education Officers), PTA (Parents Teachers Association), government sources and NGOs (Non Governmental Organizations). Close to a third of the schools (25.0%) had no sources of support to enable implementation of the P.P.I programmes in schools. In such schools, the Head teachers do not purchase the materials for teaching PPI. From the interview with those Head teachers, it was disclosed that they believed that support for executing PPI instruction is not relevant since the programme is not examinable and would therefore be wasting their resources that could be put in use to assist the pupils in subjects that are examined.

The Non Governmental Organizations (NGOs) were the other sources of sponsorship for the schools. The teachers attested that indeed, they received 3.0% support from various NGOs. Key among these NGOs was World Vision International, which provided several religious teaching resources such as bibles to enable the schools to enhance their religious teachings. Some of the head teachers interviewed stated that the World Vision International provided support staff to teach pastoral instruction within the schools. The group would occasionally request head teachers of various primary schools to be allowed to preach the word of God to protestant pupils.

The other significant source of support for the schools in executing the pastoral instruction is the government. The government provides   (27.0%) support of the schools

interviewed. Analysis of the documents in the staff room indicated that the most significant of the support that emanates from the government are textbooks and career guidelines on ways of enhancing the teaching of PPI to the pupils of primary schools in Eldoret Municipality. The government, which was formed in 2003, provided major reforms in the current education system to enable all Kenyans to have access to and acquire lifelong education and training of high quality. In line with this, the key reforms at the primary school level involved dispatch of funds for purchase of instructional materials for all subjects taken in primary schools- (Economic Survey, 2003). The funds dispatched are mainly for buying instructional materials. The head teachers being the agents of the Ministry of Education are required to use the funds dispatched by the government to buy instructional materials. When interviewed by the researcher, most head teachers supported the programme by buying the guidebooks for teachers. Apart from the support given by the government, the head teachers also gave the highest assistance (22.0%). This is logically true because the head teachers are always the nearest personnel at the curriculum implementation site. From the interview with Head teachers and analysis of file records, it was disclosed that normally Head teachers gave the highest support for the successful implementation of the PPI programme. Interview with the Municipal Education Officer (MEO) and inspector of primary schools, confirmed the teachers assertions that very little help was forth coming from the ministry staff. The (MEO) rarely send the inspector of schools to supervise on the teaching of PPI but to check on how the funds are being managed by the Head teachers. Most of these people did not have much attachment to the non-examinable subjects but were concerned about the performance of the pupils in subjects that were to be examined at the KCPE level.

4.12.3 Frequency of assistance received by the teachers from the inspector of schools, head teachers, MEO and PTA

The researcher sought this information to establish the level and the rate of assistance received by the teachers from the inspector of schools, head teachers, MEO and PTA to ascertain the sufficiency. The assistance received in their order as established respondents is illustrated in Table 4.11 below.

Table 4.11: Frequency of support for PPI instruction

	Very often		Often		Rarely		Never	
	Freq	% Freq	Freq	% Freq	Freq	% Freq	Freq	% Freq
Inspector of schools	5	10.4	10	20.8	16	33.3	17	35.4
Head teachers	19	39.6	17	35.4	2	4.2	10	20.8
Municipal Education Officers	8	16.7	13	27.1	6	12.5	21	43.8
PTA	17	35.4	9	18.8	4	8.3	18	37.5

The table above shows responses from teachers if there was any support received for PPI instruction from the Inspector of Schools, Headteachers, Municipal Education Officers and the PTA, it is seen that 17 (35.4%)   of the teachers said that they had never received any assistance from the Inspector of Schools, the 16 (33.3%) of the respondents said that they had rarely received any mode of support from the inspectors, 10 (20.8%) said that they often receive support for PPI from the Inspector of schools while 5(10.4%) of the sampled teachers agreed that they had received support very often from the inspector of

schools. The results reveals that little support is received from inspector of schools for development of PPI instructions.

On finding out if teachers receive support from the Headteachers , the above results shows that the majority of the teachers 19 (39.6%) said they very often received support from the Headteachers, 17 (35.4%) said that they often received support from the Head of school, 10 (20.8%) said that they never receive support from the Headteachers while 2 (4.2%) rarely received any support from the Headteachers. The findings on the teachers receiving support from the Headteachers reveal that Headteachers give more support of PPI instructions.

Findings on whether teachers received PPI support from the Municipal Education Officers it is seen that the majority of the sampled teachers 21 (43.8%) said that they never received support for PPI from the Municipal Education Officers, 13 (27.1%) said that they often receive support, (14.6%) had received rare forms of support, 8 (16.7%) of the teachers said that they received assistance very often while 13 (12.5%) said that rarely do they receive support from the Municipal Education officers. The findings imply that though there is assistance received from Municipal Education Officers it130* is just too little to sustain them.

The researcher went further to find out if teachers received assistance from the Parents Teachers Association, the findings from the above table reveals that 18(37.5%) of the sampled teachers said that they never received help from the PTA, 17(35.4%) said that they received very often, 9(18.8%) said that they received assistance oftenly while 4(8.3%) said that they rarely received assistance. The results reveal that 35.4% receive

assistance from the PTA, though the assistance was not enough. This support was in form of providing teachers with learning and teaching materials as well as sending them for pre- service training. The PTA is always interested in ensuring that the school progresses academically.

Among those who provide support most often, included head teachers followed by MEO. Rare support came from inspector of schools. This therefore implies that inspectors of schools have a noble supervisory function rather than support functions to the schools. This finding concurs with (Mbiti, 2004) on the role of inspectors of schools and head teachers during the curriculum implementation. Head teachers are highly supportive of the implementation of a curriculum through acquisition of teaching and learning materials as well as boosting the teachers' morale in the implementation. The Head teachers are expected to send their teachers for pre- service courses that would enhance their acquisition of skills to facilitate the implementation of PPI education programme. The support given for training teachers on PPI was found to be inadequate when the researcher interviewed the Head teacher. From the interview with the inspector of schools, the researcher concluded that they rarely organize for in service courses for PPI programme as compared to the examinable subjects.

4.12.4 Adequacy of management support to teachers

It was important for the researcher to seek this information from the respondents to ascertain the adequacy of support given to teachers towards implementation of PPI programme in schools as shown in Table 4.12 below.

Table 4.12: Adequacy of management support to teachers

	Adequate		Not adequate		Undecided	
	Freq	% Freq	Freq	% Freq	Freq	% Freq
Inspector of schools	21	43.8	19	39.6	8	16.7
Head teachers	25	52.1	17	35.4	6	12.5
Municipal Education Officers	34	70.8	11	22.9	3	6.3
PTA	36	75.0	8	16.7	4	8.3
Mean	29	60.4	14	28.7	5	11.0

The information from the Table 4.12 indicates that 60.4% of the teachers received adequate management support as opposed to 28.7% who did not receive enough support. About 11.0% of the teachers were not decided on the management support that they receive. Among those who provided the highest adequate assistance are MEO and PTA while head teachers and inspectors of schools this time didn't provide much adequate assistance. This is because even though the head teachers were providing some support to the schools, they did not have enough finances to provide adequate support for most of the teachers in the schools. On the other hand, PTA and MEO have the ability to get money from the parents and Ministry of Education respectively to enable them undertake the necessary adequate support for the schools. However, further interview with some of the Ministry of Education officials indicated that some of the assistance that come from

the Ministry of Education are usually very little and cannot constitute enough logical support for the schools.

It can therefore be concluded that most of the schools within the study area received various forms of support from various quarters. Although, the frequency and adequacy of the support were varied.

4.13 Attitude of teachers and pupils towards the P.P.I Programme

The discussion below focuses on attitudes teachers have towards the teaching of P.P.I. It is imperative that both the teachers who are disseminating information and the pupils who are receiving the information have positive attitudes towards a subject if the delivery of the information is to reach the intended beneficiary. It is essential that both pupils and teachers have a positive attitude towards the P.P.I programme for its successful implementation.

4.13.1 Teachers attitude towards the P.P.I programme

The researcher sought to establish the attitudes of the teachers towards teaching of P.P.I instruction since such knowledge is important to determine the preparedness of the teachers toward the subject. To facilitate this, the researcher used attitudes items that had either positive responses (teachers) or negative responses (for pupils). The items that were to provide the score were ranked in typical Likert Scale scores of 1 to 5. Where 5 would indicate pupils or teachers in strong agreement (SA) to the statement while 1 would be teachers or pupils in strong disagreement (SD) to the statements. Information concerning the teacher response on their attitudes towards the P.P.I instruction is shown in Table 4.14.

Table 4.13: Teachers attitudes towards P.P.I instruction

Statement	Strongly Agree	Agree	undecided	Disagree	Strongly disagree
	N	N	N	N	N
Instead of buying resource materials for P.P.I we should buy resources for other subjects	1	0	0	31	15
Programme for pastoral instructions should be taught in churches	4	0	0	25	19
Programme for pastoral instruction has overcrowded the time table for nothing	0	2	0	33	12
P.P.I is best suited to those who were saved	1	4	5	25	18
It is never possible to teach all topics in P.P.I because of lack of resources	10	14	3	9	10
P.P.I is not exciting and enjoyable to teach	4	9	0	10	22
If P.P.I is not examined at KCPE level it should not be taught	7	6	0	21	14
Teachers do not require in-service training and seminar courses to implement the P.P.I programme	33	9	0	2	4
P.P.I education is not an important subject that develops pupils morally	2	6	1	0	40

Table 4.13 shows teachers responses toward 9 statements related to attitudes in the questionnaires. The statements were expected to establish whether the teachers have an inherent liking or disliking of certain aspects of teaching the P.P.I programme to the pupils in primary schools.

The researcher had to find out if teachers would like to buy resource materials for other subjects other than for P.P.I. From the responses, 1 (2.1%) strongly agreed that they would want to buy resource materials for other subjects other than PPI, 31 (64.6%) disagreed while 15 (31.2%) strongly disagreed. Therefore the teachers are interested in the school purchasing items that would be used for teaching P.P.I programme rather than other subjects.

The second attitudinal statement inquired from the teachers whether they believed that P.P.I should be taught in schools or churches. From the responses, 4 (8.4%) strongly agreed, 25 (52.1%) agreed and 19 (39.5%) strongly disagreed. Therefore, the teachers would rather prefer the pastoral programmes to be taught in schools and not in churches. This is particularly because in churches there would be no commitment from the pupils that they have acquired the teachings of God, as they would not be under the supervision of the teachers.

The study had to find out whether the P.P.I programme had overcrowded the timetable. This was necessary because most of the teachers have often complained that the curriculum overloads the pupils and therefore non-examinable subjects like P.P.I was thought to fall in the category of the overburdening subject. From the table above (4.2%) of the teachers strongly agreed, 33 (68.8%) disagreed that the PPI programme had overcrowded the timetable and 12 (25.0%) teachers strongly disagreed. The finding implies that the teachers had positive attitudes towards incorporation of the subject in the syllabus. However, many of the teachers' interviewed expressed views that the subject should be made examinable to enable the pupils to take it with much seriousness than is

the case now.

Further the researcher asked the teachers whether they believed that the P.P.I programme is only suitable for those who are saved. If the teachers believed so, then it meant that they have negative attitudes towards the teaching of the subject in general. The responses indicated that 1 (2.1%) of the teachers strongly agreed that it was for the saved people, 4 (8.4%) teachers agreed, 25 (52.1%) of the teachers disagreed and said that it was meant for every student while the remaining 18 (37.5%) of the teachers strongly disagreed. This therefore implies that teachers don't believe that P.P.I should be left to those who are saved. They believe that P.P.I should be taught in primary schools to enable pupils live up to their denomination beliefs and practices.

On determining whether due to lack of resources, the teachers would be able to teach all the topics in the P.P.I programme, findings indicated that 10 (20.8%) teachers strongly agreed with this notion, 14 (29.2%) of the teachers agreed, 5 (10.4%) teachers were undecided, 10 (18.8%) teachers strongly disagreed. This therefore implies that teachers were not sure about the fate of the topics that did not have enough resources to enable such subjects to be taught.

The teachers were also required to state whether they enjoyed teaching P.P.I. The results indicate that 4 (8.4%) teachers strongly agreed, 9 (18.8%) teachers agreed, 3 (6.3%) teachers were undecided, 10 (20.8%) teachers disagreed while the remaining 22 (45.8%) of the teachers strongly disagreed. The cumulative score of 107 ranked this statement in positive light. This therefore means that teachers find teaching of the P.P.I programme enjoyable. The teachers the researcher interviewed attested that, they mostly use the

learner-centered method in teaching P.P.I. This method makes learning interesting because it involves discussion on the learner experience, which enables the learner to explore the faith he or she belongs to. They also argued that non-examinable subjects are easy to handle because; they don't have the burden to ensure the pupils pass exams. They teach it to enhance the pupil's spiritual and moral development.

On asking teachers since the subject was not being examinable at the KCPE and therefore ought not to be taught, 7 (14.6%) of the sampled teachers strongly agreed that it need not to be taught, 6 (12.5%) teachers agreed, 21 (43.8%) teachers disagreed and 14 (21.2%) teachers strongly disagreed. The results reveal that the teachers would still want to teach P.P.I to their pupils even if it is not examinable at KCPE level. This is probably because, the teachers find it easier to teach the pupils without any worries that they can fail and there is also no timelines to deliver a certain aspect of the teaching. The teachers also stated that, they teach the subject to enable pupils grow as mature Christians and faithful members of their church.

Teachers were asked whether they were not interested in acquiring in-service training courses before implementation of the P.P.I programme. From the results, 33 (68.8%)of the teachers strongly agreed, 9 (18.8%) teachers agreed, 2 (4.2%) teachers disagreed and 4 (8.4%) teachers strongly disagreed. The reveals that teachers would not require any form of training before implementing the P.P.I instruction. However, the researcher believes that most of the teachers were comfortable handling subjects that are not examinable without undergoing any form of training. Even though the teachers don't require in service training, the training is very important.

In addition, the researcher sought to know from the teachers whether P.P.I is an important subject in the moral development of the pupil. There were 2 (4.2%) teachers who strongly agreed with the statement, 6 (12.5%) agreed, 40 (83.3%) of the teachers strongly disagreed bring the cumulative scores to 74 corresponding to positive attitude. Overall, the teachers had positive attitudes the P.P.I instruction.

4.13.2 Pupils attitudes towards P.P.I instruction

It is pertinent to seek this information to enable the researcher ascertain the attitudes of the pupils towards the teaching of the P.P.I among the primary schools in Eldoret Municipality. Information concerning the pupils' response on their attitudes towards the P.P.I instruction is shown in Table 4.15.

Table 4.14: Pupils attitudes towards P.P.I instruction

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I enjoy pastoral programmes	147	47	24	10	12
If PPI is not tested at any level, it should not be taught	103	68	29	23	17
Time allocated for P.P.I is enough	122	46	25	27	18
I like the way P.P.I is taught	104	61	33	13	29
All pupils should learn P.P.I in order to promote national unity	210	13	7	6	4
P.P.I education syllabus is properly covered by teachers	27	41	50	60	62
I have been able to learn P.P.I through topics covered	53	31	30	79	47
P.P.I is relevant for my moral development	79	34	26	47	54
There is need to introduce P.P.I in school curriculum	21	44	41	61	73
All pupils should attend the P.P.I lessons	32	52	59	78	19

Table 4.14 shows pupils responses toward statements related to their attitudes in the questionnaires. The statements are expected to establish whether the pupils dislike or like certain aspects of P.P.I programme.

It was important to find out if students enjoyed the pastoral program. From the responses, 147 (61.3%) of the pupils strongly agreed that they enjoyed pastoral program, 47 (19.6%) agreed, 24 (10.0%) of the pupils were undecided, 10 (4.2%) pupils disagreed while 12 (5.0%) strongly disagreed. These findings reveal that pupils in essence enjoy the P.P.I

programmes. When the researcher talked to some of the pupils, they said that the P.P.I programme is not examinable and hence they don't have the stress of cramming concepts for exams but have time to understand the concepts of P.P.I, which help them in their daily lives.

Another attitudinal statement inquired from the pupils was whether P.P.I should not be taught in schools. From the responses, 103 (42.9%) pupils strongly agreed, 68 (28.3%) pupils agreed, 29 (12.1%) of the pupils were undecided, 23 (9.6%) pupils disagreed and 17 (7.1%) pupils strongly disagreed, the findings reveal that the pupils prefer the pastoral programmes to be taught in schools. The pupils are believed to enjoy being taught subjects that are not examinable but can assist them in learning about spiritual matters. In fact one of the pupils told the researcher during the interview that pastoral programme is like a Sunday service.

The researcher had to find out whether the time allocation for the P.P.I programme was enough. This was particularly important because most of the pupils have often complained that the curriculum overloads them and therefore subjects that are not examinable like P.P.I could be some of the subjects that the pupils detest. From the table, 122 (50.82%) pupils strongly agreed that time allocated was enough, 46 (19.2%) pupils agreed and 25 (10.0%) pupils were undecided, 27 (11.3%) disagreed and finally 18 (7.5%) of the pupils strongly disagreed with this statement. Therefore, the pupils had positive attitudes towards incorporation of the P.P.I in the syllabus and thus believe that the time allocated for the subject is also enough.

Further the pupils were asked if they liked the way P.P.I is taught and whether they would like to learn PPI. These statements seek the personal opinion of the pupils about their interest in fostering self-development about what they learn in P.P.I. If the pupils had strong believes in them about the statement then it meant that they have positive attitudes towards learning of the subject. The responses indicated that most of the pupils strongly agreed with this ratio. This therefore implies that the pupils believe that they need to learn the P.P.I educational programme. This is probably because it leads to development of morally upright person and a responsible person in the society even though the subject is not being examined.

The pupils were also asked to state whether they believed that P.P.I programme is currently being well undertaken or handled by the teachers. Their responses indicated that 27 (11.3%) pupils strongly agreed, 41 (17.1%) pupils agreed and 50 (20.80%) pupils were undecided, 60 (25.0%) disagreed and finally 62 (25.8%) of the pupils strongly disagreed with this statement. This therefore means that the pupils were not quite certain whether or not they were properly taught by the teachers. Mainly because the subjects have not been examined and therefore, there is lack of standard judgment procedure for the suitability of teaching of the subject by the pupils.

4.14 Interview Schedule

Interview scheduled was carried out on Head teachers, Municipal education officer and Inspector of schools. Below are the findings;

Role in the implementation of P.P.I education programme in primary school

Teachers were asked on the role in the implementation of PPI education programme in primary school. The most often offered response to this question indicated that the majority of the respondent school's teachers said their role is to use professional sound approaches to bring pupils to an awareness of the religious life, an awareness of God. The teachers are to deepen the pupil's knowledge and faith; enlightens, help and guide pupils by example. The researcher further asked the respondent's teacher whether they are obliged to ensure that the pupils learn under conditions enabling the pupil's growth in Christian faith. The teachers respond that, this is done by; fostering mutual trust between pupils and teachers, organizing and encouraging discussions on the challenges of Christian living in a fast- changing Kenyan society. The most common response by the Municipal education officer to this question indicated they undertook the provision of P.P.I for primary school children, they also indicated that they usually invite the Christian churches to participate in the preparation of primary schools religious education syllabuses and material. The most common response by Inspector of schools indicated that whatever syllabuses prepared by Kenya institute of Education in partnership with Christian churches is implemented by inspectorate of Kenya primary schools.

Assistance to schools/teachers/pupils in relation to P.P.I education

Assistance is an important tool in education. Teachers were asked if they were required to give assistance to schools/teachers/pupils in relation to P.P.I education. Teachers said that they were to ensure that children understood what they are taught by basing the teachings on their experiences. This is certainly involving, demanding use of professional skills and modern teaching approaches. Thus they were required to design specific

learning activities to challenge the pupils to translate the Christian teachings and value into the pupil's daily life. The response by the Municipal education officer and Inspector of schools to this question indicated that the teaching of P.P.I in Kenya primary school is being guided by Municipal education officer and Inspector of schools. The respondent MEO said there is working relationship between churches and ministry of education in the approvals in CRE and PPI.

Relating the teaching of P.P.I to human activities

Head teachers were asked if they were required to relate the teaching of PPI to human activities, it was established by the majority of the sampled Headteachers that they ought to relate human activities at home, school and community, both in the life of the pupils and the teacher, to make the subject relevant. They should harness, explore and relate the pupils' interests and experiences during the teaching, thus making pupils feel that they are valued. In turn, they will be able to apply their Christian teaching to their own circumstances, basing their decision - making on the moral teaching from their religious education lessons.

Inspection of the teaching of P.P.I

Interview with the Municipal Education Officer (MEO) and inspector of primary schools, indicated that very little help was forth coming from the ministry staff. The (MEO) rarely send the inspector of schools to supervise on the teaching of PPI but they are only interested in checking on how the funds are being managed by the Head teachers.

Applications of the objectives of Christian Religious Education only in the subject of the primary school curriculum

Majority of the sampled teachers said that they applied Christian yes. But in addition they said they need to have a sound and accurate understanding of what they taught in primary Christian education and also awareness of the objectives of the various Christian religious educations to be taught, knowledge of the required textbooks and learning materials.

Problems experienced as teacher/agent of Ministry of Education in implementing P.P.I Syllabus in primary education
The sampled teachers indicate that they experienced problems while implementing P.P.I Syllabus. The problems included P.P.I not examined in the national examination at the end of primary school circle, many teachers used the period of P.P.I for teaching others subjects which were nationally examined at the end of the primary school circle, the issues of shortage of professionally trained and in-serviced teachers, appropriate textbooks and learning resources was identified by teachers as challenging. Other respondent identified negative attitude held among many people that PPI is an easy subject needing teaching, being a mere extension of church service and Bible Teachers Trained In Teaching P.P.I Education

From the above results, half of the teachers interviewed believed that they were adequately trained to handle PPI in schools while some of them said they were not adequately trained to handle the PPI in schools and were therefore teaching the subject without any adequate training on the subject matter. We can deduce that all primary

school teachers are trained to handle all the subjects including P.P.I. However, some of them feel that they were not adequately trained to handle PPI programme.

Important points to be considered by P.P.I teachers in preparation of teaching the subject

On finding out the important points to be considered in preparation of teaching of PPI teachers said that there was need for teachers to make the schemes of work and lessons plan to enable a proper organization of teaching. In addition, the scheme of work should show a number of elements; week, date, unit, theme, sub-theme, objectives, period, titles, sub-titles, teaching- learning resources, references and remarks.

Types of Instructional resources used to teach P.P.I

 Are these teaching and learning resources adequate? What are the effects of those resources on the teaching and learning of P.P.I?

The researchers further sought to find out the types of Instructional resources used and if they were adequate; It was established that the instructional resources included text books, set books, flow charts, prepare manual, video shows, radio programs, resource persons, tape recorder, library, hand cuts, television, still pictures and Journals/ News papers/ magazines. In addition, most of the respondents were in agreement that the resources used were inadequate, inappropriate and in most cases in poor condition. The text books are very few and the video shows are rare, the teachers also have no adequate skill to operate electronic gadgets. The reference books are inadequate and library facilities in bad condition. One of the respondents noted that: instructional resources are needed to help teachers improve their instructional performance, motivate their professional growth, and implement their curricular development. They concluded that

the ultimate goal of instructional resources is to improve student development which may be achieved through changing teacher behavior, modifying the curriculum, or restructuring the learning environment.

Challenges Facing the Teaching of P.P.I in Kenya Primary Schools

On asking the Head teachers, Municipal education officer and Inspector of schools the challenges they faced when teaching of PPI in Kenya Primary schools the respondents identified the following challenges: inadequate materials, poor student participation, negative student attitude, inappropriate teacher presentation, poor instructional methods, and poor assessment records and teachers unpreparedness. The findings reveals that there teachers are faced with different challenges when teaching PPI.

Measures Taken In Eliminating Challenges Affecting the Teaching and Learning of P.P.I in Kenya Primary Schools

The respondents offered several possible solutions which they indicated were likely to be effectively addressed challenges affecting the teaching and learning of P.P.I in Kenya primary schools. They identified the need for improvement in teaching methods, provision of adequate materials, adequate preparation of teachers and frequent in-service training course on P.P.I

Own opinion on assessment methods used to assess the learning of P.P.I in primary schools and why the method was chosen

It was established that majority of the respondents use oral questions as assessment method to assess the learning of P.P.I in primary schools. The following are examples of

the comments made by respondent in response to question two:- "Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.

4.14.1 Part 2 - Checklists of Specific Issues

The survey provided information about instructional methods used. In this section, the responses of the respondents were tallied. The tallies were then converted into percentages of the total respondents (N = 386). See Table 4.3, 4.4 and 4.5 for a summary of the instructional methods used. The highest frequency of response (91.7%) was noted in the textbooks. One of the main teaching resources that were mostly available to vast majority of the teachers was textbooks (91.7%). Other resources that were available but to lower number of teachers were magazine (25%), pictures (33.3%), posters (8.3%) and charts (12.5%), which solicited between one quarter to two fifth of the response from the head teachers.. From the interview, resources that were mostly available were: textbooks (79.2%), radios (73.3), illustrations (64.2%), charts (35.8%) and pictures (34.2%). Some other sources of instructional materials were also present but accessed by fewer pupils and they included: posters (17.1%), magazines (15.8%) and resource persons (6.3%). The researcher also established that certain resources were available to only one or two pupils from the pool of 240 interviewed and these were: newsletters (0.4%) and television (0.8%).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, the conclusions and recommendations to policy makers and potential researches.

5.2 Summary of the Findings

The study was set out to assess the implementation of the Pastoral Instruction (PPI) in Primary Schools in Eldoret Municipality of Kenya. This was done by determining the availability of teaching resources for P.P.I., establishing the training of teachers for teaching P.P.I, examining the approaches towards teaching of P.P.I programme, establishing the management support towards PPI, examine the attitude of head teachers, teachers and pupils towards the P.P.I programme and examining instructional problems facing P.P.I. in primary schools of Eldoret Municipality

Question 1- What resources are available for the teaching of P.P.I and are they utilized as required?

Learning resources availability was largely variable among the schools that were sampled. It was established that in the majority of the schools that instructional resources for the teaching of P.P.I were rarely available. The few teaching resources that were available such as textbooks were inadequate and not duly utilized for effective teaching of the programme of Pastoral instruction. The available resources included, textbooks, charts, and illustrations for the pupils and teachers. The most frequently used teaching

resources were textbooks and charts. The least used were television, newsletters, and resource persons.

What type of training did teachers attend for teaching P.P.I?

The teachers teaching the programme were all trained and better able to teach the PPI. The frequency of training in the training institutions was also variable. Even though teachers were not fully trained to handle P.P.I, few had attended in-service course as well as workshops and seminars. Thus it can be comfortably said that the teachers were not wholly trained to teach P.P.I education in primary schools. This could probably explain why the subject has not fully taken roots in many schools, hence poor implementation of the PPI.

What approaches are used in the teaching of P.P.I programme?

Most of the teachers indicated that P.P.I instruction programme was taught through integrative techniques. Some reported that they taught the subject as independent subject. The least number of teachers reported the use of cognition. It appears that the programme is handled using three distinct approaches. Whether, by integration, independent or cognition method, the teachers reported that they were more comfortable when teaching using class participation, class discussion and questions and answers method. The students also enjoyed the use of class participation, questions and answers and class discussion. Thus the students enjoyed the methods of teaching preferred by the teachers.

What type of support do teachers receive in implementing the programme?

The Roman Catholic Church, Protestant churches and S.D.A church supported the

teaching of P.P.I by preparing the syllabus and books for teaching. The government support education by providing funds for purchasing instructional resources. Little support came from the Parents Teachers Association who donated few teaching and learning materials. While the Non-Governmental Organization likes the Gideon international which is a Non Governmental Organization donated bibles to most schools. However, generally most of the teachers did not receive any support for implementing P.P.I in schools. The frequency of support was not quite often. The adequacy of support service was also not quite impressive to the schools. The study showed that most head teachers preferred to buy materials for examinable subjects ignoring P.P.I.

What attitude do teachers and pupils have towards the teaching of P.P.I?

After analyzing the colleted data, the findings show that teachers and pupils have a positive attitude towards P.P.I. This was demonstrated by their disagreement with the negative statements about P.P.I. There was overwhelming support for the positive statements about P.P.I. Attitude towards a subject may affect its teaching and learning. If a subject is held inferior, both teachers and learners view teaching and learning of it negatively.

5.3 Conclusions

From the foregoing findings and respective discussion, the following conclusions were made:

1. The primary schools are ill - equipped with teaching resources for effective implementation of P.P.I instruction programmes. Few resources that were available were inadequate and the teachers hardly utilized them during teaching.

105

2. The teachers were professionally qualified to handle the subject in primary schools. However, lack of pre-service and in-service trainings in P.P.I hampered the successful implementation of the subject.

3. The types of instructional methods that are mainly used to teach P.P.I are discussions, question and answer method. When teacher centred methods are dominantly used, it affects students performance, student participation and motivation.

4. The main management support for the implementation of the P.P.I instruction came from the government. These management support were not enough to foster faster implementation of the P.P.I but nevertheless, they assisted the school to achieve the best approaches in the implementation of the P.P.I programmes in the schools within the Municipality.

5. The overall attitude of the pupils and teachers towards P.P.I instruction was positive. The students stated that they liked the teaching of P.P.I while teachers despite lack of adequate resources also liked the overall teaching of the P.P.I programme.

5.4 Recommendations

As a result of the earlier discussion culminating in the above conclusions, the P.P.I implementation in primary schools within Eldoret Municipality is in jeopardy and constrained by lack of learning resources. Thus the following recommendations are deduced: -

1) The study reveals that majority of the teachers have not attended in-service courses. This being the case, there is need for in-service courses to be held regularly. They should be organized even at district level to provide a forum where teachers can meet and discuss new strategies in teaching. Teachers will benefit from one another in this way and this will improve the teaching of P.P.I.

2) The number of P.P.I lessons per week, should be increased to three lessons per week to enable the teachers to cover the syllabus adequately.

3) Teachers should strive to use more student centered methods of teaching like debate, activity, resource based and drama. Teachers should also adopt modern teaching trends geared towards academic excellence.

4) Learning resources play an important role in the instructional process and should be used as an integral part of a learning activity in order to achieve the highest level of understanding in the teaching of P.P.I.

5) Schools should through cost sharing, purchase facilities like generators to substitute for power where there is no electricity supply to facilitate the use of essential electronic teaching resources.

6) The government of Kenya should establish a clear policy on supplying teaching/ learning resources for education in primary schools. This would enable each

school to have appropriate and adequate resources since the HeadTeachers were reluctant to purchase the resources for the programme given that it was not examinable.

5.5 Recommendations for further research

Teaching of pastoral programmes is a broad based issue and the current study only touched a very small portion of it. There is a substantive need therefore for further research in the following area:

1) Further research is recommended to assess the effectiveness of teaching and learning process in the classroom. This would reveal their influence on learning of P.P.I.

2) Research should be undertaken on the performance of P.P.I in relation to other section of P.P.I like;

- Receiving spiritual and moral development

- Living up to their denomination beliefs and practices.

REFERENCES

Abagi, O.   (1998). National legal frameworks in domesticating education as human right in Kenya: Where to begin. Nairobi: IPAR Special Paper Series.

Bishop, G. (1985) Curriculum Development. A textbook for pupils, London: Macmillan Publishers Ltd.

Berman, C. and Melainghin, N (1977). Management support. London: Kegan Page.

Bogonko, S.N. (1992). History of Modern Education in Kenya (1895-1991). Nairobi: Acme Press.

Cage, J. (1955). Attitude and performance. London: Casel.

Chabra, et al (2001). The Restraining and the Driving Forces in an Organization. Oxford University Press.

Cohen L. and C. Manion (1980), Research Methods in Education. London: Croom Heln Ltd.

Dunne, A.S., Tall, B.A., Schene, A.B. and Polt, A.C. (1992). Kenya Catholic Education Handbook. Nairobi: East African Publishers.

Economic Survey (2003). Central Bureau of Statistics, Ministry of Planning and National Development. Nairobi: The Government Printer.

Fullan, M. (1992). New meaning of educational change. Ontario: Teachers College Press.

Gachathi Report. (1976). The Teaching of Religion and social Ethics. Nairobi: The Government Printers.

Government of Kenya (2004) Sessional Paper on Education and Training. Nairobi: The Government printer

Gross, N. Giacolointa, B. Bernstein, M. (2001). Implementation Organizational Innovation. New York: Basic publishing Inc.

Hawes, H. (1979) Curriculum and reality in African Primary Schools. England: Longman Group Ltd.

Hellrigel, J, (1989) Organizational Behaviour. St. Paul West Publishing Company.

EvanceWich, J. (2003). Organization, Behaviour and Management. New York: McGraw Hill Higher Education.

Jepkoech, S. (2002). A Survey of factors Influencing the Performance of the students in Economics KCSE examination; A case of Selected Schools in Rift Valley Province. Mphil Thesis. Moi University. Eldoret: Unpublished.

Kamunge Committee. (1988). Implementation of the Total Curriculum. Nairobi: The Government Printer.

Kerlinger, F. (1983). Foundations of Behavioral Research. New Delhi: Sarject Publishers.

Kiarie, P. (1979). No one Taught Like This man. Nairobi: East African Education Publishers.

Kochar, S. (1990) The Teaching of History. New Delhi: Sterling Publication Ltd.

Koul, L. (1992). Methodology in Educational Research. New Delhi: Vikas Press.

Koontz, K. (1990). Implementing change in an organization. London: Heinemann.

Kyalo, S. (2006). Education in Kenya: Towards the paradigm of shift of quality. In: *Journals of Educational Management.* Vol. 123: 23-33.

Kurt, L. (1947). Planning and Implementing change in an organization. New York: Teachers College Press.

Leedy, P (1997) Practical Research Planning and design, 6th Ed. Columbus: Princeton.

Loucks, S. (1983). Education Administration. London: Heinemann Publishers.

Mackay Report. (1981). The Presidential Working Party, second university in Kenya. Nairobi: The Government Printer.

Malusu, J. and Otiende, J.E (1994). Revision in C.R.E for Primary School Teacher Education. Nairobi: East African Education Publishers.

Maranga, J.S. (1997). "Guidance for Training Education Supervisors in Kenya." PhD Thesis: Teachers College, Colombia University, Unpublished.

Masinjila, I.T (1996) A Survey of Resources available and those used for teaching S.E.E in Secondary Schools in Kakamega District. M. Phil thesis, Moi- University. Eldoret: Unpublished.

Mbithi, J. (1969). African Christian Philosophy. London: Heinemann Publishers.

Mbithi, J. (2004). Evaluation of the quality and quantity of curriculum requirement for pupils in primary schools. London: Heinemann Publishers.

Mc Laren, J. et al (2002). Diversity in Society. London: London Group Ltd.

Mc Neil, J. (1984) Curriculum: Comprehensive Introduction. Boston: Little Brown Press.

Miller, S. (1990). Role of supervisors. New York: Hodder and Stoughton.

Mugenda A.G and Mugenda M.O (1999), Research methods Quantitative and Qualitative Approaches. Nairobi: Acts Press.

Nyokabi, N. M. (1994). A study of availability and use of the learning resources and teachers attitude towards the content and teaching of S.E.E in Kiambu District. M-ed.

Okutoyi, T.B. (2007). Gender issues in educational instruction. In: *Journal of Gender Management*. Vol. 233:199-2006.

Olembo, O.J. (1977). "Major Functions of School Supervisors" Seminar paper presented at the commonwealth, African Regional administration and supervision, Nairobi.

Oluoch, G.P. (1982). Essentials of Curriculum Development. Nairobi: Elimu Bookshop.

Ongudi, A. (1986). Problems Affecting 8.4.4 Implementation: 25th May, Nairobi: The Standard Group

Osoro, K.T. (2002). Pattern of media use in Kenya: Spatial analysis between the urban and rural folk. In: *Journal of Communication Studies*. Vol. 133: 145-56.

Republic of Kenya (1964) "The Kenya Education Commission (Ominde Report)" Nairobi: The Government Printer.

Republic of Kenya. (1968). The Education Act. Nairobi: The Government Printer.

Republic of Kenya (2004) National Development Plan 2003-2008. Nairobi: The Government Printer.

Schwartz, M. (2007). Strong media consumption forecast. *Media Week*. Vol. 8: 9-22.

Shajala, J. and Ravindrath, M.J. (1989) Organizing In-service Teacher Training Programme. Vol.5. No. 1. Barada SERD.

Shiundu, J. S. and Omulando, S. (1992). Curriculum Theory and Practice in Kenya. Nairobi: Oxford University Press.

Spensor, T. (2005). Education Administration and sources of support. Endinburgh: The Open University Press.

Taba, H. (1962). Curriculum Development, Theory and practice. New York: Harcourt Brace and World Inc.

Van, K. L. (1992). Teaching Religion in Public Schools. New York: Round Table Press.

Visking K.L. (2002). Teacher as an agent of developing an ideal pupil's environment. In: *Journal of Educational Environment*. Vol. 13: 12-19.

Walaba, A. (2001). Historical Development of Christian Religious Education (CRE), Kenya. Nairobi: Print Maxim.

Wanjala, K. (1991). Educational Innovations, Resources and materials. A paper presented at the workshop for education for all sponsored by UNICEF, UNESCO and the Govt of Kenya at Green Hills Hotel Nyeri.

TEACHERS' QUESTIONNAIRE

This is part of an educational study that is being carried out on programme of pastoral instruction. You have been chosen to participate in the study. The information obtained will be treated as confidential and will be for the study and nothing else.

Your cooperation will be appreciated.

SECTION A: BACKGROUND INFORMATION

 Instruction: please tick (√) in the space provided.

Sex

a) Male   1. [   ]

b) Female   2. [   ]

School

a) Private   1. [   ]

b) Public   2. [   ]

Qualifications

a) PI   1. [   ]

b) SI   2. [   ]

c) Diploma in education   3. [   ]

d) Bachelor of education   4. [   ]

e) Master of education   5. [   ]

Teaching experience

a) 1-5 years   1. [   ]

b) 6-10 years   2. [   ]

c) 11-15 years   3. [   ]

d) Over 16 years   4. [   ]

SECTION B: TEACHERS TRAINING IN TEACHING P.**P.I**

Instruction: Fill in the questionnaire by putting a tick, ranking or writing required information in the space provided.

1. Do you teach P.P.I education programme?

    (a) Yes   1. [   ]

    (b) No   2. [   ]

2. Were you trained to teach P.P.I?

    (a) Yes   1. [   ]

    (b) No   2. [   ]

3. What other training in P.P.I have you had?

    (a) In-service 1. [   ]

    (b) Seminar   2. [   ]

    (c)Workshop   3. [   ]

    (d) Refresher 4. [   ]

    (e) None   5. [   ]

SECTION C: MANAGEMENT SUPPORT

How often do receive assistance from the Municipal Education Officer (M.E.O), Inspector of Primary Schools, and the head teacher.

	Very often (weekly)(1)	Often (fortnight)(2)	Less often (once a term)(3)	At times (once a year)(4)	Not at all (never)(5)
Inspector of primary schools					
Head teacher					
Municipal education officer					

Do you consider the assistance of the M.E.O, I.P.S, and H/T to be adequate, inadequate, moderate or cannot tell. Tick (√) appropriately.

	(i) Adequate	(ii) Not adequate	(iii) Cannot tell	(v) Inadequate
Municipal education officer				
Inspector of primary schools				
Head teacher				

SECTION D: SPECIFIC INSTRUCTIONAL PROBLEMS

1. Below are some instructional problems that you are likely to experience as a teacher of P.P.I. Put a tick in the appropriate box to show the seriousness of the problem as you perceive it.

Description of the problem	Very serious	Serious	Less serious	Low	Not serious
Wide syllabus					
Lack of adequate books and resource materials					
Inadequate in-service training					
Inadequate management support					

2. Indicate how often you use the following methods of teaching P.P.I.

Methods	Often	Rarely	Never
Debate			
Story telling			
Discussion			
Lecture			
Question and answer method			
Discovery			
Class project			

SECTION E: ATTITUDE SURVEY

Below is a list of items you will find that you agree with some of the statements made and disagree with others of five choices offered, select the one which represent your true feelings. There are five possible responses: strongly agree (SA), A(Agree), undecided (u), Disagree (D) and strongly disagree (SD). Please tick (√) responses on the rating scale that best describes your own view.

	STATEMENTS	SA	A	UD	SD	D
		1	2	3	4	5
1.	Instead of buying resource materials for P.P.I we should buy more maths and science books.					
2.	Programme for pastoral instruction should be taught in churches.					
3.	Programme for pastoral instruction has overcrowded the timetable for nothing.					
4.	P.P.I is best suited to those who are saved.					
5.	It is never possible to teach all topics in P.P.I because of lack of resources.					
6.	P.P.I is exciting and enjoyable to teach.					
7.	If P.P.I is not examined at K.C.P.E level then it should not be taught.					
8.	Teachers need in-service training and seminar courses to be able to effectively implement the P.P.I education programme.					
9.	P.P.I education is an important subject that develops pupils morally.					

APPENDIX B

PUPIL'S QUESTIONNAIRE

You are kindly requested to respond to all the items in this questionnaire. Please understand that this is not a test and that all information you give were treated in strict confidence. Do not write your name.

Please tick (√) appropriately.

1. Sex:

Male   1. ( )

Female   2. ( )

2. Do you learn about programme of pastoral instruction?

(a) Yes   1. ( )

(b) No   2. ( )

(c) Do not know   3. ( )

3. Tick (√) the book you use in school for learning programme of pastoral instruction.

    (a) My Christian community   1. ( )

    (b) God, myself and others   2. ( )

    (c) When God chose people   3. ( )

    (d) Watoto Wa Mungu   4. ( )

    (e) Chuo cha sala   5. ( )

4. Are these books enough?

    (a) Enough   1. ( )

    (b) Not enough   2. ( )

    (c) Not there   3. ( )

5. (i) Below is list of guidelines and teaching materials, which might be used in learning about programme of pastoral instruction. Indicate by ticking in the right box whether your teacher use them very often, often, rarely or never used.

Material Resources	Used Very often 2-times in a week	Used Often 2-times in a week	Rarely used once in a week	Never used
(a) Text books				
(b)Newspaper/magazines				
(c) Posters				
(d) Charts				
(e) Pictures				
(f) Films				
(g) Television				
(h) Radios				
(i) Resource people				

5 (ii) What type of activities do you get involved in/or mostly used when learning about programme of pastoral instruction.

	Methods	Used		
		Always	Rarely	Not used
A	Lecture (talking)			
B	Essay writing			
C	Story telling			
D	Debates			
E	Group discussion			
F	Singing			
G	Watching video			
H	Dramatization			
I	Class discussion			
G	Guest speaker			

6. For the statement below about learning programme of pastoral instruction (P.P.I), there are five possible responses; strongly agree (S.A), Agree (A), Undecided (U), Disagree (D), and strongly disagree (S.A). You are requested to tick (√) the response that closely relates to your opinion about the statement made.

Statements	SA	A	U	D	SA
	1	2	3	4	5
(a) I enjoy learning pastoral programme					
(b) Programme of pastoral instruction (P.P.I) is on the timetable and is taught					
(c) Time allocated to P.P.I is enough					
(d) I like the way P.P.I is taught					
(e) All pupils should learn P.P.I in order to promote national unity					
(f) The P.P.I education syllabus is properly covered by teachers					
(g) I have been able to learn a lot about P.P.I through the topics covered.					
(h) P.P.I is relevant for my moral development					
(i) All pupils should attend P.P.I lesson					

APPENDIX C

INTERVIEW SCHEDULE FOR THE MUNICIPAL EDUCATION OFFICER HEAD TEACHER AND THE MUNICIPAL INSPECTOR OF SCHOOLS.

Instructions

I am a student at Moi University conducting a study to establish the effectiveness of the implementation of P.P.I education programme in primary schools within Eldoret municipality.

I would like to interview you about particular issues that are relevant to you, but to seek your views on the general relationship. The following issues are of particular interest to the researcher:

Teacher preparation (in-service training, workshops and seminars) for P.P.I education programme

(b) Teachers and pupils attitudes towards P.P.I education

(c) The education management and support to teachers in their process of implementing the P.P.I education programme.

(d) The provision of resource materials and other facilities to enhance the teaching and learning of P.P.I education.

All the information that you give will be treated with strict confidence and be used only for this study. You are therefore requested to respond to the questions asked freely and frankly pointing out areas in which you think change is needed.

1. What is your role in the implementation of P.P.I education programme in primary school? …………………………………………………………………………….. …………………………………………………………………………………

2. Are you required to give assistance to schools/teachers/pupils in relation to P.P.I education? …………………………………………………………………………..

    …………………………………………………………………………………………

3. Are you required to relate the teaching of P.P.I to human activities?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

4. How frequent do you inspect the teaching of P.P.I? ………………………………

5. Do you initiate learning dialogue in which pupils contribute, share their experience and even conviction? ………………………………………………

    ……………………………………….…………………………………………………

    ……………………………………………………………………………………….

6. Do you apply the objectives of Christian religious education only in the subject of the primary school curriculum? …………………………………………

    …………………………………………………………………………………………..

    …………………………………………………………………………………………

7. What problems do you experience in your work as the agent of Ministry of Education in implementing P.P.I Syllabus in primary education?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

8. What problems do you experience as teachers in implementing P.P.I Syllabus in primary education?...…………………………………………

    …………………………………………………………………………………………..

    …………………………………………………………………………………………

9. Have teachers been trained in teaching P.P.I education?...

………………………………………………………………………………………

10. Are there any in-service courses, workshops or seminars for teachers on P.P.I

education? ……………………………………………………………………..

………………………………………………………………………………………

11. What important points should the P.P.I teachers consider in preparing to teach the

subject? ……………………………………………………………………..

………………………………………………………………………………………

12. What type of Instructional resources do you use to teach P.P.I? Are these teaching

and learning resources adequate? What are the effects of those resources on the

teaching and learning of P.P.I? ……………………………………………………

……………………………………………………………………………………

13. What are the challenges facing the teaching of P.P.I in Kenya primary schools? ---

…………………………………………………………………………..

……………………………………………………………………………………

14. What measures does your office take eliminate challenges affecting the teaching

and learning of P.P.I in Kenya primary schools?

………………………………………………………………………………………

………………………………………………………………………………………

15. In your opinion what assessment methods do you use to assess the learning of

P.P.I in primary schools? Why do you choose those methods? …………………..

………………………………………………………………………………………

APPENDIX D

CHECKLIST TO BE FILLED BY TEACHERS OF P.P.I INDICATING THE ADEQUACY AND INADEQUACY OF FACILITIES AND RESOURCES

Attached is a list of some of the facilities commonly used for teaching and learning of P.P.I. Put a tick in appropriate box to show the adequacy box to show the adequacy or inadequacy of the facilities in your school.

FACILITIES	ADEQUATE	NOT ADEQUATE	NOT AVAILABLE
Text books			
Newspapers			
Magazines			
Posters			
Charts			
Pictures			
Resource persons			
Illustrations			
Televisions			
Radios			

APPENDIX E

NAME OF SCHOOLS

Testimony	Langas
Emmanuel's complex	Sosiani
Preparatory	Kimalel
Highlands	Kimumu
S.O.S primary	Uasin-Gishu
Queen of Angels	Eldoret Union
Eagles	St. Patrick
Our lady of Assumption	St. Mary's
Jireth Mount	Kidiwa
Arya	Central primary
Blossom	Moi Marula
El-view centre	