AN INQUIRY INTO THE ATTITUDE OF STUDENTS IN SECONDARY SCHOOLS TOWARDS CHRISTIAN RELIGIOUS EDUCATION IN KAPSABET DIVISION, NANDI COUNTY, KENYA

BY

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DECLARATION

Declaration and Approval

Declaration by Student

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I dedicate this thesis to my beloved parents and the entire family for their endless support during the course of study.

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ABSTRACT

Religious Education (RE) is regarded to be of great importance in developing moral values in students at all levels. In Kenya, Christian Religious Education (C.R.E) is taught as a compulsory subject in primary schools but as an elective subject in secondary schools. However the extend towards which the attitude of students in secondary school towards Christian Religious Education is not well understood. Thus the need to inquire into this aspect with reference to Secondary schools in Kapsabet Division. The study was guided by the following objectives that guided the study were: To find out the students attitude towards CRE in Secondary Schools in Kapsabet Division, to investigate factors influencing CRE subject choice at Secondary School level in Kapsabet Division and to evaluate the relevance of CRE in the development of morals, and values among students. The study was based on the functional theory. This study employed survey research design. This study employed quantitative and qualitative methods in addressing the objectives. The unit of analysis was form 3 and 4 students in the selected schools. Simple random sampling was used to select 5 secondary schools out of the total number of schools in the Division. It was also used to select 18 respondents from each sampled school with one school having 19 respondents, 2 CRE Teachers and1 Head/Teacher was chosen from each school. Purposive Sampling was used to select the target population who were specifically form 3&4 students. Self-administered questionnaires were carried out on a sample size of 91 Form 3 & 4 students out of the total 1048 students. The interview schedule was used on 2 CRE Teachers and 1 Head/Teacher who were key informants, from each selected Schools. The data collected was analyzed with the help of SPSS (version 16) and presented using Descriptive Statistics such as percentages, tables and pie charts. The findings showed that there are a low number of students taking CRE as an elective subject. The study indicated that majority of students agreed that Teachers and career counselors are key players in affecting their choice of subjects. Finally, it was revealed that students were in support that CRE played a major role in moral. The study would benefit the learning institutions, government, and religious organization, policy planners and the Ministry of Education to improve and have effective strategies to enhance adequate participation of students in C.R.E. as in other subjects. It is further recommended that, CRE be made a compulsory subject at all levels of education due to its importance.

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DEFINITION OF TERMS

Christian Religious Education – In this study this term refers to a subject of study developed as a means of helping learners to critically examine Christian content, its implication in their current situation and their relationship to God and other.

Moral development – The term in this study refers to a process which involves formation of a system of values on which to base decisions concerning right and wrong or good and bad.

Attitude – This is used in this study to mean a predisposition of a tendency to respond positively or negatively towards certain ideas, object, person or situation.

Religion – In this study this term means a believing view of life, approach to life, way of life, fundamental pattern embracing the individual a society, man/woman and the world, through which a person sees and experiences, thinks and feels, acts and suffers everything.

Perception – In this study it is used to mean the awareness that one has about something after feeling, hearing or seeing.

Christian – The term refers to the follower of Jesus Christ, that is, a person who   believes and practices the tenets of the Christian faith as presented in the Bible.

Education – This is used to refer to the process by which your mind develops through learning at school, college or University.

LIST OF ABBREVIATIONS AND ACRONYMS

C.R.E   -   Christian Religious Education

E Bacc   -   English Baccalaureate

G.O.K   -   Government of Kenya

IARF   -   International Association for Religious Freedom

KCSE   -   Kenya Certificate of Secondary Education

KIE   -   Kenya Institute of Education

NATRE   -   National Association of Teachers of Religious Education

R.E   -   Religious Education

SMASSE   -   Strengthening Mathematics & Science in Secondary Education

TSC   -   Teachers Service Commission

CHAPTER ONE

1.0 INTRODUCTION

1.1Background of the Study

The greatest gift and working tool a nation can offer its youth is education. A healthy society is nurtured through the provision of quality education that is accessible and relevant (Digolo 2006). Education therefore, is the cornerstone of all human societies. World governments recognize this and have factored education in their policies and budgetary allocation (Mwaka, et al, 2011). The teaching and learning of Religious Education (R.E) including Christian Religious Education (CRE) offered within the school curriculum are founded upon the need for value education. This is a form of education that stresses the acquisition of living values by learners. It inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness (Aggarwal, 1992). This helps in nurturing balanced individuals with the aim of creating a humane society. Values are what promote human beings to personhood. These values are inherent in all people and acting contrary to them negates one's personhood. Scholars have pointed out that there are three basic institutions that influence value education – the home, church/religious institution and the school (Mwaka *et al.* 1992).

R.E is leading in inculcating moral values; a study in United Kingdom (U.K) by Graeme P. (2011) demonstrates that Religious Education (R.E) is being undermined by Government school reforms, despite there being a public support for the subject. He pointed out that R.E is being dropped by students as they prioritize other subjects. The chairman of R.E council in UK claimed that seemingly the subject was becoming increasingly marginalized by coalition reforms to education. The UK Government

excludes R.E from the English Baccalaureate curriculum. However, according to the National Association of Teachers of R.E (2010), R.E is a subject that requires high standards of knowledge and evaluation of evidence; it explores issues of diversity and conflict, ethics philosophy and social change. It has grown massively in popularizing over recent years because students have recognized it as a subject of significant relevance to the world they encounter. Christian Religious Education has a unique place in the curriculum of schools in Britain since Britain is among the countries in Europe where Religious Education is compulsory by law. The daily act of worship in school is also compulsory (Meighan, 1986).

In Africa south of Sahara, restoring moral development raises a situation of concern that cannot be ignored member of the African community. The degeneration of African traditional values and the negligence of moral development have gravely wounded the continent in terms of morality (Bansikiza, 2001). Thus Kamaara, (2003) states one of the functions of Religion as being of moral guidance. Consequently it provides a major source of public order and religion indicates what is right or wrong in human behavior.

The place of R.E in schools is pointed out by (Hirst, 1974), who noted that moral education cannot simply be left out to the general influence of the school that is the curriculum. Every school curriculum should provide an opportunity for students to acquire a considerable amount of knowledge necessary for morally responsible citizens. Teachers act as role models and since modeling is an effective way of teaching behavior, hence the teachers behavior must be consistent with that desired by the class students (Bull and Solity, 1987).

Some specific countries are highlighted in this discussion. In Ghana, it has been argued that R.E should be upheld no matter the sense in which it is understood and cannot be neglected by any meaningful national development program (Nyamakye, 2011).The multi-religious nature of Ghanaian society, therefore makes it very difficult for those in charge of Ghana's affairs to ignore this reality. In Ghana, the central government fully supports education whether it is faith-initiated or individual and in most cases these schools are adopted by government which supply of textbooks and other logistics to them .The only condition for this support from the government is that Religious Education should be presented in a professional way, that is, religious educators should present every religion in an objective way for the pupils to make their own decisions. This is informed by the fact that the post-independence constitution of Ghana guarantees freedom of Religious tolerance in the light of the religious pluralism existing in the country. In Ghana, it has become a condition that in the selection of presidential candidates, the candidate's religious affiliations are usually considered; this religious concern has progressively enhanced the teaching and learning of religious Education in Ghanaian schools (Nyamakye, 2011).

 CRE is a vital subject in imparting morals, Ngoma (1999) pointed that lack of spirituality and morals in schools in Zambia have created degeneracy among the present people. Furthermore, according to Moyo and Shoko (1992) R.E should occupy a central position in any learning curriculum. They hold that one's education is not complete without a study of religions and its relationship to the advancement of civilization. To quote '….education without Christian Religious Education will produce learned evils…' Hence the importance and value of CRE is core element in education of the citizenry.

In Kenya, the teaching and learning of Religious Education has come a long way. Initially, African communities taught values to their members informally by using religion even before the coming of the Europeans (Odhiambo, 1989). With the coming of the colonists to Kenya, and the abolition of slave trade, Christianity was introduced in the missionary sponsored schools. In the colonial era, CRE featured as a dominant subject because missionaries used it as a tool to win converts, meaning that it enhanced conversion of the Africans into Christianity. They had a preconceived idea that Africans could easily be converted to Christianity through schooling so they became interested in African education (Malusu and Otiende, 1994). Formal learning and Religious Education were taught hand in hand, and therefore CRE was treated as a core subject in school curriculum both at Primary and Secondary Levels (Anderson 1979; Ayot 1986; Kasomo, 2011). Schools then offered Christian Religious Education for confessional purposes and also for moral development. To strengthen the position of C.R.E in school curriculum, the Fraser Education Commission Report of 1909 (Government of Kenya, 1909) stated that any education system without Christian religious education being offered in its curriculum is mischievous and is bound to contribute to moral rot in the society.

The Beecher Education Commission report (1949) and the Binns Education Committee (1949) further urged the missionaries to offer CRE in the school curriculum as an attempt to satisfy mental, cultural, spiritual and moral values of the Kenyan society. During the time of attaining independence, it was noted that there was a strong force of CRE in enhancing moral growth of Kenyan citizens. The Ominde Education Commission report of 1964 (Republic of Kenya, 1964) took cognizance of the role of C.R.E in fostering moral growth of the citizens and also in promoting the realization of the broad aims of

education in the newly created nation. In the Kenyan school curriculum, the teaching of C.R.E was therefore entrenched to enable the students to acquire spiritual, social and moral insights in a rapidly changing society. The Kenyan Institute of Education (2003) is responsible for developing educational syllabus for both primary and secondary schools, believed that teaching C.R.E in schools was one of the several ways that could be used to increase unity and also in inculcating moral values amongst the Kenyan citizens .

After independence in 1963, the Government of Kenya established various commissions which shaped the systems of Education. These commissions were led by prominent scholars from within and outside the country.

The recommendations of these commissions included: The Kenya Education (Ominde Report) of 1964; Bassey Report 1972; Gachathi Report 1976; Mackay Report 1982; Kamunge Report 1988 and Koech Report 1999 (KIE, 2010).

These commissions had far reaching impacts on the structure of education and particularly on curriculum. For instance, the Ominde Report of 1964, recommended emphasis on Science Education in all levels of learning. This meant that Arts subjects were given less preference both in terms of teacher training and learning in school, (Bogonko, 1992). In contrast the Bassey report of 1972 had positive impacts on teaching and learning of CRE both in primary and Secondary Schools. This is because Kiswahili, CRE and music was to be encouraged in schools. However these gains were later watered down with the introduction of the 8-4-4 system (Gichaga, 1993).

The introduction of 8-4-4 system in 1985, which mandated is the applicability and self-reliance policy, rendered the subject elective. Furthermore, the religious plurality and freedom of worship, diversification and secularism in the country challenged the course content and its importance, in that the subject was no longer compulsory. Again the competition from other humanity courses, sciences and modernization divert the tendency of its significance in Kenya. This system placed a premium on science and technical subjects which could be directly or indirectly used for self-employment. Consequently, CRE has assumed a low status due to its limitation in the provision of opportunities for self- employment. (Anderson, 1979: Ayot, (1986).

Currently, the new Kenya Secondary School curriculum has a total of 21 subjects, which are offered as follows: In form one and two, students are expected to take twelve (12) subjects, of these 3 are core including mathematics, English, and Kiswahili. Three sciences including Biology Chemistry and Physics. Humanities comprises of Geography, History and Government. One subject on Religious Education is selected from CRE, Hindu Religious Education and Islamic Studies and finally Physical Education (PE)

Two optional subjects are selected from technical subjects including: Business studies, Agriculture, Home science, Arabic, French, German, Music, Art and Design and Computer Studies. In form three and Four students will take a minimum of Seven (7) subjects and a maximum of nine (9) subjects selected as follows: Three core subjects, English, Kiswahili and Mathematics; At least two sciences from Biology, Physics, Chemistry; other subjects selected from any of those a student has studied in forms one and two. Therefore, in form three and four, CRE is an optional subject (KIE, 2002).

The selection of subjects is done in the transition period between Forms Two and Three but finalized in Form Three in most schools. In the syllabus, in form one and two comprises of the following topics 'The people of God and life and Ministry of Jesus Christ' respectively. (KIE 2002). This would not be adequate to develop moral values in students, while in Form Three, the topic focuses on the 'Major prophets in the Bible' and in Form Four, it majorly deals with 'Christian contemporary issues' which focuses on Christian Ethics. Students who drop CRE in Form Two, sadly misses out on these topics of Christian ethics which instills morals. According to (Oruka, 1990), Ethics is the discipline that studies moral life and seeks to guide human beings in choosing the right acts, it is regarded as intellectual or philosophical study of the principles that govern or should govern the conduct of moral agents in the society.

The National goals of education calls for national unity and that it should promote moral and religious values, which can be achieved through teaching and learning of CRE. All the subjects including CRE are needed to fulfill all the goals. If one subject is left out, that means not all the goals will be met. One can identify terminologies that indicate Kenya's commitment to providing value education. Examples of such terminologies include: Nationalism, patriotism, national unity, individual development, self fulfillment, sound moral and religious values, social equality and responsibility, respect for and development of Kenya's rich and varied cultures, international. Thus, the national goals of education in Kenya emphasize national unity, moral and religious values, social equality and responsible citizenship which are key in enhancing harmonious coexistence among citizens.

The objectives of secondary school education in Kenya are to provide the learner with opportunities to: acquire necessary knowledge, skills and attitudes for the development of the self and the nation, promote love for and loyalty to the nation , promote harmonious co-existence among the peoples of Kenya, develop mentally, socially, morally, physically and spiritually, enhance understanding and respect for own and other people's cultures and their place in contemporary society, enhance understanding and appreciation of interrelationships among nations, promote positive environmental and health practices, build a firm foundation for further education and training, develop ability for enquiry, critical thinking and rational judgment, develop into a responsible and socially well adjusted person, promote acceptance and respect for all persons, enhance enjoyment in learning,   identify individual talents and develop them, build a foundation for technological and industrial development, develop into a self-disciplined individual who appreciates work and manages time properly. (KIE, 2005). Through CRE, Objectives of Secondary School Education are met in that it inculcates moral beliefs that makes individual grow spiritually, and promote the view of equality before the eyes of God. These individual hence develops virtues of love, unity and harmony. At international levels, CRE contributes to views of people as one race (KIE, 2005).

In particular, the objectives of teaching CRE are: to gain insights into the unfolding of God's self-revelation to mankind through their personal experience. The African Religious Heritage, the biblical relation as a whole and specifically in Jesus Christ and the Christian Community; use the acquired social, spiritual and moral insights to think critically and making   appropriate moral decisions in a rapidly changing society; appreciate and respect other people's cultural and Christian beliefs and practices; acquire

the basic principles of Christian living and develop a sense of self-respect and respect for others; promote international consciousness through the understanding of universal brotherhood and sisterhood; contribute positively to the transformation of self and the society as a whole and acquire knowledge of their studies in various career fields (KIE, 2005). The content of CRE entails African Religious Heritage topics, which lead to appreciation of other people's culture and beliefs. The acquired social, spiritual and moral insight helps students to think critically and make up appropriate moral decisions in a rapidly changing society.

According to Kasomo (2011), the attitude of teachers and students on CRE in Kenya revealed that C.R.E content and approach is more of examination oriented and job opportunities other than its essence of imparting morals to society members. Okullu (1983) observed that Kenya was destined for moral decadence unless drastic measures were taken and the teaching of religion in schools re-examined, made relevant and improved upon.

Thus, in-depth research was necessary to find out the reasons for reduced number of students taking CRE, yet it could be one such useful avenue that could effectively be used to enable the learners to become morally responsible. This, therefore, made the inquiry to the Attitudes of students in secondary schools towards CRE in Kapsabet division inevitable and that is why this study is very important.

1.2 Statement of the Problem

The introduction of the 8.4.4 system of education in Kenya in1985 rendered some subjects including CRE elective. These subjects diminished in their importance as a

subject of choice in secondary schools (Anderson, 1979: Ayot, 1986). The purpose of the CRE was to encourage the development of positive moral values in students, without which will have consequences because education without religion is incomplete and may lead to a Godless society which has far reaching negative implications. However, the attitude of students in secondary schools towards CRE is not yet well understood. Thus a need to inquire into this aspect with specific reference to secondary schools in Kapsabet Division.

1.3 Objective of the Study

1.3.1 Broad Objective
The broad objective of the study was to assess the attitude of students in secondary schools towards CRE in Kapsabet Division.

1.3.2   Specific Objectives of the Study

i. To find out the students' attitude towards CRE in Secondary Schools in Kapsabet Division.
ii. To investigate factors influencing CRE subject choice by students at Secondary School level in Kapsabet Division
iii. To establish the relevance of CRE in moral development of students in Secondary schools in Kapsabet Division.

1.4 Research Questions
The study was guided by the following research questions:-

i. What is the attitude of the students in secondary schools in Kapsabet division towards CRE?
ii. What factors influenced students' choice of CRE at Secondary School level in Kapsabet Division?
iii. What is the relevance of CRE in moral development among secondary school students in Kapsabet Division.

1.5 Research Assumptions

The assumptions of the study were that;

1. The positive attitude of students towards the C.R.E subject will result to increase in students taking/choosing the subject.

2. There were various factors influencing student's choice of subjects in secondary schools which included parents, teachers, peer or own choice.

1.6 Significance of the Study

This study is significant because of the following grounds.

First, the in-depth study would give light to possible strategies to adapt to improving the obstacles and enhance effective participation of students in the course.

Second, this study chose this study because its findings will be useful to Government Policy makers, school administrators, teachers, parents, and guardians to have strategies on how to assist students to pursue C.R.E as a subject of specialization.

Third, this study has also been inspired by the discrepancy between the morality of the students and the period which CRE is taught and learned and the current situation of the division in respect to the morality.

Fourth, this study is significant in providing data that can inform the policy makers on the attitude of students in secondary schools towards CRE.

Fifth, the students will also benefits and may lead to pursuance of the subject to University levels. CRE also focus on development of human character, which is good for future leaders.

Sixth, the church leaders will also benefits in that they will be able to propagate moral growth among youth in the society.

Finally, the research findings will contribute to existing knowledge on the attitude of students in secondary schools towards CRE.

1.7 Scope and Limitation of the Study

This is a study of the attitude of students in secondary schools towards CRE. The study was conducted in Kapsabet Division. The study limited itself to CRE subject only. However, its findings and recommendations can be used to attitude of students in secondary schools towards CRE in other areas.

There was suspicion from some students but this was overcome by assuring them that the information given will only be used for this study only. There was also the problem of students postponing the interview day however the researcher was patient in following them and finally they were able to be interviewed.

1.8   Literature review

Below is the review of literature obtained from various publications including books, journals, and other published articles and academic literature. The literature is reviewed under the following headings; general information about Religious Education, the Attitude of teachers and students towards CRE, and finally issues on C.R.E in Kenya generally.

1.8.1 General Information about Religious Education

According to Orentlicher (2002) today's high students approach their world of diversity and complexity with enthusiasm and trepidation. They encounter clash of values, personal conflicts and social pressures in developing their sense of social justice and recognition of diversity. Peaceful coexistence of society depends upon the morality of its stakeholders. The value system is dependent on moral inculcated to the youthful generation.   C.R.E is a subject that relates to the experience of the learners and contributes to their wholesome development like physical, emotional, social, and spiritual moral and cognitive. It assists the learners to identify their different abilities and gifts

which are God given and assists them to develop these potential a abilities to the maximum (Orentlicher 2002).

According to International Association for Religious Freedom IARF 2001-2007 strategic plan, they defined the meaning of Religious education as a subject to transmit knowledge and values pertaining to all religious trends, in an inclusive way, Religious education radically differs from catechism, it is a formal study of the nature of God and of the foundations of religious belief, and contributes to the wider framework of education as defined in international standards…" CRE tends to transmit this knowledge and values in students.

Rosen, (1997) notes that the United States department of Education in 1993 acknowledged that maintaining a disciplined environment conducive for learning requires an ethics of caring that shapes staff-students relations. Public accountability presupposes that schools are places that turn out productive and useful school leavers. Agbenyega, (2006) maintained that good discipline is one of the main attributes of effective schools and many failing schools have been blamed on lack of discipline. Aguba R.C. (2009) noted that discipline is needed to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society.

According to Iyamu, (2003), the government and parents in Nigeria have not done enough to positively and creatively occupy the minds of the youth, and Mokwenye, (1990) states that it is to the extent that most of who have veered off their path of moral decency and dignity; he also notes that most African societies' attentions, have been on equipping of youth values and social attributes that enhance their acceptance, integration

and participation in the society, which has now ceased to be. In this study, in relation to the work of Iyamu, parents have not done enough to occupy the youths mind and that is why CRE is very important in shaping the wellbeing of the students.

It was observed that in Zambia, there had been reforms on the R.E subject nationally Mudalista (2002). The R.E teacher's attitudes displayed that they were unhappy with the spiritual and moral education offered by R.E in schools as displayed by Mudalitsa J. (2002). He further argues that spiritual moral and religious values stems primarily from Christianity. Francis and Lewis (1986) revealed that R.E remains one of the least popular subjects in secondary schools in England. Therefore, it was necessary to establish the Attitude of students toward the subject.

From the above literature, Christian Religious Education is perceived as important especially as shown by the work of scholars such as Mudalitsa (2002) and even endorsed in strategic plans of organizations such as International Association for Religious Freedom (IARF) as being important. The work of Iyamu clearly indicates that there are factors which contribute to shaping morals; the study borrows from this in that there are various people who influence students' choice of CRE as subject, there are varied attitudes by different scholars, that is why this study is important in finding out the attitude of students towards Christian Religious Education.

1.8.2 Attitudes towards Religious Education in Secondary Schools

According to Camille (1981) attitude are likes and dislikes of a person. These may be a predisposing factor on one's behavior towards something or a person. Attitude determines people's behavior. This is relevant to the study in that if facilitators and

students have positive attitude towards C.R.E, it may be manifested by its pursuance to higher levels.

Studies in Nigeria by Okoro (2010) indicated that males generally had favored attitude towards sciences. This could also be true with Kenyan situation. The focus of this study was to investigate the attitude of both male and female students to find out why there is less participation of students towards C.R.E in secondary schools. The result of the study established that male students had a negative attitude while female students had a positive attitude. Despite this, there is still low number of enrollment as the findings indicate.

Bogonko, N.S. (1992) established that in 1910 and 1919 many pupils at Nyabururu Roman Catholic Mission in Kisii quit because they abhorred C RE. Many communities had negative attitude towards C.R.E they had no choice for it was a stepping stone towards reading and writing. This kind of negative attitude towards C.R.E is still there among learners today since they do not consider C.R.E as being important for their personal life and especially for their choices. That's why there is there is a need to do this study in secondary schools in Kapsabet Division.

The National Goals of Education calls for National Unity which can be achieved much through learning and teaching of C.R.E at large. On National development the course has topics on work and values such as hard work, determination, achievements, helping others, reaching out to others (Ominde Commission, 1964). Teaching of C.R.E sensitizes brotherhood under one father "God". This facilitates unity and avoidances of discriminations, tribalism and racism in the society. The Ominde Commission Report is

of relevance to this work in that it emphasizes the importance of CRE in peace building and togetherness.

Van (1992) posited that education without religion is incomplete because mankind has spiritual and moral tendencies. Whither & How (1982) reported on Catholic bishops who were in agreement that R.E in schools is a powerful way of inculcating ethical norms. This is because it present children and future parents with continuation of ethical formation within the society. In relation to this study, it emphasizes the crucial role of C.R.E in influencing students' behavior. Grey (2001) is of the view that the concern of everybody today, should be to fill the gaps by exposing the youth to appropriate learning experiences and activities which will help to raise a society where youths are not engaging in crimes, violence and other delinquent and corrupt behaviors. CRE will help impart moral values and ensure that students behave normally.

Gichaga *et al* (2005) espouse that CRE enables learners to make appropriate decisions when facing challenges in the Christian life. CRE involves development of right attitudes and transforms individual into Christian living which emulates the life of Jesus Christ. The works of Van (1992) and Whither & How (1982) contributes to this study in that it highlight the usefulness of CRE, showing that there is a form of incompleteness without Religion in a society. In Kenyan case, students' education is incomplete without R.E and that is why this study is important.

There is evidence of several factors influencing subject choice by secondary school students. These include the students' perception of the easiness/difficulty of the subject, the probability of passing or failing, the interest or enjoyment of the subject, the

perceived usefulness/importance of the subject, the type of school, career aspirations, and parental advice the student receives. Garratt (1985), McEwen *et al.* (1986) and Stables and Wikeley (1997), among others, provide evidence on these issues. However, such studies are not always agreed on the relative weighting of these influences. Attitude is of importance and is a key factor in subject choice (Stables 1996). Payne (2003) summarized the impact of student attainment, background characteristics (such as gender and ethnicity), home circumstances or guidance on the choices that students make to be among factors that influences student's choice of optional subjects. McCrone *et al.* (2005) concurred that both individual factors and school provision and context play a part in the decision making process of students regarding subject choice. This is of relevance in that from the study, it was revealed that teachers influence students' choice of subjects.

1.8.3 C.R.E in Kenyan Schools

Mwalulu (2007) noted that while the teaching of C.R.E had the potential of inculcating moral values amongst secondary school students, there was evidence to suggest that C.R.E was not being taught properly in schools. Therefore this was of importance in that it supports the objective of finding out whether the teaching of CRE has relevance in the Moral Development of students.

According to Kosomo (2011) in a study done on attitude of teachers and students on C.R.E in Kenya, concluded that C.R.E approach of teaching and content is more of examinations and job opportunities than being educated for life. However, the essence of the course should be to produce a religiously educated person and emphasis intrinsic value other than utilitarian value. To establish this, further research is needed.

Anderson (1971) noted that some of the problems facing youth include loss of respect, decline influence of family life and peer pressure. According to him, young people in the society are uncertain about values which are worsened by excessive peer influence. Oharway, (1962) stressed the role of the teacher at school amidst uncertainty because it is the responsibility of the teachers at school to ensure that learners develop the right values. The teachers' leadership for instance should be democratic to ensure communication, consultation and free sharing of responsibility especially in the importance of CRE. This concurs with a study by Andibo (1983) who states that a child is extremely valuable to society hence should be instilled with discipline of diligence and commitment.

According to Mbiti (1969) africans are notoriously religious. African culture is religious in its core forming the root of values, traditions, norms and beliefs in the society that it cannot be isolated. Further, studies by Stables (1996) on young people indicates that R.E is a valued subject that leaves a lasting impression on those who study it. However, this yet to be realized since the society currently is experiencing high level of immorality among religious leaders such as priests, pastors and even lay people in church. Despite the fact that several studies have been done regarding morals and attitudes among students, there are few studies on how the teaching of CRE case assists in reducing these cases among student Raths et al. (1996); Walaba 1998; William 1971). Thus this study would assist in filling the gaps that have been highlighted above.

From the works of scholars explored above, it's evident that learning of C.R.E enhances moral virtues. This enables any society to function properly. In African traditional society moral laws were instilled during upbringing, initiations and through teachings. Though most morals were not documented for lack of literacy these values were convectional and

nobody would breach them. Parents and the general society were very strict which enhanced the decency in every aspect of people's lives. One effective way of nurturing values is through R.E. It bears fruit for it addresses both the cognitive and every dimension of human person such values as honesty, trust, obedience, sincerity, humility and kindness which can be acquired through sessions in a C.R.E classes.

It can also be noted that R.E helps students rely on themselves, their abilities and hard work to excel. It also helps people to see and appreciate truth in their lives in a changing society like Kenya, youths can be re-orientated to know right values, work hard and believe in themselves. C.R.E helps people's spiritual potentials. According to Roman 8:5, those who live according to the flesh are concerned to the things of the flesh, but for those who live according to the spirit with things of the spirit". To be spiritual is to live a life of more knowledge of ultimate reality and this will only happens if the students will be taught CRE as a compulsory subject.

1.9 Summary

The literature above is of relevance to this work in that it highlights the issues related to C.R.E, and moral development. As much as the Secondary schools in Kapsabet Division represents Kenya in terms of issues concerning Religious Education, no research of the kind had been done in this area. There is evidence that there are fewer studies that have been conducted regarding Attitude of students towards C.R.E as optional subjects in secondary schools in Kenya. Therefore, the study intends to generate knowledge on the attitude of students towards the C.R.E. in Secondary schools in Kapsabet Division.

1.10 Theoretical Framework

The theory of attitude-behavior relationship will form the theoretical framework for this investigation. It is associated with Ajzen and Fishbein (1980). This theory of reasoned action examines the relationship between the learner's attitude and behavior. The theory stipulates that the effect of attitude on behavior is meditated by intention. Intention is not influenced by attitude alone but by subjective norm. This refers to acting in a given way in order to earn the approval or disapproval of other people whose opinions one values, so one may choose to do something in order to please somebody else (Ajzen and Fishbein 1980).

This theory relates to this study in that an attitude of a student towards a certain subject will determine whether he likes or dislike that subject. An individual's attitude towards a given behavior will determine the intention to perform that behavior although it is not always the case. One may be in favor or against performing a given behavior. If one has a positive inclination, there may be an intention to perform the behavior. The individual will be motivated to act in the direction of achieving something in relation to what one intends to do. If the individual has a negative inclination of performing the behavior, one may not have the intention to perform it hence little or no achievement in relation to that behavior (Ajzen and Fishbein 1980).

1.11 Conceptual Framework

This study will be anchored in the concept of attitude as advanced by Newman and Barbara, (1983). They proposed that attitude is a reflection of core values (based on beliefs) and change of attitude may result from true re-evaluation of one's basic values. This is as illustrated in the diagram below.

Figure 1.1: Conceptual Framework

Factors influencing CRE subject Choice Risk

Attitude of students toward CRE

Relevance of CRE in moral Development

Christian Religious Education in Secondary School

Independent Variables

Dependent Variable
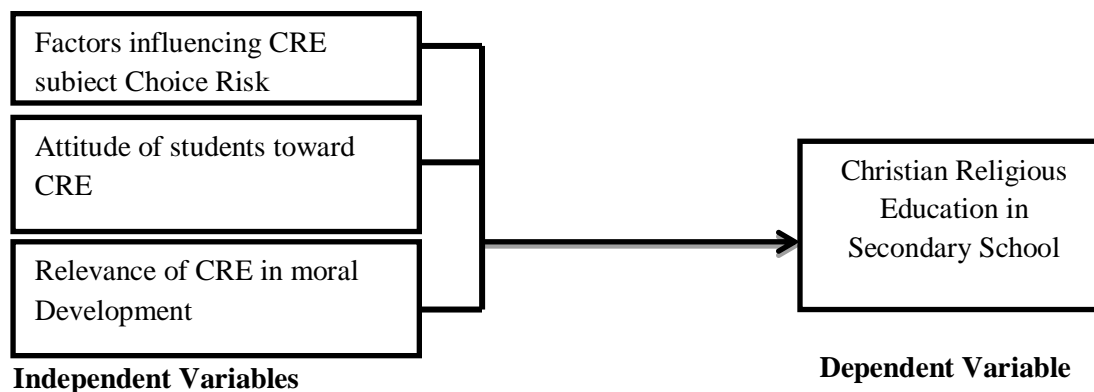
The above conceptual frame work shows that there are different factors influencing student choice of optional subjects at secondary school which in turn affects how students perceive CRE either as an optional or a core course. From the above conceptual framework, the dependent variable is Christian education in Secondary School whereas the independent variables attitudes of students. The independent variables affects Christian Religious Education in secondary school in different. The framework illustrates the various variables, which are to be investigated to find out whether there is a relationship between them. The inter-relationship between attitude of students and Christian Religious Education is very important. Attitude of students towards a certain subject is important because it will determine whether the students will choose the subject or not.

1.12 Research Design and Methodology

The following explains how the research was carried out. It constitutes sub-sections which include research design, study area, target population, sample size, sampling procedures, data collection instruments, data analysis and presentation, reliability and validity of research instruments and ethical consideration.

1.13 Research Design

This study employed survey research design because it sought to get views of secondary school students on their attitude towards CRE. Descriptive research was chosen for it is a systematic collection and analysis of data from members of a given population without alteration. This method was appropriate for this study for it involves gathering of information from large population in their natural settings. Furthermore, this method allowed use of sample to represent the target population.

1.14 Study Area

The study was carried out in Kapsabet division, which is 40 kilometres southwest of Eldoret Town, Nandi County. Kapsabet Division is bordered by Kosirai, Kilibwoni and Emgwen divisions. The division is 448 km^2. It has an urban population of 17,918 and a total population of 64,918 (1999 census). The major economic activities are mixed farming, dairy and tea planting. Mixed ethnic groups occupy the area, though the majority are the Kalenjin. The formal in this area is relatively average.

The secondary schools in this area are of varied categories; National, County, and District schools. There are also boarding girls, boarding boys, mixed schools and day schools including private schools. There are total of 12 secondary schools in the area (source, pilot study in D.E.O`s office, Kapsabet). This area is a semi cosmopolitan region hence will have varied types of respondents.

1.15 Target Population

The target population was students specifically those in form 3 and 4, because it is at this level that students make subject choices for their final national examination (K.C.S.E)

and further they had benefit for two years of exposure to the subject. Key informants included CRE teachers and principals since these groups were deemed to hold crucial information concerning subject choice. The study population was 1048 students in the schools selected in Kapsabet Division.

1.16 Sampling Procedure

The study employed both purposive and simple random sampling techniques to have the sample size. There are total of 12 secondary schools in the area (source, pilot study in D.E.O`s office, Kapsabet). Out of these secondary schools the study chose the following schools; Kapsabet Girls, Kapsabet Boys, Kamobo, St. Mary Girls and Namgoi secondary School. Secondary schools in Kapsabet Division were randomly sampled so as to give each School in the area equal chance of being included in the study, then the form 3 and 4 students were purposively selected since the study was only interested in those students since its at this stage that the students have chosen subjects to be examined in their final National Examinations. Further, key informants who were CRE teachers and principals were also purposively sampled because they were deemed to hold relevant information that related to the study.

1.17 Sampling Frame

All secondary schools in Kapsabet Division formed the target population and the sampling frame came from the five secondary schools sampled. After obtaining the list of sampled schools namely; Kapsabet Girls, Kapsabet Boys, Kamobo, St. Mary Girls and Namgoi secondary School all form three and four. Students were randomly selected in order to give each student equal chance to participate in the study.

1.18 Sample Size

The sample size was determined from the formula proposed by Yamane cited by Israel (2009) which stated that:

$$n = \frac{N}{1 + N(e)^2}$$

When n = sample size, N= population size, e − level of precision (10%). The population size was 1048 students; therefore, from the computation the resulting sample size was 91students, 5 head teachers and 10 teachers.

1.19 Sources of Data Collection

Diverse sources of data collection were employed at various stages of the study. These were within the confines of appropriate sampling techniques. In some cases, a single method of data collection was used while in others a combination of two or more techniques was necessary. The main sources of data collection were:

1.19.1 Primary Data

Primary data was collected from using both qualitative and quantitative techniques so as to elucidate the necessary data. This was attributed to the fact that students attitude was a complex concept which could not be addressed by one method only. This was done using questionnaires and interviews where students were required to fill questionnaires and key informants were interviewed regarding their views on Attitude of students towards C.R.E as a subject of choice at secondary school level. Detail sought included demographic characteristics of respondents, students' attitude towards CRE in Secondary Schools

factors influencing CRE subject choice by students and the relevance of CRE in moral development of students in Secondary schools in Kapsabet Division

1.19.2 Secondary Data

Secondary data was also used to supplement the primary data. This included documented information from textbooks, information offices at the district levels and internet services. It involved going through books, journals, dissertations, thesis reports, policy documents, reports and other articles in order to gather relevant data. The method provided factual and authoritative information on what other studies had done on Attitude of students on CRE subject. This was also important in identifying the gaps in other scholars' works.

1.20 Data Collection Instruments

1.20.1 Questionnaires

The questionnaires were prepared and administered to sampled students in respective selected schools. The questionnaires contained both open ended questions which allowed the respondent to freely give their views and closed ended questions which restricted a respondent to either answering a 'Yes' or 'No'. This data gathering tool was preferred because it would enable the researcher to collect data from a large number of CRE students within a limited time during which the research was conducted.

1.20.2 Interview Schedule

The interview schedule was used to gather information from the key informants since it allowed deep probing of respondents to discover more information to add value on the data collected through questionnaires.

1.21 Validity and Reliability of Instrument

1.21.1 Validity

Content validity was ensured by the researcher that the questions were arising from the variables in the objectives, the theoretical framework and reviewed literature. The instruments were checked to enhance the validity of the questionnaire; the piloting of the study was conducted in Kapsabet Girls Secondary school.

1.21.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Kothari, 2004). In this study to test reliability of the instrument the test re-tests method was used where by two students and two teachers were asked to fill the questions and interviewed respectively. This ensured that the data collection instruments were reliable to collect data. The researcher administered the questionnaires within a period of two weeks in Kapsabet division.

In order to get valid and reliable data, the researcher used the following formula

$$v = \frac{N \sum Xy - \sum Xy}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum y^2 - (\sum y)^2]}}$$

Where

V = coefficient of reliability

N = Total number of subjects

X =   Rated values of 1st administration test

Y = Rated values of the 2nd administration test

$\sum$ = Summation

The calculated value yielded a reliability coefficient of 0.68 which was found to be reliable.

1.22 Data Analysis and Presentation

Data was coded by assigning numerical values to each response and entered into the computer. Statistical package for social sciences (SPSS) and Ms. Excel were used to aid in data analysis. The questionnaires had close-ended items and each statement was rated on a 5-point Likert scale ranging from strongly agree (5) to strongly disagree (1). Data from both the questionnaire and the interview schedule was analyzed using descriptive statistics and presented using bar charts, pie charts and percentage tables.

1.23 Ethical Consideration

In preparation for data collection, the researcher obtained a research permit from the office of National Council for Science and Technology and also from the education authorities in the district. Permission was also sought from head teachers whose students were involved in the study. Confidentiality of the information collected from each individual respondent was strictly observed and respondents were informed of the same through a letter included in the questionnaire.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter covers literature review dealing with the the attitude of students in secondary schools towards CRE. The literature is reviewed under the following headings; general information about Religious Education, the Attitude of teachers and students towards CRE, and finally issues on C.R.E in Kenya generally. The chapter also outlines the theoretical framework and conceptual framework used in the study to assess the attitude of students in secondary schools towards CRE.

2.2 General information about Religious Education

Religious Education is a tool to transmit knowledge and values pertaining to all religious trends, in an inclusive way. Religious education radically differs from catechism, it's a formal study of the nature of God and of the foundations of religious belief, and contributes to the wider Framework of education as defined in international standards. (International Association for Religious Freedom IARF (2001-2007) .

According to Gabrian, (2011), Religious Education is one of the central issues of international understanding in today's world. The peace of the world can be enhanced if there is successful transformation of Religious Education. Progress has been noted in acknowledging religion as central to international conflicts and it is through education that the same can be transmitted. The work of Gabrian highlights the importance of Religious Education in moral development of individuals, which will result to promotion of peace in the world and harmonious co-existence.

African communities taught values to their members informally by using religion even before the coming of the Europeans (OKoro, 1989). With the coming of the colonists to Kenya, and the abolition of slave trade, Christianity was introduced in the missionary sponsored schools. In the colonial era, CRE featured as a dominant subject because missionaries used it as a tool to win converts, meaning that it enhanced conversion of the Africans into Christianity (Malusu & Otiende, 1994). Furthermore, Form 1 CRE topics present selected aspects in African Religious heritage. It highlights God, spirits and ancestors including rites of passage. The African Traditional Religion as such is incorporated into CRE enabling students to appreciate African traditional values and appreciate one's religion thus assisting in moral development.

Mbiti (1969) observes that a man carries his religion everywhere, thus in African context, Religion may be defined as a way of life. According to Mbiti man carries his religion everywhere: to the fields when planting seeds; into a funeral ceremony; into a beer party; and if he [she] is a student, into the examination room; or into the House of Parliament. Religion, therefore, indicates total view of life and separation would mean overlooking the dynamics of life. Thus in the African context, religion may be defined as a way of looking at life (Mbiti (1969)

 R.E has been viewed as one of the means to restore moral and social order in the society. The Koech-led Commission's Report (RoK 1999) devoted a whole chapter to discussing the secular, religious and ethical concerns of the Kenyan. The Commission agrees with Mbiti by viewing   religion as a way of life. It recommended that Religious Education contribute to the inculcation of religious, social and ethical values to the youth which is in support to this study on relevance of CRE to Moral development.

Iheomia, (1995) has come out clearly in support of R.E as one of the means to restore morals and social order in the society. He argues that in the long run, R.E remains the only tool to check on morals and ethical way of life of any society when he had observed extreme moral decadence in Nigeria. He noted that in the final analysis what matters most to a nation's well-being is its spiritual and moral health. Everything else which a nation strives for depends on this…whether it is national integration, political stability, economic development or educational, scientific and technological progress. Nigeria is a nation morally and spiritually sick. A basic aim of moral education in Nigeria schools must be to restore sanity to the nations way of life through the entrenchment in peoples' psyche such values as honesty, discipline, respect and concern for others, justice and devotion to duty. If formal and direct moral education were to become a regular feature in the curriculum at all levels of educational institutions, it could enable our schools, colleges and universities contribute significantly to the moral health of a nation (Iheomia 1995). The work of Iheomia, reinforces the importance and need of having moral education. This is of importance because he concluded that what matters most to a nation's well-being is its spiritual and moral health. Thus Religious Education contributes to formation of moral development in students.

2.3 The role of Religious Education in Moral Development

The role of R.E has been echoed by Van de Werfhorst (2002), who posited that education without religion is incomplete because human being has spiritual and moral tendencies. This view is supported highly by Whither & How (1982) who noted that catholic bishops were in agreement that R.E in schools is a powerful way of calculating ethnical norms. This is to present children and future parents with good morals which will be interplay of

continuation of ethical formation within the society. This emphasizes the crucial role of C.R.E in modeling students' behavior which is of relevance to this study in support of importance of CRE in moral development.

The consequences of lack of R.E in schools are presented by Mwakuchu. According to Mwakuchu (2010) discipline in Nigeria begins to vanish in school, most families and the society as soon as religious bodies were removed from managing schools. He pointed out that it is C.R.E that helps to instill discipline in the society. In support of this view, Mbiti (1992) argued that Religion stipulates clearly the differences between rights and wrong just and unjust, good and evil as well as virtue and vice.

Swiss behaviorists Piaget (1983) and Househurt (1962) analyzed moral development and found out that children acquire character through their upbringing, at home and in school. They also similarly agreed that children acquire character through their upbringing in the homes and school. They concluded that a good home and school are very essential in the moral development of a child. In this study the parents and teachers ought to encourage the students to choose Religious education in order to encourage good behavior/values in them.

2.4 Attitudes towards Religious Education in Secondary Schools

It is clear therefore from the works of Mutsotso (2004), also that, R.E could helps students know that as responsible citizens they have the obligation to performing duties that benefit the community. It helps them to look inwards and develop skills, define purpose and pursue their dreams with all determination as they step into the large society. They tend to avoid anything that tarnishes their image, society and nation. The crimes

and corruption can be shunned if R.E is emphasized. It helps learners internalize the ideas they have been exposed to on self-reliance during their studies and their future endeavors.

2.5 Gender and Attitude towards R.E

Allport (1965) defines attitudes as a mental and neutral state of readiness, organized through experience, existing directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Mayes (1986) cited in Kiptoo (2009) states that attitude is a term that is generally used to refer to an individual relatively enduring positive or negative feeling about someone or something. A person acquires attitudes in the course of his experience and maintains them when they are reinforced. Thus attitudes are learned and not inherited and can be acquired in any of the following different ways: direct experience with the object, association and learning from others. Thus the attitude of secondary school students may be the determinants of low enrolment in CRE class thus a need for further study.

Womsersgill (2000) claims that majority of the students taking R.E classes are girls which becomes a concern of society and teachers. R.E tends to be understood as a "feminine" subject area and a "soft" vocational option for girls. It further proposes that people in UK have called for the masculinization of the subject area to attract more boys and improve boy's motivation and attainment. He proposed that methods to attract more boys are accomplished by subverting the "feminine" tag in R.E and highlighting topics and issues that will specifically attract boys to the subject area. In this study, it was revealed that male students had negative attitudes towards the subject.

Young people in the society seem to suffer from uncertainty about values which is worsened by excessive peer influence. Oharway, (1962) stressed the role of the teacher at school amidst this uncertainty; to them it is the responsibility of the teachers at school to ensure learners behave in the right manner. This concurs with a study by Andibo, (1983) which remind teachers that a child is extremely valuable to society hence should be instilled with a discipline of diligence and commitment. This study is in agreement with the work of Oharway in that from the findings, students cited teachers as having great influence in their choice of subjects including CRE.

2.6 Relevance of Religious Education to learners

A close look at the national goals of education in Kenya would help explain how closely related they are to the perceived need to inculcate value education as per this study. The goals as explained by the Kenya Institute of Education (KIE, 2002), stipulates that Education should: foster nationalism, patriotism and promote national unity, promote social, economical, technological and industrial needs for national development, promote individual development and self- fulfillment, promote sound moral and religious values, promote social equality and responsibility, promote respect for and development of Kenya's rich and varied cultures, promote international consciousness and foster positive attitudes towards other nations and promote positive attitudes towards good health and environmental protection.

Terminologies such as Nationalism, patriotism, national unity, individual development, self fulfillment, sound moral and religious values has been clearly spelled out in all the goals above. Education meets these goals through the teaching of CRE which in turn assist in moral development and that are why this study is important.

According to Kyriacou (2008) where proper teaching is done, the learner will always show competence in those areas that have been properly handled by the teacher while the opposite will be the case where inadequate pedagogy is the case. In African universities and other tertiary institutions, some aspect of religious studies courses are included, the religious courses are of major concern on same footing as other social science or humanities, (Magee, 1967). This statement concurs with the concern and importance attached to religion in learning's institutions.

According to Okoro, (2010) R.E teaches a person to strengthen his will in pursuit of morality, mortification and virtue. It also trains him to develop a deep sense of responsibility and respect for the spiritual and temporal authorities and other people. Furthermore it trains Christian intellectual through intellectuality and sanctity, to train others and preach the gospel to all nations, but contrary to that he noted that the teachers seem to succeed more in helping student have knowledge in passing examination regardless of the character and values formation. Drug abuse, sexuality depravity of contemporary youth, cultism, violent demonstration, fragrant disregard for examinations ethics, fashion craze, disrespect for elders and authorities are on increase and it is important to study this further. If C.R.E is taught in the right manner and Christian ethics, "religiously applied" would effectively defuse the these social factors.

Transmission of values is a fundamental part of the child's moral development (Kohlberg 1989). In addition Bogonko (1992) asserted that, each individual was nurtured morally, intellectually, physically and religiously. Chesaro (2003) posit that the present world has become a global village with cultural and social interactions which make it crucial for

one to acquire appropriate values to enable make correct choices so as to fit in the global society. Raths puts it that this has created a state of confusion of values and made students less able to decide what to believe. This is a widespread concern that youth and even adults in some cases do not seem to live by any consistent set of values. Teachers therefore should inculcate values upon youths (Raths, 1966). It is through the teaching of R.E that will equip students with these values if taught well.

Moral Education has remained a controversial issue in terms of what it should do to the consumers of its content. Many studies contend that Moral Education should instil into learners, the skills and knowledge to behave morally. Bull N. (1969) notes that personal autonomy is to be the ideal goal of moral education and reasoning is one of its chief characteristics, and so there must be a body of knowledge involved in moral education. Thus, R.E tends to meet this through instilling morals. Hirst (1978) simply asks that, what after all the value of moral knowledge is if one does not implement it in action. Teachers and parents should encourage and assist in implementation of morality of the students.

Itondolo (1998) notes that despite the right perception about the role of S.E.E. and favorable attitudes towards it, the students seemed not to apply part of what they learn in the subject in their practical life at school. Their behavior was reported to be generally poor thus S.E.E. was not meeting its objectives. This is Contrary to Religious Education which teaches morals. This study indicated that C.R.E is relevant in moral development. Bogonko (1992) views education as a social tool that should make sure that a society's culture is studied, enriched, recreated and passed on or else the society is faced with decadence. In Botswana, the school is seen as part of the community which reflects its

values and promotes these values. The Botswana Ministry of Education issued a Junior Certificate Curriculum policy paper which laid down among other things the provision that religious and moral education were to be offered as either examination subjects at Junior Certificate level or as non-examinable subjects. This highlights the role of R.E in moral development of the students.

The same seemed to apply to Nigeria as expressed by Groenewegen (1990).   He described the sixties and seventies as decades of crisis in the Nigerian Educational institutions in relation to student's discipline that was characterized by violent demonstration, among other evils. To support that view, Adensina (1990) lamented that the problems of discipline had reached a critical point. He quoted the head of state at that time who at a national conference on discipline and motivation advocated for moral and religious education in schools. Religious education is seen as an instrument that helps curb or prevent such situations.

Education in Tanzania is seen as a tool for social change to the society that exhibits African social values. Julius Nyerere, the former President articulated the nature of the future society and role of education when he observed that;

> Education has to foster the social goals of living together and working for the common good. It has to prepare young people to play a dynamic a constructive part in the development of society in which all members share fairly of the group. Our education must therefore inculcate a sense of commitment to the total community and help the pupils to accept the values appropriate to our kind of future (Nyerere, 1968: 107).

This can be possible by providing them with education that will instill moral values.

Values that will make them aspire to create a good society. That kind of Education is

R.E. Noting the importance of moral education, the Ugandan government made an explicit recommendation for it by stating that:-

> The growth of urbanization has been a cause of decay in religious beliefs. The pattern of life makes religious belief seems irrelevant for most people and our cherished moral values are in practice of anonymity. Beliefs about conduct and character often expressed in judgment about what is wrong and what is right, what is bad and what is good, telling the truth, causing a minimum suffering to others; being courageous, just, unselfish and others relevant to their age, should be given special emphasis. Eventually morals of our citizens will improve (Professors of World Peace Academy; 1990:16).

Moral education entails not only knowing the good that has to be done, but also the bad that can be avoided. It was then argued by Gachathi that:

> A society that cannot define and teach its values will inevitably be subjected to invasion by other values that may have no real survival value in the long run (Republic of Kenya, 1976:49).

One of the means of imparting moral values is through the teaching of CRE. The subject aim is to equip learners with good virtues.

2.7 Studies Related to R.E and moral Development

Lindgreen (1980) noted that a perceived self of students includes their school, class and teacher as well as the work they do. A student's work is not separable from him or her, for it is part of his or her perceived self. Therefore teachers and parents should guide students on decision making and subject choices. They should encourage students to choose R.E, thus encouraging enrolment in CRE subject.

In addition, in every teaching and learning episode, teacher's personality plays a very important role. In cases where a teacher exhibits a unique but positive mannerism, the learner will always try to make it part and parcel of his/her conduct. Kyriacou, (2008)

observes that a learners‟ behavior in most cases reflects the teachers‟ personality. As such in teaching values, the teacher should be careful not to show those habits which deviate from the expected and established norms of the society. Apart from teachers' tendency to influence students' choices of subjects, they also tend to influence their behavior and personality.

Nzuve (1999) states that a person maintains an attitude because it serves four different functions for an individual. The knowledge function, the instrumental function, the value-expressive function and the Ego-defensive function. Attitude helps CRE students to organize and make sense of their knowledge, experience and belief, thus choosing optional subjects wisely. Though there are some factors which pose a challenge to implementation of CRE as a compulsory subject. For example, the constitution of Kenya (2011) grants each religious community the right to its own educational institution in which they can provide religious instruction. It also declares illegal to force a person to act, or engage in any act that in contrary to the persons' belief or religion. The implication of this act is that it poses a challenge to implementation of R.E as a compulsory subject by ensuring that no religion is given an upper hand to the expense of others. This research was carried out to ascertain the influence of attitude on CRE subject choices.

Koech Commission (1999) observed that the institutions within the African traditional setting which had been responsible for inculcating values are no longer operational due to the rapid changes in the society. It thus recommended that the CRE syllabus should continue being taught to inculcate values which lay strong foundation for patriotism and national consciousness (Republic of Kenya, 1999).

The teaching and learning of R.E in Secondary Schools reveals that the subject has continued to be less prominent among students in Secondary School. Eshiwani (1992) in his research in quality of Secondary Education in Kenya noted the challenges associated with teaching of subjects like CRE which is perceived by learners as having minimal contribution to job market. This is compounded by the fact that the subject is not a prerequisite for entry to highly ranked professional courses like Engineering, law and computer science. Many students thus opt for science subjects. In this study, it was established that, students dropped CRE because it does not align with their future career.

The Ministry of Higher Education recently proposed that the government would in future only sponsor University courses that are directly relevant to the attainment of the vision 2030 economic development, only served to worsen the status of art related courses including CRE. If ignored, the useful contribution of these subjects in realizing the same goals and the fact that teachers are required to lead the way to attain the Millennium Development Goals (MDGs) will not be realized. The negative feelings towards the subject also affected CRE teachers in that some shy away from the subject while others feel it is a subject for females. (The Christian Educator 1993). This requires a further investigation of the subject in order to bring out the real image.

The Ministry of Education portrays lack of concern in that it is not positive towards the subject. It is interested on Science subjects and this is reflected through the in-service courses for Science and Mathematics (SMASSE) and increment of their salary while the humanities teachers, CRE included were left out. Simatwa (2011) observes that motivated teachers often increase chances of students excelling in their national exams.

This calls for urgent measure by the government to promote religious studies since it leads to morally upright citizens without which there will be harmful repercussions.

Nzomo (2011) urged teachers to improve their competence through training since it will help one develop skills, character and ultimately better their profession. This would boost the morale for teachers and improve their teaching skills (Goble and Porter 1977) posit that in-service training is necessary to remedy deficiency that teachers have discovered in their professional skills and in some specialized skills to keep pace with changing demands of a given curriculum. In addition, (Ondiek, 1985) states that if teachers are to take full responsibility of their duties, then they should be prepared beyond mere planning of series of lessons and be able to justify the input and value added to the learners. In this study, the above should be taken by CRE teachers to ensure smooth sailing through teaching which will enhance uptake of CRE by students and moral development.

Kipkemboi (2009) in his study on challenges of moral/religious education in schools established that teachers are faced with a lot of challenges in trying to promote students moral development. This is because parents have neglected the parental responsibility of their children's moral upbringing and discipline and left it all to the teachers who have to play both roles of a teacher and parents. In support, this study found out that parents neglected their roles in advising their children in subject choices, this indicates that even the molding of students have been left to teachers alone.

Religious Education moulds the student into mature persons who will positively contribute towards being a good citizen (Wither & How 1992). This means that the

national goals of education formulated by the Ominde Education Commission (1964) are achieved through teaching and learning of CRE. Mbiti (1974) states that the teaching of CRE in schools is to produce boys and girls who will be men and women of real Christian character. CRE has got a great potential to carry out this role. Nguru (1998) while discussing about Christian Religion and the development of Africa, says that there is need to strengthen CRE in schools at all levels. CRE should be compulsory course due to its importance.

Wele (1987) says that remedy to incidents of immorality among the youth in Kenya and specifically in schools is by teaching subjects like ethics and oral literature which is like setting a museum in people's hearts which they visit when they are either teaching or learning the subject. The development of a person's character is determined by the quality of intellectual and moral education one receives both at home and in the school. One of the key concerns of education is to develop sound moral principles in students which will enable them to discern the truth from falsehood, virtue from vice and what is certain from what is propaganda (K.I.E. 1988).

A report by the Islamic Education Division of the Saudi Ministry of Education, published in 1986, found that neither teachers nor students were happy with the results of religious education at secondary school level. One major complaint by teachers concerned the way in which students take, or fail to take, religious education seriously. The response by students to religious education was stated to be not always as positive as it should be. Many other difficulties were also cited. One was that, "although the aims of the religious education programme are sound, teachers have difficulties in realizing them". This was thought to be due to cultural weaknesses on the part of the teachers in relation to morality

and values. Another problem was that topics were often presented by teachers without any proper preparation and organization (Ministry of Education, 1986, Islamic Education Division, p. 27). In this study, the students cited the way the teachers taught as one of the reasons as to why they drop CRE. The lesson was presented to be boring. This might contribute to negative attitude towards the subject.

The teaching of R.E in Kenya has been justified by some scholars on educational grounds as contributing to the fulfillment of national educational goals. Otunga (2010) strongly emphasizes that a relevant curriculum should focus on the achievement of national development goals. Wepukhulu (2001) points out that the kind of knowledge acquired in CRE is important because it should internalized in the formation of one's character and consequently be applied in problem solving. However, not all students consider the subject for its moral teachings. From the findings in this study, students opted for science related courses. In conclusion, this chapter has highlighted issues on R.E and moral development. This chapter highlighted issues on what scholars have said concerning the role of Religious education. The concern is to shade light on the important role of Religious Education in moral development.

2.8 Summary

The literature above is of relevance to this work in that it highlights the issues related to C.R.E, and moral development. Though several secondary schools in Kapsabet Division are not embracing Religious Education, no research of the kind had been done in this area. This research intends to assess the attitude of students towards CRE due to the number of students taking CRE despite its importance as depicted above. It is also evidence that there are fewer studies which have been conducted regarding attitude of

students towards C.R.E as optional subjects in secondary schools in Kenya. Therefore, the study intends to generate data on the attitude of students towards the C.R.E. in Secondary schools in Kapsabet Division.

CHAPTER THREE

3.0 CRE AND MORAL DEVELOPMENT

3.1 Introduction

In this chapter, the main concern is to show the connection between CRE and moral development among students in Kenya secondary schools in general. It covers the following areas; the importance of Christian religious education, the role of parents in moral development of children, influence of CRE instructors, Teachers attitude towards CRE in secondary schools, Gender and attitude of CRE and finally studies related to CRE and moral development.

3.1 Objectives of CRE in Secondary Schools

In order to find a clear picture of why CRE is important and should be encouraged in secondary schools, it is vital to have a look at its objectives, as presented in CRE curriculum:

1. Gain insights into the unfolding of God's self-revelation to human kind through:

- Their personal experience

- The African Religious Heritage

- The biblical relation as whole and specifically in Jesus Christ

- The Christian community

2. Use the acquired social, spiritual and moral insights to think critically and make appropriate moral decisions in a rapidly changing society.

3. Appreciate and respect their own, and other people's cultural and Christian beliefs and practices.

4. Acquire the basic principles of Christian living and develop a sense of self respect and respect for others.   .

5. Promote international consciousness through the understanding of universal brotherhood and sisterhood.

6. Contribute positively to the transformation of self and the society as a whole.

7. Acquire knowledge for other studies in various career fields. (KIE, 2002)

From the objectives above, the teaching of CRE is seen as focusing on development of students highlighting moral aspects covering personal, social and spiritual concerns. This facilitates unity and avoidance of discriminations, and disrespect. It also promotes moral insight, skills to make sound decisions and getting moral insight. This is of relevance to this study since it was the objective of this study to evaluate the relevance of CRE in moral development of students and the objectives listed perfectly meet this.

It also promotes views of equality before God's eyes. The individual hence develops virtues of justice, love, unity and peace. The content of C.R.E entails African Religious Heritage topics, which moulds appreciation of other people's cultures and beliefs. In the inter-national level C.R.E contributes to views of people as one race. During calamities such as wars, diseases countries assist one another to solve problems at hand.

With the C.R.E objectives stated above, the discipline must be used to make the learner acquire critical thinking skills (K.I.E, 2003). The Critical thinking involves judgmental

reflection on facts of life especially those that appear to be confounding. (Fisher &Scriven, 1997) argued that it is human nature to attempt to make meaning out of things that are encountered in life. Critical thinking involves making meaning out of things by mental reflection process which entails skilled, active, interpretation and evaluation of observations communications, information and argumentations. Even though reflective thinking may appear natural, it needs to be organized into a logical whole. This is relevant to my study in that, for students to make reasonable choices when choosing subjects, they need critical thinking. Furthermore, Teachers should include thought provoking moral questions for the learners to explore and reflect on them (Paul, 2007) this will guide students in decision making.

3.2   Importance of CRE in Moral Development.

Gichaga et al, (2005) argues that C.R.E enables learners to make appropriate decisions when facing challenges in the Christian life. C.R.E involves development of right attitudes and transforms individual into Christian living which emulated Jesus Christ life.

A study done by Ndarwa, L. (2007) on the role played by CRE in moral developments of secondary school students in Trans-Nzoia district concluded that CRE Seems to have failed to achieve its objectives. In her study on the role of CRE in student's moral development and character formation, she expressed concern on the rise of indiscipline cases among secondary school students which is an indication of lack of entrenchment of values in students but none had been done on the attitude of students towards CRE. Thus, the researcher was motivated to undertake the study to fill the gap.

According to C.R.E curriculum revised in 2002 (RoK 2002) C.R.E is independent subject in secondary schools but it is also optional. It is one of the humanities courses along with Geography, History and Government. It is compulsory for form one and two but optional from form three. This is of relevance to this study because the reason why there is low enrollment of students taking CRE is because the subject is optional thus making students to drop it which can lead to the moral values of students being compromised.

The selection of subjects is done in the transition period between form two and three but finalized in Form three in most schools. The secondary Christian Religious education syllabus of form 1-4 books are discussed below:

In form one the main text used comprises of the *African moral values* and introduction to Christian Religious Education (Secondary CRE Bk. 1 KIE, 2005). The main subjects covered include:

- Creation & fall of man
- Faith and God's promises
- Sinai Covenant
- Leadership in Israel
- Loyalty to God
- Selected aspects in African religious heritage the African context of God, spirits and ancestors.
- The meaning of life and its wholeness, the rites of passage.

From the topic outlined above, it's clear that Form One CRE highlights how the chosen leaders of Israel showed faith and loyalty to God. It also presents selected aspects in African Religious heritage, highlighting God, spirits and ancestors including passage of rites. In relation to this study, students are introduced to good moral virtues such as faith and Loyalty but in general way. The African Traditional Religion is also incorporated to CRE enabling students to appreciate African Traditional values and appreciate one's religion.

The main text for CRE for Form Two (Secondary CRE BK 2, KIE 2005) address the following areas:

- Prophesies about the coming of Messiah

- Old testament prophesies about the coming of Messiah

- Infancy and early life of Jesus

- John the Baptist and Jesus

- Galilean Ministry

- Jesus begins his ministry

- The sermon on the plain

- Some and teaching of J.C.

- Jesus and 12 disciples

1. The journey to Jerusalem

- Some major teaching of Jesus

- The kingdom of God

- Wealth, poverty, faith and prayer

2. The Jerusalem ministry

- Jesus teaches in Jerusalem

- Passion, death and resurrection

Form 2 topics focuses on the prophecies of the coming Messiah, the Birth, life, ministry, death and resurrection of Jesus Christ though it presents the teachings and lessons to be learnt, it does not fully have a precise recipe for moral development. Whereas it highlights the importance of faith it misses out on the more practical aspects which are reserved for Form Four work. Students who drop CRE at this stage miss out on the topics of Christian ethics presented later which instills morals.

The main focus of Form Three Secondary CRE BK.3 (KIE, 2005) includes:

- Selected teachings from the New Testament & Old Testament.

- Gift of the Holy Spirit

- Unity of believers

- Selected O.T. prophet and their teachings

- The writing of prophetic messages

- Prophet Amos

- Jeremiah

- Nehemiah

- Restoration of Jewish community

The relevance of moral development to the students is discussed below. Form three work covers the selected teachings from New Testament and Old Testament. It also covers teachings on selected Old Testament prophets who prophesy doom and also restoration.

These prophets addressed social issues in Israel. Their teachings have relevance for today. Parallels can be drawn on the place of Christian leadership today. The more practical moral issues are reserved for Form Four.

Form four syllabuses found in CRE Bk. 4 (KIE, 2005) target more practical and significant areas such as:

- Introduction to Christian ethics

- Christian view of selected contemporary issues

- Responsible sexual behavior

- Marriage

- Family

- Christian approach to work & leisure

- Christian approach to wealth, money & poverty

- Christian approach to law, order & justice

- Christian approach to selected issues related to modern science and environment.

Form four topics fully enlighten students on Christian ethics and views on selected contemporary issues such as responsible sexual behaviors, marriage, family, work, leisure, wealth, money, poverty, law, order and justice. This is very important because it instills moral values in students. This will assist them not only in school but also as they prepare for life outside school and in future. Thus it shape their behavior and enrich them with good virtues which will assist them co-exist harmoniously with people in the

society. The students who drop CRE miss out on this and their moral development compromised.

Generally Forms one and two though foundational topics would not be adequate to develop moral values in students. Form Three work are significant in building on what was taught in Forms One and Two. Form Four CRE topics majorly deal with contemporary and practical issues. Students who drop CRE in form two sadly miss out on this level and discipline as well as general moral development is compromised. This is because ethics is the discipline that studies moral life and seek to guide human beings in choosing the right acts. It can therefore reasonably be regarded as intellectual or philosophical study of the principles that govern or should govern the conduct of moral agents in society. Ethics is significant in building moral conduct of human beings as moral agents (Oruka, 1990)

Therefore in this study, it is argued that CRE instills moral development and the most crucial topics touching on moral development start on Form One, continued in Forms two and three and find the practical application in Form Four. Moral development not only benefits the individual but the society as a whole. This is significant in Kenya especially as a core aspect in Vision 2030.

The Kenya Vision 2030 which is based on three pillars; economic, social and political aspects, is the blue print of development in Kenya, aims at making Kenya a globally competitive and prosperous nation with high quality of life by 2030.Following its launch in 2007 and the promulgation of the new constitution in August 2010 it has became necessary to re-align the education sector to comply with the new developments. The

vision underscores security, peace building, conflict management, participatory governance, legal reforms and inculcation of a culture of respect for sanctity of human life. The education sector which is a key driver in achieving the vision goals plays among others, the role of promoting principles and values that form the foundation for the visions aspirations.(www.vision2030.go.ke) Thus CRE essentially provides the principles and values which are very important in shaping moral development and act as agents to aid in realization of vision 2030. It should therefore be highlighted in the secondary schools.

Since 2008, the Ministry of Education initiated the Peace Education Programme as an emergency response to the post election violence. The overall goal of the programme is to promote peaceful co-existence among respondents, hence contributing to peace and national cohesion in the country. This is mainly achieved through equipping members of the school community with knowledge, skills, and attitudes for managing conflict without resulting to violence. The programme advocates the culture of respect and sanctity of human life by underlining dialogue as a means for resolving conflicts. In addition, it also highlights the values of compassion, fairness and tolerance. Children and young people are recognized as peace makers of the future, who need to be facilitated to develop a sense of responsibility in society. The following are specific objectives of the programme:

- To create awareness among learners on the causes of conflict and how to resolve them in their daily lives.
- To prepare students to become good citizens in their communities, their nation and the world.

- To use the classroom as a springboard through which global values of positive interdependence, social justice and participation in decision making are learned and practiced.

- To foster positive images that lead to respect for cultural diversity in order to enable young people to live peacefully in diverse communities in the world. (MoE, 2008)

In implementing it, the Peace Education Programme in Kenya will be integrated into the curriculum through subjects such as Life Skills, Religious Education and History and Government. Co-curricular activities, such as Music, Drama and Clubs, are used as an informal learning platform of peace education. It is therefore very clear that the teaching of CRE as one of the Religious Education will assist in realization of this program that foster peace.

In Kenyan universities or colleges some aspects on religious studies courses are included; there are departments of Religion offering specialized courses in religion. They also provide courses for educational students who are preparing to teach CRE in schools. Furthermore, Schools/faculties of Education also have departments whose main concern is Religious subjects among other Art courses. Methodologies of teaching CRE are also taught. (ibid) states that courses are major concern on same footings as other science or humanities.

> It is still uncertain what formal education can do to help us towards a religious life. Growing recognition that an education that ignores this large, central, perennial and life area of human experience (religion) is a kind of play education, and finally a shallow thing (Magee, 1967).

This statement agrees with the concern and importance attached to religion and learning institutions. In support of this, former Kenyan President Daniel arap Moi in his speech in the 11th graduation ceremony in Moi University puts it this way:

> Education certificates however distinguished, knowledge however wide, and skills refined must be matched with a strong sense of moral integrity. Therefore in addition to imparting knowledge and skills, our education institutions must instill positive attitudes and values to the youth of this nation (Moi: 1996:6).

In relation to my study, the learning of C.R.E enhances moral virtues. Moral generally refers to that which enables society to function properly. The above quote encourages moral values in learning institutions. One effective way of nurturing values is through C.R.E. It bears fruit for it addresses both the cognitive and every dimension of human person such values as honesty, trust, obedience, sincerity, humility and kindness are; possibility acquired through sessions in a C.R.E classes.

According to Okoro (2011) C.R.E teaches man to strengthen his will in pursuit of morality, mortification and virtue, train man to develop a deep sense of responsibility and respect for the spiritual and temporal authorities and other people; train Christian intellectual through intellectuality and sanctity, to train others and preach the gospel to all nations.

C.R.E should aim at encouraging students to love and live in peace with their fellow students gain knowledge of the Christian faith and be inculcated with principles which give true purpose of life and true standards of values to teach the virtue of being good and be another's keeper, Okoro (2010).

Youths can be re-oriented to know right values, work hard and believe in themselves. C.R.E helps man's spiritual potentials, to quote Paul wrote in Roman 8:5. Those who live

according to the flesh are intent to the things of the flesh, those who live according to the spirit is to live a life of more knowledge of ultimate reality. The content in the C.R.E subject would enhance young people on how to live according to the spirit.

Restoring moral development in Africa raises a situation of concern that cannot be ignored by any member of African community. The degeneration of African traditional values and the negligence of Africa moral development have wounded the continent in terms of morality. (Bansikiza 2001 cited in Ndarwa 2007). Further, Hirst (1974) urged that moral education cannot simply be lefty to the general influence of the school that is the converted curriculum. Every school curriculum should provide an opportunity for students to acquire a considerable amount of knowledge that is necessary for morally responsible living in our complex democratic society. In this study, it was recommended that CRE should be made compulsory in order to instill morals on students.

Van (1992) emphasizes that the chief purpose of CRE is to bring the individual in a direct contact with Jesus Christ and the influence of the gospel in such a manner that it will transform the life of the individual into Christian living.

3.3 The Role of Parents in Enhancing CRE values for Moral Development of Children

Larry (1970) asserts that the foundation of any society is the upbringing of the younger generations. A society without a responsible generation is 'dead' society for it will not progress. Therefore a lot of emphasis should be on the placed on upbringing of the children. Parents play a crucial role in shaping the Childs behavior; William (1971) says it is the responsibility of parents to induct their young ones into the society. This is far from what was established in this study that parents played a less role in influencing the

choice of students, therefore parents are recommended by William to induct young ones into the society.

According to Alexandria (1987) he states that today's parents are characterized as less child oriented than previous generations, because they are not willing to sacrifice their careers. The relationship between parents and children is complex in nature and is characterized in a variety of ways .In addition, the Bible states that, Train up a child in the way he should go and when he is old, he will not depart from it proverbs 22.6. In this study, the findings showed that parents were reluctant in influencing their children's subject choices.

Moral development is an aspect of total development which in turn brings all developments. Although the presence and activity of a few moral giants in a society can and has made a difference, it is important to have a whole community of persons who are morally alert, responsible and patriotic. It is the duty of the society to make humans moral since morality should be part and parcel of a community and education is one of the means to achieve the goals. (Bennaars, 1993) however, not all agents in the society are capable of doing this. Therefore parents are trusted to plays this major role. In this study parents are among the group who influence students in choosing optional subjects like CRE.

Shililu (2001) asserted that parental participation was vital if students were to imitate parents and for teachers to understand the students, In this study, from the finding, parents actually play less role in influencing their children's' choice of CRE subject. Osure (1996) recommended that a good parent-teacher relationship can help build up

public confidence in the school. Thus parents play a major role in the life of a child by positively molding his/her character.

According to Iyamu (2003), the government and parents in Nigeria have not done enough to positively and creativity occupy the minds of the youth. And Mokwenye (1990) states that it is to the extent that most of them have derailed and veered of their path of moral decency and dignity. Grey (2001) is of the view that the concern of everybody today, should be to fill the gaps by exposing the youth to appropriate learning experiences and activities that help to raise a society where future youths are not engaging in crimes, violence and other delinquent and corrupt behavior, there can be mere progress and sustainable developments as espouse by blue print vision 2030 in Kenya. This study highlights how moral development can be enhanced in youths and the causes of moral decadence in the society. Okoro is in agreement with this when he argued that persons turns to crime because they were not given enough discipline when young Okoro (2010). This in most cases is associated with parent's failure to teach their children necessary social skills for successful interaction in the world.

3.4   The Influence of C.R.E Instructors in Moral Development

According to the ministry of education and Human Resource Development, (1999), teachers are responsible for moral, mental, intellectual and physical development of the pupils. Munn, Johnston and Chalmes (1992) states that education must help towards the complete unfolding of the child's individuality as the child has a body which grows and a soul which would be one that nurtures these for completeness in the child's individuality. Thus in order to achieve this, the schools should make CRE compulsory.

The teaching of C.R.E is challenging and models. Teachers should be devoted, determinant, committed, creative, and confident with wisdom and caution. Though teaching C.R.E is a profession like other fields, it demands extra care on the character and behavior aspect on the students. This is due to its inspiration aspect on the students. The teacher should be trained, inspired and attending frequent developmental seminars on current issues.

This has been echoed by Oluoch, he states that since teachers are agents of educational programs, then they must be properly trained. Besides their university college training careers their teaching profession must be supplemented by further post-college education like in-service courses, seminars, conferences etc. (Oluoch, 1982 cited in Walaba, 1998). This work supports the central thought in this study in that the findings showed that teachers influence subject and career choices of students.

Olembo is of the view that the role of the teachers, in most cases, is restricted to the task performed within the teaching and learning environment, particularly at the classroom level. Olembo et al (1992) but he may also engage in instilling good moral standards in students through the teaching of CRE. Furthermore, teachers act as role models since modeling is an effective way of teaching behaviour, hence the teachers behaviour must be consistent with that desired from the class students (Bull and Solity 1987).

According to CCEA (1996) there are three different attitudes expected of the C.R.E teachers. These are;

- Commitment to producing good examination results

- Commitment to the Christian faith and fostering of such commitment in students.

- Commitment to the education of the students so that the students become educated in their Christian adherence.

This study concerns itself with establishing factors influencing students' choice of CRE. Thus the teachers should strive to portray the above attitude to impact positively on the students' behavior. The guiding of the students in the content of C.R.E may not convert the students but enhance the building of values which leads to decision on the right. Therefore it is in the classroom that learners uphold reasonable and responsible understanding of the contemporary world. Teachers of C.R.E should master the content and have adequate skills to enhance confidence in what he/she is teaching. Their moral conduct should also endear itself to many.

The teachers should involve all students in the lesson participation equally. Discrimination will affect the student attitude towards the subject. People's attitude towards the subject can be changed through persuasiveness when it comes from an expert source and from someone who seems honest and sincere Camille et al (1992). This is relevant to this study in that the teachers can positively influence a student to have favorable attitude towards C.R.E. The teachers' duty is to mould students into certain acceptable direction; hence he/she should be a good example to the learners.

CCEA (1995) mention that one of the problems facing teaching of C.R.E is overloaded syllabus she also noted that C.R.E for long time is seen as booster subject aimed at enabling students get good grades in order to pursue better courses. The teachers need

motivation on the subject, by either attending seminars or workshops. As the science subject teachers attended SMASSE there is non for their C.R.E counterparts. This is important because it will fully equip teachers to be able to tackle the subject well.

C.R.E helps people to see and appreciate truth in their lives, as Christian, one need to follow the Christian scriptures. It also encourages hard work and conformity with the will of God which will end in development of human spirituality.

3.5 Teachers Attitude towards C.R.E in Secondary Schools.

Okoro (2010) notes that the teachers seem to succeed more in helping students have knowledge in passing examination regardless of the character and values formation. Drug abuse, sexuality depravity of contemporary youth, cultism, violent demonstration, fragrant disregard for examination ethics, fashion craze, disrespect for elders are indices of evident of lack of C.R.E in the lives of students. If C.R.E is taught well for the matter, and Christian ethics "religiously applied" it would effectively diffuse the effect of those social factors.

According to Kosomo (2011) a study done on attitude of teachers and students on C.R.E in Kenya, he concluded that C.R.E approach and consent is more of examinations and job opportunities than being educated for life. To quote, he notes that:

> C.R.E needs to be viewed not as a body of knowledge and skills to be unpacked from the world of work, but as a way of guiding and leading towards critical judgments and intelligent choices based on clear concepts, values and belief…(Kosomo, 2011).

He further argues that for C.R.E to take its rightful place in secular education teachers and students should not be preoccupied with simply the passing of examinations. The

essence of the course should be to produce a religiously educated person. The subject should emphasize intrinsic values other than utilitarian values. The religious education course should be more of functional programs that will enhance the experiences and to enable one apply knowledge, understanding attitudes and skills to handle issues and quests in the ultimate reality.

3.6 Gender and Attitude on CRE

Asiachi (1985) in her study on the role played by the church in curriculum development found out that some students took C.R.E for granted as an easy subject and did not need to spend a lot of time studying it. Some male students felt it was embarrassing to; pursue C.R.E at the university since it is meant for female students. These contrast the objectives of the subject, CCEA 1996; points out that the acquisition of knowledge in C.R.E not only enables students to pass exams but also plays a role in character formation. This makes C.R.E an invaluable subject in the school curriculum. This is in support of the findings from this study, in the male students were found to have negative attitude towards the subject.

The loosing of interest in C.R.E is associated with adolescent stage among the youth. According to Francis (1982) he points out that, adolescent students develop anti-religious feelings, learners at this stage seem to have final responsibility for their learning. They decide what to pursue and this affects their subject choices especially in choosing CRE.

Studies by K.N.E.C (1994) recommend that C.R.E teachers should teach the subject in a manner and according to the principles they practiced. The same applies to the themes

that concerned themselves directly with students every day experiences in the presentation of the C.R.E content. In their relationships with students, teachers should be superior partners as agents of the state of the common value system. Their relationship with the learners should reflect homogeneity, cooperative, interaction and mutual independence.

Teaching and learning of C.R.E in Secondary Schools continue to be less prominent among students and more so male students. Gro-eneweger (1993) indicates that C.R.E is easy and offers no job prospect except becoming preachers or C.R.E teachers. This indicates negative feeling on them towards C.R.E subject. From the findings, male students had a negative attitude towards the subject and general low enrollment. CRE should be a required course since many organizations present core values as part of their mission and vision statements. In support, Magee (1967) expressed that student's need religion as part of their lives and many would make time on most weekends to attend preaching. The findings revealed that most students were in agreements that C.R.E builds them spiritually and moulds their behavior.

3.7 Contribution of 8-4-4 System in Moral Development

In 1985, Kenya changed its educational system from seven years of primary education, four years in secondary, two years of high school and three years of first degree in university to eight years of primary education, four years of secondary school and four years of first degree in university. This system is characterized by its integrated approach in contrast to previous system, which emphasized a separate subject approach…when it was introduced; teachers were inadequately in-serviced. Without in-service course, teachers encountered problems in implementing the new curriculum innovation porter,

1975; Hawes, 1979; Malusu, 1997 cited in Luvanga 2012). CRE which is the subject of study and which promotes moral values in students is under the curriculum of 8-4-4 system.

In Secondary schools, there were occasional changes in curriculum effected from time to time without in-service for CRE teachers. This meant that teachers lacked knowledge, skills and attitude to implement the new curricula effectively (Gichaga, 1993). This means that CRE teaching and learning under 8-4-4 system was not effective, since the success of a curriculum innovation depends on the preparedness of the implementers (teachers) (Olouch, 1982; Gichaga, 1993). This is related to the study in that from the findings, students highlighted lack of teachers' inadequacy in teaching and lack of competence in teaching as factors that encourage students to drop CRE.

The Mackay Commission (1981) recommended that there should be an educational system which imparted skills, knowledge and inculcate positive attitudes.

The new educational system of 8.4.4 aimed at enhancing the following goals of education.

   i.   National unity

  ii.   National development

 iii.   Individual development and self fulfillment

 iv.   Social equality

  v.   Respect and development of cultural heritage

 vi.   International consciousness

Further, the objectives of the 8.4.4 secondary school curriculum were to

i. Leads to an all-round mental, social, moral and spiritual development of the learner

ii. Prepare the learner to make positive contribution to the development of the society

iii. Enable the learner to choose with confidence and scope with vocational education after school

iv. Build a firm foundation for further education

v. Ensure parity in the cognitive, psychomotor, effective skills for all students.

vi. Lead to acquisition of attitudes of national patriotism, self respect, self reliance, co-operation adaptability sense of purpose, integrity and self-discipline, respect and consideration for others, loyalty and service to the home, society and nation (Eshiwani, Ibids P.75 cited in Walaba,1998).

This study in that encompasses good virtues and positive aspect that builds and moulds a student to be morally upright both in school and in society. CRE caters for all that is needed for morally upright student. It meets the purposes of this study of investigating the relevance of CRE in moral development.

Walaba (1998) asserted that the first K.C.S.E done in 1989 had R.E done not at satisfaction. In guidance to the teachers a report was given which state that subject teachers were requested to:

i. Adequately cover the syllabus

ii. Effectively use the real life approach in teaching of the subject. This could help students relate what they leaned to their lives; daily experience and their communities.

iii. Teachers had to aim at attaining the objectives of the subject and covered each theme and topic.

iv. Coach their students on how to answer easy questions

v. References given in the syllabus in the bible read critically and analytically studied. (K.N.E.C, 1991) cited by Walaba (1998).This is related to the study in that students may prefer to drop the subject due to the problems associated to the subject. In the questions asked on other factors which affects subject choice in this study, some students highlights that how some teachers taught made the subject boring hence students dropping.

The national committee on educational objectives and policies report advocated for an independent vehicle for moral education. The report recommended that moral education and ethics be separated from religion and that social education and ethics (S.E.E) as subject be introduced as a medium for moral education. S.E.E was introduced in 1986.Koech report come in to organize, both subjects were vital in the learner's development and recommended that is Religious education and S.E.E. Continue to be taught and emphasized as part of the teacher training curricular (Lulley, 2007). Contrary to the work showing relation of the two subjects, this study focused on the relevance of CRE only.

Its implementation faced opposition; S.E.E was received with lots of negativity and suspicion from sections of Kenyan society such as Christian religious groups and teachers. (Wepukhulu 2001). The (Republic of Kenya (2002) presents that CRE was complete without S.E.E and thus S.E.E was removed from the curriculum, leaving C.R.E

as the only vehicle for moral education. This clearly depicts the acknowledgement of CRE as a tool of checking on morals which was the concern of this study.

3.8 Studies related to CRE and Moral Development

One of the overriding United Nations (UN) millennium goals is the provision of education for all by the year 2015. White paper (2005) set out Britain's ambition that every student gifted and talent, struggling or average should have the right of personalized support to reach the limits of their capacity. The teaching of CRE which instill morals will assist in achieving this.

Leah and Lisa (1994) suggested that the girls' low participation and their negative attitudes towards mathematics and science are greatly affected by teachers' attitude. In relation to this study, attitude of students towards CRE and how they choose the subject is influenced by their teachers. Minambo, (2009) asserted that education has to nurture students desirable attitudes other than grades (Ingule, 1996) supports this by saying that in educational process, the child's behavior is shaped according to the aims and goals of life. Therefore, the Education needed has to comprise CRE for moral development.

In Methodology parrot adopted a skills approach to teaching. Perrot presented factors of effective teaching. The factors included; first set inductions as the planning of the teachers prior to teaching. Secondly, stimulus variation that generates interests in the topic the learner is taking. Thirdly, usage of examples by a teacher to communicate ideas that relate well with familiar experiences of learners and lastly questioning that support teaching as an interactive process between teachers and learners (Perrot 1984 cited in

Mmbatsi 2001). In this study, it was indicated that the methods of teaching affects attitude of students towards subject choices.

The use of appropriate instructional methods can greatly influence this crucial process of developing values in the learners. However, Wangai committee (KIE, 2001), never investigated whether CRE instruction achieved its intended purpose in inculcating values in the students. The task force never considered an instructional approach which would impart long- lasting skills; knowledge, altitude to students during and after school life. This study intended to find out the attitude of students towards CRE and if instructional methods has an effects on the attitudes of students.

Mutsotso, (2004) observes that lecture method can hardly be reliable in character formations, change of attitude, learning of social skills and developing of morally upright interactive student. GroeneWegen (1993) identifies contemporary methods of teaching for values and heuristic approach.

> These kinds of methods enable learners to develop reflective thinking, acquire a rational attitude and outlook towards life and above all base their decisions on sound ethical principles. This is in line with the ministry of Education recommendations in teacher's handbook (KLB, 2006).

Groewenegen (1993) advocates for the use of liberation on or facilitation methods such as role play, small group discussion, values clarification, project work and self exploratory teaching. Kimwarey M. C (2010) advocated for study on the use of small groups method in teaching as a heuristic method because he found out that the method encouraged student involvement and interaction and creation of new knowledge.

Koech commission (1999) observed that;

The institution within the African traditional setting which had been responsible for inculcating social values was no longer operational due to the rapid changes in the society. It thus recommended that the CRE syllabus should continue being taught to inculcate values which lay strong foundation for patriotism and national consciousness (Republic of Kenya, 1999).

Musamas (2008) argues that we are all what we value because we try to live according to what we values and make decisions according to these same values. Therefore the attitude on subject choices depend on the value they attach them. Kirchenbaum (1994) observes that persons with unclear values lack direction for their lives and lack criteria for choosing what to do with their time, energy and being as young people develop their values as they grow and make decisions, teachers and parents should chip in and assists them make right choices. Through CRE subject, a learner is trained to develop value system.

On attitude, (Were, 1982, cited in Kutto; 2012) states that attitude is central to the education process and either promotes or inhibits behavior or influences choices to attend, respond, value, participate or make commitment to education activities. Teachers may reach favorably or unfavorably towards their work based on experiences that they go through while at work. These reactions may in one way or another affect the quality of teaching and technique used which result in the subject being dull. In the finding of this study it was clear from the students respond that some students opted to drop CRE because the subject was boring and teachers dull.

Endsley (1984) in his study on the relationship between attitude and achievement scores in mathematics, found out that higher achievement scores were associated with positive

attitudes. Similar in this study, those students with positive attitude towards CRE score highly in the subject.

This chapter has widely explained the role of C.R.E as helping students know that as responsible citizens they have the obligation to common good by performing duties that benefit the community. It helps them look at how to develop skills, define purpose and pursue their dreams with all determination as they step into the large society. They tend to avoid anything that tarnishes their image, society and nation. The crimes and corruption can be shunned if C.R.E is emphasized. It helps learners internalize the ideas they have been exposed on the self-reliance during their studies and their future endeavors. The C.R.E exposure throughout their secondary school education could enhance students develop as integrated, balanced personalities capable of making adjustment to changing situations in life, and to develop faith and confidence to face life challenges. Furthermore it helps students rely on themselves, their abilities and work hard to excel. It also helps students to see and appreciate the truth in their lives in a changing society like Kenya, to have self respect and respect for others. The following chapter focuses on the findings from the field on the importance of CRE in moral development as well as among other things the reasons for dropping CRE by students.

CHAPTER FOUR

4.0 DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the research as obtained from collected data. The Data is analyzed, interpreted and presented using tables and bar charts. Discussion of the results is based on the following objectives;

    i)   The Attitude of students Towards C.R.E in Secondary schools.

    ii)   The factors influencing students` choice of C.R.E in Secondary Schools.

    iii)   The Relevance of C.R.E in moral Development among secondary schools.

4.2.1 Background information of the Respondents

This section gives the background information of the response rate of the Secondary School Head teachers, CRE Teachers and Form Three and Four students, who participated in the study. A total of five (5) secondary schools were involved in the study, drawn from Kapsabet Division. A total of 91 students who were sampled and picked randomly were involved in the study. The response rate was 97%. The high rate of response was due to the presence of the researcher personally administering the questionnaires. The researcher made prior booking of appointments. A total of 5 Head/teachers and 10 teachers were involved as key informants/resource persons in the study so as to assist in ascertaining the responses from the students. Teachers hold important information about the history of CRE in the school especially the attitude, performance, enrolment and other factors which influence student's choice of CRE. It

also gives background information regarding the current form of students, the subject choice and response of the students who participated in this study.

4.2.2 Choice of CRE as an Optional Subject

Figure 4.1: Choice of CRE as an optional subject
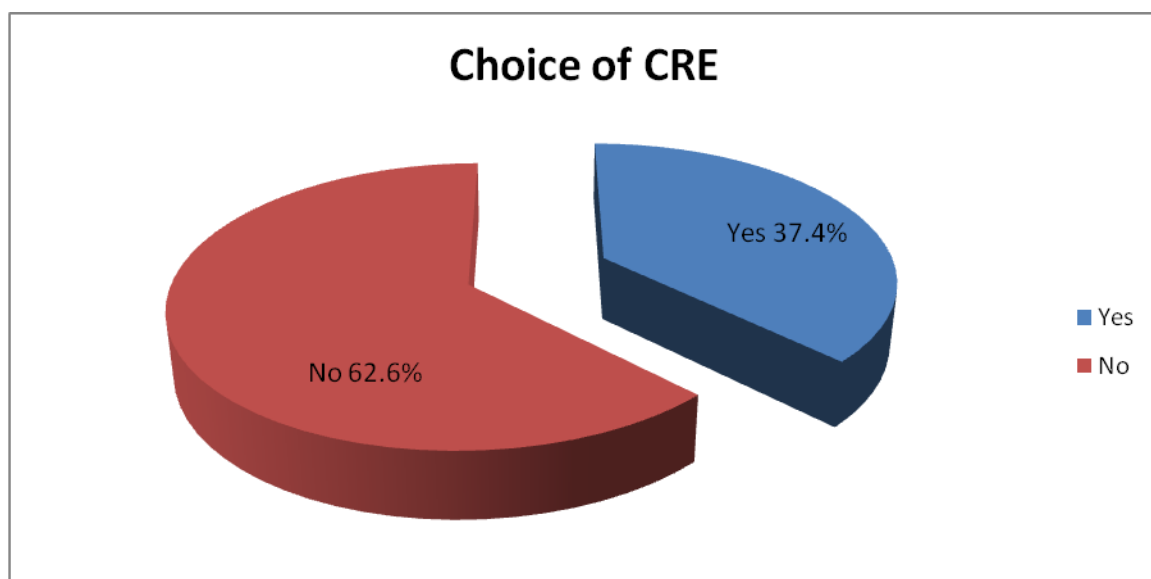
Source: Field Data (2013)

According to the figure 4.1 above the majority of students (62.6%) responded that they do not take CRE. Those who responded that they opted not to take CRE were (37.7%). The trend is associated to several reasons as follows; most respondents' argued that some students preferred science subjects, and most of their career choices were science oriented. They also noted that some teachers are dull and boring in teaching the subject. They also observes that teachers with a high sense of self-efficacy will always take their time on moral tasks with the learner until the latter accepts the values unquestionably which is not the case in Secondary School. Respondents also cited that choice of CRE

subject was also determined by ones' Religious affiliation, for example Muslims tend to drop the subject compared to Christians who were comfortable taking the subject. Others noted that CRE content is wide which makes some to drop the subject.

4.2.3 The Current Form

Figure 4. 2: The current form

current form

form 3 49.5%

form 4 50.5%   form 3

form 4
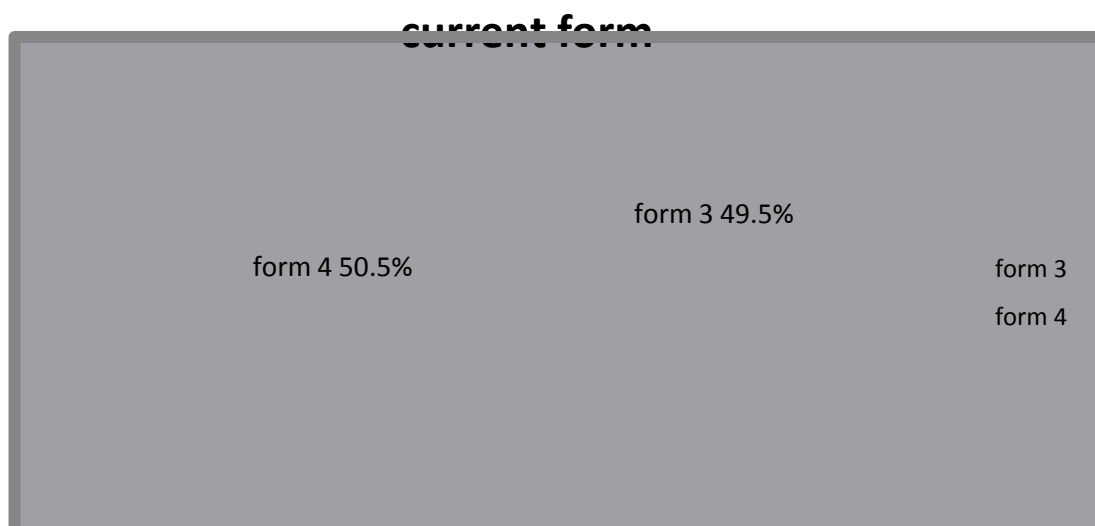
Source: Field Data (2013)

Results from the figure above revealed that 50.5% of the respondents were in form four while 49.5% were in form three. This meant that the representation was evenly distributed, implying that there was equal and effective participation in filling of the questionnaires by all selected students. The information collected was balanced. This is shown in Fig. 4.2 above.

4.3 Attitudes of Students towards CRE

The first objective of this study sought to assess the student's attitude towards CRE in Secondary schools in Kapsabet Division. Attitude is an important aspect since it makes a person to like or dislike a particular aspect. In order to achieve this objective the students were asked indicate whether the statements indicated in the questionnaires were in relation with their attitude towards CRE. Their responses were as indicated in table 1 below:

Table 4.1 Attitudes of students towards CRE

No	Items	SA	A	N	D	SD	Total
		F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
1	Suitable only for ladies	7(7.7)	5(5.5)	0(0)	15(16.5)	64(70.3)	
2	It is a booster subjects because it is not difficult	20(22.0)	49(53.8)	6(6.6)	11(12.1)	5(5.5)	
3	In terms of career it is only good for those intending to be pastors or church leaders	2(2.2)	7(7.7)	5(5.5)	25(27.5)	52(57.1)	
4	It leads to development of positive morals	46(50.5)	41(45.1)	3(3.3)	0(0)	1(1.1)	
5	Has little or no value in affecting behavior or discipline	3(3.3)	9(9.9)	8(8.8)	32(35.2)	39(42.9)	
6	Students score highly in the subject	17(18.7)	40(44.0)	21(23.1)	10(11.0)	3(3.3)	
7	Does not have any value in lucrative career prospectus	4(4.4)	1(1.1)	5(5.5)	48(52.7)	33(36.3)	
8	It is not different from teachings in church services	22(24.2)	43(47.3)	8(8.8)	12(13.2)	6(6.6)	
9	It should only be meant for morals uplifting and not for examinations purposes	8(8.8)	4(4.4)	4(4.4)	45(49.5)	30(33.0)	

Source: Field Data (2013)

Results showed that, majority of the respondents (70.3%) strongly disagreed that CRE as a subject is suitable only for ladies. However, a significant number of 5.5% agreed and

7.7 % strongly agreed. This was supported by teachers who said that both male and female students take CRE as their optional subject. It is therefore clear from the results that CRE is mainly taken by female students in comparison to male as shown in table 1 above. This can be attributed to the fact the CRE subject is somehow easier in comparison to other subjects

In table 4.1 above, results further indicated that majority of the students agreed that indeed CRE was a booster subject because it was not difficult. In relation to the responses 53.8% strongly agreed with this statement and 22% agreed however 6.6% were not decided, while 12.1% disagreed and 5.5% strongly disagreed. This may be attributed to the positive attitude of students towards the subject. In addition, majority of the students strongly disagreed that CRE was only good for those intending to be pastors or church leaders. In fact 57.1% strongly disagreed, while 27.5% disagreed on this notion, 5.5% were not decided, 7.7% agreed and 2.2% strongly agreed. Therefore CRE is not pursued by only those intending to be pastors and church leaders but by those interested in the subject.

Further, CRE can assist students in developing positive morals both in school and years later. This is strongly supported by respondents who were asked to indicate whether CRE leads to Moral development; the feedback was remarkable in that a total of 95.6% were in support that CRE leads to development of positive morals both in school and in later years in life. The respondents reacted as follows; 50.5% strongly agreed, 45.1% agreed, 3.3% were undecided and 1.1 strongly disagreed. This was attributed to the fact that majority of students were Christians and did not see CRE as an undervalued subject

mainly because of their faith. Therefore it is evident that it is students choose CRE because of its importance.

Similarly, majority of the students (78.1%) disagreed that CRE has little or no value in affecting behavior or discipline. According to the respondents' views, 42.9% strongly disagreed, 35.2% disagreed, 8.8 % were undecided while 9.9% agreed and 3.3% strongly agreed. Low enrolment could be attributed to different factors for instance career to be pursued and perception towards CRE. The students supported the fact that CRE has value in affecting behavior or discipline. This can be attributed to the fact that the subject covers values and virtues which affects the behavior of a person.

Further results also indicated that, majority of students rated that those taking the subject are highly in the subject. In relation to the respondents, 58% were fully in support, 3.3% strongly disagreed, and 11.0% disagreed while 23.1% were undecided. This may be attributed to the fact that the subject choice is affected by future career to a larger extend as compared to performance. It was also strongly supported by teachers who said that the future career of students mattered a lot during subject selection.

In table 4.1, results also reveal that majority of the respondents were of the opinion that CRE had a value in lucrative career prospectus. The responses were as follows; 36.3% of students strongly disagree, 52.7% disagreed, accumulating to 89.0%. Further 5.5% were undecided, 1.1% agreed, while 4.4% strongly disagreed that CRE have no value in lucrative career prospectus. This can be attributed to the fact that it is likely that students might wish to pursue courses which will be in line with humanities subjects in the University.

Further, a total of 71.5% of the students responded that the teaching of CRE was not different from the church teachings. The respondents were as follows; 24.2% strongly agreed; 47.3% agreed, further 8.8% were undecided while 13.2% disagreed and 6.6 % strongly disagreed. This shows that methodology of teaching CRE needs to be reviewed because this might be the reason for low enrolment in the subject.

The results also showed that majority of the students (79.5%) did not support the fact that CRE is just meant for uplifting morals only, and not for examination purposes. As a matter of fact 30.0% strongly disagree, 49.9% disagreed, 4.4% were undecided, 4.4% agreed and 8.8% strongly agreed. This is attributed to the fact that the subject was meant only for moral uplifting and not for examination purposes. This might indicate that CRE is meant for both morals uplifting and examination purposes.

However, results also reveal that the head teachers and CRE teachers interviewed confirmed that most students had a positive attitude towards the subject, especially the female though there is low enrolment of students in the subject.

In general, students had a positive attitude towards CRE as a subject since they recognized its great role in moral development. The teachers noted that CRE was also considered as an lighter subject since most students have interacted with the subject content previously both in primary school and church. Most students also perceive CRE as helping in boosting development of healthy relations in the society. Due to its contribution on development of positive morals, some students felt that CRE should be made compulsory in secondary school education. CRE was also cited as helping individuals understand themselves better.

Students cited that CRE helps in appreciating the Christianity and other religions. Majority of the students taking the course indicated that they liked the subject. Only a few cited the subject as being boring due to the way it was presented to them by their teachers in class. It was therefore clear from this study that content delivery and teaching methods used by teachers discouraged many students from taking CRE in secondary schools despite the many positive aspects of the subject. According to CRE teachers, students choose CRE because of its nature and its content in morals.

4.4 Factors Influencing Student's Choice of CRE

The second objective of this study sought to assess the factors influencing the student's choice of CRE. In order to achieve this objective the students were required to indicate whether the statements in the questionnaires were in relation to the factors which influence their choice of CRE subject. Their responses are as indicated in table 4.2 below.

Table 4.2 Factors influencing students' choice of CRE

No	Items	SA	A	N	D	SD	Total
		F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
1	Parents influences my choice	7(7.7)	14(15.4)	6(6.6)	36(39.6)	28(30.8)	
2	Other students' views play a role in making my choice decisions	7(7.7)	17(18.7)	8(8.8)	31(34.1)	28(30.8)	
3	Teachers/career counselors are key players to my choice	19(20.9)	38(41.8)	4(4.4)	21(23.1)	9(9.9)	
4	Gender - it is not meant for my gender	5(5.5)	6(6.6)	5(5.5)	18(19.8)	57(62.6)	
5	Religion-only meant for Christians	2(2.2)	5(5.5)	5(5.5)	42(46.2)	37(40.7	
6	Determined by circumstances	5(5.5)	27(29.7)	19(20.9)	21(23.1)	19(20.9)	

Source: *Field Data (2013)*

In table 4.11 above, it suggested that parents do not significantly affect the choice of their children regarding CRE. In responding to this, the respondents had the following views: 30.8% strongly disagreed, 39.6% disagreed, 6.6% were not decided while 15.4% agreed and 7.7% strongly agreed that indeed parents were influencing their choice of CRE as a subject. This might be attributed to the fact that the children

Others accounting for 26.4% cited influence from their fellow students in choosing CRE as a subject, 8.8% were undecided while 34.1% disagreed and 30.8% strongly disagreed that they are not being influenced by their colleagues. This indicates that individuals are less affected by their fellow students when choosing CRE subject. This is attributed to the fact that students of the same age do not take advices seriously from one another but will pay attention to someone much older.

Majority of the students accounting for 62.7% (20.9% of those who strongly agreed and 41.8% of those who agreed) acknowledged that indeed teachers/career counselors affected their choice of CRE as a subject. On the other hand, 4.4% were undecided, 23.1% disagreed, and while 9.9% strongly disagreed as shown in figure 4.4 below. Therefore, in every teaching and learning episode, teacher personality plays a very important role. In cases where a teacher exhibits a unique but positive mannerism, the learner will always try to make it part and parcel of his/her conduct.

Furthermore, the results reveals in table 4.2 above, indicates that 82.5% of respondents disagreed to the fact that CRE is of one gender. (62.6% strongly disagreed, while 19.8% disagree). 5.5% were not decided 6.6 % agreed and 5.5% strongly agreed. It is clear therefore that CRE is not meant for one gender, this is attributed to the fact that it was

supported by a large percentage of both male and female students accounting to 82.5%. Therefore it's not gender-based yet low number of students enroll to take the subject, this can be attributed to other factors like career based in science subject rather than based on gender.

Results further indicated that 40.7% strongly disagree that CRE is meant for Christians only. 46.2% disagree, 5.5% were undecided while 5.5% agreed and 2.2% strongly disagreed. These results shows that CRE according to the respondents is not meant for Christians only but involve members of other faiths. Some students also cited that CRE was meant for appreciation of others peoples' culture and faith, thus it is meant for students from all faith or Religions.

Finally, the results revealed that 5.5% strongly agreed that there are several circumstances which determined their choice of CRE. In relation to this, 29.7% agreed, 20.9% were undecided 23.1% disagreed while 20.9% strongly disagreed. Therefore circumstance does not necessarily be the only factor affecting subject choice, this can be attributed to the fact that there are other major factors which affects the subject choice e.g. career counselors.

In general, the results from the respondents revealed that CRE in one of the school was compulsory subject and therefore students in such schools did not have a choice but to take CRE. Their attitude towards the subject was positive because it was teaching them morals and virtues. The CRE teachers who were interviewed on the subject choice of students said that what mostly affects how students choose subjects is the career which

they intend to pursue in future. The subject requirement determines the kind of cluster subjects which the student will opt to choose.

The performance of students in previous years in the subject also influenced uptake of CRE. In cases, where students have had a tradition of performing well in the subject, then the likelihood of students taking the subject is higher than choosing unfamiliar one. This is especially if the performance in CRE is better than that of related subjects like history and geography. The other factor cited was pass mark/grading system. Some students cited the fact that the pass mark/ grading system for CRE was high compared to that of sciences which is seen to be lower, hence, some students opted for sciences since their grading system was perceived to be lower.

Finally the religious affiliation greatly influenced subject choice amongst students. For instance, Christian students were more likely to take CRE, while Muslims dropped because they are of different religious affiliation with different teachings.

4.5 Relevance of CRE in Moral Development

The third objective sought to assess the relevance of CRE in Moral development among students. In order to achieve this, the students were asked the extent to which they agreed to the statements given in relation to their relevance to moral development.   Their responses are as indicated in table 3 below.

Table 4.3 Relevance of CRE in moral development

No	Items	SA F(%)	A F(%)	N F(%)	D F(%)	SD F(%)	Total F(%)
1	It helps in acquiring principles of Christian living.	51(56.0)	30(33.0)	1(1.1)	4(4.4)	5(5.5)	
2	It helps in the appreciation of one's religion and those of others.	51(56.0)	31(34.1)	2(2.2)	2(2.2)	5(5.5)	
3	It helps in the development of a sense of self worth and identity for ourselves and respect of others.	54(59.3)	34(37.4)	2(2.2)	0(0.0)	1(1.1)	
4	It positively moulds the behavior of an individual.	48(52.7)	35(38.5)	5(5.5)	1(1.1)	2(2.2)	
5	It helps us understand ourselves better and make morally right decision in life.	55(60.4)	27(29.7)	2(2.2)	3(3.3)	4(4.4)	

Source: Field Data (2013)

Data presented in table 4.3 above, suggested that CRE is considered relevant in moral development to a greater extent according to the respondents. One of the main purposes of the C.R.E program was to ensure moral development in the learners in order to enable them lead a value guided life. These values should be those that are desirable to the society (R.O.K, 1964).

This study found out that CRE played a role of helping students to acquire principles of Christian living, supported by over 89%, (56% strongly agreed, while 33.0% agreed) of the students who participated. 1.1% were undecided while 4.4% disagree and 5.5% strongly disagree. This shows that majority of students support the fact that CRE help them to acquire principles of Christian living, these principles are attributed to the fact that lessons are drawn throughout in the content of form one to four books which are very educative.

The results further revealed that CRE helps in appreciating their religion and that of others, a view supported by 90.1% of the students who participated in the study that is (56.0% who strongly agreed, and 34.1% who agreed) 2.2% were not decided, 2.2% disagreed while 5.5% strongly disagreed. It is clear therefore that CRE helps students to know better ones' religion; this is because students have been taught well and teachers stressed the importance of appreciating other religions which is one of the goals of CRE.

Finally, CRE was viewed as assisting students in the development of a sense of self-worth and self-identity and in cultivating respect for others. This view was supported by 96.7% of the respondents who participated in the study. (59.3% strongly agreed, 37.4% agreed), 2.2% were not decided while a very small percentage of 1.1% strongly disagreed. Self-esteem is important to character development because morality begins with the self, with valuing one's person and because it is easier to love one's neighbors when one loves oneself. Therefore, it is clear that majority of students strongly supported the idea that CRE assists students to develop a sense of self-worth, self identity and respect for others. This is clearly presented in Figure 4.5 below.

In addition, tables 4.3 indicate that the role of CRE in moulding the students' behavior positively is highly applauded by the students. In relation to this questions, in relation to this, 91.2% were in agreement that CRE truly moulds the behavior of students (52.7% strongly agreed, 38.5% agreed). 5.5% were undecided, 1.1% disagreed while 2.2% of respondents strongly disagreed. The respondents who were in agreement may be attributed to the successful trend of how CRE has been useful to them since form one up to the current form. The interview carried out on CRE teachers indicated that the subject has greatly assisted in molding the students' behavior. Furthermore, results reveal that

90.1% agreed that CRE help students understand themselves better and make morally upright decisions. Out of this percentage, 60.4% strongly agreed, while 29.7% agreed.

There are others who added up to 2.2%, who were undecided, 3.3% disagreed and finally the remaining 4.4% strongly disagreed. The most important step in life is to make right decisions, this is because decisions shapes and design destiny, CRE is very crucial in assisting students understand themselves and make morally upright decisions. This is shown by 90.1% of students who were in agreement with this statement.

In general the role of CRE in moral development was greatly acknowledged. Furthermore students cited that CRE promotes personal development and acquisition of virtues such as self-discipline, respect, self identity, honesty, obedience, kindness, faithfulness and self-esteem. CRE also helps in enhancing good relationship with others through respect, harmony and promoting peaceful coexistence with others. CRE helps in making quality decisions through development of critical thinking skills hence ensuring sound decisions. In general CRE was recognized in its role in enabling individual in society to acquire good morals and enhance their spiritual growth and development.

4.3 Discussion

4.3.1 The Attitudes of Students towards CRE

The findings discussed in this chapter addressed the objectives of this study. The first objective was to assess the attitude of students towards C.R.E. The findings which addressed this objective were derived from form three and four students who participated in this study including Head teachers and CRE Teachers, who were key informants and provided information which backed up those provided by students. The majority of the

respondents strongly agreed that CRE as a subject is not only suitable for ladies. In fact majority 70.3% disagreed that it was suitable for ladies only. Further results indicated that majority of the students agreed that indeed CRE was a booster subject because it was not difficult. This may be attributed to the positive attitude of students towards the subject.

In addition, majority of the students strongly disagreed that CRE was only good for those intending to be pastors or church leaders. This shows that CRE is not pursued by only those intending to be pastors and church leaders but is open for anyone. This was contrary to the earlier work of Kosomo (2011) who asserts that CRE content and approach was more of examinational oriented and job opportunities other than its essence of imparting morals in society. Furthermore, almost all the students were in agreement accounting for a total of 95.6% that CRE leads to development of positive morals both in school and in later years in life. This was attributed to the fact that majority of students were from Christians families and did not as such see CRE as an undervalued subject mainly because of their faith. Therefore it is evident that it is difficult for students to do without CRE in their day to day life. Thus it reinforces the importance of this subject. Majority of students also disagreed that CRE has little or no value in affecting behavior or discipline. This corroborates Okoro (2010) recommendation that effective CRE will help curb these vices in schools and society. This clearly indicates that CRE fully affects behavior and discipline of students.

Further, results also indicated that, majority of students (58%) believed that one can scored highly in the subject. The high performance of those taking CRE did not

necessarily translate in subject choice. This may be attributed to the fact that the subject choice is affected by future career to some extend. In addition, results also reveal that most students were of the opinion that CRE had a value in lucrative career prospectus. In fact 89.9 % of students were in support that CRE has value in lucrative career prospects. It was also evident from the results that most students cited that the way CRE was taught in their schools was not different from teaching in church services. A total of 71.5% of the students agreed to this fact and this show that the teaching of CRE was not different from the teachings in the church services. Thus if a student like a Sunday school stories then it is most likely the student will choose to do the CRE subject latter in secondary school.

The results from table 4.1 also reveal that the students did not support the issue that CRE is meant for uplifting morals only, and not for examination purposes. A total of 79.5% were in disagreement with this fact, this indicates that CRE is meant for both uplifting of morals and examination purposes. However, results also reveal that the head teachers and CRE teachers interviewed confirmed that, most students have a positive attitude towards the subject. In general, students had a positive attitude towards CRE as a subject since they recognized its great role in moral development.

4.3.2 Factors Influencing Students Choice of CRE.

The second objective of this study was to establish the factors influencing students` choice of C.R.E. The analyzed findings indicates that parents did not affect the choice of their children in choosing CRE according to 70.4% of the respondents. Others accounting for 26.4% cited influence from their fellow students in choosing CRE as an

optional subject. This means that according to the respondents their fellow students can influence them to some extend on the course to undertake. Majority of the students (68.7%) acknowledged that indeed teachers/career counselors affected their choice of CRE as a subject. These might depend on the character and morality of the teacher who is teaching the subject.

Furthermore, results reveal that majority of the respondents (82.5%) disagreed with the fact that CRE is mostly chosen by one gender. It is clear therefore that CRE is not meant for one gender but both. Unlike home science where majority are girls, CRE is done by both girls and boys. Results further indicated that 40.7% strongly disagree that it's meant for Christians only. These results show that CRE is not meant for Christians only but for all. In majority of schools the students are free to choose the subject despite the fact that some might be Christians while some might not. Finally, the results revealed that 35.5% agreed while 44% were in disagreed that circumstance determined their choice of CRE. Therefore circumstance does and does not necessarily affect subject choice according to the study results.

4.3.3 Relevance of C.R.E in moral Development

The third objective was to determine the Relevance of C.R.E in moral development. The study indicated that CRE was relevant for moral development to a greater extent.CRE was seen as helping students in acquiring principles of Christian living, supported by over 89% of the respondents. This shows that majority of students support the fact that CRE helps in acquisition of principles of Christian living. It is echoed in the foregoing discussion by Whither & How (1982) who observed that Education without religion is incomplete and may lead to a Godless society, which has far reaching implications. The

results further revealed that CRE helped students in appreciating their religion and that of others, a view supported by 90.1% of the students who participated in the study. It is clear therefore that CRE helps students appreciate ones' Religion. It was also revealed that CRE assisted students in the development of a sense of self worth and self identity and in cultivating respect for others. This view was supported by 96.7% of the respondents who participated in the study. That is why this subject should be made to be compulsory.

In addition, results showed that the role of CRE in molding the students' behavior positively is highly applauded by the students. This is shown by 91.2% who were in agreement that CRE truly moulds the behavior of students. This is due to the fact that the student is taught about moral and virtues. Furthermore, results reveal that 90.1% agreed that CRE help students understand themselves better and make morally upright decisions. In general the role of CRE in moral development was greatly acknowledged.

In summary, this chapter has given an evaluation on the students' attitude towards CRE, what affects their subject choices and effective moral development for students. The areas covered included the response rate, the background information of the selected respondents (head teachers, CRE Teachers, and Form Three and Four Students). The attitudes of students towards C.RE, factors influencing subject choice and the relevance of CRE in moral development. The next chapter provides summary of the findings draws conclusions and makes suggestions for further research.

CHAPTER FIVE

5.0   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the study findings, conclusions, recommendations, and suggestions for further research based on the analysis of data. The study sought to assess the attitudes of students in secondary school towards Christian Religious Education. The broad objective was guided by the following specific objectives;

i. To find out the students' attitude towards CRE in Secondary Schools in Kapsabet Division.

ii. To investigate factors influencing CRE subject choice by students at Secondary School level in Kapsabet Division

iii. To establish the relevance of CRE in moral development of students in Secondary schools in Kapsabet Division.

Both the primary and secondary data were used to assess the attitudes of students in secondary school towards Christian Religious Education in the study area. Primary data were collected using structured questionnaire and key informant. A sample of 106 respondents were drawn from the study area which included students, Headteachers and CRE teachers. Secondary data were collected from documented information about the attitudes of students in secondary school towards Christian Religious Education in the study area, country and elsewhere.

5.2 Background Information

This chapter is divided into four sections. The first section presents a summary of the research findings, the second section deals with conclusions; the third contains recommendations and lastly, suggestions for further research.

Majority of students did not take CRE as an optional subject in form three and four. Those who did not take the subject were majority of the total number of students who participated in the study. This means that the number could even be lower if CRE would not have been compulsory.

The respondents were drawn from form 3 and form 4 in almost an equal ratio so as to give a clear understanding of the students attitude towards the CRE subject. This meant that the representation was evenly distributed, implying that there was equal and effective participation since the researcher was present personally.

5.3 Summary of the Findings

Based on the study objectives and data analysis, the following is the summary of the major research findings. Specifically, the findings are discussed under the following subheadings, the background information, the attitude of students towards CRE, Factors affecting students' subject choice, and finally the relevance of CRE in moral development

5.3.1   Attitude of Students towards CRE Subject

It was the purpose of this study to find out the attitudes of students towards CRE in secondary schools. Form three and four students who participated in the study revealed

that Majority of the respondents strongly agreed that CRE as a subject was suitable for both male and female. This implies that it was meant for both male and female. From the study results it revealed that majority of the students agreed that indeed CRE was a booster subject, this implies that it was not difficult. In addition, majority of the respondents revealed that CRE was only good for those intending to be pastors or church leaders. Inorder to understand more on the attitude of students towards CRE the students were asked whether CRE subject leads to development of positive morals. Over three quarters revealed that CRE leads to development of positive morals both in school and in later years in life. This implies that majority of students had positive attitude and did value CRE as a subject. Therefore it is evident that it is hard for students to do without CRE thus it reinforces the importance of this subject. Further it was evident that majority of the respondents refuted the fact that CRE has little or no value in affecting behavior or discipline.

Further, results also indicated that, majority of students scored highly in the subject. Though the fact that those taking CRE excelled in the subject could not translate to their subject choice. In addition, results also indicate that most students were of the opinion that CRE does not have a value in lucrative career prospectus. It was also evident from the results that most students cited that the way CRE was taught in their schools was not different from teaching in church services. The results also reveal that the students did not support the fact that CRE is just meant for uplifting morals only, and not for examination purposes. This implies that CRE is meant for both Morals uplifting and examination purposes. However, results also reveal that the head teachers and CRE

teachers interviewed confirmed that, most students had a positive attitude towards the subject, though there is a low enrolment of students to the subject.

In general, it was revealed that students had a positive attitude towards CRE as a subject since they recognized its great role in moral development. CRE was also seen as an easy subject which implies that most students have interacted with the subject content previously both in primary school and church. They also perceived CRE as a career subject especially those interested in being CRE teachers, guidance and counselors Due to its contribution on development of positive morals, some students felt that CRE should be made compulsory in secondary school education. It was revealed that only a few cited the subject as being boring due to the way it was presented to them by their teachers in class. This implies that the content delivery and teaching methods used by teachers discouraged many students from taking CRE in secondary schools despite the many positive aspects of the subject.

5.3.2 The Factors Influencing Students' Choice of CRE

The second objective of this study was to investigate the factors which influenced the students' choice of CRE. The study findings revealed that parents did not completely affect the choice of their children in choosing CRE. This implies that parents played a passive role in influencing their children's choice of CRE as a subject. The finding revealed that to a greater extend other students play a role in making the respondents choice.

Majority of the students acknowledged that indeed teachers and career counselors affected their choice of CRE as a subject. This implies that teachers and career counselors greatly influence the subject choice of students.

Furthermore, results reveal that majority of the respondents are for the idea that CRE is not meant for their gender . It implies therefore that CRE is not meant for one gender but both, Results further indicated majority of the respondents disagreed that CRE is only meant for Christians only. These results imply that CRE is not meant for Christians only but for students of all faiths. Finally, a considerable number of the respondents refuted the fact that circumstance determined the respondents' choice of CRE. Therefore this implies that circumstance does not necessarily affect the subject choice but there are other factors which influence the student to choose the CRE subject.

5.3.3 The Relevance of CRE in Moral Development

The purpose of this section was to evaluate the relevance of CRE in moral development. The study revealed that CRE was relevant in moral development to a greater extent. CRE was seen as helping students in acquiring principles of Christian living, supported by over three quarters of the respondents. This implies that majority of students support the fact that CRE helps in acquisition of principles of Christian living. The results further revealed that CRE helped students in appreciating their religion and that of others, a view supported majority of the respondents. It's clear therefore that the implication of this is CRE helping students appreciate ones' Religion. It was also revealed that CRE assisted students in the development of a sense of self worth and self identity and in cultivating

respect for others. This view was supported by majority of the respondents who participated in the study.

In addition, results showed that the role of CRE in molding the students' behavior positively is highly applauded by the students. This idea was supported by majority of the respondents This implies that CRE is crucial in molding students' behavior positively. Furthermore, results reveal that CRE help students understand themselves better and make morally upright decisions. CRE was perceived as assisting students in the development of a sense of self worth and self identity and in cultivating respect for others, furthermore it can be concluded that CRE assists in molding the students' behavior positively and that CRE help students understand themselves better and make morally upright decisions. In general CRE was recognized in its role in enabling individual in society to acquire good morals and enhance their spiritual growth and development.

5.4 Conclusion

The first objective of this study was to find out the students' attitude towards CRE in Secondary schools. From the study findings, it can be concluded that Secondary school students have positive attitude towards CRE especially the female students. Furthermore, it can be noted that students do not think that CRE is not meant for female students only but can be pursued male. This was supported by Teachers who said that both male and female students take CRE as their optional subject, though the enrolment of male students tends to be low compared to that of female. CRE as a subject is also a booster in secondary school because the subject is viewed by students as easy to understand, and that it is not only pursued by those intending to be pastors and church

leaders, but by everyone because it is strongly believed that it leads to development of positive morals in schools and later on in life. It can also be concluded that CRE has a value in affecting behavior or discipline of students and therefore is very vital.

Those students taking CRE excelled in the subject and that CRE had a value in lucrative career prospectus, though the way the subject was taught in schools was not different from teaching in church services and finally, the subject was meant for both uplifting morals and for examination purposes. Students liked the subject.

The second objective of this study was to investigate the factors which influence the subject choice. It can be concluded that, the parents less affected the choice of their children in choosing CRE subject. On the other hand, students are less influenced by their fellow students when choosing CRE subject. However, teachers and career counselors were key players in subject choice; they are the major groups who influence students when choosing the subject because they are viewed as experts. In general, it can be concluded that a number of factors influenced choice of CRE. In some secondary schools, CRE is a compulsory subject and therefore students in such schools do not have a choice but to take CRE teachers' way of handling the subject also influenced CRE choice. For instance, those teachers who were perceived as good in teaching of the subject influenced more students to continue taking CRE in forms three and four, However, those teachers who were perceived as poor in delivery of their subject content or used inappropriate teaching methods discouraged students from taking CRE in form three and four. Furthermore it can be concluded that career which they will pursue in future affects their subject choice, for instance if it's based on science subject, they will drop the subject. The performance of students in the preceding years also influenced

choosing of the CRE subject. Also the pass mark/grading system do influence the pass mark/ grading system for CRE is high compared to that of sciences which seems to be lower, hence, some students opted to drop it. Finally the religious affiliation influences in that Muslims dropped CRE while Christians opted for it.

The third objective of the study was to examine the relevance of CRE in moral development of the secondary school students. It can be concluded that CRE was relevant in moral development to a greater extent and that it helps in students in acquisition of principles of Christian living, these principles are attributed to the fact that lessons are drawn throughout in the content of CRE text books. It can be further concluded that CRE helped students in appreciating their religion and that of others.

In general, noticeable that the role of CRE in moral development was greatly acknowledged. Furthermore CRE promotes personal development and acquisition of virtues such as self-discipline, respect, self identity, honesty, obedience, kindness, faithfulness and positive self-esteem. It also helps in enhancing good relationship with others through respect, harmony and promoting peaceful coexistence with others. CRE helps in making quality decisions through development of critical thinking skills hence ensuring making of sound decisions. In conclusion CRE was recognized in its role in enabling individual in society to acquire good morals and enhance their spiritual growth and development.

The declining enrolment of students taking CRE in form three and four should be a matter of concern to all education stakeholders. This is especially due to the fact that CRE plays a major role in moral development in the society as a whole. In addition, CRE

is a core career subject and assists in equipping learners with social/life skills in decision making skills and harmony with others. Therefore, efforts to ensure CRE regains its status in secondary school curriculum are of paramount importance not only to schools but to the entire society. This means that the efforts of all stakeholders should be sought in pursuit of this worthy subject so as to ensure that CRE is taught as a compulsory subject.

5.5 Recommendations

In view of the above conclusions, this study makes the following recommendation relating to policies programs and future research regarding assessing the attitude of students in secondary schools towards CRE;

(i) The study revealed that a few number of students took CRE as an optional subject in forms three and four. This call for urgent and concerted efforts by all education stakeholders in pursuit of this worthy subject Therefore CRE should be made compulsory in the school system.

(ii) The study indicated that part of the students had positive attitude towards the subject. This was mainly as a result of the way the teachers handled the subject and their way of living. Therefore the teachers teaching this subject should be practicing Christians.

(iii) The study revealed a low enrolment of students in CRE subject. The need to increase enrolment in CRE ought to be encouraged. This means career guidance programs should be strengthened in schools.

(iv) Since the study found that teachers and counselors have a high tendency of influencing students in subject choice. Then both should therefore be role models

and encourage more students to take CRE as an optional subject in secondary schools.

(v) The study indicated that parents less influenced their children in choosing the subjects. Therefore parents should also be encouraged to be in the forefront in encouraging their children to choose the CRE subject, since the subject is a check on behavior and good morals.

(vi) Efforts to ensure CRE is made compulsory in secondary school curriculum are of paramount importance not only to schools but to the entire society. This means that the efforts of all stakeholders should be sought in pursuit of this worthy subject so as to ensure that the gains of CRE are restored back into the school system as a compulsory subject.

5.6 Further Research

The subject of attitude of secondary school students towards CRE has attracted limited research attention in the study area and other areas. As noted in the first chapter, there was little research which dwelt in investigating and comparing churches under study in relation to economic wellbeing of its members.

Furthermore there is need to study further how the teachers and counselors influences the students in choosing the CRE subject. Such research should go beyond the focus of this study and explore better ways of encouraging the students to choose CRE subject.

This study emphasized much on the attitude of secondary school students towards CRE. Therefore another area where there is limited research is establishing whether there is any relationship between the parents' religious affiliation and the student attitude towards

CRE. This will show whether there is variation or any relationship between parents and their children in relation to choosing CRE subject.

Finally, another area which might need further research is to have other studies involving other Divisions outside the county and probably using a different research design (a case study) should be conducted for in-depth and access to wider scope of information and results.

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APPENDICES

Appendix I: Interview Schedule for Head Teachers /CRE Teachers

1) What are the general attitudes of students towards C.R.E in your school from your point of view?

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2) How do you assist your students in choosing subjects? Is there any other factors which influence students when they are choosing subjects?

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3) How do you compare the level of C.R.E enrollment in the past few years in your school?

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4) What can you attribute to the fall or rise of C.R.E enrollment levels in your school?

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5) What can you say about the Role of C.R.E in Moral Development among the students?

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Appendix II: Questionnaires for Students.

Dear Respondent

My name is Jackline Koech, a Masters student at Moi University, Department of Religious Studies, undertaking a research on ' **The Attitudes of Students Towards C.R.E in Secondary Schools in Kapsabet Division'.** The purpose of this study is purely for academic purposes and therefore confidentiality is guaranteed. Please answer every question as best as you can. Your participation is highly appreciated.

Section A: Personal Information

Kindly tick [√] the best answers from the choice given below and where necessary indicate your response.

1) Indicate which form you are currently

     Form 3   [   ]   Form 4   [   ]

2) Do you take C.R.E as an optional subject?

      Yes 1   [   ]   No. 2   [   ]

3.) Attitudes of students towards C.R.E

 a) Please mark (√) appropriately to show the level to which you agree with each of the statements given below in relation to your attitudes toward C.R.E.

5-Strongly agree; 4-Agree; 3-Neither; 2- Disagree; 1-strongly disagree

Statement	Strongly agree	Agree	Neither	Disagree	Strongly Disagree
suitable only for ladies					
It is a booster subject because it is not difficult					
In terms of Career it is only good for those intending to be pastors or church leaders					
It leads to development of positive morals					
Has little or no value in affecting behavior or discipline					
Students score highly in the subject					
Does not have any value in lucrative career prospectus					
It is not different from teachings in church services					
It should only be meant for morals uplifting and not for examinations purposes					

b.) Apart from the above statements, what is your attitude towards C.R.E?

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4) Factors influencing students' choice of C.R.E

Please mark (√) appropriately to show the level to which you agree with each of the statements given below in relation to factors which influences your choice of C.R.E.

5-Strongly agree; 4-Agree; 3-Neither; 2- Disagree; 1-strongly disagree

Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Parents influences my choice					
Other students' views play a role in making my choice decisions.					
Teachers/career counselors are key players to my choice					
Gender –it is not meant for my gender					
Religion- only meant for Christians					
Determined by circumstances					

b.) Apart from the factors captured in the above statements, what other factors influence you in deciding to take or drop C.R.E?

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5) Relevance of C.R.E in moral development

Please mark (√) appropriately to show the level to which you agree with each of the statements given below in relation to the relevance of C.R.E in moral development.

5-Strongly agree; 4-Agree; 3-Neither; 2- Disagree; 1-strongly disagree

Statement	Strongly agree	Agree	Neither	Disagree	Strongly Disagree
It helps in acquiring principles of Christian living.					
It helps in the appreciation of one's religion and those of others.					
It helps in the development of a sense of self-worth and identity for ourselves and respect of others.					
It positively moulds the behavior of an individual.					
It helps us understand ourselves better and make morally right decisions in life.					

6) Any other role of C.R.E in Moral development? Kindly specify

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Appendix III: Research Permit from National Council For Science and Technology

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14/013/513

Date of issue   24th April, 2013

Fee received   KSH. 1,000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Jackline Koech

of (Address) Moi University

P.O.Box 3900-30100, Eldoret.

has been permitted to conduct research in
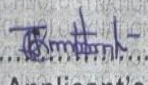
Location

Nandi   District

Rift Valley   Province

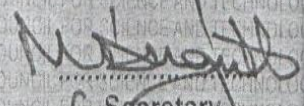on the topic: The attitude of students towards Christian Religious Education (CRE) in Secondary Schools in Kapsabet Division, Kenya.

Applicant's Signature

Secretary
National Council for
Science &Technology

for a period ending: 31st July, 2013.

Appendix IV: Research Permit from The District Commissioner's Office

OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

Tel: 053 52621, 52003, Kapsabet
Fax No. 053 – 52503
E-mail: nandi.central@yahoo.com
When replying, please quote

Ref: No. **ADM.15/15/VOL.IV/14**

District Commissioner's Office,
Nandi Central,
P.O. Box 30,
KAPSABET.

13th May, 2013

Jackline Koech
Moi University
P.O. BOX 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

This is in reference to the Deputy Council Secretary, National Council for Science and Technology letter Ref NCST/RCD/14/013/513 dated 24th April 2013 on the above subject.

You are authorized to conduct research on" *The attitude of students towards Christian Religious Education (CRE) in secondary schools in Kapsabet Division, Kenya"* **in this district** for the period ending **31st July 2013.**

J. N. MBUGUA
Ag. DISTRICT COMMISSIONER
NANDI CENTRAL

Copy to:

The District officer,
KAPSABET DIVISION.

Appendix V: Research Permit from the District Education Officer

MINISTRY OF EDUCATION

Telephone:Kapsabet (053)-5-2084

Fax: 05352084

E-mail: deonandi central@yahoo.com

REPUBLIC OF KENYA

**District Education Officer
Nandi Central District
P. O. Box 36,
KAPSABET.**

13/05/2013

When replying please quote
Ref. **NCD/80/VOL.III/57**

**TO
ALL PRINCIPALS
KAPSABET DIVISION.**

REF: RESEARCH AUTHORIZATION – KOECH JACKLINE C. - SASS/PGR/06/11

The above named person is a Master of Arts (MA) student in religious studies, Moi University. She has been granted permission to conduct research on "**The Attitude of Students Towards Christian Religious Education in Secondary Schools**" in Kapsabet division. Please accord her any necessary assistance.

RICHARD K. MELLY
FOR: **DISTRICT EDUCATION OFFICER,
NANDI CENTRAL DISTRICT.**

CC.
MOI UNIVERSITY – SCHOOL OF ARTS & SOCIAL SCIENCES

Appendix VI: A map of Nandi County showing Kapsabet Division where Research was carried out.

Source: Ministry of Planning and Devolution (2012)

<u>Key</u>

⬤ - Kapsabet Division