ATTITUDE OF STUDENTS' AND TEACHERS' ON THE INTEGRATION OF AFRICAN TRADITIONAL RELIGION IN CHRISTIAN RELIGIOUS EDUCATION IN SECONDARY SCHOOLS IN HOMA-BAY COUNTY

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Declaration

Declaration by the candidate

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

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Declaration by the supervisors

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

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Dedication

I dedicate this thesis to my dear parents Mr. and Mrs. Kulali and to my dear husband

Francis Nelson who have been a source of inspiration during the pursuit of my course.

To my sister Doreen and my brother Rodgers, I love you all.

Acknowledgement

This thesis owes a lot to individuals and institutions whose invaluable contributions were vital for the completion of this study. Therefore, I wish to express gratitude and sincere thanks to all the people who made the environment conducive for me to undertake and actualize this task.

Most importantly, I want to express my deep appreciation to CRE teachers and form two students from Homa-bay County who volunteered to be my respondents.

I am grateful to my supervisors; Dr. K.M and Prof. W. A. for their guidance in theses writing. To my lovely parents, Mr. and Mrs. Benson Kulali sister Doreen and brother Rodgers.

May God bless you all.

Abstract

The study investigated the attitude of students and teachers towards integration of African Traditional Religion (ATR) in Christian Religious Education (CRE).The Ministry of Education recommended the teaching of African Traditional Religion (ATR) in recognition of its multi-religious society. The newly independent nation was in search of its own genuine culture. African Traditional Religion content (ATR) in Secondary School is taught at form one and form four levels and examined by the Kenya National Examination Council (KNEC) in Paper 1 question 6. ATR is mostly covered in form one and covers topics such as African concepts of God, ancestors and spirits and African moral and cultural values. Learning of ATR concepts present learners with numerous challenges making learners to regard it as something of the past and could not help them solve contemporary issues. Life approach is not frequently used in instruction of ATR content because ATR has been overtaken by contemporary issues such that citing a life experience is indeed difficult. The study was guided by the following objectives, to find out the attitude of teachers' and students' on the importance of integrating ATR in CRE, to establish teachers' and students' attitude on the integration of ATR in CRE, to establish how CRE lessons were conducted in schools and classrooms, to find out problems teachers' and students face in CRE lessons and to establish teachers' and students' suggestions on how the integration of ATR in CRE could be improved. The study was carried out among CRE teachers and forms two students in Homa-bay County. Simple random sampling technique was employed in choosing the sample size. Questionnaires and interviews were used to collect data. Data was analyzed through Statistical Package of Social Sciences (SPSS) version 16.0. The results could be useful to policy makers in the ministry of Education, Curriculum developers at the Kenya institute of education. CRE teachers may also benefit in that the results may help them adjust their instructional strategies.

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Abbreviations and Acronyms

ATR   African Traditional Religion

CRE   Christian Religious Education

KIE   Kenya Institute of Education

KNEC   Kenya National Examination Council

MOE   Ministry of Education

NACOSTI   National Commission for Science Technological Innovation

RE   Religious Education

SAQ   Students Attitude Questionnaire

SEE   Social Ethics and Education

TAQ   Teachers Attitude Questionnaire

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction to the Chapter

This chapter gives an overview of the study, background of the study, statement of the problem, objectives of the study, justification of the study, the scope and limitations of the study are also stated. Conceptual framework and theoretical framework on which the study is based is also highlighted and the definition of operational of terms used.

1.1 Background to the Study

Christian Religious Education (CRE) has been offered for a long time as a subject of study in secondary schools. At the beginning it was taught for conversion of Africans into Christianity. However after independence it gained a new orientation of an academic subject that could be used to achieve national goals of Education such as molding students' behavior and respect of human personality. However, due to the need of promoting African culture, African Traditional Religion (ATR) was in integrated in the Christian Religious Education (CRE) syllabus in 1989 so as to educate the leaner on his cultural background and act as a major bond of integration with Christianity and the church in contemporary Christian living (Luley, 2009). Underlying this decision was the realization that for nearly two decades the education system inherited from the colonial period was inadequate and inappropriate for Kenya (Gronwegen, 1993).The main objective of African Christian theology is to make the gospel of Christ relevant to Africans within their social political and economic environment. The conventional view of Christian mission as "saving the African soul from eternal damnation" requires reinterpretation. (Hacket, 1981)

African Traditional Religion is covered within the CRE syllabus in form one and form four. ATR is mainly taught in Form One and covers topics like traditional moral values, African hierarchy of beings, African specialists etc. According to the Kenya National Examination Council 1987.94, (KNEC) the main objectives of teaching ATR include:

a) To educate the learner about his cultural background

b) Emphasize to the learner the positive aspects of African heritage

c) Emphasize to the learner to appreciate ATR as a living experience and not as a past phenomenon.

d) To assist the learner understand and appreciate the saving presence of God in his/her life as revealed in ATR.

The teaching and learning of ATR present learners and teachers with numerous challenges thus poor performance in ATR concepts. According to KNEC report of 2012 students did not perform well in Paper 1 Question 6 which covers aspects of ATR, this could be attributed to negative teacher and learner attitude. The 8-4-4 Religious Education syllabus recommends life approach of teaching, it means beginning to teach a lesson using the actual day to day experiences of the learner and moving through reflection of those experience religious understanding(Luley,2009). However, during instruction of ATR concepts it is very difficult to cite a life experience. In fact, there is no co-relation between the title of the form one course book and part of the content which covers aspects of ATR. The title of the course book is *Christian Religious Education*, in section 1 of the syllabus, students learn introduction to Christian religious education and through this they learn Gods creation, how sin came into being and His plans of salvation to humankind. Here students interact often with the Bible as the main learning aid and familiarize

themselves with bible characters such as Moses, Abraham and Elijah. However, in section 2 of the syllabus students interact with ATR and have an encounter with gods' spirits, divinities and ancestors. This really confuses both the teacher and the learner because these are two divergent forces and continuity is not enhanced. The researcher has become aware of the demands inflicted by Religious Education instructors in trying to deliver ATR instruction in conditions with shortage of educators, learning aids and lack of proper ATR curriculum. Modernization and urbanization have also influenced both the teacher and the learner's attitude towards ATR concepts. Subsequently, the researcher has decided to carry out an investigation on students' and teachers' attitude towards ATR.

1.2 Statement of the Problem

Despite the integration of African Traditional Religion (ATR) within Christian Religious Education (CRE) in 1989 in an attempt to promote African culture, the students' performance on ATR concepts is still low. In addition there is a conflict between what learners learn about ATR and their own experience inside and outside school, as learners have been converted to new religions such as Christianity and Islam. This leads to students and teachers following the curriculum for the sake of examinations and not enthusiastic about it. The focus of this study was therefore to find out the attitude of Teachers' and Students' on integration of ATR in CRE in secondary schools in Homabay County.

This study set out to investigate the attitude of students and teachers towards ATR in schools in Homa-bay County.

1.3 Specific Objectives the Study

The objectives were:

a) To find out the attitude of teachers' and students' on the importance of integrating ATR in the teaching of CRE.

b) To establish teachers' and students' attitude on the integration of ATR in CRE lessons.

c) To explore how, lessons in CRE were conducted in classrooms and schools.

d) To establish the problems teachers and students face in secondary schools in the teaching and learning of CRE lessons.

e) To establish teachers' and students' suggestions on how the integrating ATR to CRE could be improved.

1.4 Research Questions

a) What was the attitude of teachers' and students' on the importance of integrating ATR in the teaching of CRE lessons?

b) What was the teachers' and students' attitude on the integration of ATR in CRE lessons?

c) How were CRE lessons conducted in classrooms and schools?

d) What problems did teachers and students face in the sampled secondary schools in the teaching and learning of CRE lessons?

e) What was the teachers' and students' suggestion on how the integrating ATR to CRE could be improved?

1.5 Assumption of the study

The study assumed that:

- ✓ Teachers teaching CRE had been exposed to some training through in service and attendance of seminars and therefore were capable of integrating ATR in the teaching of CRE.

- ✓ The sampled teachers and students could adequately give a fair representative of the population from which it was drawn to sufficiently address the study problem.

- ✓ ATR is being integrated in the teaching of CRE.

1.6 Justification of the Study

The rationale of the study is that the integration of ATR to CRE would contribute to the appreciation of African values and culture to teachers and students. According to Gachathi Commission of 1976, this report focused on redefining Kenya's educational policies and objectives, giving considerations to national unity, economic, social and cultural aspirations of the people of Kenya. The national goals of Education, education should promote respect for and development of Kenya's rich varied culture, also the report of totally integrated quality Education and training chaired by Koech devolved a whole chapter to discussing the secular religious and ethical concerns of the society. The commission agrees with Mbiti by referring to religion as a way of life. It recommended Religious education (R.E) and Social Ethics Education (S.E.E) continue to be taught as part of basic education. According to the commission, R.E. and S.E.E would contribute to the inculcation of religious, social and ethical value to the youth. Consequently the study of ATR could enable the learner to be culturally integrate1.7: Significance of the Study

The results of this research can be useful to policy makers in the Ministry of Education (MOE) curriculum developers at the Kenya Institute of Education (KIE), consequently teachers' colleges and universities will also train teachers on how to integrate ATR in the teaching of ATR. CRE teachers may also benefit in that the results could help them adjust their instructional strategies. The study will also enrich the literature on integration of ATR in CRE.

1.7 Scope and Limitations of the Study

1.7.1 Scope

The study covered selected schools in Homa-bay County, Kenya. The study respondents were CRE teachers and forms two students. The study was carried out between September 2011August 2012.

1.7.2 Limitations

Teachers and students were reluctant to release information being solicited and this was a limitation on the accuracy of the data. However, this was delimited by assuring informants of confidentiality by asking them not to mention their names during interviews and not to write their names on the questionnaires. Homa-bay county results may not be representative enough therefore the results may not be generalized to represent the whole country.

1.8 Theoretical Framework

The study adopted constructivism learning theory. This theory is built on the work of Jean Piaget and Jerome Burner, constructivism emphasize that the importance of active involvement of learners in constructing knowledge for themselves and building new ideas or concepts based upon current knowledge and past knowledge. It

asks why students do not learn deeply by listening to a teacher or reading text books. In these cases, instruction of ATR concepts should encourage learners to participate actively in the lesson such that heuristic methods of teaching should be encouraged at the expense of expository methods. The theory argues that to design effective teaching environment, it believes one needs a good understanding of what children already know when they come into the classroom. The curriculum should be designed in a way that it builds on what the student know and is allowed to develop with them. Learning should begin with the understanding of children's cognitive development and constructivism draws heavily on psychological studies of cognitive development. The learning theories of John Dewey and Maria Montesori are the foundation of constructivism learning theory. Constructivist emphasize on active learning, discovery learning and knowledge building, these promote a student free exploration within a given frame work or structure. The teacher acts as a facilitator who encourages students to discover principles for them to construct knowledge by working to solve realistic problems.

1.9 Conceptual Frame Work

A concept is an abstract or general idea inferred or derived from specific instances. A concept is a word or phrase that symbolizes several interrelated ideas. Unlike a theory, a concept does not need to be discussed to be understood (Smith 2004).

Independent variables   **Dependent variables**

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┌─────────────────────────────┐              ┌─────────────────────────────┐
│                             │              │                             │
│  African Traditional Religion │────┐        │   Attitude of Students      │
│                             │    │────────▶│                             │
│                             │    │         │   and Teacher               │
└─────────────────────────────┘    │         │                             │
                                   │         └─────────────────────────────┘
┌─────────────────────────────┐    │
│                             │    │
│  Christian Religious Education │──┘
│                             │
│                             │
└─────────────────────────────┘

                        ┌─────────────────────────────┐
                        │    Intervening variable     │
                        │                             │
                        │  Techno-scientific culture  │
                        │  Modernization and western  │
                        │  influence                  │
                        │  Influence from Christianity and │
                        │  Islam                      │
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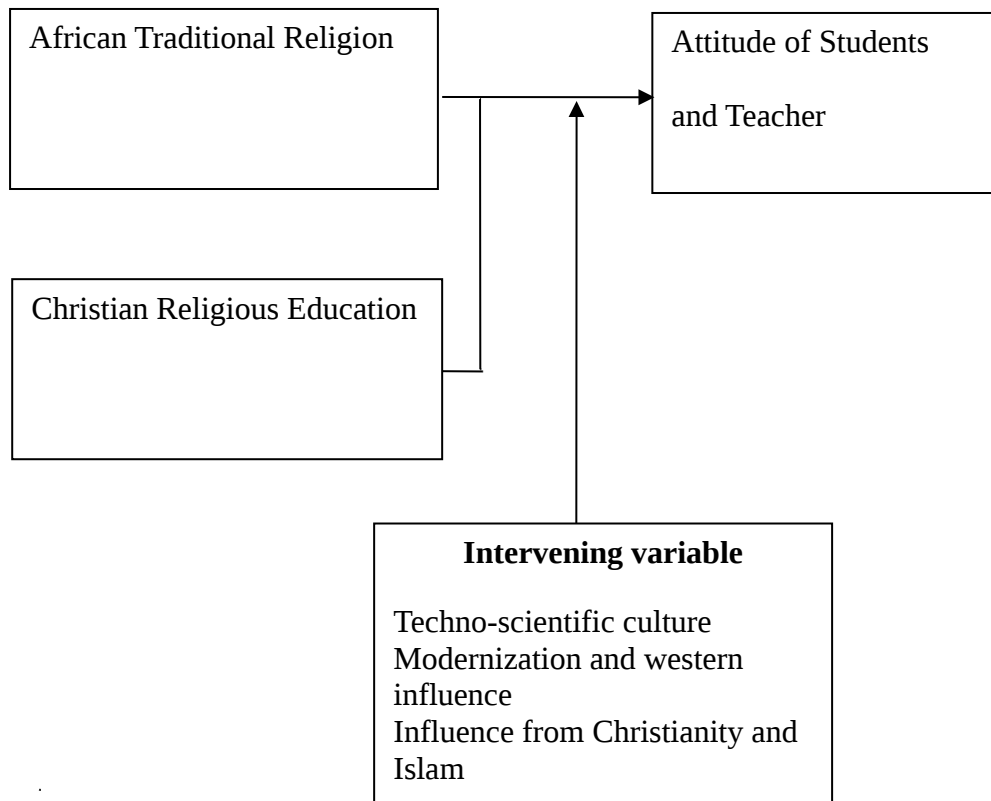
Figure 1.1: Conceptual Framework

Figure 1.1 explains the relationship between the dependent and independent variables developed by the researcher. In this model the independent variables are CRE and ATR while the dependent variable is attitude of students and teachers. The intervening variables that may influence the attitude of students and teachers include teaching methods, availability of teaching and learning resources and syllabus structure and arrangement.

1.10 Definition of Operational Terms

Attitude - This refers to one's opinions or feelings about something especially

African Traditional Religion - This refers to the beliefs practices and culture of the
African people.

Christian Religious Education- This is one of the subjects in the school curriculum
that is concerned with Christian Religion.

Instruction-This is the teaching and learning process.

Student - This in general refers to anyone who is learning. This is a leaner or
someone who attends an educational institution.

Syllabus -This refers to an outline and summary of all topics to be covered in an
educational or training course.

Integration- **it is to be in cooperated in a group and behave in such way that
you become part of the group or are accepted into it.**

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature related to the research problem and following research questions is reviewed in the following areas, the attitude of teachers' and students' on the importance of integrating ATR in the teaching CRE, teachers' and students' attitude on the integration of ATR in CRE lessons, how CRE lessons were conducted in classrooms and schools ,problems faced by teachers and students in the teaching and learning CRE lessons and teachers' and students' suggestions on how integrating ATR in CRE could be improved.

2.1 General Literature Review

African Religion is the product of thinking and experiences of our forefathers and mothers that is men, women and children of former generations (Mbiti, 1990). African Religion evolved through many cultures as people responded to situations of their life and reflected upon their experience. Some world religions like Christianity and Islam have founders, reformers, preachers or missionaries (Babatunde, 1996).

Christianity on the other hand the religion which puts its faith in Jesus Christ. Christianity came to Africa shortly after the death and resurrection of Jesus. It is believed that Christianity was first brought by St. Mark. Since then it spread to other parts of Africa including Kenya and has remained there till today (Hackett, 1991).

From the ninetieth century onwards, Christianity spread in every direction, so that by now many Africans have accepted the Christian faith. In many ways African Religion prepared way for the conversion of the African people to Christianity (Idowu, 1970).

In the year 1900 African Religion was the largest religion in Africa followed by Islam then Christianity, however in 1984 this gained a new orientation in that 45% were Christians, 41% were Muslims and 12% were Africans (Mbiti, 1982). The missionaries helped to spread Christianity and build mission stations and consequently Christian Religious Education was introduced to convert Africans to Christianity. After independence Christian Religious Education gained a new orientation as an academic discipline.

2.2 Critical Literature Review

2.2.1 Attitude of teachers' and students' on the importance of integrating ATR in the teaching of CRE

CRE has been offered for a long time as a subject of study in secondary schools in Kenya. Initially it was taught for the purpose of converting Africans into Christianity (Traze, 2010). However after independence it gained a new orientation of an academic subject that could be used to achieve national goals of Education. One of the remarkable innovations in Religious Education was the in cooperation of African religious heritage in Secondary Schools. It was intended to educate the learner on his/her cultural background and also act as a major bond of integration with Christianity and the church in contemporary Christian living.

(Mugambi, 2002) points out that African culture and religious heritage is to be found integrated in all aspects of African life. It should not be taught as an isolated component rather there is need to examine contemporary life to discern how it is influenced and shaped by traditional African values, views, customs and practices. It would probably have been easier to teach ATR on its own, the present situation is that it is taught as part of   CRE.

2.2.2 Teachers' and Students' Attitude on the integration of ATR in CRE

It is known that attitude has profound impact on teacher practices and behavior. Gounea, (1996) state, "Attitudes and belief is sub set of a group of constructs that name, actions". With effective attitudes, teachers and students can develop relationships of mutual respect and trust. (Gounea 1996) asserts that when pre service teachers or teacher candidates are asked, "Why do you want to be a teacher?" The response is commonly. "I want to be able to make a positive difference in the lives of my students". Consequently teachers' wish is to influence positive attitude to the students'.

Initiating a curriculum change encompasses human experience, a strategy of modifying attitudes and feelings which often is a task of producing competence for curriculum development. Taba (1962) argues that professional skills and attitudes go hand in hand each affecting the other. Positive attitude towards an innovation not only influences the willingness to people involved but also the learners' willingness to learn. Therefore the right attitude for ATR will influence the willingness of the teacher to impart the learner with knowledge.

Many researchers such as Frank (1990), state the axiom that teachers usually teach the way they were taught. This statement highlights the importance of reviewing and analyzing students' prior educational experiences for insight into the effective and ineffective attitudes and actions of teachers. The effective attitudes and actions employed by teachers ultimately can make a positive difference in the lives of their students (Gounea 1990.)

Christian Religious Education is about formation of positive attitude, development of desirable behavior and responsible living in society. Therefore teachers should ensure

that learners undergo any given learning content or learning experience deliberate efforts are made to ensure that appropriate skills, values and attitudes are being learnt and developed; (Obai and Ondieki, 2005).

Marashe (2009) asserts that such positive attitudes provides opportunities for the teaching of African Traditional Religion topics in Religious Education lessons. Therefore given a conducive environment such as provision of textbooks for both teachers and students, a supportive revised syllabus and appropriate teaching approaches, teachers can effectively and efficiently in cooperate ATR themes in the teaching of CRE.

2.3 How Lessons in CRE were conducted in Classrooms and Schools

Religion is the discipline that has lived with man from the immemorial due to man's inherent need for divine intervention [Sifuna and Otiende, 1994]. Across the entire human history, religion has been the pillar that has provided social, economic and political support to every human race especially in its roles of providing values by which people live [Amayo, 1995]. In the traditional Kenyan context, even before the coming of Europeans, African communities in Kenya taught values to their members informally by using religion.

The Ominde report says if a subject is taught with dedication it can bring about growth in knowledge and understanding including moral growth (Ominde report, 1964).

The 8-4-4 Religious Education syllabus urges teachers to make learning and teaching relevant to the experiences and situations of the learner, consequently life approach method is recommended. Life approach means beginning to teach a lesson using the

actual day to day experiences of the learners, and moving through reflection on those experiences to a religious understanding(Gronewegen,2007) . It means starting to teach from real, concrete and present experiences of the learner (Luley, 2009). The approach aims at guiding the learner to examine his or her experience in the light of God speaking to him through that experience. (Mugambi, 2002) asserts that life approach has the following five steps to be used:

a) Human experience

This is the first step of a lesson. The teachers and learners discuss an event or experience in the life of the learners. The events could be those that have affected or what is read or reported in print or electronic media. The experiences from traditional African context can also form human experience. Human experience should always be based on the known.

b) Biblical experience

This is the second step in which the teacher introduces relevant biblical passages. The learner reflects on this and begins to see the connection between human experience and biblical experience. The learner begins to see how God reveals Himself through human experience.

c) Explanation

This is the third step in a lesson. The teacher explains and elaborates the biblical experience and analyses issues at hand so that learners understand. The main points of the lesson are explained in a logical way. A variety of teaching aids and teaching methods are used to make learning real, lively and interesting.

d) Application and response

In the fourth stage learners are given an opportunity to respond and react to the message. The teacher guides the learner to identify the relevance of the content taught and their individual lives.

e) Pupils activity

This is the fifth stage and the last one .The teacher gives learning activities to the learner with aims of assisting them to express their responses practically. Such activities include writing, singing, drawing etc.

2.4 Problems Teachers' and Students' Face in Secondary Schools in the Teaching and Learning CRE Lessons.

Modification of the curriculum in schools to encompass cultural diversity is rare. Stereotypes based on in accurate knowledge and beliefs tend to be distorted and go unchallenged. The situation faced by teachers and counselors in a multicultural society and in a multiracial education system adds up to continual stress in their work and adaptation to stress often leads them to adjust to various pressures to protect their personalities.(Richardson,1981) Curriculum developers such as (Fullan, 1992) point out that no curriculum can be adequately and effectively implemented without adequate instructional resources. The availability of both human and instructional resources is a pre-condition for effective implementation of a program, (Nabwire, 1988) continues with the sentiment by stating that instructional media materials provides the link between the world of abstraction and real life situation and accounts for meaningful learning and change in behavior and consequently attitude. The challenge facing the teaching of any religion is the use of visual aids, for instance

constructing the image of God or concepts such as ancestors, spirits and divinities. Unavailability of teaching and learning resources make both the teacher and the learner to develop an attitude towards ATR concepts.

A teacher who has adequate and relevant instructional resources will be confident, effective and productive. (Kochhar, 1990) states that teachers might have the competitive and positive attitude towards teaching but if there are inadequate instructional resources their efforts will be naught.

Neville, (1996) states that one of the problems in studying African ethics is that there was traditionally no written record and no one place where its principles were clearly spelt out: Unlike modern western ethics, African thought does not regard ethics as a separate discipline, because morality is indistinguishable from the rest of African life. To set out to discover and understand African Ethics via abstract moral principles is to embark on a journey of frustration"

According to (Mugambi, 2002) issues related to methodology are central in the systematic study of ATR. African traditional religion is essentially an oral and pervasive religion. It is a typical religion of structure. As an essentiality, oral tradition, African indigenous religion was until recently communicated by word of mouth, preserved and transmitted to the next through a wide variety of language related means. It is discoverable not in any sacred books as such, since none was written but rather in the warp and woof of people's lives, in the labyrinth of the evolving socio-cultural networks of different traditional groups. Consequently this causes difficulty to teachers in delivering ATR instruction. According to S.K Kochhar (1990), even the best curriculum and the most perfect syllabus remains dead unless quickened to life

by the right method of teaching. However, instruction of ATR poses teachers with challenges since there are hardly learning aids, since ATR has no sacred scriptures it is difficult to make references thus makes the learner to develop negative attitude towards African traditional religion content.

Consequently, research has confirmed that cognitive approaches to the teaching of religion enable the learner to acquire good grades in CRE (Mukangalo, 2003), (KIE, 2006). However, translating the knowledge of cognition into practice remains a challenge to the learner if not backed up by critical affective skills (Gronewegon, 1963), (Nyagwecha, 2006), (Oyara, 2007). This is a challenge in the instruction of ATR concepts because the affective domain is hardly achieved. ATR content is not practical to the learner for instance belief in rainmakers, ancestors and diviners. Influence from westernization and modern religions that learners practice and preach against ATR as ungodly makes the learner to develop a negative attitude towards African Traditional religion.

Literature that touches on contemporary methods of teaching values suggests a heuristic approach. Authors stress the importance of the learner in the acquisition of values. They argue that values acquired become part of an individual life. The expository methods are not compatible with this aim (Straughan, 1988) advices that value education should be through methods that actively involve the learner. A prominent scholar,(Banks, 1985) indicates that expository methods assumes that learners cannot distinguish good from bad and deny them the freedom to choose.

However, in the delivering of ATR instruction only expository methods of teaching can be used such as lecture method, storytelling, text reading and note taking, this

methods of teaching do not allow learners to participate actively in the lesson hence develop a negative attitude towards ATR concepts, this is because learners passive nature does not encourage them to own the content.

Marashe (2009) asserts that the available texts in CRE, for instance Gods people are not in a relief either ,they are biased towards Christianity ,examples to demonstrate and illustrate religious values and concepts are largely drawn from the bible .Commenting on the resource books the results reveal that the content is mainly from the bible. The books teach biblical stories and not much of African Traditional Religion.

Many problems encountered by CRE teachers are partly due to ATR relative newness in the curriculum and to the fact that the African religious heritage has to be taught in relation to Christianity. (Mugambi, 2002)

Marashe (2009) argues that ATR lacks recognized textual traditions and this makes it difficult to persist in its teaching and analysis. The available texts in CRE, for instance Gods people are not a relief either, they are biased towards Christianity, examples to demonstrate and illustrate religious values and concepts are largely drawn from the bible

2.5 Teachers' And Students' Suggestions on how the Integration of ATR in CRE Could be Improved

Hawes, (1997) underscores the need to change peoples' negative attitude to positive attitude to favor implementation of any particular innovation when he points out that in the very simplest analysis the task of curriculum implementation can be said to involve changing attitudes and feelings of policy makers, administrators, parents and

learners. (Richardson, 1981) argues that, it is necessary to create or revive a positive image of schools, youth and teachers as resources. (Hooks, 1981) continues with the same sentiment by suggesting that, school administrators must also be more than routine managers of systems. They should be people who can lead and who can act on their perceptions to resolve structural problems and encourage optimism.

Idowu, (1973) argues that it must be admitted that it is sometimes difficult to understand and interpret African Traditions correctly, but there are ways in which this can be done. First, it is necessary to listen carefully and get the inner meanimg.Secondly, it is also necessary to remember that the African situation is the one in which life is not divided artificially into the sacred and the secular, that it is one in which reality is regarded as one, and in which the things of earth(material things and mans daily doings and involvements) have meaning only in terms of the heavenly(the spiritual, reckoning with the transcendent and part of man which has links with the super sensible world).Thirdly, a doctrine is not necessarily unhistorical or merely imaginary simply because it is mythical.(Neville,1996) adds the fourth that traditions must be interpreted within their own contexts. Interpreters of the bible like to say that "a text without a context is only a pretext "The same principle applies to African customs and African oral traditions.

To determine what constitutes moral behavior in African Traditional Society one has to observe and reflect upon the social life of the people, their rituals, customs, practices, events and relationships" Our sources of knowledge of African Ethics are thus not written records but customs and the rich African oral traditions . (Neville,1996)

Africans are incurably religious and religion permeates all aspects of life (Mbiti, 1990). Writing about the Yoruba of Nigeria, Idowu (1991) notes," In all things, they are religious. Religion forms the foundation and the all-governing principle of life for them. He insists that with the Yoruba, morality is certainly the fruit of religion. They do not make an attempt to separate the two; and it is impossible for them to do so without disastrous consequences". Thus inorder to understand African Morality or ethics and African people's deep sense of right and wrong it is important to understand African Religious beliefs.

Marashe, (2009) asserts that the Zimbabwe Catholic Bishops lent their support when they agreed that "It is culture that gives the country its identity. Diverse cultural elements must be integrated with one common culture to give us unity…" it is through culture that one lives a truly human life. It is worthy to note that it is essential to build a new nation on firm moral principles, which could not be achieved if children of Zimbabwe continued to be removed from these indigenous cultures. Culture is the way of thinking, the ways of acting, and the material objects that together forms a people's way of life. Culture gives the country its identity as it not only shapes what we do but also what we think and how we feel. Thus Traditional Religion as a cardinal cultural tenet could be used to champion and consolidate a genuine Zimbabwean identity. (Hawes, 1997) underscores the need to change peoples' negative attitude to positive attitude to favor implementation of any particular innovation when he points out that in the very simplest analysis the task of curriculum implementation can be said to involve changing attitudes and feelings of policy makers, administrators, parents and learners.

2.6 Summary of the Literature Review

The scope of ATR is not sufficient to provide efficient instruction of ATR concepts. It is important to find out how the instruction of ATR can be improved. The integration of ATR in the CRE syllabus in 1989 marked a very important milestone because it is through ATR that a learner can learn African culture which is threatened by western influence. According to the National goals of Education, education should promote varied Kenyan culture. The study seeks to investigate how to improve ATR instruction in particular**.**

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focuses on methods of research employed. The validity and reliability of methods will be discussed along with procedures involving sampling methods data collection and analysis.

Research methodology is the systematic gathering and collection, recording, analyzing and interpretation of data about problems in order to find solutions to these problems (Best, 1998).

The need for research methodology is to produce sufficient information on the validity in order to come up with a reliable and accurate conclusion (Osuala, 1987). Research methodology is therefore a vital tool and dependable method by which a problem is identified. The more accurately the study can be planned and carried to a successful completion through appropriate method.

3.1 Research design

It consists of the plan of research work which can be direct or indirect instruments for the researcher in solving research problems .This is the conceptual structure within which research would be conducted. The preparation of such a design facilitates the research to be as efficient as possible yielding maximal information. In other words the function of research design is to provide for collection of relevant evidence with minimal expenditure of effort, time and money (Kothari, 2008). The study applied the descriptive survey method design to investigate the attitude of students and

teachers towards ATR in the CRE in Homa-bay County. Descriptive design was used because the research involved collecting of information by administering questionnaires to students and teachers (Kombo and Troomps, 2006). A sample representing the entire population was chosen to generalize results for the whole population. Surveys were used to systematically gather factual quantifiable information. Kothari, 2003; a survey is preferred because it enables the researcher to examine various data and the relationship between other unknown situation in the prevailing scenarios.

3.2 Location of the Study

The research was carried out in Homa-bay County. This is among the 47 counties in Kenya, it borders Kisumu County to the west, Kisii County to the north and Migori County to the east.This is among the 47 counties in Kenya, it borders Kisumu County to the west, Kisii County to the north and Migori County to the east. The county has a population 963,794, 206,255 households and covers an area of 3,183.3 sq km. The population density is 303 per sq km. It has a total of 400 secondary schools. Homa-bay County is ideal for research because it has many schools it is also has six districts that is Rachuonyo North, Rachuonyo South, Homa- bay, Suba, Mbita and Ndhiwa. This is ideal for the researcher to carry out stratified sampling.

3.3 The Study Population

 All items in the field of inquiry constitute a 'universe' or 'population' (Kothari, 2003). The researcher purposively targets a group of people believed to be reliable for the study (Kombo and Tramp, 2009). This included 870 teachers and 42,000 students (see table 3.1)

Table 3.1 Population of the Study

CODE	RESPONDENTS	POPULATION
A	Teachers	870
B	Students	42,000
	TOTAL	42,870

3.4 Sampling Procedure and Sample Size

When field studies are undertaken in practical life, considerations of time and cost almost invariably leads to selection of respondents' i.e. the selection of only a few items .The selected items should be a representative of the total population in order to produce a miniature cross-section. The selected population constitute what is called a sample and the selection process is called sampling technique (Kothari, 2008).

Simple Random sampling and purposive sampling was used to select the respondents to participate in the study. The sample size of 30% represents the entire target population (Kerlinger, 1983) a sample is representative of the population to be studied.

Table 3.2 Population Sample and Sampling Technique

Code	Respondents	Population	Sampling Technique	Sample Size	Percent
A	Teachers	870	Purposive sampling	261	2.10%
B	Students	42000	Random sampling	12600	97.90%
	TOTAL	42870		12861	100%

3.5 Research Instruments

The researcher used interviews and questionnaires.

3.5.1 Questionnaires

Questionnaire is a research tool that gathers data over a large sample (Kombo et al. 2006). The researcher considered the questionnaires because the target population was largely literate and did not have difficulty in responding to the questionnaire. Questionnaires were used to collect data from the respondents. The questionnaires were close ended and designed in a simple way, as it provided columns for respondents to tick any of the responses. The questionnaire also gave options like strongly agree, agree, disagree, strongly disagree or undecided options. The five alternatives ensured that respondents gave accurate answers as they could tick under 'undecided' where they were not sure. Students' questionnaire and teachers' questionnaire were administered to the respective groups.

3.5.2 Interview Schedule

Interviews were conducted among CRE teachers. The questions were structured to cover all of the study in order to discover salient points using the respondents' experience.

Interview is a method of collecting data that involves presentation of oral verbal stimuli and reply in terms of verbal responses (Oson and Onen, 2005)

3.6 Validity and Reliability of the Research Instruments

3.6.1 Validity

Mugenda and Mugenda (2003), define validity as the accuracy and meaningfulness of inferences, which are based on research results. This means the research methods produces information which is relevant to the topic that is, does the method actually measure what it claims it is supposed to be measuring.

The testing of validity is to know if the questionnaire measures what it is supposed to measure or if the real content of the work is measured. In measuring content and construct validity the questionnaire was given to three independent assessors aside from the supervisor. The questionnaire was presented to the supervisor of this work and other assessors to ensure that the questions were appropriate to elicit responses with the potential to solve the problem of distress.

3.6.2 Reliability

Reliability is a measure of how consistent the results from a test are. (Kombo & Tromp, 2009) Reliability is quantified if you administer a test to a subject twice and get the same score on the second administration as on the first. For the reliability of the instrument a pilot study was done together with pre-test of research instruments.

3.7 Data Collection Procedure

 In line with the requirements of the research, permission was sought from the head teachers to administer questionnaires to CRE teachers and Form two students, another permit was obtained from the School of Education, National Commission for Science Technology and Innovation, the County Director of Education and the County Commissioner, Homabay County to conduct this study.

Furthermore, a cover letter explaining the purpose of the study was attached to research instruments, this introduced the study to the respondents, and an introductory statement at the top of the questionnaire guided the respondents on how to answer the questionnaire and gave assurance of confidentiality.

3.8 Data Analysis

Data was analyzed qualitatively. Statistical package for social sciences (SPSS) was used to analyze data from the field. Descriptive statistics was used to present and interpret analyzed data.

3.9 Ethical Considerations

The researcher preserved anonymity of the informant by asking them not write their names and getting the research permits. Also the information gathered from the respondent was duly used for the purpose of the study and not any other purpose.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter was designed to give an analysis to the responses obtained from the teachers and students using questionnaires and interviews administered to CRE teachers. This analysis enhanced accuracy in the findings. It was also designed to give to give opportunity for the analysis of students' and teachers' attitude towards the integration of ATR in CRE. Data is presented in tables and figures.

4.1: Response to Questionnaire for Respondents

In order to have diversified opinions from teachers and students 12861 questionnaires were administered to six districts, 10000 were filled and returned. The teachers' questionnaires were 200 while the students' questionnaires were 9800. This represents 77.8% response rate which is considered satisfactory to make conclusions for the study. This high response rate can be attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. (50%) response rate is adequate, 60% good and above 70% rated very good (Mugenda & Mugenda, 2003) on about the respondents.

4.2 Teacher's Age

The study sought to establish the respondent's age. This would be important in determining the age distribution of the respondents within the study. The results regarding this were presented in figure 1.
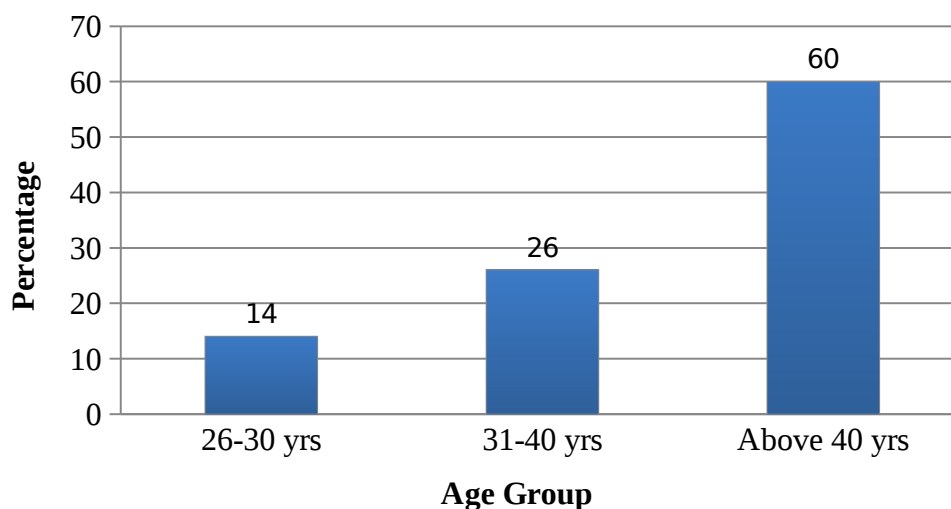
e 4.1: Teacher's Age

From the above figure, majority of the respondents, 60% were above 40 years while less than ¼ of them are between 26-30 years, 14%. This implies that majority of the teachers in the study were above 40 years and it is expected that they have enough experience basing on their age.

4.3 Respondent's Gender

The study also determined the gender of the respondents. This was important in determining the disparities related to gender in the schools involved in the study. The results regarding this were presented in figure 2.
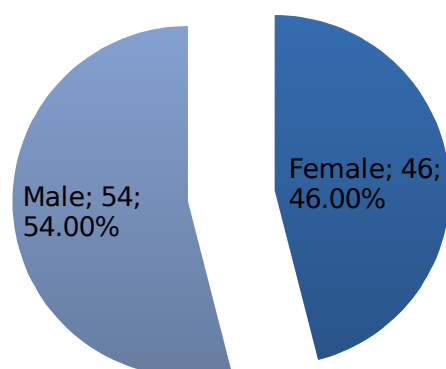
Figure 4.2: Respondents Gender

From the above figure, a majority of the respondents, 5400 (54%) were male while 4600 (46%) of them were female. It is clear to a significant extent that, there is gender disparity within the schools in favor of males. This however is not highly significant since the females cover up to 1/3 of the number of teachers within the school.

4.4 Length of Service

The experience of an employee in any institution or firm is crucial to the gaining of the confidence of customers and to the performance of the institution. The study thus sought to establish the length of service of the teachers in the school. The results regarding this were presented in figure 3.
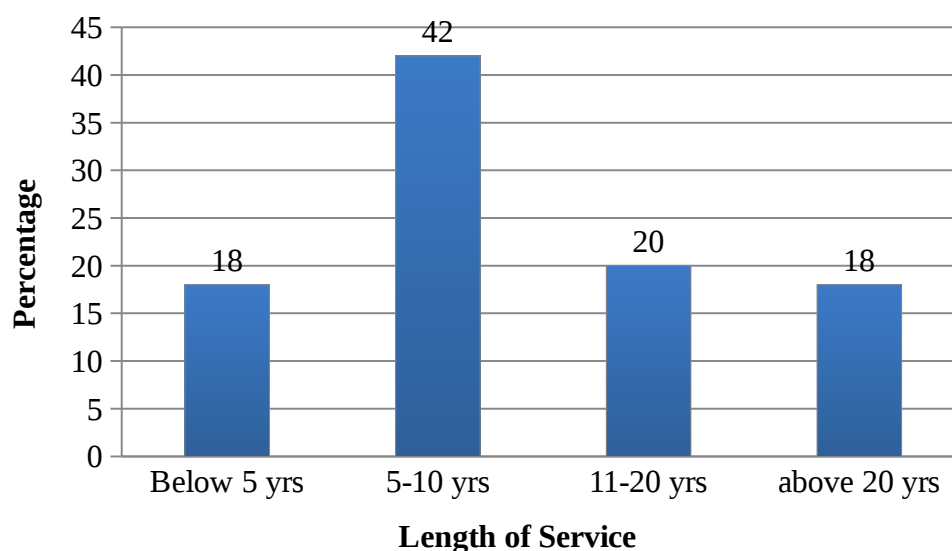
Figure 4.3: Length of Service

The figure above shows that 36(18%) of the teachers have an experience of below five years 84 (42%) of the respondents have an experience of 5-10 years, 40(20%) have an experience of 11-20years while 36 (18%) have been in service for over 20 years. from these results we can infer that the respondents have enough experience as per the length of service.

4.5 Attitude of Teachers and Students on the Importance of Integrating ATR in CRE lessons

The study first objective was to find out the attitude of teachers and students towards the importance of integrating ATR in CRE lessons. The results are presented in table 4.1 below.

Table 4.1: Attitude of Teachers and Students on the Importance of Integrating ATR in CRE lessons

		SA	A	U	D	SD	
ATR should be integrated in CRE lessons	Frequency	3400	5500	300	100	700	10000
	Percent	34	55	3	1	7	100
ATR is associated with backwardness	Frequency	1000	7000	50	1000	950	10000
	Percent	10	70	0.5	10	9.5	100
ATR is part of our cultural heritage	Frequency	8000	1000	0	500	500	10000
	Percent	80	10	0	5	5	100
ATR helps us to acquire values	Frequency	5000	4000	70	430	500	10000
	Percent	50	40	0.7	4.3	5	100
All African children essentially belong to ATR	Frequency	2000	6000	1000	250	750	10000
	Percent	20	60	10	2.5	7.5	100

From the study findings in table 4.1 shows that majority of the respondents (55%) agreed that ATR should be integrated in CRE lessons, ATR associated with backwardness (70%), ATR is part of our cultural heritage (80%) ,ATR helps us to acquire values (50%) and all African children essentially belong to ATR (70%) .Those who distanced themselves from associating ATR with backwardness were of the notion held by missionaries, traveler and explorers. Respondents were also

appreciative of the fact that ATR is part of their cultural heritage. Thus during lessons they start from the experience of the learner in recognition of ATR as an essential schema.

7.5% of the respondents strongly disagreed that all African children essentially belong to ATR. This seems to suggest that the respondent's perceived African culture as distinct from ATR which is in fact a misconception .In ATR, religion pervades all aspects of life (Mbiti, 1975).

4.6 Attitude of Teachers and Students on the Integration of ATR in CRE lessons

As indicated by Taba (1962) professional skills and attitudes go hand in hand each affecting the other. Positive attitude towards an innovation not only influences the willingness to people involved but also the learners' willingness to learn. The study thus sought to establish the attitude of teachers and students on the integration of ATR in CRE. The results regarding this were summarized and presented in table 4.2.

Table 4.2: Attitude of Teachers and Students on the Integration of ATR in CRE Lessons

		SA	A	U	D	SD	
I enjoy CRE lessons	Frequency	6000	1050	10	2000	940	10000
	Percent	60	10.5	0.1	20	9.4	100
Christianity is better than ATR	Frequency	2750	2500	50	2000	2700	10000
	Percent	27.5	25	0.5	20	27	100
ATR is a necessary component of CRE	Frequency	8000	500	1000	250	250	10000
	Percent	80	5	10	2.5	2.5	100
ATR is being taught as a necessary background for understanding other religions	Frequency	7000	2000	5	500	495	10000
	Percent	70	20	0.05	5	4.95	100
ATR is in agreement with Christianity in many ways	Frequency	300	800	3900	1000	4000	10000
	Percent	3	8	39	10	40	100
The CRE syllabus reflects a multi-faith approach	Frequency	10000	0	0	0	0	10000
	Percent	100	0	0	0	0	100
CRE helps us appreciate other subjects	Frequency	7000	2000	500	0	500	10000
	Percent	70	20	5	0	5	100

From the above table, majority of the respondents strongly agreed that; they enjoyed CRE lessons 6000 (60%), Christianity is better than ATR, 2750 (27.5%), ATR is being taught as a necessary background for understanding other religions, 7000 (70%), the

CRE syllabus reflects a multi faith approach, 10000 (100%) and CRE helps us to appreciate other religions, 7000 (70%) . The above findings indicate that teachers and students had a positive attitude towards the integration of ATR in CRE. However majority of the respondents strongly disagreed that; Christianity is in agreement with ATR in many ways. These results are in line with Mbiti (1975) that this is a misconception of the early missionaries, traders and travelers who described ATR as ancestor worship, superstition, fetishism and animism

4.7 How CRE Lessons were conducted in Classrooms and Schools

The Ominde report (1964) says if a subject is taught with dedication it can bring about growth in knowledge and understanding including moral growth.

(Mugambi, 2002) asserts that issues related to methodology are central to the systematic study of ATR. Basing on this background, the study sought to establish how CRE lessons were conducted in schools and classrooms. The results regarding this were summarized and presented in table 4.3.

Table 4.3: How CRE Lessons were conducted in Classrooms and Schools

	Often	Rare	Never

Method					
Note-taking	Frequency	8500	1500	0	10000
	Percent	85	15	0	100
Lecture method	Frequency	8500	250	1250	10000
	Percent	85	2.5	12.5	100
Question and answer	Frequency	8500	1500	0	10000
	Percent	85	15	0	100
Dictation	Frequency	8500	1500	0	10000
	Percent	85	15	0	100
Group discussion	Frequency	0	2500	7500	10000
	Percent	0	25	75	100
Resource person	Frequency	0	200	9800	10000
	Percent	0	2	98	100
Life approach	Frequency	0	1000	9000	10000
	Percent	0	10	90	100
Demonstration	Frequency	0	3000	7000	10000
	Percent	0	30	70	100
Experiment	Frequency	0	0	10000	10000
	Percent	0	0	100	100

From the above table, majority of the respondents often use note taking 8500 (85%), 1ecture method 8500 (85%), question and answer, 8500 (85%) and dictation 8500 (85%). However majority of respondents never use group discussion 7500 (75%) resource person 9800 (98%),life approach 90000 (90%), demonstration 70000(70%)

and experiment 10000 (100%).The results reveal that expository teaching methods are used at the expense of heuristic methods in CRE lessons. (Banks, 1985) indicates that expository methods of teaching assume that learners cannot distinguish good from bad and deny them freedom to choose. Literature that touches on contemporary methods of teaching suggests a heuristic approach.

4.8 Problems Teachers and Students Face in Teaching and Learning CRE

Past studies point out that no curriculum can be adequately and effectively implemented without adequate instructional resources. The availability of both human and instructional resources is a pre-condition for effective implementation of a program. The study thus sought to explore problems teachers' and students' face in CRE lessons. The results are presented in table 4.4.

Table 4.4: Problems Teachers and Students Face in Teaching and Learning CRE

		Often	Rare	Never	
Chalkboard	Frequency	10000	0	0	10000
	Percent	100	0	0	100
Class text	Frequency	8500	1500	0	10000
	Percent	85	15	0	100
Teachers' notes	Frequency	10000	0	0	10000
	Percent	100	0	0	100
Visual/audiovisual	Frequency	0	2000	8000	10000
	Percent	0	20	80	100
Maps/charts	Frequency	1500	1500	7000	10000
	Percent	15	15	70	100

From the study findings in table 4.4, majority of the respondents often use chalkboard 10000 (100%), class text 8500 (85%) and teachers notes 10000 (100%).However

majority of the respondents never use visual/audio-visuals 8000(80%) and maps/charts 7000 (70%).This results are in line with Nabwire (1988) instructional media materials provides the link between the world of abstraction and real life situation and accounts for meaningful learning and change in behavior and consequently attitude. The challenge facing the teaching of any religion is the use of visual aids, for instance constructing the image of God or concepts such as ancestors, spirits and divinities.

The result is in line with Gronewegon (1963) Nyagwecha(2006) and Oyara(2007) translating knowledge of cognition into practice remains a challenge to the learner if not backed up by critical affective skills.

4.9 Teachers and Students' suggestions on how the Integration of ATR in CRE could be improved

Initiating a curriculum change encompasses human experience, a strategy of modifying attitudes and feelings which often is a task of producing competence for curriculum development. The study thus sought to establish how the integration of ATR in CRE could be improved. The results are presented in table 4.5.

Table 4.5

		SA	A	U	D	SD	
Invite resource persons	Frequency	8000	2000	0	0	0	10000
	Percent	80	20	0	0	0	100
MOE to add more ATR topics in the syllabus	Frequency	6000	4000	0	0	0	10000
	Percent	60	40	0	0	0	100
In-service courses and seminars to be introduced in schools	Frequency	7000	2000	0	0	0	10000
	Percent	70	20	0	10	0	100
Schools to buy more textbooks on ATR concepts	Frequency	10000	0	0	0	0	10000
	Percent	100	0	0	0	0	100
KNEC to examine candidates on ATR concepts in both paper one and two	Frequency	4000	1000	2000	2000	1000	10000
	Percent	40	10	20	20	10	100

From the above table, majority of the respondents strongly agreed that resource persons should be invited in CRE lessons 8000(80%), MoE should add more ATR topics in the syllabus 6000(60%), in service courses and seminars on ATR should be introduced in schools 7000(70%), schools should buy more ATR text books10000 (100%) and KNEC to examine candidates on ATR in both paper 1 and paper 2. The results thus reveal that teachers and students have a positive attitude towards ATR. (Taba, 1962) argues that professional skills and attitudes go hand in hand each affecting the other. Positive attitude towards an innovation not only influences the willingness to people involved but also the learners' willingness to learn. Therefore the right attitude for ATR influences the willingness of the teacher to impart the learner with knowledge.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summary, conclusion of the findings recommendations and the chapter ends with suggestion for future research. The study was carried out to establish teachers' and students' attitude on the integration of ATR in CRE in Homa-bay County. The objectives of the study were; to find out the attitude of teachers' and students on the importance of integrating ATR in CRE lessons, to establish the attitude of teachers and students on the integration of ATR in CRE, to explore how CRE lessons were conducted in schools and classes, to find out problems teachers and students face in CRE lessons and to establish how the integration of ATR in CRE could be improved. The data was collected using questionnaire, interview and document analysis, data was analyzed using descriptive (percentages)

5.1 Summary of Findings

This section presents the findings from the study in comparison to what other scholars have said as noted under literature review. The study sought to answer the research questions: what was the attitude of teachers and students on the importance of integrating ATR in the teaching of CRE? What was the attitude of teachers and students on the integration of ATR in CRE? How were CRE lessons conducted in schools and classrooms? What problems did teachers and students face in the sampled secondary schools in the teaching and learning of CRE lessons? What was the teachers' and students' suggestion on how the integrating ATR to CRE could be improved?

5.1.1 Attitude of Teachers and Students on the Importance of Integrating ATR in CRE Lessons

Christian Religious Education is about formation of positive attitude, development of desirable behavior and responsible living in society. While doing the research, teachers and students were asked if ATR should be integrated in CRE to which majority of them replied in the positive that ATR should be integrated in CRE. Therefore teachers should ensure that learners undergo any given learning content or learning experience deliberate efforts are made to ensure that appropriate skills, values and attitudes are being learnt and developed; (Obai and Ondieki, 2005)

Hawes, (1997) underscores the need to change people's negative attitude to positive attitude to favor implementation of any particular innovation when he points out that in the very simplest analysis the task of curriculum implementation can be said to involve changing attitudes and feelings of policy makers, administrators, parents and ultimately learners.

5.1.2 Attitude of Teachers and Students on the Integration of ATR in CRE

From the study findings most of the respondents study shows that they had a positive attitude on the integration of ATR in CRE. . Gounea, (1996) state, "Attitudes and belief is sub set of group relationships of mutual respect and trust. Gounea(1996) asserts that when pre service teachers or teacher candidates are asked, "Why do you want to be a teacher?" The response is commonly. "I want to be able to make a positive difference in the lives of my students". Consequently teachers' wish is to influence positive attitude to the students'

Generally the picture shown by the study is that teachers and students had a positive attitude on the integration of ATR in CRE. With the attitude of teachers and students

being positive, there is need of having a supportive approach that would ensure that every religion is catered for. Marashe(2009) asserts that such positive attitudes provides opportunities for the teaching of African Traditional Religion topics in Religious Education lessons. Therefore given a conducive environment such as provision of textbooks for both teachers and students, a supportive revised syllabus and appropriate teaching approaches, teachers can effectively and efficiently in cooperate ATR themes in the teaching of CRE.

5.1.3 How CRE Lessons Were Conducted In Schools and Classrooms

Findings indicated that teaching methods often used in CRE lessons were; note taking 8500(85%), lecture method 8500(85%), question and answer 8500(85%) and dictation 8500(85%). This was also indicated by the fact that majority of the respondents argued that teaching methods never used in CRE lessons were; group discussion7500 (75%), resource person 9800(98%), life approach 10000(100%), demonstration 7000(70%) and experiment 10000(100%). The above results indicate that expository methods of teaching are mostly used in CRE lessons at the expense of heuristic methods. Literature that touches on contemporary methods of teaching values suggests a heuristic approach. Authors stress the importance of the learner in the acquisition of values. They argue that values acquired become part of an individual life. The expository methods are not compatible with this aim (Straughan, 1988) advices that value education should be through methods that actively involve the learner. A prominent scholar,(Banks, 1985) indicates that expository methods assumes that learners cannot distinguish good from bad and deny them the freedom to choose. These teaching methods deny learners ability to participate actively in CRE lessons.

5.1.4 Problems Teachers and Students Face in CRE Lessons

The availability of both human and instructional resources is a pre-condition for effective implementation of a program, the study therefore sought to find out problems that teachers and students faced in CRE lessons.

From the study findings, it was noted that ATR lacks recognized textual traditions and this makes it difficult to persist in its teaching and analysis. Marashe (2009) asserts that the available texts in CRE, for instance Gods people are not in a relief either ,they are biased towards Christianity ,examples to demonstrate and illustrate religious values and concepts are largely drawn from the bible .Commenting on the resource books the results reveal that the content is mainly from the bible. The books teach biblical stories and not much of African Traditional Religion.

Nevertheless, findings from the questionnaire indicated that the instructional resources that were often used in CRE lessons were; chalkboard 10000(100%), class text 8500(85%) and teachers notes 10000(100%). However, it was revealed that instructional resources never used were; visual/audio-visuals 8000(80%) and maps/charts 7000(70%). The results concurs with Nabwire, (1988) by stating that instructional media materials provides the link between the world of abstraction and real life situation and accounts for meaningful learning and change in behavior and consequently attitude. The challenge facing the teaching of any religion is the use of visual aids, for instance constructing the image of God or concepts such as ancestors, spirits and divinities.

Kochhar, (1990) states that teachers might have the competitive and positive attitude towards teaching but if there are inadequate instructional resources their efforts will be naught.

5.1.5 Teachers and Students Suggestions on How Integration of ATR in CRE Could Be Improved

(Hawes, 1997) underscores the need to change peoples' negative attitude to positive attitude to favor implementation of any particular innovation when he points out that in the very simplest analysis the task of curriculum implementation can be said to involve changing attitudes and feelings of policy makers, administrators, parents and learners.

While doing the research, teachers and students were asked how the integration of ATR in CRE could be improved, majority of the respondents strongly agreed that resource persons should be invited in CRE lessons 8000(80%),MoE to add more ATR topics in the syllabus 6000(60%),in service courses and seminars on ATR be introduced in schools 7000(70%), schools to buy more ATR textbooks1000(100%) and KNEC to examine candidates on ATR in both paper 1 and paper 2.

5.2 Conclusion

Based on the findings of the study as summarized above, it can be concluded that teachers and students had appositive attitude on the integration of ATR in CRE despite the many challenges.

From the findings it was noted that expository methods of teaching are mostly used in CRE lessons at the expense of heuristic methods. For example findings on how CRE lessons were conducted in classrooms and schools indicated that 100% of the respondents argued that life approach method of teaching was never used in CRE lessons.

From the fourth objective that teachers and students face problems in ATR lessons, the study concludes that instructional resources were not enough in CRE lessons, some such as visual/audiovisuals and maps/charts could not be used in ATR lessons.

5.3 Recommendations

Based on the analysis of the study, the researcher wishes to make the following recommendations;

CRE teachers should invite ATR resource persons during instruction of ATR concepts to ensure that both teachers and students don't perceive ATR as something of the past hence compromising their attitude on integration of ATR in CRE.

The study established that lack of enough instructional resources and unavailability of heuristic methods of teaching in CRE lessons was the biggest challenge affecting effective integration of ATR in CRE lessons.

The researcher recommends that the ministry of Education should offer in-service courses and seminars to equip them with adequate skills and abilities to handle concepts. Due to lack of enough teachers most teachers were teaching many lessons thus compromising their effectiveness.

Head teachers should buy more text books on ATR concepts to aid in instruction process in schools and classrooms. The parents should also buy ATR text books for their children to subsidize what they have in schools.

5.4 Suggestion for Further Studies

A study should be conducted on the strategies being employed by CRE teachers to cope with the challenges faced in integration of ATR in CRE. A study on the effects of integrating ATR in CRE on performance of students in the County and the rest of the country should also be conducted.

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APPENDICES

Appendix 1: Questionaire for Teachers

Do not write your name anywhere on this paper. (Indicate appropriate answers using a tick (√)

A) General information about the respondent

1. What is your age category?

Below 25   ( )

26 – 35   ( )

Above 36   ( )

2. What is your gender?

Male   { }   female   { }

3. Experience:

Below 10 years ( )

10 – 14 years   ( )

15- 19 years   ( )

20- And above ( )

PART B

Below are statements with five possible opinions: strongly agree (S.A), agree (A), Undecided (U), Disagree (D) and Strongly Disagree (S.D). Indicate with a tick (√)

A. Attitude of teachers' on the importance of integrating ATR in the teaching of CRE

Code		SA	A	UD	D	SD
1	ATR should be integrated in CRE lessons					
2	ATR is associated with backwardness					
3	ATR is part of our cultural heritage					
4	ATR helps us to acquire values					
5	All African children essentially belong to ATR					

B. Attitude of teachers' on the integration of ATR in CRE

Code		SA	A	UD	D	SD
1	I enjoy CRE lessons					
2	Christianity is better than ATR					
3	ATR is a necessary component of CRE					
4	ATR is being taught as a necessary background for understanding other religions					
5	ATR is in agreement with Christianity in many ways					
6	The CRE syllabus reflects a multi-faith approach					
7	CRE helps us to appreciate other religions					

C. How CRE lessons were conducted in schools and classrooms

Indicate how often the following teaching methods are used in CRE lessons.

METHOD OF TEACHING	OFTEN	RARE	NEVER
Note taking			
Lecture method			
Question and answer			
Dictation			
Group discussion			
Resource person			
Life approach			
Demonstration			
Experiment			

D. Problems teachers face in CRE lessons

Indicate how often the following instruction resources are used in CRE lessons.

INSTRUCTION RESOURCE	OFTEN	RARE	NEVER
Chalk board			
Class text			
Teachers notes			
Visual/audio visuals			
Maps/Charts			

In your own words identify problems that teachers face in CRE lessons

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E. How to improve the integration of ATR in CRE

Code		SA	A	UD	D	SD
1	Invite resource persons in CRE lessons					
2	MOE to add more ATR topics in the syllabus					
3	ATR is a necessary component of CRE					
4	In-service courses and seminars on ATR					
5	Schools to buy more text books on ATR concepts					
6	KNEC to examine candidates on ATR concepts in both paper 1 and paper 2					

Suggest how the integration of ATR in CRE could   be improved.

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Appendix 2: Questionnaire for Students

Do not write your name anywhere on this paper. (Indicate appropriate answers using a tick (√)

PART A General information about the respondent

1. What is your gender?

Male   {   }   female   {   }

PART B

Below are statements with five possible opinions: strongly agree (S.A), agree (A), Undecided (U), Disagree (D) and Strongly Disagree (S.D). Indicate with a tick (√)

A. Attitude of students' on the importance of integrating ATR in the teaching of CRE

Code		SA	A	UD	D	SD
1	ATR should be integrated in CRE lessons					
2	ATR is associated with backwardness					
3	ATR is part of our cultural heritage					
4	ATR helps us to acquire values					
5	All African children essentially belong to ATR					

B. Attitude of students' on the integration of ATR in CRE

Code		SA	A	UD	D	SD
1	I enjoy CRE lessons					
2	Christianity is better than ATR					
3	ATR is a necessary component of CRE					
4	ATR is being taught as a necessary background for understanding other religions					
5	ATR is in agreement with Christianity in many ways					
6	The CRE syllabus reflects a multi-faith approach					
7	CRE helps us to appreciate other religions					

C. How CRE lessons were conducted in schools and classrooms

Indicate how often the following teaching methods are used in CRE lessons.

METHOD OF TEACHING	OFTEN	RARE	NEVER
Note taking			
Lecture method			
Question and answer			
Dictation			
Group discussion			
Resource person			
Life approach			
Demonstration			
Experiment			

D. Problems students' face in CRE lessons

Indicate how often the following instruction resources are used in CRE lessons.

INSTRUCTION RESOURCE	OFTEN	RARE	NEVER

Chalk board			
Class text			
Teachers notes			
Visual/audio visuals			
Maps/Charts			

In your own words identify problems teachers and students in CRE lessons

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E. How to improve the integration of ATR in CRE.

Code		SA	A	UD	D	SD
1	Invite resource persons in CRE lessons					
2	MOE to add more ATR topics in the syllabus					
3	ATR is a necessary component of CRE					

4	In-service courses and seminars on ATR					
5	Schools to buy more text books on ATR concepts					
6	KNEC to examine candidates on ATR concepts in both paper 1 and paper 2					

In your own words suggest how the integration of ATR in CRE could be improved

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THANK YOU

Appendix 3: Interview Schedule for Teachers

The information you provide will be strictly held in confidence. Your response will be very useful for the success of this study.

1. How long have you served as a CRE teacher?

2. What role do you play in the integration of ATR in CRE?

3. What are the challenges facing the integration of ATR in CRE in secondary schools in Homa-bay county?

4. What measures should be taken for effective integration of ATR in CRE lessons?

5. How available are instructional resources in CRE lessons in Homa-bay County?

6. Suggest ways on how we can improve the integration of ATR in CRE lesson.

THANK YOU

Appendix 4: ATR Topics in CRE

The African Concept of God, Spirits and Ancestors

The African understanding of the Hierarchy of Beings

The role of God, Spirits and Ancestors

The meaning of life and its wholeness in Traditional African Society

The rites of passage and moral values

African moral values

Continuity and change in some aspects of Traditional African Culture

Appendix 5: Permit from the School of Education, Moi University

MOI UNIVERSITY
Office of the Dean School of Education

Tel:	(053) 43001-8	P.O. Box 3900
	(053) 43555	Eldoret, Kenya
Fax:	(053) 43555	

REF: MU/SE/PGS/54   **DATE:** 2nd September, 2013

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF KULALI ASEYO**
                 JACKLYNE – (EDU/PGCM/1044/11)

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"Attitude of Students and Teachers Towards African Traditional Religion in Christian Religious Education in Secondary Schools in Homa-Bay County."

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

PROF. P. L. BARASA
DEAN, SCHOOL OF EDUCATION

PLB/db

Appendix 6: Permit from NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2241349, 20-267 3550,
0713 788 787, 0735 404 245
Fax: +254-20-2213215

Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

When replying please quote

Our Ref: **NACOSTI/RCD/14/013/1735**

9th Floor Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date:

28th October, 2013

Jacklyne Aseyo Kulali
Moi University
P.O.Box 3900-30100
Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application dated *14th October, 2013* for authority to carry out research on *"Attitude of students and teachers towards African Traditional Religion in Christian Religious Education in secondary schools in Homa-bay County,"* I am pleased to inform you that you have been authorized to undertake research in **Homa-Bay County** for a period ending **31st December, 2013.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa-Bay County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Homa-Bay County.

National Commission for Science, Technology and Innovation is ISO 2008: 9001 Certified

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 474

CONDITIONS: see back page

AGE 2

TIFY THAT:

/Miss/Institution

Kulali

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100, Eldoret

ted to conduct research in

Location

District

County

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Traditional Religion in Christian

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ing 31st December, 2013

PAGE 3

Research Permit No. *NACOSTI/RCD/14/013/1735*

Date of issue 28th October, 2013

Fee received *KSHS. 1000*

Applicant's Signature

For Secretary
National Commission for Science Technology & Innovation

APPENDIX 7: Permit from the County Commissioner, Homa Bay County

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Homa Bay 22104 or 22105/Fax:22491
E-mail: cc_homabay@yahoo.com
When replying please quote

COUNTY COMMISSIONER
HOMA BAY COUNTY
P. O. BOX 1 – 40300
HOMA BAY

REF: EDUC.12/1/VOL.I/92

6th November, 2013

All Deputy County Commissioners
HOMA BAY COUNTY

RESEARCH AUTHORIZATION: MS JACKLYNE ASEYO KULALI

This is to confirm that the above has been authorized to carry out research on *"Attitude of students and teachers towards African Traditional Religion in Christian Religious Education in Secondary Schools in Homa Bay County"*. The same to expire on 31st December, 2013.

Kindly assist her when she comes calling.

**S. J. OTIENO
COUNTY COMMISSIONER
HOMA BAY COUNTY**

Please note our e-mail address: cc_homabay@yahoo.com

Appendix 8: Permit from the County Director of Education, Homa Bay County

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPATMENT OF EDUCATION

Telegrams: "SCHOOLING", Homa Bay
Telephone: +254726961531
When replying please quote

COUNTY DIRECTOR OF EDUCATION OFFICE
HOMA BAY COUNTY
P.O. BOX 710
HOMA BAY.
E-mail:cdehomabay@gmail.com
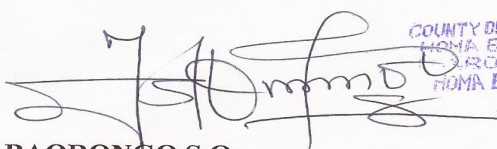
CDE/HB/ADM/4/VOL.1/23

DATE: 18TH NOVEMBER 2013

TO ALL PRINCIPALS
HOMA BAY COUNTY

RE: RESEARCH AUTHORIZATION FOR JACKLINE ASEYO KULALI
OF MOI UNIVERSITY.

The above named student of Moi University is planning to undertake a research in some selected school in Homa Bay County. Her research topic is **"Attitude of students and teachers towards African Traditional Religion in Christian Religious Education in Secondary Schools in Homa Bay County''.**

She already has a permit to do the research from the National Commission for Science, Technology and Innovation and I hereby give authority to undertake the research in Homa Bay County.

Please cooperate with her and give her any assistance she needs to carry out this research successfully.

BAORONGO S.O.
FOR: COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY

CC
COUNTY COMMISSIONER
HOMA BAY COUNTY

JACKLINE ASEYO KULALI