THE EFFECT OF CHRISTIAN EDUCATION TEACHERS' PREPAREDNESS
ON THE PERFORMANCE OF STUDENTS IN SELECTED SECONDARY
SCHOOLS DAGORETTI CONSTITUENCY/

BY
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DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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This project has been submitted for supervision with our approval as university supervisors.

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DEDICATION

This research project is dedicated to my parents Evanson Muchene and Virginia Wangui Muchene for their support, encouragement, love, patience and prayer, which invigorated me to achieve my goals.
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ABBREVIATIONS AND ACRONYMS

CDF: Constituency Development Fund
DEO: District Education Officer
DQAS: District Quality Assurance and Standards Officer
FPE: Free Primary Education
FSE: Free Secondary Education
GDP: Gross Domestic Product
KCSE: Kenya Certificate of Secondary Education
KIE: Kenya Institute of Education
KNEC: Kenya National Examinations Council
MOE: Ministry of Education
NGO: Non-Governmental Organization
PDE: Provincial Director of Education
QASO: Quality Assurance and Standard Office.
DEFINITIONS OF TECHNICAL TERMS

The definitions of terms as used in this project study are;

**Assessment:** Opinion or judgment of secondary school Christian Education

**Competence:** Ability to do something well such as teaching.

**Examinations:** Christian Education National Examinations

**Learning:** A relative permanent change in behaviour of a learner.

**Christian Education:** A social humanity course taught at secondary school level

**Population:** The total number of targeted respondents.

**Sample:** A representation of the whole population.

**Principal:** Head of a secondary school or college.

**Quality Grades:** Grade C+ and above as graded by KNEC.

**Strategies:** Methods used in teaching secondary school physics.

**Subject:** Secondary school Christian Education as an area of knowledge.

**Teaching Competence:** The ability to teach secondary school Christian Education effectively.

**Technical terms:** Operational words as used in this study

**Reliability:** The extent to which a test produces similar results under constant

**Mastery:** Great knowledge of Secondary School Christian Education subject
ABSTRACT

The Ministry of Education (MOE) has prepared through the Kenya Institute Education (KIE) the syllabus for Christian Education subject. The syllabus is comprehensive and has been approved, but the general performance of Christian education remains poor. This study adopted a descriptive approach. The study was carried out in Dagoretti Division in Nairobi district which is located in Nairobi Province. In this study, the units of observation is the performance of the students in Christian Education, subject content mastery, teaching strategies, dedication and commitment, teaching competencies. The unit of analysis is effect of subject content mastery, teaching. A population is the whole group that the research focuses on (Coopers and Schindler 2003). Sampling refers to the process of obtaining information about an entire population by examining only a part of it. Primary data refers to data collected for the first time while secondary data refers to data which has already been collected and analyzed by someone else. The primary data was collected by use of a questionnaire which was be used to record respondents responses. Data collection utilized questionnaires for teachers who carry out administrative activities in the respective departments and their students as well. The process of data analysis involve several stages namely; data clean up and explanation. The study found that the performance of the students in CRE was generally below average. The study finding agrees with KNEC Report Book, (2006) which indicated that Christian Education subject is poorly performed in national examinations. However, they indicated that the curriculum and the materials used in teaching Christian education to the students lacked relevant practical application in the daily life. The study indicated that the performance of students in Christian Education was mainly below average stating that the students would score as low as a mean grade of 4/12. Teachers also motivated their students to work hard. The teachers were found to be able to teach and answer comprehensively the questions asked by their students. They dealt with complex topics bit by bit assessing students understanding and re-administered where necessary, gave student a chance to assist one another and make presentations once they had discussed among themselves. This is indicated by the fact that mainly CRE Syllabus was completed in the next class denying the student adequate time to do revision. The study also
recommends that the schools should encourage group work, discussion and research among the students to encourage good performance in Christian Education. The curriculum should also provide some guidance on how to apply the knowledge taught. The schools management need to establish a system that ensures that teachers use effective strategies while teaching, that they have proper mastery of the subject content and that they are dedicated and committed to their work.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Kenya, like many other countries in the world is heavily investing in its human capital stock through provision of education and training of its people. The Kenyan government spends more than 30% of its national budget on education and training of its people every financial year (Orodho, 1996). The commitment by the government is also seen in the expansion of university education by establishing as well as accrediting more higher learning institutions into universities. According to Taumara (1990), investment in human capital more than investment in physical capital enables under-developed nation to cross-over to being a developed nation. This is stressed by Wheeler (1980), who observes that by rising the literacy rate by 20-30% enables the GDP to grow by 8-16% . The literacy rate of the Kenyan people can only be improved through provision of quality education and training to the people. The introduction of affordable education at both primary and secondary is an attempt by the government to have more people access education.

Namaswa (1992), concedes that education is a prime mover of economic growth of a country. Education is an investment by the government in its people. In Kenya, education is provided through formal, informal and non-formal teaching and learning activities in schools and other educational institutions. Formal education is provided through teaching and learning at both private and public learning institutions. Secondary school level of education is one of the levels of education, which is highly emphasized in Kenya. It is at this level of education that the youth are provided with the necessary basic skills and
knowledge that are required in the formation of human capital as highlighted in the Sessional paper number 1 of 2005 on policy framework for education, training and research. Secondary school education therefore forms the foundation for higher learning at middle level colleges and universities.

Proper investment in higher education is important to the country’s economic growth through improved productivity. Teachers are central in the provision of quality education and training at all levels in the educational systems. The quality of education provided depends on the number of teachers available and the quality of work provided by those teachers, (King, 2002). Trowbridge, Sund (1981) observes that teachers have the duty of transmitting scientific knowledge to the learners as efficiently as possible. This is also stressed in session Paper of 2005 on a policy framework for education, training and research by Ginnott (1972) observes that teachers have the opportunity of counter-acting on the child's undesirable behaviour. The competence of teachers in the process of teaching is very important in order to achieve the desirable skills, knowledge, attitudes and values in the learners, according to Kings (2002).

Kings (2002) further observes that competent teachers bear significantly on the quality of the education a child receives. On the other hand, Majason (1995) observes that teachers are the foundation for knowledge, skills, good behaviour and creativity in children. Majason (1995) further observes that teachers see to it that the young ones, the pillars of the society for tomorrow are well cared for and guided along the right lines even when their parents or guardians abandons them in search of wealth and greatness. It is the
teacher who has to welcome the unwilling learner to school. This calls for a lot of competencies on the part of the teacher. The teacher has to create the right environment for learning and inspire the child with charm and enthusiasms that makes the unwilling child to like school. Parents may have the original key to child’s experiences but teachers seem to posses the spare key, for they can open or close the child's mind and heart through quality teaching and learning activities.

Teacher educators on the other hand have a duty of ensuring that teachers have the right qualities such as competencies, dedication, integrity, good humor, gentleness, friendliness, firmness and intelligence which are important for teaching and learning processes. These qualities are best reflected in the manner in which the teacher influences the learners through teaching in classroom and the school at large. The teacher's knowledge of subject content is an important quality in teacher's competence in teaching. According to the National Committee on Objectives and Policies report (1976), a trained teacher with good academic achievements makes pupils produce good results. While on the other hand Lindgren (1976) observes that most teachers have inadequate knowledge about how learning takes place among the learners.

According to Wellington (1989), it is important to know how learning takes place than what to learn. Teacher education is therefore an important quality which is necessary for the teachers' competence in teaching. It is therefore important for teachers to keep on learning so as to keep up with the changing trends in the society in order to improve on their teaching competencies.
Ogola (2000) observes that most teachers have a poor mastery of their subject content. Most of them use teaching strategies in which their learners are not involved fully. These observations require further investigations to establish the position at the moment in the Society. Christian Education is one of the humanity subjects taught at secondary level of education; this is according to the secondary school syllabus.

Christian Education subject, according to KNEC Report Book (2006) is poorly performed in national examinations. It is one subject in which there are very few students enrolling due to negative attitude. The low number of students enrolling is attributed to the unsatisfactory performance in examinations compared to the other humanities such as history, Geography, Social Studies. Course selection is closely related to achievement, observes Jones et al (1980).

Teachers like students do have difficulties in some topics of the syllabus. Reports send to schools by the Kenya National Examinations Council (KNEC) every year after release of form four National Examination results, highlights those difficult areas and what teachers need to do, KCSE, (2006) results analysis. This makes the Christian Education to be uninteresting, less motivating and uninspiring (Jarons, 1969). Examinations are the simplest tools used to measure the achievement of the educational objectives set. Grades scored by the learners in examinations are indicators of the teacher's effectiveness in teaching (Orodho, 1996). They also show the learners achievements. Poor performance in Christian Education examinations seerf in terms of low grades, obtained by candidates,
shows that there are some factors, which are unfavorable. These could be the teachers' in competencies in their teaching among other factors.

Sikolia (1996) observes that among the factors contributing to poor performance in examinations is the poor preparedness by teachers before teaching in schools. Teachers do not make adequate preparation before teaching. This study attempts to assess the situation at the moment in secondary schools in this area.

According to Ausubel (1968), a teacher must prepare adequately before teaching. The teacher must be aware of what the learner knows before starting to teach among other things. The secondary Christian Education teacher's handbook (2007) lists schemes of work, lesson plan, teaching notes, record of work covered and progress record as teaching documents. These are the documents which teachers have to prepare and use them during teaching. This study attempts to establish the degree of preparedness of secondary school Christian Education teachers in this area in relation to secondary school Christian Education teaching competence.

Gagne (1974) emphasize on the need to have proper conditions of learning. Effective learning only takes place under suitable conditions. It is therefore important for teachers to make adequate prior preparation which includes the learning environment to be effective in their teaching.
1.2 Problem Statement

The Ministry of Education (MOE) has prepared through the Kenya Institute Education (KIE) the syllabus for Christian Education subject. The syllabus is comprehensive and has been approved, but the general performance of Christian education remains poor. The purpose of this study was to show the effect of Christian education teacher's preparedness on the performance of the Christian education as a subject, specifically in selected secondary schools in Dagoretti Constituency.

The specific areas to be investigated included the kind of preparations Christian education teachers make before teaching. In this case, the study investigates as to whether they make lesson plans, working schemes, timetables. These are very vital for a teacher to meet the objective of effectively guiding the student hence better performance. The second thing was the strategies used by the teachers in teaching Christian education. Being a religious subject it deals with some sophisticated themes. Religion deals with the mystery of the deity, to be specific Christianity as a religion handles among the themes the nature of Christ, creation stories. In the secondary stage of learning students are very inquisitive and for them to understand religious subjects' instructors must present it in the simplest and familiar methods.

The third area to consider is the level of mastery of Christian education subject content. The point of concern is how effective a teacher is in handling the subject, the authority of the teacher in the subject, and how he/she handles questions posed by students, who need to be answered with excellence.
Fourthly, it considers general dedication and commitment of these teachers to their work. The areas to investigate included, the time of reporting by the teachers for the lesson, their consistency in attending lessons, their punctuality in completing the syllabus and whether they follow up on the performances of their students. These areas of study are interconnected and their efficiency or inefficiency is reflected in the performance of a subject. Therefore the study focused on the four major areas, that is, the preparation Christian education teachers make before teaching, the strategies they use in teaching, the level of mastery of Christian education subject content and the general dedication and commitment of these teachers to their work. The study will also show how each area affects the performance in Christian education.

This was done in the effort to show the effect of Christian Education teachers’ preparedness on the performance in students in selected secondary schools in Dagoretti Constituency Nairobi County.

1.3 Objectives of the study

The main objective of this study was to show the effect of Christian education teachers' preparedness on the performance of students in selected secondary schools in Dagoretti Constituency.

1.3.1 Specific Objectives

i) To investigate the teaching strategies used by secondary schools Christian education teachers in Dagoretti Constituency.
ii) To investigate the teachers content mastery level in Christian education.

iii) To investigate the level of dedication and commitment by secondary school Christian education teachers in Dagoretti Constituency.

iv) To investigate the performance of students in Christian education in secondary schools in Dagoretti Constituency.

1.4 Research Questions

i) What are the teaching strategies used by secondary schools Christian education teachers in Dagoretti Constituency?

ii) How is the content mastery level of the teachers in secondary schools in Dagoretti Constituency?

iii) What is the level of dedication and commitment by secondary school Christian education teachers in Dagoretti Constituency?

iv) How is the performance of the students in Christian education secondary schools in Dagoretti Constituency?

1.5 Significance of the Study

It is hoped that the information obtained from this investigation on the teacher effect on the performance in Christian Education in selected secondary schools in Dagoretti constituency, would be significant to:

The findings from the study would be significant to the secondary school Christian Education teachers’ educators in planning their training programmes in order to produce Christian Education teachers with relevant teaching competencies in the 8-4-4 education
system. Information obtained from the study was to be significant to the Ministry of Education in the formulation of policies on teacher training programmes.

Secondary school Christian Education teachers would benefit from the information obtained in this Study in the way they plan for their teaching activities; their teaching strategies and the Christian Education subject content mastery with a view of improving on them. Secondary school principals would find the information from this study useful in the implementation of secondary school curriculum in their schools.

The information obtained in the study would also be significant to publishers, researchers and school managers in influencing, enlightening and encouraging decision making on how to improve on the teaching of Christian Education subject in secondary schools. The secondary school principals will be sensitized to put in place a tool set to supervise the teachers teaching in their schools. This will help them ensure that these teachers adequately prepare before going to teach, they use the right strategies and materials, they are dedicated and committed to their work and therefore ensure quality services in their institutions.

The study will also be significant to the students since they will receive better services from their teachers who will respond positively to the study and improve their services hence better performance in the subject. The students will also be empowered to assess and evaluate the services rendered to them by their teachers. Once this has been looked into it will also be easier for schools to identify other factors affecting performance in the
Christian Education subject as well as other subjects. This will help the school to ensure that quality and effective teaching is given to their students and as a result better performance.

1.6 Delimitations and Limitations
The study was delimited to secondary schools in Dagoretti Constituency of Nairobi Province of Kenya. The assessment study was done in the teaching of Christian Education subject in a few selected secondary schools. Teachers, students and educational officer's opinion, perception, attitudes and interests were assessed in relation to the teaching of Christian Education in secondary schools. The assessment did not involve the actual classroom observations of secondary school Christian Education teachers and students during live lesson teaching.

This study was limited to these total target population of students, Christian Education teachers, principals. The limitation to the study was unavailable information in some schools, outdated information and unreliable information in some cases due to fear of victimization by some respondents. The data collection method from the teachers and students was through questionnaires. The limitation of time since the study was done during schools exam season and most teachers and students were pre-occupied with exam technicalities. There was delay in filling the questionnaire in some schools.
The limitation to the study was unavailability of the heads of these schools, that is, the principals who were either absent and others referred the researcher to a senior teacher. This blocked some vital information that only the principal would reveal. The study was delimited to teacher effect in teaching Christian Education and the performance of the students in the subject.
CHAPTER TWO
LITERATURE REVIEW

2.1 Background of Christian Education

Missionaries played a central role in the provision of colonial education in Kenya and continued to do so in the post independence period. During the early part of the 19th century, formal education replaced the traditional way of learning. French Protestant Christian missionaries dating back to 1833 introduced formal institutions where learning took place in the classroom. Schools were designed to propagate Christian values and to develop Christian characters, capable of reading the bible. Teachers of the time, acted as role models in propagating Christian values. Schools were to produce Christians and teachers were to operate as facilitators. Hence the development and expansion of Christianity served the social interests of missionaries.

The development of lifelong skills of an individual was not a primary responsibility of Christian education. In this regard, the rationale of reading and writing was to produce people who could read the bible. The syllabi that were followed were foreign and left little choice for adaptation to the local conditions. The focus of education in the school and classroom should be upon learners enabling them to acquire the knowledge, skills, attitudes and behaviour that will give them full, successful life and continued personal growth and equipping them to participate effectively in a rapidly changing society.
There is a lot of literature on approaches to religious education, especially in Britain. However, such literature is lacking in Kenya. Foreign literature was reviewed to provide a theoretical framework for the study. The Life Approach to religious education was given impetus by a research conducted by Goldman in 1964 in Britain using a sample of two hundred pupils aged between 6 and 17 years.

The purpose of the study was to find out whether there are any sequences in which levels of understanding progress in religious thinking using Jean Piaget's developmental stages. The findings of the research revealed that the religious thinking of pupils developed in stages. Goldman concluded that there was a tendency to transmit too much too soon' in the teaching of Christian Religious Education. Goldman recommended the use of life themes, which he defined as teaching by making use of themes based upon the real life experiences of the children.

Loukes (2004) noticed that success in other subjects has been achieved by starting with the learners' experiences, and argued that the same success can be achieved in Christian Religious Education if the same approach is used. Justifying the use of the Life Approach, Grimmit (1999) writes: Religious concepts 'only come alive' when we are able to relate them sometimes partially, sometimes completely to our life experience/In Kenya, a number of studies have been conducted on the teaching of Christian Religious Education in schools.
Wainaina (1984) conducted a research on the problems facing teachers in implementing the new Christian Religious Education syllabus in primary schools in Thika Municipality. Research revealed that the area of methodology stood out as a major source of difficulty in the implementation of the new syllabus. The research showed that teachers found it difficult to use the recommended approaches due to lack of time, heavy teaching loads, poor professional guidance and supervision in the subject. Wainainina’s findings were confirmed by a similar study conducted by Malusu (2000) in primary schools in Nairobi Province.

Otieno (1982) evaluated Christian Religious Education syllabi for forms 1 to 4. He observed that syllabi for form 1 and 2 were confessional in approach and their content was abstract, divorced from the children's immediate surroundings and without reference to the traditional African Religion. For form 3 and 4 had a broader content but were founded on a Bible-centred approach which prevented students from gaining insights into the nature of their society.

2.2 The Target of Christian Education

Christian Education was introduced with a group of people in mind. Many Scholars have referred its target to be pupils in primary and secondary schools. Others have included the pre-school children and even the youth in tertiary institutions. Perhaps the Education Act by Butler (1944) brings out more clearly the targeted group in those times.
Cox (1996) the school delay in every county school and in every voluntary school shall begin with collective worship on the part of all pupils in attendance at the school, and arrangements made therefore shall provide for a single act of worship defended by all such pupils, unless. The school premises are such as to make it impracticable to assemble them for that purpose (Section 25:1) religious instruction shall be given in every county school and in every voluntary school (Section 25:2).

Strangely no reference is made to the wishes of the pupils in this matter, although in 1944 the school leaving age was 14, and elder pupils did not claim the freedom to choose their beliefs and actions as extensively as they do today. Therefore the Christian education targeted children in the schooling system.

It was founded on the powers given by the 1870 Act Mathews (1966). The big London school board who generally set the pace in organization of new schools had earlier found a formula; "in the school provided by the Board, the bible shall be read and there shall be given such explanation and such instructions there from the principal of morality and religion as are suited to the capacity of children".

However, Christian Education should include the infant school even though this will not take a formal setting. At this stage when the child is discovering his/her world, he may not understand hard concepts but CE can help him rejoice in beauty and mystery to be found in creation. This can be done by letting the child experience love, joy and goodness
through the lesson of nature. Then spread to the junior and the secondary schools and not to neglect the community at large since education can be done informally.

2.3 The Aims of Religious Education

It has been suggested by some scholars that the aim of religious education is to convert the school pupils or make them committed to Jesus Christ. The danger of taking these as its aims is because failure of committal to Christ by the pupils does not mean CE is ineffective.

Wilson (1971) criticizes the former aims of religious education and make fresh suggestions. Our aims are to get the child to be better able to understand, assess and develop his rationality in respect of religious activity; and the central concern is the education of religious emotions.

Worship is a central religious activity, resting primarily on ‘a central emotion’, the emotion of drive. The feeling of there being something greater or more important than oneself is central to the religious attitudes. This encourages openness to the world and its contents and discourages self-centered ends.

The key facts to consider in formulating its aims I believe should be that these aims must be adequate to the teacher, relevant understandable and worthwhile to the children and useful to the community.
Discipline versus Performance in Christian Education

The motivational advantages of principals' supervisory behaviour on teachers' performance cannot be overemphasized, it involves discipline and dedication. Discipline involves self-control, and respect for others, disciplined teacher is guided in his behaviour, moral and social principles and does what is right and good.

There are reports of increase in examination malpractice among students and even with support of teachers. In most tasks students and teachers come to school at will and leave at will, some principals in the secondary schools cannot check decadent among students and teachers because they have their share of indiscipline behaviour. They are some extreme cases where teachers no longer teach their students effectively as they go after their private businesses.

Olajide (2006) observed that a disciplined teacher was able to discipline his students and performs well academically. School authorities need to control their students in the system through school rules and regulations.

While this is true about Olajide, performance does not depend entirely on discipline. A teacher can be disciplined and still be ineffective in administering services. There are also students who hold to indiscipline even when guided by disciplined instructors, others are indisciplined and yet perform well.
**Discipline** involves self-control, restraint, self-respect and respect for others. The disciplined person is guided in his behaviour, moral and social principles and does what is right and good. In the school system, the responsibility of coordinating these activities normally falls on the principal. The principal is a professional leader who holds the key position in the programme of instruction improvement through supervision of instruction. If the teachers are not well supervised effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. But, negligence in the improvement of instruction through improper supervision by the principal can go on indefinitely without being detected. This may lead to low quality of instruction and invariably, teachers' lack of commitment to job. As a result, the principal as the supervisor provides professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and teachers.

In discharging his supervisory role, the principal can help the teachers for better task performance in the following areas: Preparation of lesson plans and lesson notes before going for lessons; Good use of instructional methods and teaching aids; Keeping and maintaining of school records etc. Supervision of instruction therefore directed towards maintaining and improving the teaching-learning process of the school. It is highly instructionally related, and the instructional supervisor's role is that of supporting, assisting and sharing rather than directing. Instructional supervision is a service activity that exists to help teachers do their job better.
It becomes imperative that principals’ supervisory behaviour must be adequately positioned for effectiveness and efficiency to influence teachers in their job tasks. This desired expectation in education could be achieved through effective supervision since it creates the awareness of sound education philosophies in teachers since the responsibility of ensuring that effective teaching and learning takes place lies with the instructional supervisors and by employing various strategies to enhance teachers' job tasks. To ensure quality control in the schools, it is necessary to have good teachers and supervisors. The primary responsibility of the supervisors is to see that high standards are maintained and that schools are run in accordance to the laid down regulations. The Ministry of Education and the state Post Primary Education Board, appoint principals to improve and maintain standard in our schools, through their supervisory functions. The board appoints people who are mainly experienced in the teaching profession for the purpose of supervising the teaching-learning activities.

2.5 Resources versus Performance in Christian Education

Mass education at secondary education level, may require adequate resources in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers’ time on task, reducing repetition and improving accountability (Nsubuga, 2003).

There are resources on teaching aids used in the teaching and learning process. Urnudhe and Ansi (1998) opined that teaching aids or instructional materials are of different kinds which teachers and students employ in classroom in order to make the teaching and
learning process more effective and productive. They are real things and representations of real things which stimulate one or more of the senses and which enrich the teaching-learning process. Njoku (1997) points out that teaching aid are classified into according to how they appeal to the senses and according to mode of usage.

**Teaching** aids may be classified into three namely: Audio-visual, Visual and Auditory materials. Audio visual aids offer the social studies teacher endless opportunities to enrich his teaching, especially if these aids are used most appropriately and economically. Most of these aids can be used to aid teaching and facilitate learning. Audio Visual aids refer to still pictures, television, slides, film, strips, recordings, graphs, charts, motion picture, maps, tables, cartoons, models and so on. Visual aids offer great advantage to learners. The organ of sight is one of the most important and most used. According to an old Chinese proverb, "One seeing is worth a hundred telling". Consequently, visual imageries seem to have long lasting effect and hence a vital aid in learning and retention. Visual aids supply new experiences and new imagery. Pictures and other visual aids usually extend the limits of experience. Oral descriptions only call forth whatever relevant concepts a student has already acquired through previous experience. In most cases, the ability to analyze, compare, generalize, and synthesize would rest upon the broad base of experience.

When visual materials are used appropriately and wisely, they no longer may be regarded as mere supplements, but fundamental instalments in learning. They facilitate on the linkage or association of object and work. They are time savers, both for the teacher and
the learner. They enrich and extend one's scope of appreciation. They entertain, educate and inform. Visual materials stimulate the imagination. They also develop the learner's power of observation. Visual aids may need explanations, but they do not need translations. In other words, visual aids have a universal language. Visual aids may be used to supplement other methods. Whatever visual aids are to be employed would need an initial careful consideration of the scope of the content material to be studied. Visual aids should only be utilized when necessary.

There is no doubt whatsoever, that the inadequate funding of the secondary school system in the country has hindered the accomplishment of some of the aims and objectives of this level of education as contained in the National Policy on Education. School facilities are the material resources that facilitate effective teaching and learning in schools. Well, while this could influence good performance, performance does not entirely depend on the availability of resources.

2.6 Theoretical Framework

2.6.1 Action Theory

This theory is seen as a conceptual scheme for analysis of behaviour of living organisms. The theory distinguishes the three levels of task completion which includes skill based level, rule based level and mental based level. The skill based level consists of smooth actions which are highly integrated and are done almost unconsciously by the actors. The actors behaviour are repeated over time-Such that it reaches appoint where the behaviour like a reflex. There is no mental work during the realization of the task. It can be applied
by teachers on the learners where they repeatedly take them through the complex concepts for better grasp.

The rule based is where the actions is performed consciously going through a predefined procedure. These procedures are learned through proper training or by experience. To begin with the instructor or teacher must be properly trained and competent. This enables them to effectively instruct their learners, boost their interest and improve their performance in the subject. The knowledge based level involves mental capacity to solve a problem which is not pre defined. Every action begins with a task and to accomplish the task there is a need to set a goal and organize their movement for the solution.

There is complete cycle for goal realization that includes setting goals and sub goals, planning the way to accomplish the goals, deciding on the means essential for the accomplishment, physical execution of the plan and evaluation and control of the results with feedback on the work done application of the feedback in future goal setting and problem solving procedures. This level relates to the goals set right at the formulation of the secondary schools curriculum in Christian education planning the way to accomplish them through establishing work plans, working schemes, effective timetables and then setting comprehensive examinations to get feedback based on the performance of students. This will help in future goal setting and solve the existing problems affecting the religious education subject.
action theory is supported by German scientist Whacker (1994) whose initial development is in the field of applied psychology. According to him the theory defines the task oriented view of human behaviour with the description of how a person completes the task. The concept of learning is taken as a task in this case and the procedures taken through human behaviour complete the task.

2.6.2 System Theory

This theory was developed by Senge (1994). In this theory he sees the world as a whole, and sees the big picture. He sees a learning organization as an organization where people continually expand their capabilities to create results they truly aspire and where people continually learn how to learn together. He argues that it is our nature to learn and that we love learning. He asserts that so much of the unhealthiness in our world today is in direct proportion to our inability to see it as whole. He advises us to develop sensitivity for the subtle interconnectedness that gives living systems their unique character in his book 'Fifth Discipline' he has come up with the following five disciplines,

System thinking: this is contemplating the whole business and human endeavours. They are bound by fabrics of interrelated actions which often take years to fully play their effects on each other. He sees system thinking as a conceptual framework and a body of knowledge and tools that has been developed over the years to make a full pattern clearer and help one see how to change them effectively. The responsible interrelated actions between the instructors and the learner produce better results in the attitude and performance of the learners in Christian Education and looking at education as a body of
knowledge and tool that has been developed over the years and presents a fuller clearer pattern. It becomes simpler to identify the stages of its development which would help us to see what improves its state and amendments need to improve performance.

Personal and mastery: The second discipline of personal and mastery suggest gaining dominance over people but also it means attaining a special level of proficiency. Personal mastery is the discipline of continually clarifying and deepening our personal vision of focusing our energies of developing patience and of seeing reality objectively. This is a cornerstone of a learning organization. It applies greatly to teacher's mastery of the subject in other words informed passion in handling the subject. The presence of the discipline brings effective instructions to the learners and thus credible performance.

Building shared vision: The third discipline of building shared vision which implies that when there is a genuine vision people excel and learn not because they are told to but because they want to. The practice of shared vision involves skills of unearthing shared picture of future that fosters genuine commitments and involvement rather than compliance. Proper learning happens when people that is teachers and learners, are committed to one another having a common vision consequently upgrading the performance.

Mental models: The fourth discipline of the mental models applies so well on both the teachers and learners. It is where people go through learning conversation and balances inquiry and advocacy where people expose their own thinking effectively and open to the influence of others. The students can open up their mind and learn from their instructor's thus performing better in the subjects.

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Team learning: The discipline of team learning entails about the potential of many minds. All teams must continually be learning growing, sharing and thinking. The five disciplines must be applied jointly for effectiveness.

2.6.3 The Reinforcement Theory

The study was also based on Skinner, B.F. (1938) "The Reinforcement Theory". According to the theory, the behaviour of an organism can be shaped by rewarding or reinforcing the desired responses in a given environment. The educational implication of this theory is that through programmed instructions, a learner can be led through series of steps to desired level of performance. Teachers are central in the process of learning through quality teaching. The competencies of teachers are very important in the selection, organization and delivery of the information in an appropriate environment, which in this case are the classroom and the school at large. According to the reinforcement theory, achievement is observed in terms of the change in behaviour of the organism. In education, the performance in examinations by learners is a measure of the skills knowledge, attitudes and other desirable values acquired by learning through teaching.

Thus study on the teachers' effect on the performance of Christian Education is very much in line with the reinforcement theory, by Skinner (1938). The reinforcement theory is supported by Garmezy (1963) views on learning. The concept of learning according to Garmezy (1963), learning is relative^ permanent change in behavioral tendencies and is a result of reinforced practices. The performance level can be observed and is
measurable. The teachers' competencies in causing the learning process are therefore important.

The conceptual framework indicates that effective learning affects and is affected by the learning environment motivation of both the learner and the teacher, competence of the teacher and the learner and also rewards expected by the teacher and the learner after the learning experience. All these factors are interrelated and they all affect the learning outcome. According to B.F. Skinner (1904), learning process is affected by reinforcing or rewarding good behaviour so that the behaviour is repeated leading to a permanent change. The competence and skills of the one instilling knowledge is also important and it leads to the behaviour change faster if the trainer is experienced and knowledgeable.

Motivation both on the part of the learner and the trainer is also important in the learning process. Motivation can be in the form of positive attitudes, ambitions, interests and values. The learning environment is also important in that it acts as a catalyst to the learning process. Good learning environment reduce distractions in the learning process thus making the process more effective.

2.7 Conceptual Framework

The performance of a subject and specific objectives set enables a teacher to plan carefully for teaching and learning processes, decide on suitable teaching strategies, select appropriate content, determine the depth of coverage of the content, select appropriate teaching and learning resources and determine the time required to cover a
given topic. The performance of a subject is affected by various factors such as subject content mastery, teaching strategies, dedication and commitment of a teacher and teaching competencies among others. The learner's predisposition is also a factor, which may affect the teacher's teaching competencies. The whole process is cyclic as shown in Figure 1.1. (Researcher, 2011)

Figure 2.1 Conceptual Framework

![Conceptual Framework Diagram]

Figure 2.1 shows the relationship between the variables under study and performance in Christian Education. The figure depicts that performance in Christian Education is a product of various interrelated and intertwining factors such as learning environment, professionalism and experience of the teacher, teacher/learner environment, student and teacher qualifications and teacher training content and methodologies. Other factors which come in play affecting the performance in Christian Education include teaching
competencies of the teachers who teach the Christian Education subject; teachers' motivation includes interests, morale and values together with learners' predispositions such as peer pressure, interests, and background. All these factors are interrelated and they are the ones that determine how well or poor a learner's performance in Christian Education will be.

The indicated independent variables, subject mastery, teaching strategies, dedication and commitment affect the dependent variables, that is, the performance of the students in Christian education. The subject content mastery considers how effective a teacher is in handling the subject, the authority of the teacher in the subject, and how he/she handles questions posed by students. Proper content mastery by the teacher ensures enlightenment of the students', hence better performance.

Teaching strategies entails the kind of preparations Christian Education teachers make before teaching. These include use of lesson plans, working schemes, timetables. This directs the teacher to do his/her work in an informed manner and therefore presents the subject in the best way to their students resulting to better performance.

Dedication and commitment of the teacher is reflected in his/her time of reporting for the lesson, the consistency in attending lessons, punctuality in completing the syllabus among others. When a teacher is keen in these areas then he/she relays the proper information at the right time. This prepares the students and gives them enough time to understand subject content thus are able to handle the questions posed to them more comprehensively resulting to better performance.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, target population, sample and sampling procedure, research instruments, piloting of the instruments, data collection and data analysis procedure.

3.2 Research Design

This study adopted a descriptive approach. According to Schindler and Coopers (2003) descriptive studies are more formalized and typically structured with clearly stated investigative questions. It serves a variety of research objective such as descriptions of phenomenon or characteristics associated with a subject population, estimates of proportions of a population that have these characteristics and discovery of associations among different variables. This study adopted a descriptive design since it has a variety of research objective or characteristics associated with a subject population.

3.3 Site Selection and Description

The study was carried out in Dagoretti Division in Nairobi district which is located in Nairobi Province. This was done in both public and private secondary schools, to show the effect of Christian education teachers' preparedness on the performance in Christian Education in those schools.
The reason the researcher chose on this site is because he has grown in the place and attended some of the schools there. He has observed and noted a problem in the performance of Christian education subject in the area. The schools in these areas, that is Waithaka, Kawangware, Uthiru, and Riruta are within Dagorreti Division. They are headed and taught by teachers, some of whom are known to the researcher, therefore this made it easy to penetrate/access these schools and carry out the study. In fact among the few schools where students performed well, that is, Precious Blood Riruta, the senior teacher pointed out that she only welcomed the researcher because he had said he comes from the area. This also minimized the travelling costs since the researcher walked to some of the schools to collect data and only used the means of transport for those schools that were slightly further. This made it easier to follow up on the questionnaires to ensure that they were filled with a reasonable period. The study was carried out in the area to show the effect of Christian education teacher's preparedness in teaching on the performance of Christian education and focused on secondary school in Dagoretti Division.

3.4 Unit of Observation and Analysis

In this study, the units of observation are the performance of the students in Christian Education, subject content mastery, teaching strategies, dedication and commitment. The unit of analysis is effect of subject content mastery, teaching strategies, dedication and commitment of the teachers on the performance of the students in Christians Education.
3.5 Target Population

^ population is the whole group that the research focuses on (Coopers and Schindler 2003). In this research, the study focused on the Dagoretti constituency. Specifically, the study targets Secondary schools in Dagoretti constituency in Nairobi County. The distribution of teachers and students in Secondary schools in Dagoretti constituency is as shown in table 3.1.

Table 3.1 Distribution of Secondary schools Teachers and Students in Dagoretti

<table>
<thead>
<tr>
<th>Locality</th>
<th>Number of teachers</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waithaka</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Kawangware</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Uthiru</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Riruta</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

Source: Author 2011

3.6 Sampling Procedure

Sampling refers to the process of obtaining information about an entire population by examining only a part of it. A sample is the segment of the population that is selected for investigation (Bryman and Bell, 2003). In quantitative research, the need to sample is one that is almost invariably encountered. And sampling constitutes a key step in the research process in social survey research. Simple random sampling, also known as chance or
probability sampling, was used to select items from the population. Due to time and costs constraints, the sample size was fixed to 160 respondents.

3.7 Data Collection Methods and Instruments

According to Kothari (1985), there are two types of data: primary data refers to data collected for the first time while secondary data refers to data which has already been collected and analyzed by someone else. Primary and secondary data will both be used in this study. According to Mutai (2008), primary data is got from the field from respondents while carrying out the study while secondary data can be obtained from records, reports, printed forms, journals, academic work, the Internet, and other sources.

The primary data was collected by use of a questionnaire which was used to record respondents responses. The questionnaire was ideal because the researcher gave the respondents time to respond to the items during their free time bearing in mind that they were administered when the respondents were on duty. The respondents were issued with questionnaires to fill by themselves. Secondary data was obtained from recorded materials. Secondary data was useful in providing collaborative information on the problem of the study.

Mutai (2008) identifies four data collection methods questionnaire, interview, observation and documentary. The questionnaire is a list of questions in a set form, meant to point to respondents in a prescribed sequence. The questionnaire is recommended only where questions asked are simple and the respondents are assuredly literates, easily contracted,
clearly motivated to reply and gathered in one place. Qualitative data is based on inferences while quantitative data is observable and measurable (Mutai, 2008). This study focused on quantitative data.

Data collection utilized questionnaires for teachers who carry out administrative activities in the respective departments and their students as well. The questionnaires were ideal because the confidentiality of the respondents was to be upheld. The questionnaire items sought to elicit background information on effect of Christian education teachers' preparedness on the performance of students in Christian education in these schools.

3.8 Quality control

For a questionnaire to provide useful results, questions must be valid and reliable. According to (Seliger, et al. 1989) validity is an indication of how valid your research is. Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings. Internal validity is affected by flaws within the study itself such as not controlling some of the major variables (a design problem) or problems within the research instrument. External validity is the extent to which findings can be generalized to a larger group or other contexts. If your study lacks external validity, the findings cannot be applied to contexts other than the one in which you carried out your study, for example, if the subjects in a study are only males, the findings cannot be generalized to include women and children (Seliger, et al. 1989).
Data reliability is a state that exist when data is sufficiently complete and error free to be convincing for its purpose and context (Morgan, 2004). The data collected was reliable as the researcher personally carried out the research together with a few well trained research assistants, to prevent errors from occurring. Respondents were also asked to clarify their answers. Questionnaires are also very simple to understand which greatly reduces chances of errors occurring.

3.9 Questionnaire Pre-Testing
To determine the effectiveness of your survey questionnaire, it is necessary to pre-test it before actually using it. There are two types of survey pre-tests: participating and undeclared. In participating pre-tests respondents are told that the pre-test is a practice run. Respondents are asked to explain reactions to question form, wording and order. This helps determine whether the questionnaire is understandable. In an undeclared pre-test, respondents are not told that it is a pre-test. This type of pre-test allows you to check your choice of analysis and the standardization of your survey (Mutai, 2008). An undeclared pre-test was used to pre-test the questionnaires.

3.10 Ethical Considerations
Ethical Issues Relating To Participants/Respondents
According to Kothari (1985), there are many ethical issues in relation to participants in a research activity. Research is required to improve conditions. It is ethical to ask questions if you first obtain the respondents informed consent (Kothari, 1985). The researcher will obtain the respondents informed consent before asking questions. Certain types of
Formation can be regarded as sensitive or an invasion of privacy. Asking a respondent about their age, questions on drug use, pilferage, can cause undue embarrassment to a respondent (Kothan 1985). The respondent was careful to inform the respondents in advance if such information was required and why it's required and allowed them decide if they wanted to participate in the study. Sharing information about respondent's responses is unethical (Kothari, 1985). The researcher ensured that after information had been collected, the source was not disclosed. The researcher also discouraged the respondents from writing their names on the questionnaire.

3.11 Ethical Issues

Ethical issues relating to the researcher

The researcher avoided being biased. Bias is deliberate attempt to hide what you have found in your study, or highlight something contrary to its true existence (Kothari, 1985). The researcher avoided using inappropriate research methodology, for example, by selecting a highly biased sample, as this is unethical (Kothari, 1985). The researcher avoided incorrect reporting, that is, reporting the findings in a way that changes or slants them to suit your own or someone else's interest (Kothari, 1985).

The researcher also avoided inappropriate use of information, which is, using information in a way that directly or indirectly adversely affects respondents, for example, asking respondents for information that is likely to be used against them. The researcher first informed the respondents of the kind of information that was required from them and allowed them decide if they wanted to participate in the study (Kothari, 1985).
3.12 Data Analysis

The process of data analysis involved several stages namely; data clean up and explanation. Data clean up involves editing, coding, and tabulation in order to detect any anomalies in the responses and assign specific numerical values to the responses for further analysis. Completed questionnaires were edited for completeness and consistency. The data was then be coded and checked for any errors and omissions (Kothari, 2004). Frequency tables, percentages and means were used to present the findings.

The responses from the open-ended questions were listed to obtain proportions appropriately; the response was then reported by descriptive narrative. Descriptive statistics such as mean and standard deviation was used.

3.13 Conclusion

This chapter focuses on the research methodology. It briefly defines what a research methodology is. It defines the research design, types of research design, population, sample size and sampling techniques, types of data, data collection tools, data collection procedures, quality control, questionnaire, ethical considerations, and data analysis and presentation.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data that was found on the effect of Christian Education teachers’ preparedness on teachers’ effect on performance of Christian Education in selected secondary schools Dagoretti constituency, Nairobi County. The research was conducted in Dagoretti constituency, Nairobi County. A total of hundred and sixty (160) questionnaires were administered to students and teachers in the County, however, only hundred and ten (110) questionnaires were returned duly filled-in by the respondents. This makes a response rate of 68.8%. This response rate was good and representative.

This commendable response rate was made possible after the researcher personally administered the questionnaires among the students and their teachers. This was in secondary schools within Dagoretti Constituency, that is, in Waithaka location questionnaires were distributed among twenty (20) teachers and twenty students respectively. In Kawangware twenty (20) questionnaires were distributed among teachers and twenty questionnaires among students, in Uthiru twenty (20) questionnaires were distributed among teachers and thirty (30) among students and in Riruta fifteen (15) questioners among teachers and fifteen (15) among students.

The researcher made further visits to remind the respondents to fill-in and return the questionnaires some questionnaires were collected by the researchers from those schools.
after one week while others took two weeks to be ready. It was not easy for the respondents to fill these questionnaires in a short time since it was an exam season and most heads of department were busy supervising the exam while students were preoccupied with revision for the examination.

4.2 Reliability Analysis

Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. The Alpha measures internal consistency by establishing if certain item measures the same construct. Nunnally (1978) established the Alpha value threshold at 0.6 which the study benchmarked against. Cronbach Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results should the research be done later on. Table 4.1 shows that all the scales were significant, having an Alpha above the prescribed threshold of 0.6. Teaching strategies had an Alpha of 0.842, teachers content mastery level scale had an Alpha of 0.621, dedication and commitment had an Alpha of 0.792, and performance of students in Christian education had an Alpha of 0.643. When all scales were combined, the Cronbach's Alpha became 0.725.

Table 4.1: Reliability Analysis

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach Alpha</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching strategies</td>
<td>0.842</td>
<td>3</td>
</tr>
<tr>
<td>Teachers content mastery level</td>
<td>0.621</td>
<td>4</td>
</tr>
<tr>
<td>Dedication and commitment</td>
<td>0.792</td>
<td>2</td>
</tr>
<tr>
<td>Performance of students in Christian education</td>
<td>0.643</td>
<td>4</td>
</tr>
<tr>
<td>Average (All Scales)</td>
<td>0.725</td>
<td>13</td>
</tr>
</tbody>
</table>
On the gender of the respondents, the study found out that a simple majority of the respondents was female shown by a percentage of 52% while the rest 48% were male.

This shows that the number of female teachers teaching the subject of Christian religious education is almost equal to the number of male teachers. It was observed that in the past years male did not have much interest in teaching Christian education subject, most likely because they held strong traditional beliefs. However it appears that more male are developing interest in this subject. Presently there are more male teaching Christian education in secondary schools unlike the past where almost every Christian education teacher in secondary school was a female and only one or two were male.
### Table 4.2: Age of the Teacher Respondents

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30 years</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>31-40 years</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>41-50 years</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Further, the study aimed at establishing the age of the respondents. Majority of the respondents were found to be aged between 31 and 40 years, 32.5% were aged between 25 and 30 years while 12.5% were between 41-50 years were only five, this being the least percentage of 12.5%. This implies that majority of the teachers teaching Christian education is middle aged adults and just a few of these teachers are advanced in terms of age.

### Figure 4.2: Teaching Experience of the Teachers Teaching Christian Education

- 15 years & above: 1
- 11-15 years: 20
- 6-10 years: 42.5
- 1-5 years: 32.5

0 10 * 20 30 40 50
According to the figure above, most of the respondents 42.5% had been in the teaching job for 6 to 10 years, 32.5% had an experience of 1 to 5 years while 20% and 5% had been teaching for 11 to 15 years and more than 15 years respectively. Most of these teachers have an experience of six (6) to fifteen (15) years of teaching the CRE subject.

This experience contradicts the performance of the subject in most of the schools. For a teacher with that level of experience is expected to guide his/her students to produce better results in the subject. This can only be done if most of these teachers begin to use the right strategies and materials, master the subject content properly and be dedicated and committed to their work only then will they be competent and have their students perform better in the subject.

Figure 4.3: Marital Status of the Christian Education (teacher respondents)

The study also wanted to find out the marital Status of the teachers respondents. From the figure above, majority of the respondents (77%) were married, while 23% were singles.
The study further sought to establish the respondents' (teachers) highest level of education. According to the respondents, most of them 60% had their highest level of education as master's degrees while the rest (40%) had university degrees as their highest level of academic qualification. This implies that most of these teachers are educated, though; failure to use the right strategies and materials to teach CRE and lack poor content mastery and incompetence in teaching makes the subject to poorly perform. It is not enough just to have knowledge, rather, how that knowledge is presented by teachers to their students determines their performance in a given subject.

On the performance of students in Christian Education, the study found from the respondents that it was poor in most school with as low as a mean score of 4. However, a
Some respondents said that the performance was good some stating that the students had a mean grade of 10/12 and above.

According to the respondents in the schools interviewed, majority of students about 70% were below average in the subject of Christian Education, about 18.6% were above while only about 11.4% were excellent in the subject. It depicts therefore that majority of the students in the schools were below average. This reflects the general poor performance of Christian education in secondary schools.

4.3 Strategies used in teaching C.R.E

Teaching strategies entails the kind of preparations Christian Education teachers make before teaching. These include use of lesson plans, working schemes, timetables. This directs the teacher to do his/her work in an informed manner and therefore presents the subject in the best way their students resulting to better performance.

Figure 4. 5: Strategies Used in Teaching C.R.E

<table>
<thead>
<tr>
<th>10</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>discussion and presentation by students</td>
<td>Bibles engaged students</td>
</tr>
<tr>
<td>life experiences, in-depth analysis of text, lectures, songs, demonstration</td>
<td>*</td>
</tr>
<tr>
<td>8.4.4 curriculum</td>
<td></td>
</tr>
</tbody>
</table>

43
The study established that 5% of the teachers use discussion and presentation by students in teaching the Christian Education subject. Further, it was established that 10% used Bibles, engaged students, motivated them and encouraged the students to work hard.

Other 15% stated that they used life experiences, in-depth analysis of text, lectures, songs, demonstration and following curriculum to the letter. The study also found that 70% of the respondents used 8.4.4 curriculum in teaching Christian education. Jeffs and Smith (1990; 1999) have argued that the notion of curriculum provides a central dividing line between formal and informal education. They contend that curriculum theory and practice was formed within the schooling context and that there are major problems when it is introduced into informal forms of pedagogy.

**Figure 4.6: Relevance of the curriculum and the materials used in teaching Christian education to the students (teacher respondents)**

The results revealed that 94% of the respondents indicated that the curriculum and the materials used in teaching Christian education was relevant to the students while 6% indicated that it was not relevant.
The respondents indicated that the curriculum has a positive link that helps learners to be positive in life, understand themselves and be motivated. However, they indicated that the curriculum and the materials used in teaching Christian education to the students lacked relevant practical application in daily life and since most questions are applicational and students found it difficult, hence performed poorly. Curriculum (Grundy, 1987), tends towards making the process of learning the central concern of the teacher. This is because this way of thinking emphasizes interpretation and meaning-making. As we have seen each classroom and each exchange is different and has to be made sense of. This level relates to the goals set right at the formulation of the secondary schools curriculum in Christian education planning the way to accomplish them through establishing work plan working schemes and effective timetables.

4.4 Content Mastery the Christian education by the teachers

The subject content mastery considers how effective a teacher is in handling the subject, the authority of the teacher in the subject, and how he/she handles questions posed by students.

Figure 4.7: If the teachers were able to teach and answer comprehensively the questions asked by their students (teacher respondents)
The study required that the teacher respondents indicate whether they were able to teach and answer comprehensively the questions asked by their students. From the findings 90% of the teachers were able to teach and answer comprehensively the questions asked by their students while 10% of the respondents were not able to teach and answer comprehensively the questions asked by their students. Those who said yes had enough mastery of the subject to an extent that they had published a CRE book. However, other respondents showed that the teacher at times were not comfortable with questions asked and therefore asked the students to discuss among themselves and do more research on the same. Proper content mastery by the teacher ensures enlightenment of the students, hence better performance. Goldman 1964, concluded that there was a tendency to transmit too much too soon’ in the teaching of Christian Religious Education. Goldman recommended the use of life themes, which he defined as teaching by making use of themes based upon the real life experiences of the children.

**Figure 4.8: How teachers handled complex topics**

- 36 dealt with such topics bit by bit assessing students understanding and re-administered where necessary.
- 52 gave student a chance to assist one another and make presentations once they had discussed among themselves.
- 12 they discussed such topics with other teachers who taught CRE and also breaking it into smaller understandable concept.
On how they handled complex topics in the subject, the study indicated that 36% of the teachers dealt with such topics bit by bit assessing students understanding and re-administered where necessary. The respondents further indicated that 52% of the teachers also gave student a chance to assist one another and make presentations once they had discussed among themselves and 12% of the teachers indicated that they discussed such topics with other teachers who taught CRE and also breaking it into smaller understandable concept. Urnudhe and Ansi (1998) opined that teaching aids or instructional materials are of different kinds which teachers and students employ in classroom in order to make the teaching and learning process more effective and productive. They are real things and representations of real things which stimulate one or more of the senses and which enrich the teaching-learning process.

**Figure 4.9: Students' perception on how teachers handled complex topics (teacher respondents)**

The results revealed that 54% of the students were comfortable with the way their teachers handled complex topics in the subject while 46% were not comfortable with the way their teachers handled complex topics in the subject. This is because they were
forced by the teachers to go and research on their own. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers’ time on task, reducing repetition and improving accountability (Nsubuga, 2003).

4.5 Dedication and Commitment of Christian Education Teacher

Dedication and commitment of the teacher is reflected in his/her time of reporting for the lesson, the consistency in attending lessons, punctuality in completing the syllabus among others. When a teacher is keen in these areas then he/she relays the proper information in the right time.

Figure 4. 10: How early the syllabus set for Christian Education was covered
(Teacher respondents)

The respondents were required by the study to indicate how early they covered the syllabus set for Christian Education. Majority (65%) of the students indicated that mostly previous class syllabus was covered in the next class. This according to the respondents
denied the student ample time for revision and therefore could have contributed to poor performances. 25% of the respondents indicated that this depends on the group of student but essentially they were able to cover by second term form 4 and 10% indicated that they covered the syllabus as early as first term in their forth form. Finishing the syllabus on time prepares the students and gives them enough time to understand subject content thus are able to handle the questions posed to them more comprehensively resulting to better performance. It becomes imperative that principals' supervisory behaviour must be adequately positioned for effectiveness and efficiency to influence teachers in their job tasks. This desired expectation in education could be achieved through effective supervision since it creates the awareness of sound education philosophies in teachers since the responsibility of ensuring that effective teaching and learning takes place lies with the instructional supervisors and by employing employed various strategies to enhance teachers' job tasks.

Figure 4. 11: Performance of the students in Christian education (Teacher respondents)
On the respondents’ response on the performance of the students in Christian education, majority (70%) indicated that the performance was poor and needed improvement. They called on the teachers and students alike to raise CRE education standards in the schools. However, 30% of them said that it was good and encouraging and that it was contributed by both teachers and students alike. Others made wishes that the students could score higher than was the case. Loukes (2004) noticed that success in other subjects has been achieved by starting with the learners’ experiences, and argued that the same success can be achieved in Christian Religious Education if the same approach is used. These procedures are learned through proper training or by experience. To begin with the instructor or teacher must be properly trained and competent. This enables them to effectively instruct their learners, boost their interest and improve their performance in the subject.

Figure 4.12: If Christian education should be made compulsory (teachers respondents)
In addition, 54% indicated that the subject should be made compulsory and 46% indicated it should not be made compulsory. Others indicated that the performance of the students in Christian education was satisfactory and that they would continue to work hard until they achieved a mean of 12 or there about. Otiende (1982) evaluated Christian Religious Education syllabi for forms 1 to 4. He observed that syllabi for form 1 and 2 were confessional in approach and their content was abstract, divorced from the children's immediate surroundings and without reference to the traditional African Religion. For form 3 and 4 had a broader content but were founded on a Bible-centred approach which prevented students from gaining insights into the nature of their society.

**Figure 4.13: Time the teachers arrived in a classroom (teacher respondents)**

Further, the study enquired about the time the teachers arrived in a classroom and what time they concluded the lesson. Majority (62%) said that they started and concluded the lesson not later than three (3) minutes after the bell and 38% said they made to class at least 3 minutes before time and left promptly to allow for preparation of the next class. The teachers and students should be disciplined for good performance to be achieved. The disciplined person is guided in his behaviour, moral and social principles and does
what is right and good. Olajide (2006) observed that a disciplined teacher was be able to discipline his students and performs well academically. School authorities need to control their students in the system through school rules and regulations.

Figure 4.14: Reason why the students performed the way they did (teacher respondents)

The respondents were asked to state what they thought was the reason why the students performed the way they did. For those students who performed poorly, 30% of the respondents indicated that such students were not serious. 70% of the respondents felt that the student performed well way as result of encouragement from the teachers, self motivation, syllabus coverage, constant evaluation and revision and having a positive attitude and making them fully involved not to forget the use of proper materials and strategies. Senge (1994), sees the world as a whole seeing the big picture he sees a learning organization as organization where people continually expand their capabilities to create results they truly aspire.
4.6 Demographic Information of the Respondents (Students)

Figure 4.15: Gender of the student respondents

The study aimed at establishing the gender of the student respondents. The study found out that majority of the student respondents was female shown by a percentage of 57% while the rest 43% were male. This indicates that more female students choose the subject of Christian Education compared to their male counterparts.

Table 4.3: Age of the student respondents

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15 years</td>
<td>31</td>
<td>44.3</td>
</tr>
<tr>
<td>16-18 years</td>
<td>26</td>
<td>37.1</td>
</tr>
<tr>
<td>18-20 years</td>
<td>13</td>
<td>18.6</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
On the age of the respondents, it was established most of the respondents 44.3% were aged between 13 and 15 years, 37.1% were aged 16 to 18 years while 18.6% were between 18 to 20 years. The study was conducted across form one students to form four students. It captured the attention of more form one, two and three students. Since it was during the season when the four fours were preparing for their final exam and very few students in this study. In this case majority of the respondents were between 13-15 years and 16-18 years.

**Figure 4.16: Performance of students in Christian Education**

Further, the study sought to establish the respondents' performance in Christian Education. It was established that majority of them (70%) performed below average, 18.6% were above average while 11.4% performed excellently. This indicated that performance of CRE in the school interviewed needed improvement. This kind of performance is a reflection that something is not done in the right way that students are not able to performed well had their teachers apply most of the strategies and materials
needed for teaching the Christian education subject, they had mastered the subject content and were committed and dedicated to their work.

The competence they had in teaching the subject influenced their students to produce excellent results. Those whose teachers applied just a few of the right strategies and materials in teaching the Christian education subject and therefore produce average results. The highest percentage (70%) were below average, for their teachers did not apply the right strategies and materials in their teaching, they had not mastered their content properly and were not dedicated and committed to teach their students hence poor performance.

4.7 Strategies and Materials used by Teachers

Figure 4. 17: Materials used by teachers in teaching Christian Education (student respondents)
On strategies and materials used by teachers in teaching Christian Education 20% of the respondents stated that the teachers used presentation, textbooks, discussions, giving CATs after every topic, using bibles and involving the students. 65% stated that the teachers gave them additional notes while for revision 15% indicated that their teachers used extra classes in evening and weekends and also made sure that the students understood a topic before proceeding to another topic.

Figure 4. 18: If strategies and materials used by their teachers in teaching Christian Education were effective (student respondents)

The study also sought the respondents' comments on the strategies and materials used by their teachers in teaching Christian Education. The study found out that 80% of the respondents indicated that the strategies and materials used are effective and educative only in a few schools especially class discussions as everybody is given a chance to express themselves. They further said that those strategies and materials used are simple and easy to follow and practical in some cases. The few schools that implemented this
formed well in the subject. Others stated that the methods are informative and sufficient; they further recommended the use of educational videos rather than reading the text books.

However, 20% indicated it was not effective. It was stated that some repetitive methods are tiring, they also denoted that the teachers should be humorous to make lessons lively. Others said that revision in their school is poor and that it should involve asking and answering questions. They further indicated that the resource and material in the schools were not sufficient. Most schools did not use effective strategies and materials which resulted to poor performance in the subject.

A teacher needs to adequately prepare before going to class. The study established that only in a few schools teachers used lesson plans, working schemes to ensure better performance. However, majority of the schools, teachers did not apply these tools, they lacked preparation and therefore their teaching was not effective which resulted to poor performance.
### 4.8 Content Mastery of Christian Education Teachers

**Figure 4. 19: Whether students understood their teachers’ way of delivering Christian Education (Student Respondents)**

The respondents were required by the study to indicate whether they understood their teachers' way of delivering Christian Education. From the findings, 45% understood their teachers' way of delivering Christian Education while 55% did not understand. Some of them said that they understood stating that the methods are clear with plenty of examples and the use of real life experience; others said that they understood since the teachers were very particular. Other reasons given for understanding were that the teachers follow textbooks, participation in presentation increases understanding, the teacher brings herself to the respondents’ level and explains concepts to satisfaction; the teachers use bible and this helps to get basic information. On this issue, the respondents recommend that the teachers should engage students to make the lesson less boring. Others said that their teachers were too fast and that they needed to slow their pace to enhance students understanding.
The study also aimed at establishing whether the respondents were comfortable/satisfied with the response given by their teacher to complex topics and questions. Majority (78%) of the respondents said that, they were not satisfied since the teachers failed to deal with some situations in class and asked for students to see them later in their offices, gave vague answers or told the students to go and research on the questions. Others stated that the method of random picking students to answer questions was improper and thus should not be encouraged. However, 22% said that they were satisfied since the teacher answers all the questions asked patiently and ensured that all students understood.

Further, the respondents indicated that their teachers did research on such topics and thus gave comprehensive answers, or gave the students a chance to research and present in class, then gave explanations to help them understand.
Figure 4.21: If teachers have mastered the content of CRE (student respondents)

The study established that just 30% teachers have mastered the content of CRE and therefore the only ones who can clearly and comprehensively address every Christian education topic. These teachers are effective in their teaching and have their students perform well in the subject. Majorities (70%) of the teachers have not mastered the content and therefore their teaching is not effective hence poor performance of their students.

4.9 Dedication and Commitment of Christian Education Teachers

Figure 4.22: Whether the Christian Education curriculum is covered on time (student respondents)
On whether the Christian Education curriculum is covered on time, majority (90%) of the students stated that it was Christian Education curriculum was in most cases covered in the next class, this according to the students denied them adequate time to do revision for their exams and therefore a probable explanation to the poor performance. Some stated that syllabus coverage did not happen all the time as some of the complex topics were covered in the next class. However, 10% respondents indicated that the syllabus is covered on time and that they had time to revise. Others said that they covered the syllabus in second term stating that lost time if any is compensated. Other even stated that they covered form four work in form three.

**Figure 4.23: Time the teachers come in and go out in the Christian Education lesson**

![Diagram showing time teachers come in and go out](image)

The study also sought to establish the time the teachers come in and go out in the Christian Education lesson. It was established that 60% indicated that the teachers are punctual to enter and leave the class giving an allowance of at least three minutes.
However, 40% stated that the teacher gets in time but at time extends the lesson especially if the lesson is before a break while other skipped classes.

**Figure 4.24: Response of the teachers when they pass Christian Education exam**

(Student respondents)

Further, the study sought to establish from the respondents the response of the teachers when they pass Christian Education exam. 10% of the respondents said that the teachers were happy and that they felt encouraged. 20% further indicated that their teachers would encourage them to put more effort and aim higher while congratulating the good performers. 10% stated that the teacher was neutral; 25% said that he was very proud of them. 20% respondents said that some teacher would even use reward to encourage the students to do better. However, 15% indicated that the teachers were not moved by their performance which made them (students) feel discouraged.
The performance was excellent only in a 10% schools where Christian Education teachers were dedicated and committed in teaching their students, 30% respondents indicated that in the schools where the effort of the teachers was just average, the performance of their students was also average but most (60%) of students performed below average and lack of teachers’ dedication and committed in those schools contributed to the poor performance.

On the response of the teachers when they fail Christian Education exam, the respondents indicated that the teachers became unhappy, disappointed, and encouraged them to do better by giving them motivational speeches and revision materials. Others stated that the teacher would work to identify the student weakness and attempt to help. According to the students, some teachers would privately request the students to see them and will never condemn them publicly. Other respondents indicated that the teachers didn't care how they performed and that they nevej made any comments.
Finally, the study sought to establish the reason why the respondents perform the way they performed. 20% respondents indicated that they did research, constant revision, and read bible frequently. 50% said the teacher teach well, being attentive in class, self motivation to work hard, and reliance on the "Lord Jesus Christ". 30% respondents cited team work, encouragement from the teachers, positive attitudes, determination to pass and believing in oneself as the reason for their good performance. Further, teamwork, concentration and participation in class were identified as reasons for good performance in class. Poor performance was attributed to failure to use the right strategies and materials, lack of commitment and dedication among the teachers and consequently. This resulted to lack of knowledge to apply the curriculum in the daily life.

4.10 Correlation

The study conducted a correlation analysis of the specific objectives of the study; teaching strategies, content mastery level and dedication and commitment. To quantify the strength of the relationship between the variables, the study used Karl Pearson’s coefficient of correlation.
A 2-tailed Pearson Correlation test was done at 99% and 95% confidence levels and the analysis presented in table below.

**Table 4.4: Pearson Moment Correlation**

<table>
<thead>
<tr>
<th>Performance of students in Christian education</th>
<th>Pearson Correlation</th>
<th>Teaching strategies</th>
<th>Content mastery level</th>
<th>Dedication and commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of students in Christian education</td>
<td>2.09281</td>
<td>0.24687</td>
<td>0.1796</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
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<td>0.574152</td>
<td>0.273952</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>39</td>
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<table>
<thead>
<tr>
<th>Teaching strategies</th>
<th>Pearson Correlation</th>
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<th>0.115094</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
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<td>0.718871</td>
<td>0.485365</td>
</tr>
<tr>
<td>N</td>
<td>39</td>
<td>39</td>
<td>39</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Content mastery level</th>
<th>Pearson Correlation</th>
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<th>0.05953</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.574152</td>
<td>0.718871</td>
<td>0.228067</td>
<td></td>
</tr>
<tr>
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<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dedication and commitment</th>
<th>Pearson Correlation</th>
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<th>0.115094</th>
<th>0.19753</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.273952</td>
<td>0.485365</td>
<td>0.228067</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>39</td>
<td>39</td>
<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>

**Source: Survey Data, 2012**

The researcher used the Karl Pearson's coefficient of correlation (r) to study the correlation between the study variables and the findings. From the findings, it was clear that there was a positive correlation between performance of students in Christian education and teaching strategies as shown by a correlation figure of 2.09281, it was also clear that there was a positive correlation between performance of students in Christian
education and content mastery level with a correlation figure of 0.24687, it was also clear that there was also a positive correlation between performance of students in Christian education and dedication and commitment with a correlation value of 0.1796.

This shows that there was positive correlation between performance of students in Christian education and teaching strategies, content mastery level and dedication and commitment. All these variables are important in enhancing the performance of students in Christian education.

4.11 Discussion

The study found that the performance of the students in CRE was generally below average. On the strategies used in teaching C.R.E, it was established that it was established that only a few schools used Bibles, engaged students, motivated them and encouraged the students to work hard. Other stated that they used life experiences, educational videos, and in-depth analysis of text, lectures, songs, demonstration and following curriculum to the latter. The study also found that the respondents used 8.4.4 curriculum in teaching Christian education.

The study has also found that the curriculum lack proper effective practical application in daily life. The teachers were found to be able to teach and answer comprehensively the questions asked by their students. The study indicated that they dealt with complex topics bit by bit assessing students understanding and re-administered where necessary, gave student a chance to assist one another and make presentations once they had discussed among themselves and discussed such topics with other CRE teachers while breaking it
into smaller understandable concept. The study has shown that the teacher at times were not comfortable with questions asked and therefore asked the students to discuss among themselves and do more research on the same.

According to the study, mostly, CRE was completed in the next class each year. However, in some schools syllabus was completed in the second term of every year. Further, the study has indicated that performance of the students in Christian education was poor and that it needed improvement. They called on the teachers and students alike to raise CRE education standards in the schools. It was also indicated that the teachers started and concluded the lesson not later than three (3) minutes after the bell. For The students that performed well, this was as a result of encouragement from the teachers, self motivation, syllabus coverage, constant evaluation and revision and having a positive attitude and making them fully involved.

The study established that performance of the subject majority depends on the teachers approach to it. Majority of the students will perform the best when properly taught and guided by their teachers except for a few who still fail inspite of the effort applied by their teachers in teaching them. When a teacher uses the correct strategies and materials in teaching; that is, proper preparation before teaching. The use of lesson plans, working schemes, commitment as per the timetable, covering the syllabus on time using relevant examples in their teaching to apply the knowledge they transfer to their students, mastering the Christian education content and motivating their results to the best performance from most of the students.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the data findings on the effect of Christian education teachers’ preparedness on the performance of Christian education in selected secondary schools Dagoretti Constituency, Nairobi County, the conclusions and recommendations drawn there too. The chapter is hence structured into summary of findings, conclusions and recommendations.

5.2 Summary
The study found that the performance of the students in CRE was generally below average. The study finding agrees with KNEC Report Book, (2006) which indicated that Christian Education subject is poorly performed in national examinations. On the strategies used in teaching C.R.E, it was established that only teachers in a few schools used Bibles, engaged students, motivated them and encouraged the students to work hard. Others stated that they did not use life experiences, educational videos, and in-depth analysis of text, lectures, songs, demonstration and following curriculum to the latter. This is inconsistent with Loukes (2004) who noticed that success in other subjects has been achieved by starting with the learners’ experiences, and argued that the same success can be achieved in Christian Religious Education if the same approach is used. The teacher should use real life experiences in teaching. The study also found that the respondents used 8.4.4 curriculum in teaching Christian education.
However, it was noted that generally the curriculum is not covered comprehensively. Small percentages of teachers were found to be able to teach and answer comprehensively the questions asked by their students. This is in line with Trowbridge, Sund (1981) who observe that teachers have the duty of transmitting knowledge to the learners as efficiently as possible. The study indicated that they dealt with complex topics bit by bit assessing students understanding and re-administered where necessary, gave student a chance to assist one another and make presentations once they had discussed among themselves and discussed such topics with other teachers who taught CRE while breaking it into smaller understandable concept indicating that just a few of the teachers were competent.

According to Kings (2002), the competence of teachers in the process of teaching is very important in order to achieve the desirable skills, knowledge, attitudes and values in the learners. However, they indicated that the curriculum and the materials used in teaching Christian education to the students lacked relevant practical application in daily life. The study has shown that the teachers at times were not comfortable with questions asked and therefore asked the students to discuss among themselves and do more research on the same.

On the content mastery by the teacher, the study indicated that it needed improvement. This finding concurs with Ogola (2000) who observed that most teachers have a poor mastery of their subject content. According to the study, mostly, CRE was completed in the next class each year. However, in some schools syllabus was completed in the second
term of every year. Further, the study has indicated that performance of the students in Christian education was poor and that it needed improvement. They called on the teachers and students alike to raise CRE education standards in the schools. It was also indicated that the teachers started and concluded the lesson not later than three (3) minutes after the bell. For The students that performed well, this was as a result of encouragement from the teachers, self motivation, syllabus coverage, constant evaluation and revision and having a positive attitude and making them fully involved. This is in line with Paper of 2005 on a policy framework for education, training and research Ginnott (1972) that observes that teachers have the opportunity of counter-acting on the child's undesirable behaviour as well as encouraging good behaviour and consequently better performance.

5.3 Conclusion

The study sought to show the effect Christian education teachers preparedness on the performance of students in Christian education in secondary schools in Dagoretti Constituency. To this objective the study has concluded that the performance was poor and that it needed improvement. The study indicated that the performance of students in Christian Education was generally below average stating that the students would score as low as a mean grade of 4/12.

On the teaching strategies used by secondary schools Christian education teachers in Dagoretti Constituency, the study has concluded that only a few schools that had their teachers use Bibles, engaged students, motivated them and encouraged the students to
work hard, life experiences, educational videos, in-depth analysis of text, lectures, songs, demonstration and following curriculum to the latter. Teachers also motivated their students to work hard. It study concluded that the curriculum and the materials used in teaching Christian education to the students lacked information on how to apply the knowledge taught and lack relevance in daily life. This missing link resulted to poor performance.

On the teachers content mastery level in Christian education, the study has concluded that teachers content mastery level in Christian education was moderate. The teachers were found to be able to teach and answer comprehensively the questions asked by their students. They dealt with complex topics bit by bit assessing students understanding and re-administered where necessary, gave student a chance to assist one another and make presentations once they had discussed among themselves. However, at times the teachers were not comfortable with questions asked by the students and therefore asked the students to discuss among themselves and do more research on the same.

Finally, on the level of dedication and commitment by secondary school Christian education teachers in Dagoretti Constituency, the study has concluded that the teachers in Dagoretti Constituency dedication and commitment to Christian education needed improvement. This is indicated by the fact that mainly CRE Syllabus was completed in the next class denying the student adequate time to do revision. However, it is clear that the teachers encouraged the students to perform well and that they started and finished class in time.
5.4 Recommendations

Teaching methods

The study recommends more use of educational videos rather than reading the text books. The study also recommends that the schools should encourage group work, discussion and research among the students to encourage good performance in Christian Education. Refresher courses should be administered to the teachers to keep their teaching skills and mastery of the subject relevant and interesting to enhance the passage of information to their students. The study also recommends that the teachers should always have lesson plans to allow them to cover their contents in time.

Curriculum based

The curriculum should also provide some guidance on how to apply the knowledge taught. For most of the questions asked are applicational, this becomes difficult for the students. But if the curriculum introduces them to this method of answering questions then it will be easier for them hence better performance.

Schools management

The schools management need to establish a system that ensures that teachers use effective strategies while teaching, that they have proper mastery of the subject content and that they are dedicated and committed to their work. This will increase the number of secondary schools performing well in the Christian education.
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APPENDIX Is TEACHER'S QUESTIONNAIRE

Please respond to each of the questions by ticking the appropriate (V) response or giving your opinion as honestly as possible. Your responses will be highly confidential and will be used by the researcher for the purpose of this study only. Therefore DO NOT write your name anywhere in this questionnaire. You are kindly requested to respond to all the items that are applicable to you.

1. Gender
   - Male [ ]
   - Female [ ]

2. Age
   - 25-30 years [ ]
   - 31-40 years [ ]
   - 41-50 years [ ]

3. Teaching experience
   - 1-5 years [ ]
   - 6-10 years [ ]
   - 11-15 years [ ]
   - 15 years & above [ ]

4. Marital Status
   - Married [ ]
   - Single [ ]

5. What is your level of education

*
6. How is the performance of your students in Christian Education?

7. What percentage of your students score
   b) Excellently in the subject of Christian Education
   c) Above average in the subject
   d) Below average in the subject

8. What strategies do you use in teaching the Christian Education subject?
   ii) Which curriculum do you follow in teaching Christian education?
   iii) What is the relevance of the curriculum and the materials you use in teaching Christian education to your students?
9. Content mastery
   i) Are you able to teach and answer comprehensively the questions asked by your students?

   ii) How do you handle complex topics in the subject

10. Dedication and commitment
    i) How early do you cover the syllabus set for Christian Education?

    ii) What is your response on the performance of your students in Christian education
iii) What time do you arrive in a classroom and what time do you conclude your lesson?

11. What do you think is the reason why your students perform the way they do?
APPENDIX II: STUDENTS QUESTIONNAIRE

Please respond to each of the questions by ticking the appropriate (V) response or giving your opinion as honestly as possible. Your responses will be highly confidential and will be used by the researcher for the purpose of this study only. Therefore DO NOT write your name anywhere in this questionnaire. You are kindly requested to respond to all the items that are applicable to you.

1. Gender
   Male    Female

2. Age
   13-15 years   16-18 years   18-20 years

3. How do you perform in Christian Education?
   Excellently
   Above Average
   Below Average

4. What strategies and materials do your teachers use in teaching Christian Education
5. What is your comment on the strategies and materials used by your teachers in teaching Christian Education?

6. Do you understand your teachers way of delivering Christian Education?

7. Are you comfortable/satisfied with the response given by your teacher to complex topics and questions?

8. Is the Christian Education curriculum covered on time?

9. What time do your teachers come in and go out in the Christian Education lesson?
10. What is the response of your teachers when you

   i) Pass Christian Education exam

   ii) Fail Christian Education exam?

11. What do you think is the reason why you perform the

   i)