

**TEACHER-RELATED FACTORS INFLUENCING CHRISTIAN
RELIGIOUS EDUCATION CURRICULUM IMPLEMENTATION IN
PUBLIC SECONDARY SCHOOLS IN WESTLANDS SUB COUNTY,
NAIROBI, KENYA**

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DECLARATION

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

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DEDICATION

This project is in memory of Dad,Petro Amugah and Mum, Elizabeth Achieng who instilled in me the value, power and quest for education .It is dedicated to my wife, Lois Amugah, our daughters; Beulah Achieng, Victoria Awino and Hope Patience Mtumishi for their selfless spiritual, financial and moral support throughout the entire period of study.

Above all, Glory to God who has given me the privilege of knowledge, health and zeal to do this study. My destiny is in His hands!

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LIST OF ABBREVIATIONS AND ACRONYMS

RE	Religious Education
CRE	Christian Religious Education
CRS	Christian Religious Studies
B.ED	Bachelor of Education.
B.SC.	Bachelor of Science
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KLB	Kenya Literature Bureau
P.G.D.E	Post Graduate Diploma in Education
KISE	Kenya Institute of Staff Education
KIE	Kenya Institute of Education
SPSS	Statistical Package for Social Sciences
C.R.E.D	Christian Religious Education Department
C.E.O	County Education officer
R.o.K	Republic of Kenya
NCDC	National Curriculum Development Centre
G.o. U	Government of Uganda
CLT	Christian Living Today
CSEE	Certificate of Secondary Education Examination.

ABSTRACT

The purpose of this study was to establish the influence of teacher related factors on the implementation of Christian Religious Education curriculum in public secondary schools in Westland Sub County. The objectives of the study included; determining extent to which teachers' competence, methodology, attitudes and use of teaching learning resources influence the implementation of Christian Religious Education curriculum. The study was guided by the Rand change Agent Theory of curriculum implementation which emphasizes that successful implementation of a curriculum is characterized by teachers' participation in decision making and adaptation of change to the local setting. The study adopted a descriptive survey design to target a population of 10 head teachers, 10 HoDs, 27 Christian Religious Education teachers and 370 students. The sample size comprised of a total of 417 respondents who were sort using both purposive and simple random sampling technique. Content validity was enhanced by ensuring adequate and appropriate items in the instruments were relevant to the research objectives. Reliability was done using test-retest technique. Data were collected using questionnaire and interview schedule and 77.8 per cent instrument return rate was realized. The study revealed that although majority (40%) of Christian Religious Education teachers appeared to be of sound academic qualifications, they were unlikely to have the necessary skills needed for competence in the implementation of the syllabus as a number of teachers (25.0%) underwent their pre service training twenty years ago before the current Christian Religious Education Curriculum. Majority (50.0%) of the teachers employed the lecture method of teaching according to Table 4.12. Attitude among the teachers needs to be addressed adequately for better implementation of the curriculum. Textbooks were the main teaching-learning resources for the implementation of the Christian Religious Education Curriculum. From the findings the study concluded that; for effective implementation of Christian Religious Education curriculum, the teachers' competence level must be improved. Methodology of teaching used is mainly lecture. Majority use of text books as teaching learning resources limits in teaching and learning process as it requires that teachers employ a variety of resources for teaching and learning to be effective. The right attitude towards the teaching of Christian Religious Education as a subject should be improved as this influences the use of the subject as a possible solution to the problem of moral decay and indiscipline in schools and society. Recommendation, the government and other educational stake holders to promote continuous teacher development through in-service and quality pre-service training programs. Further research should be carried out on the school and administrative factors influencing implementation of Christian Religious Education curriculum and effectiveness of teaching methods in implementation of Christian Religious Education curriculum in public secondary schools in Westland Sub County.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Religious Education is a possible solution to the problem of moral decays among youths of contemporary world. (Jain, & Jain, 2012). Philosophers of Education such as Rousseau (1717 – 1778) and Dewey (1856-1950) emphasized the need to actively engage the students in the learning and teaching activities of education (Callahan & Clark, 2004). The teacher, more so the Christian Religious Education teacher, ought to know that students have a lot of experiences, knowledge, feelings, views and interests that need to be shared and utilized using the right approach for them to understand better what the teacher has prepared for them. Previous experience helps learners to understand new experiences (Maani & Kenyi, 2005).

The approach to teaching using people's own experiences is actually not new. Socrates (470 BC-399 BC), (Rusk & Scotland, 2000) and Jesus (United Bible Societies, 1994) guided their inquirers to answer their own questions. Therefore CRE, or any other subject, will not adequately help students on moral related issues if correct methods, materials and attitude based on the correct concept of teaching, are not used.

Religious Education was introduced in the Greek and Roman traditions around the Mediterranean region and from there, Christian Religious Education also began to take shape of Greek and Roman traditional characteristics. The methods and approaches used by Missionaries and Missionary-appointed teachers have

been described by different words such as “catechism” (Cox, 1966); “dogmatic approach” (Smith, 1995) and “proselytization” (Rutebuka, 1984). The common message behind all these descriptions is that students had to unquestioningly accept and believe what was taught to them. By use of these approaches, the missionaries thought that Africans would relinquish their traditional beliefs and practices and be “civilized” through Christianity (Mugambi, 2000).

According to European Commission on supporting teacher competence development for better learning outcomes, to be fully effective in teaching, and capable of adjusting to the evolving needs of learners in a world of rapid social, cultural, economic and technological change, teachers themselves need to reflect on their own learning requirements in the context of their particular school environment, and to take greater responsibility for their own lifelong learning as a means of updating and developing their own knowledge and skills for competence (European Union, 2012).

According to United States of America (USA) Association of Colleges for Teacher Education 2006, teaching learning materials are meant to boost the students learning experiences. There should be effective interaction amongst the learners and the teachers during the learning and teaching process. If this approach is used properly, it enables the learners to have a wide learning experience for a better knowledge to develop themselves now and in the future lifelong learning. Doll, (1992) points out that the Americans often do not know what to believe about the issues of religion because they lack a basis for determining viable beliefs and because they have had too little experience both in

clarifying any values they may currently have and in selecting and adopting new ones.

In Nigeria, Christian Religious Studies (CRS) is one of the major subjects missionaries bequeathed to Nigerian education system on the establishment of schools by the 19th century missionaries. The aim was to train people who will be of immense help to the colonial trinity goals (God/Christianity, government/colonization and Gold/commerce). Akubue (1992) observed that effective implementation of CRS curriculum in Nigeria is closely tied to teachers' performance or ability to influence his class positively. This means that an effective teacher has the responsibility of ensuring that the aims of the subject is achieved through his authority as an arbiter, skilled and competent in his field and through the authority derived from his general behavior in and outside the classroom.

The practice of teaching does just happen like an accident but depends on thorough planning and preparation which are mandatory components of any successful teaching. Such components further includes proper lesson preparation, good planning of the right teaching and learning activities, effective classroom management skills based on timely evaluation and response. According to Rosenshine (1995) the learner's success during the learning process highly depends on the teacher's effective preparation and delivery strategy.

Ofoegbu, (2004) observes that lack of effective teacher interaction during the class teaching can be blamed for low standard in learners' performance in Nigeria. This was further attributed to scarce resources available, poor teaching habits and performance in terms of accomplishing the teaching tasks.

The major factor in effective implementation of CRS curriculum is the professional preparation of the teacher. The teaching of CRS demands a lot of competencies on the side of the teacher in that, excellence is required in manipulating instructional aides, assessment and management of instruction to ensure that the desired impact is made in the learner. This means that a CRS teacher is required to develop a coherent understanding of the pedagogical aims of the subject.

In Uganda the teaching and learning of CRE for young children can be traced to 1877 and 1879 when the first Protestant and Catholic Christian missionaries, respectively, arrived in Uganda (Ssekamwa, 1997). The teaching of religion in schools has gone through many changes since Uganda attained her independence in 1962. The 1963 Education Policy Review Commission, chaired by Prof. Castle recommended that: “The Teaching of religion in schools should be of the highest standard and carefully planned for the learner, as any other subjects” (Castle, 1963). In effect, this meant that the evangelical approaches used by the missionaries had to give way to educational approaches. Methods of teaching which follow the traditional meaning of teaching use direct teaching approaches where teachers “tell” pupils directly, (Callahan and Clark, 1982 what they should know or believe. By use of dictation or lecture, a teacher passes on, that is, delivers prepackaged content to students (Maani& Kenyi, 2005). Such methods are referred to by different phrases such as transmission model (McBer, 2000), expository model or didactic methods (Bishop, 1985). also refer to such methods as the “delivery mode” and “traditional style”. In summary, the traditional meaning of teaching therefore leads to teacher-centered methods of teaching.

In Kenya, Religious Education was originally the core subject of the missionary curriculum and other subjects were clearly in supportive role, as religious education was the only subject in missionary schools that was not open to discussion and was taken as the most important subject. According to Regional Workshop on African teachers from Sub Saharan Africa (SSA) held on September 2007 at Nairobi Safari Park hotel in Kenya. The stakeholders came together with the aim to discuss the African teachers' challenges in order to ensure the promotion of quality teaching in Africa in the Sub Saharan region .The stakeholders came from different countries to device educational policies to help strengthen the classroom management practices in the teaching sector.

In many cases, teachers have been blamed for laxity and incompetence in the circumstances of dismal performance by students in the National examination even when the failures lie squarely on the parents and other stakeholders involved (Quality Assurance and Standards Circular 2016). The teachers are always blamed to have contributed to poor curriculum delivery and negligence on matters of involvement on issues concerning classroom instruction which is believed to be contributing to the poor results in different schools.

A cursory observation of CRE students' behavior in secondary schools and the general feelings expressed by parents, teachers and the general public indicate that this objective is not being achieved because students and many other people who have gone through secondary education system, including political leaders, do not seem able to make appropriate moral decisions (Ndarwa, 2007).Ogwara(2013) support this view by holding that education is strongly needed to make further efforts to bring the concepts of morals into practice.

In Kenya the curriculum is delivered in the form of syllabus which contains the national goals of education, subject objectives, themes and topics, methods of delivery, teaching and learning resources and teaching learning activities. The team comprises of C.R.E of experts in the area of subject education who are usually composed of ministry of education, subject specialists' panel consisting of experienced teachers, church representatives and other stakeholders in the education. The syllabus guides the curriculum implementation in terms of work coverage depending on learners levels in a particular period of time usually organized in form of 'terms'. There are three terms in a year and the evaluation of the work coverage done on a termly basis. Teachers are usually expected to adhere to the stipulated syllabus arrangements and terms' work coverage should not be carried to the next level or term.

This has necessitated the need to empirically search, review and evaluate the subject's implementation approaches, the competence of the teachers as agents of the implementation, their attitudes as well as the influence of the teacher's use of learning resources in undertaking the subject's curriculum implementation in public secondary schools, Westland's sub county in Nairobi, Kenya.

1.2 Statement of the problem

Right from inception of education in Kenya, Christian Religious Studies has been one of the core subjects in primary but elective in secondary schools. The major aims of inclusion in the system of education curriculum meant to create a generation of people who can maturely reason, have respect for themselves and others with ability to recognize the dignity of work and values that make a responsible citizen as entrenched in the national goals of education. At secondary

level the subject is mandated to inculcate in the learners morals and attitudes of good citizenship as they anticipate for high learning in education. (Onsongo, 2009).

To this reason, CRE is intended to bring about the numerous goals of the subject in the lives of students as they undergo the necessary transformation needed through acquisition of both moral, attitudes, life skills and educational values expected to transform them for better future. The main source of such virtues is the Holy Book, The Bible which is also the main teaching and learning resource for the subject. Akubu (2008) indicates that although the moral attitude of the learners has failed to improve steadily in this modern society but the subject has the required ingredients to help shape this generation character effectively.

The question now is what teacher factors influence the implementation of the subject curriculum contents? Effective implementation of CRE curriculum is all about ensuring adequate positive results of CRE on the lives of the learners. Akubu (1992) observed that effective implementation of CRE curriculum is closely tied to teachers' performance or ability to influence his class positively.

The results for Westland Sub County for CRE have shown a decline in performance despite teachers having undergone training. The performance of CRE on the national scale has not been consistent. Based on these statistics there was a need therefore to assess the teacher-related factors which influence the implementation of Kenya Secondary curriculum programs for Christian Religious Education in an effort to improve student performance. Westland Sub County is therefore a suitable location for study as a comparative analysis of national and Sub County results shows a decline in performance.

Table 1:1 Westland Sub County results for KCSE CRE from 2012-2016 and neighboring Sub Counties

Year	2012	2013	2014	2015	2016
Westland	50.82	46.17	48.33	50.82	48.33
Starehe	55.42	47.86	52.31	56.21	57.44
Dagoretti	52.34	51.07	50.74	55.83	56.39
Kasarani	54.08	55.71	53.39	56.47	57.21

Source: **Sub county Education office, Westland, 2016.**

From Table 1.1, observations seem to suggest that CRE is taught in schools without good results hence no much impact on the lives of the people, that is, without achieving its sets moral objectives in learners' lives. The main aim of this study, therefore, was to identify the teacher related factors influencing implementation of Kenya Secondary School CRE curriculum in Westland's Sub County in Nairobi, Kenya.

1.3 The purpose of the study

The purpose of this study therefore was to investigate the teacher-related factors influencing CRE curriculum implementation in public Secondary Schools in Westland's Sub County, Nairobi County, Kenya.

1.4 The objective of the study

The study was guided by the following objectives

- i. To determine the influence of the teacher's competence on CRE curriculum implementation in public Secondary schools in Westland's Sub County.
- ii. To establish the influence of teaching methodology on the implementation CRE curriculum in public Secondary schools in Westland's Sub county
- iii. To determine the influence of the teacher's attitude on the implementation of CRE curriculum in public secondary schools in Westland's Sub county
- iv. To examine the influence of the teacher's use of teaching and learning resources on the implementation of CRE curriculum in public secondary schools in Westland's Sub County

1.5 Research questions

The study was guided by the following research questions

- i. How does the teacher's competence influence the implementation of CRE curriculum on public secondary schools within Westland's Sub County?
- ii. What is the influence of teaching methodology on CRE curriculum implementation in public secondary schools in Westland's Sub County?
- iii. How does the teacher's attitude influence the implementation of CRE curriculum on public secondary schools in Westland's Sub County?
- iv. How does the teacher's use of teaching and learning resources influence the implementation of CRE curriculum on public secondary schools in Westland's Sub County?

1.6 Significance of the study

The study will be useful to curriculum support officers (CSO), Quality Assurance and Standard Officers (QASO) and curriculum developers of CRE within the Sub

County who will get up to date information on teacher-related factors influencing the implementation of Kenya Secondary School CRE curriculum. This will act as basis of improvement and re-evaluation of the curriculum to make its use more effective.

The research will provide an opportunity for CRE teachers to review their methodologies regarding the implementation of the curriculum. The outcome of the research will be of great importance to the researcher as a teacher of CRE who will get to understand the teacher-related factors influencing the teachers' implementation of CRE curriculum in the secondary schools and how they can be dealt with.

1.7 Limitation of the study

The study was limited to only one Sub County out of the nine sub counties in Nairobi County, Kenya due to its unique factors that may not be generalized to all other secondary schools in the County. The respondents will include CRE teachers as they are the implementers of curriculum innovations, head of department and school principals who facilitate curriculum implementation in their supervisory role as well as funding in service courses for CRE teachers in Westland Sub County. Lack of sufficient time within which the researcher is expected to complete the course and insufficient funds for the study also limits the researcher's in-depth research exploration in Westland's Sub County during data collection period.

Delimitation of the study

There are many factors that influence the implementation of the Secondary school Christian Religious Education Syllabus (2002). This study was delimited to teacher-related factors that influence the implementation of the Kenya Secondary School Christian Religious Education Curriculum in Westland's Sub County, Nairobi County. This means that a number of other factors contributing to ineffective implementation of the secondary school C.RE syllabus as a curriculum were not taken care of by the study.

Assumptions of the study

The following assumptions were made to guide the investigation.

- i. The teachers in Westland's Sub County use the recommended KICD syllabus to implement CRE curriculum in their schools.
- ii. The secondary school teachers in Westland Sub County encounter challenges in the implementation CRE curriculum.
- iii. The respondents will co-operate and data obtained will be accurate and reliable.

1.8 Definition of significant terms

The following are the definitions of the major terms as used in this study.

Christian Religious Education: -refers an aspect of Christian teaching and learning study which investigates man's relationship with one another, the ultimate power of God and the universe.

Curriculum:-This is the total learning experiences given to learners in order to obtain knowledge, skills and attitudes at various learning centers.

Curriculum implementation: -refers to the process of understanding the new curriculum to ensure that it reaches it reaches the learners properly and as generally planned.

Education:-Involves the understanding of principles as well as the acquisition of skills or information.

Teacher attitude: In this study refers to sum total, one's feeling, bias and pre conceived convictions. It is a hypothetical construct that is not tangible, but has to be inferred from the world or experience (Thurstone, 1928).

Teacher Competence: -refers to knowledge, understanding and practice acquired through professional training and experience.

Teaching Methodology: - refers to the approaches and principles used to impart knowledge, skills and attitude in the case of implementation of CRE curriculum.

Teaching and learning materials refers to the resources used by teachers during the implementation of curriculum.

Teacher related factors:-refer to the features of the teacher and the teaching profession that affects teaching of Christian Religious Education.

1.11. Organization of the study.

The study was organized into five chapters. The first chapter was dealing with introduction to the study which comprised of the background to the study, statement of the problem, purpose of the study, the objectives of the study, research questions, and significance of the study, limitation of the study, delimitation of the study, definition of significant terms and finally the organization of the study. Chapter two covered literature review related to the study; overview of Religious Education implementation, Teachers' competence

and CRE curriculum implementation, Teaching methodology and CRE curriculum implementation, Teachers' attitude and CRE curriculum implementation, Teaching Learning resources and CRE curriculum implementation and Summary of the literature review, covering theoretical framework and conceptual framework. Chapter three covered research methodology which included the research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four covered data analysis and discussion of findings. Chapter five contained a summary of the study, the conclusion, recommendations and suggested areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives an account of the relevant literature on Kenya Secondary School CRE curriculum implementation strategy. The literature review was discussed in the following sub-topics; overview of Religious Education curriculum implementation in Kenya secondary school, influence of teacher competence, teaching methodology, attitude and teacher's use of teaching learning resources in the implementation of CRE curriculum in secondary schools, summary of the overview of related literature, theoretical framework applied in the study and conceptual framework of the study.

2.2 Overview of Religious Education curriculum implementation

Christian Religious Education is an integrated subject in both secondary and primary levels of Kenya education according to revised curriculum (Republic of Kenya, 2002) .The subject is taught separately in secondary schools but integrated with Geography, History and Government under Humanity category and under social studies at Primary level. Its normally an optional subject in the upper secondary of Form 3 & 4 but compulsory for Form 1 and 2.This means that

one who chooses either Islamic Religious Education or Hindu Religious Education cannot have Christian Religious Education as an option since it's an elective subject in Form 3 and 4. Objectively the subject in the curriculum is required to provide moral, spiritual and social knowledge that enable the learner to make an informed moral decisions in future.

Like in many traditional African societies, religion and education in Kenya are inseparable. Each ethnic community has its own religious beliefs and practices like initiation ceremonies, removal of some teeth, tattooing among others. Indigenous ethnic religious education is not handled as an independent subject of the primary and secondary schools' curriculum in Kenya. Some of its content is integrated with subjects like Christian Religious Education (CRE), History and Literature.

Christian Religious Education is an academic subject taught at Secondary Schools in different countries of Africa. In Nigeria, it is viewed as a subject that helps to streamline students' thought, character, moral and aspiration. It fosters morals among students, teaching them to live in the world guided by moral ideas of loyalty to God, charity and justice to their fellow human beings. It inculcates in students positive attitudes and moral values such as humility, respect, love, kindness and spirit of forgiveness

Religious Education viewed as an option for sanity, order and moral restoration in the country, Nigeria. Following the moral death in the country as expressed in individual behavior, social and political spheres manifested in the rate of bribery, scandles, frauds, corruption, nepotism, robbery with violence, political patronage, greed for wealth and general misconduct of the public officers,

Iheomia (1995) concludes that Nigeria as a nation is morally and spiritually on the sick -bed. The main reason of moral education in Nigeria schools is therefore to restore rational behavior in the national ways by bringing back the national values such as justice and dedication to responsibilities, caring for others, discipline and honesty to the public domain. This will bring back the moral life of the nation through such moral institutionalized educational curriculum programs . [Ilechukwu, 2014]. In Kenya, CRE is regarded as a core subject that shapes the Secondary School youths into ideal personalities in the society. It is a subject that goes beyond the classroom, leaning more on character formation rather than knowledge acquisition. The main objectives of CRE education in Kenya, among others, is to enable learners to obtain wisdom and insight into God's self-revelation to humankind and use the internalized moral , social and spiritual knowledge to reason critically to make the needed moral decisions in the rapidly growing society [Kidakwa, 2014].

According to Nyaundi [2004], the meaning of religion is complex in nature. The term is translated from about four different Greek words in the Holy Bible, namely *Theossebeia*- meaning reverence for God as used in 1Timothy 2:10, *Eusebeia*- meaning awe or piety as used in 1 Timothy 3:16 and 2 Timothy 3:5, *Threskeia*- meaning worship as used in Acts 26:5; James 1:26, and James 1:27, and *Deisidaimonia* meaning fear of the gods as used in Acts 25:19. To crown it up, he quotes William James [1842-1910] who considers religion to be “the feelings, acts, and experiences of individual men in their solitude, so far as they apprehend themselves to stand in relation to whatever they may consider divine”

Education, on the other hand is a process of bringing out a person from the state of ignorance to knowledge, from the dominion of darkness to light, or a process of change in knowledge, skills, and attitude that leads to change of behavior. (Farrant, 1992)

Religious Education as a subject is not only for moral and character formation of the learners but also a contributor for the civilization and spiritual purpose which forms the main purpose of pursuing the learning hence making the subject to have unique goals of improving morality and social values of its pursuits.

In respect to the teaching of CRE in schools, a joint church panel was set up in 1968 to work on a syllabus which could be more relevant to the Kenyan situation. K.I.E (1975) states that Committee of Catholics and Protestants from Kenya, Malawi, Tanzania, Uganda and Zambia under the title 'Rubaga workshop' met and prepared life approach CRE syllabus which is presently offered in Kenyan secondary schools. The CRE curriculum implementation is acceptable on grounds of its relevance to the Kenyan education because of its major stake in the national goals of education. Otunga (2010), discussed the challenges of the practicality of the curriculum in Kenya and adversely pointed out that any relevant curriculum should major in the fulfillment of the national goals of development. This is one of the objective the CRE curriculum is based on through its syllabus content. The CRE syllabus has undergone several revisions with the latest being 2002. The secondary school education syllabus (KIE, 2002) lists the objectives of teaching CRE as to help learners acquire social, spiritual and moral insight, to think critically and make appropriate moral decisions in a rapidly changing society and acquire basic principles of Christian living to

contribute positively to transformation of self and society as a whole. This means that teachers need to be adequately equipped with skills to meet these objectives.

2.3 Teachers' competence and CRE curriculum implementation

Garret (2001) claimed that a professionally trained teacher was known to have acquired the communication skills, professional attitudes, abilities and values necessary for the implementation of a Curriculum. He explained that what teachers taught and the type of strategies they employed depend greatly on previous training. Furthermore the teacher in the school was expected to interpret the learning outcome and content within the curriculum and control the learning environment competently (Hawes, 1991).

Competence is therefore the combination of skills, attitude and behavior which lead teachers to teach Kenyan Christian religious education. Professional development is the route to building and maintaining competence. Teachers are to present evidence during the lessons which proves their competence in Religious studies. They are to explain the concepts to the students in the subject. In addition, they are supposed to understand the explanation, answers and questions signed from students. The major factor in effective implementation of CRE curriculum is the professional preparation of the teacher. The teaching of CRE demands a lot of competencies on the side of the teacher in that excellence is required in manipulating instructional aids, assessment and management of instruction to ensure that the desired impact is made in the learner. This means that a CRE teacher is required to develop a coherent understanding of the pedagogical aims of the subject. It is only a teacher with appropriate religious professional formation or one who has clear vision of the Christian milieu; and

lives in accordance within that would be able to give the required inspiration needed to put into practice what they have learnt. This implies that the commitment of the teacher is of immense importance in the curriculum implementation. Akubu (1992) noted that the teachers' integrity to faith and life is an important approach to implementation of CRE curriculum. The finding on teachers' experience concurs with Richards and Farrell (2005) who pointed out the difference between experienced and novice religious teachers, arguing that the former possess a richer knowledge base and deeper understanding of their students and student learning, and therefore are more capable of solving teaching problems. (Brindley & Hood, 1990).

The most important variable in implementing an innovation is the classroom teacher. This is because the teachers the one to interpret the intended objectives of the innovation and do the actual implementation by teaching. Indeed, the success of any curriculum innovation depends on the input from the classroom teacher. Hence, the first step in preparing teachers for implementation and innovation is by getting them to see and accept the need for change. This is due to the fact that teachers are the managers and interpreters of the curriculum innovation. The realization of the intended aims, goals and objectives of the curriculum innovation depends on them. Therefore, innovative and creative change has to be introduced by voluntary action and not by expert preaching or government decree (UNESCO, 1997).

Teacher education is being recognized as a source of the solution to the problems of the teaching challenges in Sub Saharan countries as pre service and in service policies and programs are believed should make a difference by providing the

teachers with the necessary competence, skills and attitudes which will translate into the outcome in the learning objectives (Dembélé and Lefoka, 2007). However, most countries within Sub Saharan Africa have poor policies and programs of skill acquisition in both pre service and in service teachers programs. When all the conditions are the same, it is undebatable fact that teachers do gain competence skills through wide experience hence the more experience a teacher has, the high the probability of being successful in his or her teaching profession (Oliva, 1988). Teacher experience determines competence and efficiency and continuous teacher's training (in-service) makes the teacher receptive and flexible in the implementation of curriculum (Mutoro, 2001).

In addressing the issues of curriculum, competence is conceptualized in the area of practice, understanding and knowledge. The best practice in teaching is multiple procedures that needs deep insight in the content knowledge, whereby both the pedagogic and subject matter approaches incorporated with best classroom practices should all be at hand to make learning understandable to the students. Implementation refers to the stage, when syllabus and learning-teaching materials are being used by the target group, usually the teacher and the pupils (Malusu, 1997). This is the next logical step once a programme has been designed, developed, and piloted (Oluoch, 1982). Curriculum implementation in its wider sense refers to specific activities taken to ensure that the educational programme is executed as planned (Bishop, 1985). This study therefore intends to establish how teacher's competence influences the implementation of Kenya Secondary CRE curriculum in Westland's sub county, Nairobi.

2.4 Teaching methodology and CRE curriculum implementation.

Dewey (1856-1950) emphasized the need to actively involve the students in the teaching/learning process. Therefore CRE, or any other subject, will not adequately help students on moral related issues if correct methods, based on the correct concept of teaching, are not used. A study carried out by Wainaina in (2003) revealed that most teachers were unaware of teaching methodologies that could stimulate students' interest in learning CRE. In the teaching of CRE, the teacher is expected to apply appropriate teaching methods based on the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behavior change. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change.

The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behavior change. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change (Onsongo, 2001)

Life approach has been defined by different scholars differently, Loukes (1995) defines the life approach as starting to teach with the real and concrete and present situation of the learners and letting them arrive at a religious understanding of their experiences. This approach insists that God speaks to people through their situations and experiences.

According to Walaba (2008) the strategies of educational instruction is a major debate in CRE since it has a lot of challenges. Majority of teachers are mere

preachers since they do not engage in adequate planning for effective teaching. Only adequate preparation and planning will promote the level of academic and moral performance in schools. From different scholars' views, it's clear that life approach essentially emphasized the use of the learners' day to-day experiences as the basis of teaching. It has been established that most teacher prefer use of lecture method thus students are inadequately prepared to apply the knowledge in their day to day lives. According to Situma (2016) research on Methods of teaching CRE in secondary schools, in Kimilili Sub County, teachers use the lecture method for teaching the subject. This could be the reason CRE instruction seems not to be achieving its intended objectives of imparting moral values in students. From the study findings it was concluded that many CRE teachers prefer to teach using other methods such as discussion, class presentation and library research. Audiovisual method is the least used in teaching. Moseti (2007) finds out that learner centered methods of teaching are rarely used in Kenya. A more acceptable definition of teaching emphasizes dialogue and interaction between a teacher and a student (Aggarwal, 2002). This definition requires the teacher to use methods that encourage and allow students to contribute actively to their learning This study intends to fill the gap by establishing the influence of the choice of teaching style used by teachers on the implementation of Kenya Secondary School CRE in Westland's sub county.

2.5 Teachers' attitude and CRE curriculum implementation

The research done by Kutto (2013) on overcoming challenges facing the teaching of CRE in Eldoret Municipality discovered that both teachers and learners negative attitudes towards the subject was a major concern since it affects the

effective implementation of the subject in the curriculum. Similar observation was confirmed by Ndarwa (2007) that the CRE as a subject must be considered as important as any other subject within the curriculum hence be given equal consideration as given to the languages and sciences during the curriculum implementation process. Negative comments by some of the stakeholders negatively influence the attitudes of the learners when it comes to choice of the subject for career choice since negative comments lower the status of the subject making the implementers lack the morale to effectively play their role in the implementation process. The study revealed that moral degradation in our society, occasioned by negative media and interest has influence on the student's psychosocial life. The above scenario makes it difficult to mold students' behavior. This is understandable because the students belong to society. This implies that the teachers, parents and society at large needs to be positive concerning the teaching and learning of CRE, if the subject must achieve its major goals in the learners. According to Wafula (2008) CRE teachers feel excluded from the so called special allowances and skewed promotions which have been favoring their science counterparts. With such an attitude this demotivates CRE teachers which can adversely affect their work and desire for further professional development. The performance of the subject is in danger by the negative belief that it is only meant to push other subject pursued by students academically so as to uplift their grades causing lack of the seriousness it deserves to be given by teachers and students assuming you can excel in the subject without hard work (Kirisoi, 2009). These responses show that even though the teachers have varied attitudinal predispositions towards the C.RE. Syllabus, most of them have a negative attitude towards the

subject: they don't priorities it, they don't enjoy teaching it, feel it has no advantage over the old syllabus as well as lacking cohesion among the topics and it does not allow for teaching along areas of specialization. This is consistent with Bishop (1985) who admits that teachers may have a negative attitude towards teaching some subjects and that attitudes are among some of the things to be changed in an innovation. Similarly, Hawes (1998) and Oluoch (1982) consent that the problem of innovation is not a matter of supplying the appropriate technical information but rather a matter of changing attitude, skill, values and relationships. Hence, an innovative and creative change has to be introduced by voluntary action and not by experts or government decree (UNESCO, 1995).

The success of any curriculum innovation, therefore, depends on the attitude of the teachers towards its implementation. This study intends to establish the attitude teachers of CRE and how these influence the implementation of Kenya Secondary CRE curriculum in Westland's Sub County, Kenya.

2.6 Learning and teaching resources and CRE curriculum implementation

According to Airasian (1994), the instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that can be sought. The quality of teaching of CRE in secondary schools in Kenya is thus partly determined by the instructional resources available. Callahan and Clark (1990) observe that of all the materials of instruction, the textbook has had the most influence on teaching content and method. For many teachers it has been the 'be all and end all' of their instructional life. This is unfortunate because the textbook is just one of the teaching tools. It is not supposed to be revered as the ultimate word.

The importance of instructional resources in teaching and learning has also been emphasized by many authorities, among them Kafu (1996), Romiszowski (1991), Walkin (1992) and Hills (2002). These scholars generally agree that if resources are properly selected and used, the benefits that can be realized include; knowledge obtained through instructional materials is retained longer than that obtained by purely verbal teaching greater benefits can be obtained from the use of multimedia that enhances students 'participation and learning becomes easy, more interesting, effective and meaningful.

The unavailability of facilities and materials is one of the major constraints to effective instruction in most schools in Kenya (Shiundu and Omulando, 1992), every new programme requires relevant and adequate facilities. Prior to implementation, physical facilities must be prepared and materials purchased to ensure the successive activation of the programme. It is, therefore, important for schools to make instructional resources available for successful curriculum implementation.

Fullan (1982) observes that the development and acquisition of materials constitute one major set of barriers that militate against successful implementation. This view is supported by World Bank (1988) which states that: "Without some basic inputs particularly textbooks and instructional materials, almost no learning can be expected to occur. Ensuring the availability of essential inputs is prerequisite for both quality and for expansion." Because of the development of modern technology, teachers no longer have to rely solely on mere lectures to deliver their teaching content. There is a great variety of materials that can be used to make meanings more vivid and more interesting.

These materials are often referred to as instructional aids; devices used to supplement or complement the teachers' task.

According to the United Nations Report on the state of Education in Kenya, most schools in Kenya have inadequate facilities like classrooms, workshops, and laboratories (UNESCO Kenya Education Report, 2004). Report points out that few schools and colleges have access to computers, the internet and email facilities which are essential for research and learning process. During the national conference on education and training held in Nairobi in November 2003, the issue of availability of facilities and resources in educational institutions in Kenya was debated on.

Kocchar (1990) states that even though teachers may have the competence and positive attitudes, without sufficient resources, their efforts will come to naught. This is because the achievement of instructional objectives partly relies on the availability of the teaching and learning resources. These materials are often referred to as instructional aides; devices used to supplement or complement the teachers' task. Like any other subject, CRE content can be made clearer, more interesting and relevant if teaching and learning resources are used in teaching the subject. This study focuses on how the use of teaching and learning resources influence the implementation of Secondary CRE curriculum.

2.7 Summary of the literature review

Wepukhulu (2001) observed that the type of knowledge obtained in the subject (CRE) is valuable and important for character formation especially when applied in problem solving for social development. However, the negative attitude towards

the subject by both teachers and learners limits the subject to exams passing only and not for moral advancements.

According to a study by Chemutai (2008) individual learner's attitude has a great influence on the subject performance. The other major challenge facing the subject also include freedom of religious choice. This has a negative bearing in value acquisition (Onsongo 2008). Nzomo (2011) encourages teachers on the importance of competence upgrading through skills acquisition in training to enable them develop the necessary level of their competence and attitudes for better profession. However, he observes that level of basic teacher training is low in Kenya since teachers are not in-serviced and objective training is minimal. Orodho (1996) has observed that effective teaching by the teacher, availability of instructional resources and teaching strategies influences pupils' performance. Mutora (2001) in his study on factors affecting implementation of curriculum, he found that teachers experience determines competency and efficiency. Moseti (2007) in his study on teaching strategies on integrated English in Manga Division found that learners centered methods are rarely used in Kenya. From the reviewed literature it is evident that there is a gap in implementation of CRE curriculum triggering the researcher to carry out a research on factors affecting implementation of CRE curriculum in public secondary school in Westland sub county Nairobi County.

2.8 Theoretical Framework

This study was guided by the Rand Change Agent Theory of Curriculum implementation; Berman &McLaughlin (1998).It suggests three stages of implementation. Initial stage, the curriculum leader needs to inform teachers

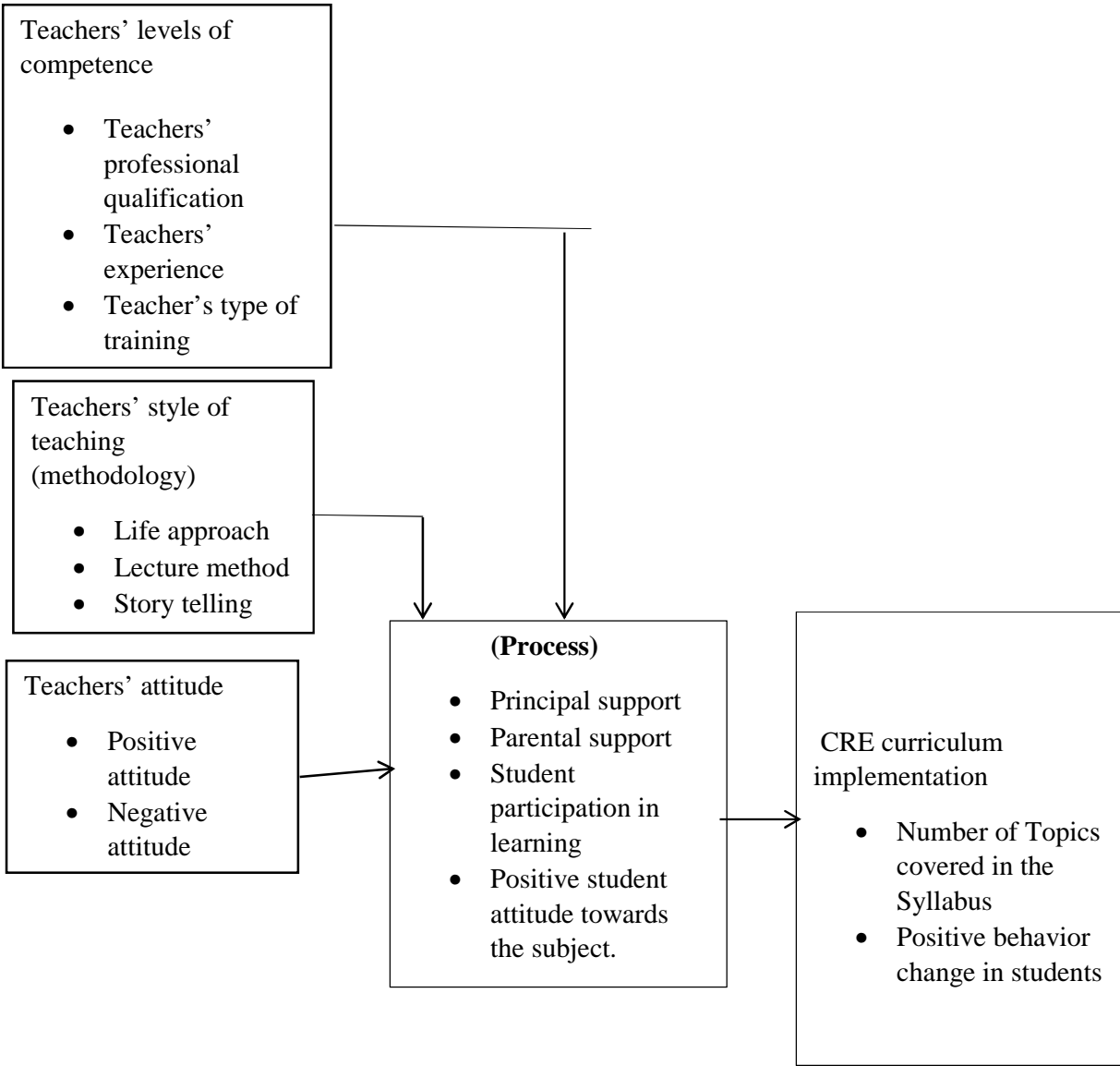
about the change and how it might take place. During implementation, the abilities of the teaching and administrative staff determine the success of the innovation while during incorporation stage, in-service and follow-up activities are essential.

The Rand Change Agent Theory on the teacher's competence also urges that more experienced teachers may desire an alternative approach to their professional development than what is stipulated in the ordinary staff development programme. This enables them to grow their professional career on a personal level. Rand study therefore proposes that teachers who have taught for several years may find it easier to outgrow new teaching strategies and teaching materials quickly hence a more personal approach to professional advancement is preferred to the ordinary approach

The theory further puts emphasis on any curriculum innovation change agents, key among being the teacher (Ornstein & Hankins, 2004). Teachers are agents of change and they start the entire curriculum change process by planning specific units being knowledgeable on the teaching practices. Teachers are the best experts available in the field of curriculum innovation and implementation process and their Professional learning is a long-term process. The study adopts this theory because the issues raised about the teachers such as competence, methodology, attitudes and teaching & learning resources with teachers as change agents are crucial in the implementation of an innovation such as the Kenya Secondary School Christian Religious Education Curriculum on which this study is based.

2.9 Conceptual framework

The conceptual framework was based on the concept of interaction of teacher factors in facilitating the implementation of the CRE curriculum. Teachers have to embrace the four variables; teacher's competence, methodology of teaching used, teaching resources used and teacher's attitudes towards the implementation of CRE curriculum. Figure 2.1 shows the schematic presentation of the study. The study perceives CRE curriculum implementation as a matrix function of teacher related factors. The CRE teacher will exercise the academic capability to understand and internalize knowledge by use his/her training to devise an appropriate strategy for instilling g knowledge, skill, attitudes and concepts. The teacher's attitude towards CRE as a subject affects the planning, preparation, organization and interpretation of learning experiences. The process of the moderating variables subject to influencing the implementation of CRE curriculum are controlled and includes the teachers' professional qualification and experience which contributes to his/her competence, the teachers' methodology of teaching, attitudes, and use of teaching and learning resources. Hence the dependent variable is the implementation of the CRE curriculum as shown in figure 2.1



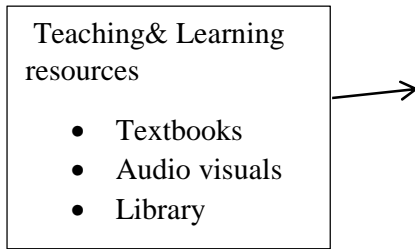


Figure 2.1 Conceptual framework showing the teacher related factors influencing the CRE curriculum implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology focused on the research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

Kerlinger (2001) defines research design as a plan and strategy of investigation which seeks to obtain answers to various research questions. The researcher will use descriptive survey design because the study involves fact finding and inquiries on the teacher-related factors influence on the implementation of the Kenya Secondary school CRE curriculum in Westland's Sub County, Nairobi County. The objective of descriptive survey is to analyze, explain and document a phenomenon as it occurs naturally (polis, 2004). It tries to explain what is in a social system such as a learning Centre (Abagi, 2009).

3.3 Target population

A population can be defined as the complete set of subjects that can be studied (Kombo and Tromp, 2006). This study targeted a population of 10 public secondary schools, 10 principals, all the 27 teachers of CRE and 1232 students from Form 3 and Form 4, 2017(Westland’s Sub-county Education Office, 2017).

3.4 Sample size and sampling technique

A sample is a group of subjects from which data is collected according to Moore (2003).This study used both purposive and simple random sampling techniques in obtaining a sample from the target population. The researcher had all the 10 public secondary schools within the sub county which is a100% of the target population. The schools were categorized into four (four) girls boarding, four (4) boys boarding and two (2) mixed day schools.

All the head-teachers, 10 head of departments (humanity) were part of the study. All teachers of C.RE were purposively included from each school. The researcher sampled 30% of the students(Form 3 and Form 4 students) 2017 from the ten schools using simple random sampling technique which yields 370 students (37 students from each school, with 18-19 students) from Form 3 and 4 streams per school. All the CRE teachers were used to fill questionnaires to give their opinions on the teacher-related factors influencing the implementation of Kenya Secondary school CRE curriculum

The sample population of the respondent and sample size is tabulated in Table 3.1

Table 3.1 Sample population and sample size table

Respondents	Target population	Sample size	percentage
Principals	10	10	100.0
Head of Humanity	10	10	100.0
Teachers of CRE	27	27	100.0
Form 3 & 4 students	1232	370	30.0

3.5 Research instruments

Questionnaires for teachers, head department (HoDs) and students and interview schedule for the principals were developed and used by the researcher. The questionnaires were designed to capture demographic information and other information as driven by study objectives. Orodho (2009) observes that questionnaire have more merits for use in that it is easier to distribute to respondents scattered over a large area. Moreover, respondents usually feel free to give their response freely even to the sensitive and embarrassing questions especially if they are not required to disclose their identity. Three categories of questionnaires and an interview schedule were developed by the researcher. Questionnaire were used to get information of teachers of CRE, head of departments, (HoD, Humanity) and sampled students from form 3 & 4 while interview schedules were used with Head teachers. The questionnaires had both structured and unstructured questions. The teacher's instrument of questionnaire had five sections; Section **I** had information on teachers' bio data. Section **II** contains structure questions where the responded were expected to tick their suitable response and also open-ended questions where the respondents were free to use their own words. It got information on the teacher's level of competence through pre-service training, professional and academic qualifications. Section **III** had information on the choice of teaching methodology. Section **IV** had information on teacher's use of

teaching learning resources. Section **IV** takes a Like it format where the teachers were expected to choose from five options: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. This section gathered information on the attitudes of teachers of CRE towards the subject and implementation of the CRE curriculum.

The Head of department's questionnaires had four sections; section **I** had information

on the background while section **II** had information on the teacher's level of competence, the HoD opinion on CRE teachers' teaching methods. Section **III** had the HODs rating on the teachers' attitude towards the subject, Section **IV**, had the information on the teachers' use of teaching learning materials in the general implementation of CRE curriculum and challenges during the implementation.

The students' questionnaires had four sections; section **I** had information on the students background, Section **II** had information on the students' opinion on their teachers level of competency, section **III** had the information on the students opinion on their teachers' teaching methodologies, section **IV** had the information on students opinion on their teachers use of teaching and learning resources and section **IV** had information on the students attitudes towards the CRE as a subject.

The interview schedule for Heads teachers contains ten questions. It sought information on teacher's competence through pre-service training qualification, experience through attendance of in-service training, teaching methods, teachers teaching learning resources, teachers' attitudes towards the subject and the challenges faced by CRE teachers during implementation and remedial action taken by the HoD towards overcoming these challenges.

3.6 Validity of the instruments

Validity is the degree to which the measure or several measures of the concept, accurately measure the concept. The level the on which the outcome obtained from the data analysis actually shows the observable facts under study (Mugenda & Mugenda, 2003). Validity helps in measuring whether the instrument single or collective represent what they are supposed to measure.

A pilot study was done in one of the neighboring sub county secondary schools (Dagoretti Sub County). Mugenda & Mugenda (2003) say that 1% of the target population is representative enough for the pilot study. This one school was selected for pilot study to pre-test the validity of the instruments and to discover and rectify in advance problems that may affect the research study. The researcher sort to determine the validity of the instruments to check ambiguity, confusion and poorly prepared items. Apart from piloting the researcher also requested his supervisors to validate the items in the three questionnaires individually and provide a feedback on the incorrect items to the researcher, their recommendations were used by the researcher to make corrections on the items that required amendments and came up with the final questionnaire which was used for data collection.

3.7 Reliability of the instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To ensure reliability of the instrument, the researcher used the test-retest technique of assessing the reliability of the instrument. The technique involves administering the same instrument to the same respondents twice. This was administered at an interval of two weeks. It was important that the period of time

between the tests is not too long because the outcomes could be affected by maturation, an extraneous variable caused by time. According to Mugenda and Mugenda (2003) a reliability coefficient of 0.7 to 1.00 is considered acceptable. A comparison between the respondents obtained was made using Pearson's correlation co-efficient formulae (r) as indicated below.

$$\text{Correlation (r)} = \frac{[N\sum xy - (\sum x)(\sum y)]}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

N-number of scores

x: first set of scores

y: second set of scores

$\sum xy$: sum of set product of first & second scores

$\sum x$: sum of the first set of scores

$\sum y$: sum of the second set of scores

$\sum x^2$: sum of square of first set of scores

$\sum y^2$ - sum of square of second set of scores

The value of **r** was between + 1, the nearer the value to +1 the higher the congruence hence if a coefficient of 0.7 or more is found, it suggests that there is a high level of reliability (Orodho 2004). For this study the instruments reliability yielded a correlation coefficient of 0.82 for head teachers, 0.83 for teachers and 0.75 for Head of Department and 0.80 for the students which was quite acceptable for the study.

3.8 Data collection procedure

A research permit was received from National Commission for Science, Technology and Innovation and a copy was submitted to the Sub county Director of Education (formally DEO) Westland Sub County to make him aware and

obtain a letter to the Principals of public secondary school to allow the researcher conduct the process of data collection in their schools within the Sub County for the study. The researcher through his research assistant carried out a pre-visit to the schools in order to inform the head teachers of the intention to conduct research in their schools and to make prior arrangements before the actual data collection. This also made him familiar with the environment and the respondents. The data was collected within three weeks. The researcher administered questionnaires to the teachers of CRE and the students and collected when duly completed while the interviews for head teacher and the questionnaires for head of department were conducted in schools with prior arrangement with the respondents.

3.9 Data analysis techniques

Descriptive statistics was used to analyze both quantitative and qualitative data. Quantitative data was collected through closed ended questions which were captured in the four research questions. The data was then grouped according to the research questions and analyzed using descriptive statistics and presented in percentages, frequency distribution tables, bar graphs and pie charts. The qualitative data was condensed using categorization of data according to related responses from various respondents and specific questions and then coded and entered in the computer for analyzing using the statistical package for social sciences (SPSS).

3.10 Ethical considerations

Ethical issues are an integral part of the research planning and implementation process. Ethics in research refers to a code of conduct or expected social norm of behavior while conducting research. Full informed consent was obtained and privacy and confidentiality of the research participants was guarded. Formal and ethical issues were observed during the data collection process such as ensuring that the respondent's identity is anonymous, and avoiding influencing the respondents' response.

A transmittal letter from the Faculty of Education, University of Nairobi was be given to the researcher so as to obtain a permit authorizing the data collection process within the schools in the study area. The researcher explained the real purpose and the use of the research to participants. The information gathered from the subject was treated as confidential and used for the purpose of compiling this report. The researcher in this case treated people with respect and ensured that the procedures were reasonable and fairly administered.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. The study was to investigate the influence of teacher related factors on implementation of CRE curriculum in public secondary schools in Westland Sub County, Nairobi. Collected data were interpreted guided by the following research objectives; determining extent to which teachers' competence, methodology, use of teaching learning resources and how CRE teachers' attitude influence CRE curriculum.

The analyzed data has been presented by use of frequency tables. Open ended questions were analyzed by grouping similar responses and the tally system used to generate frequency tables. Description of the findings has been given to clarify the results of the tables.

4.2 Questionnaires return rate

The sample population for the this study was 10 Head teacher's, 10 Heads of Departments, 27 CRE teachers and 370 students (Form 3 & 4) from 10 public secondary schools in Westland Sub County. 397 questionnaires that were issued to the respondents were filled and returned giving a return rate of 77.8% as tabulated in Table 4.1.

Table 4.1 Questionnaire return rate of the respondents

	Teachers		HOD		Students	
	(f)	%	(f)	%	(f)	%
Total No. Issued	27	100.0	10	100.0	370	100.0
No. Returned	20	74.07	7	70.0	288	77.8
No. Not Returned	7	25.93	3	30.0	82	22.2

n=315

Table 4.1 indicated the questionnaire return rate of response for the respondents of this study, 7(70%) of head teachers, 7(70%) of heads of humanity, 20(74.1%) of teachers and 77.74% of students, the overall return rate stood at 77.8% which

was above average return rate of the questionnaires. This was considerably satisfactory. According to Mugenda and Mugenda (2003), a response rate of 70% and above is adequate for the researcher to proceed with the study.

4.3.1 Demographic information of the respondents

This study sort to establish age and gender of the sampled population to deduce their unique nature in relation to implementation of CRE curriculum. This was also to find out if gender had any influence on teachers' implementation of the curriculum. The results obtained were tabulated in Table 4.2

Table 4.2:-The gender of the respondents

Gender	Teachers		HOD		Students	
	f	%	F	%	f	%
Male	4	20.0	2	28.5	109	37.9
Female	16	80.0	5	91.4	179	62.2
n=315						

According to the finding, 4(20 %) were male and 16(80 %) were female. Majority of the CRE teachers 80% (n=315) in public schools in Westland Sub county, 91.43% of Head of Humanity departments were female while 20% (n=315) were male. The students who responded to the research questions were 62.15% female and 37.85% male. This implies that there were more female

teachers than male teachers. This revealed that there is gender imbalance. A study by Chege and Likoye(2011) show majority of the learners (average of 60% of both genders)perceive teachers as encouraging girls to outperform the boys, this is despite the already changing trends in the girls’ and boys’ performance as noted in the recent KCPE results. This might imply that most boys do not have role model of males in public schools, Westland Sub County. This is an alarming issue in the sub county to be addressed as far as male and female mentorship program in public schools is concerned. Therefore the government and the education stakeholders should consider employing more male teachers in this sector.

4.3.2 Age of the Respondents

The researcher sort to establish whether age of the respondents influences the implementation of the curriculum. The age of the teachers was tabulated in Table 4.3

Table 4.3 Age of the respondents.

Age	Teachers		HODs		Principals	
	f	%	f	%	f	%
21-30	4	20.0				
31-40	6	30.0	2	28.6		

41-50	5	25.0	3	42.9	4	57.1
Over 50	5	25.0	2	28.6	3	42.9

n=34

Majority of the teachers were aged between 31-40 years 6 (30.0 %), 4(20.0%) of the teachers were aged below 30 years, 5(25%) were aged between 41 and 50 years while 5 (25%) were aged over 50 years. The students were all aged below 20 years of age. Majority of HoDs (42.9%) and head teachers (57.1%) were above 40 years of age and above. This indicate that all the HoDs and head of institutions were mature and responsible people who knew of what was expected of them. It also implies that since the majorities of the teachers (30%) were above 30 years of age then they have adequate experience to handle implementation of CRE curriculum.

4.4 Teachers' competency and CRE curriculum implementation.

4.4.1 Introduction

The study sort to investigate the influence of teachers' competence which in this study included the interplay of teachers' qualification and experience. The respondents who included CRE teachers, HODs and head teachers indicated their levels of academic levels of qualification and response was indicated in Table 4.4.

Table 4.4. Academic qualification of the Respondents

	CRE teachers	HOD	Head teachers
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Qualification	f	%	f	%	f	%
Diploma	2	10.0	-	-	-	-
B.Ed.	8	40.0	2	28.6	1	14.3
B.Sc.	-	-	-	-	2	28.6
P.G.D.E	6	30.0	3	42.9	2	28.6
Masters	4	20.0	2	28.6	2	28.6

n=34

From the findings in Table 4.4 it is evident that majority of the teachers had obtained Bachelors of Education degree (50 %), (30%) Post Graduate Diploma in Education, (20 %) Master’s degree and only one (10 %) with a Diploma. From this finding, it can be deduced that majority of the teachers in the sampled schools were greatly skilled professionals; therefore, they were likely to have a more professional approach to the implementation of CRE curriculum. Gaston (2006) observed that, to be able to work as a professional, there is need for good training of teachers of CRE in which the student receives constant moral training, directed towards the objectives fixed by the society.

It is clear that majority of the teachers 8 (40%) are Bachelor of Education holders in their area of specialization subject (CRE) similarly 7(100%) of the HODs and head teachers are also degree holders. This means that that respondent is sufficiently qualified in their respective roles. This implies that HODs, head teachers and teachers are well versed in matters to do with curriculum implementation in education. The results also show a population of the respondents who can handle teaching as a profession and ability to implement the

CRE curriculum in the public Schools in Westland's Sub County since implementation of curriculum is greatly affected by teachers' academic qualification as observed by Lai, (2008).

The researcher asked the CRE teachers to indicate their teaching experience in years. The findings are tabulated in Table 4.5.

Table 4.5 Teaching Experience of the Respondents

Years of Teaching	Teachers Experience		HODs Experience		H/Tso Experience	
	f	%	f	%	f	%
1-5	3	15.0	-	-	-	-
6-10	4	20.0	-	-	-	-
11-19	8	40.0	2	28.6	1	14.3

Over 20	5	25.0	5	71.4	6	85.7
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n=34

According to the findings in Table 4.5, majority of the teachers 8 (40.0%) had taught the subject for more than ten years in secondary schools. Majority of both the HoDs (71.4) and the head teachers (85.7) had taught for over 20 years. This implies that most of the teachers in Westland Sub County had enough experience on issues related to curriculum implementation and changes which have taken place in the CRE curriculum. This helped shed light on teacher related factors influencing the implementation of Christian religious education curriculum. The results are also an indication that teachers have a substantial teaching experience which means that they are in a position to handle CRE curriculum as noted by Mutoro (2001) that competence and efficiency are the ingredients of the teachers' experience.

The researcher sought to establish whether CRE teachers in their pre-service training had received individual training to teach CRE as a subject. On this, the researcher wanted to establish whether CRE as a subject was taught singly or as combined subjects in colleges and universities and if the teachers were trained in either CRE or combined subject. The results obtained were as shown in Table 4.6

Table 4.6 Teachers training in terms of Subjects

Subject trained to teach	No. of teachers (f)	%
History & CRE	9	45.0

Geography & CRE	7	35.0
Kiswahili & CRE	4	20.0
Total	20	100.0

According to the finding the CRE teachers had received the pre service training to handle the implementation. All teachers were therefore handling the subject that they had trained to handle.45% trained to handle CRE with History,35% trained to handle CRE with Geography and 20% trained to handle the subject with Kiswahili.

These finding are in agreement with Moset (2007) who noted that use of practical instructional materials in class is assign of an effective and quality teacher with ability to translate the entire curriculum into reality.

The researcher sort to establish whether the teachers’ pre service training offered an adequate knowledge and skills needed for effective curriculum implementation. The response was tabulated in Table 4.7

Table 4.7 Teachers response on the adequacy of their training

Pre service training	Frequency	%
Sufficient training	13	65.0
Average Training	4	20.0

Insufficient training	3	15.0
Not trained at all	0	0.0

n =20

From the findings majority 65 % of the teachers had received sufficient pre service training on CRE curriculum implementation, among those who had training 15 % dispute adequacy in the training while, a paltry three (15 %) claim to have had received insufficient training. These findings concur with Peraton (2002), who state that pre-service training is beneficial to the teacher as it improves the teacher’s general educational background, knowledge and understanding of their teaching subjects, developing teaching strategies and how to use new technologies, improved professionalism and ethics, providing knowledge and skills linked to the ever changing needs of a dynamic society.

The researcher also asked the teachers’ to indicate whether they attend in service programme on implementation of CRE. Their responses were presented in Table 4.9.

Table 4.8 Teachers response on the in- service courses attendance.

Response of teachers	No. of teachers	%
Yes	12	60.0

No.	6	30.0
Can't remember	2	10.0
n=20		100.0

According to the Table 4.8, majority of teachers 12(60.0%) have attended in service courses on the implementation of CRE curriculum.6 (30.0%) have not attended and 2(10.0%) can't remember. This is in contrast with head of department position which indicated that all teachers in their schools have attended in service courses.

The researcher asked head teachers' whether teachers in their school attend in service training. Both HODs and head teachers, response were tabulated in Table 4.9

Table 4.9 The HODs and H/Ts response on their teachers' in-service attendance.

Responses	HOD		Head teachers	
	f	%	f	%
Yes	7	100.0	5	71.4
No.	0	0.0	2	28.6
Can't remember	0	0.0	0	0.0
n=14				

The findings showed that all the HODs indicated that teachers' in their schools attended in service training in CRE Curriculum implementation. This was an implication that in service in the implementation of CRE is being carried or has been carried out in secondary schools in Westland's sub county .Nairobi County.

There is need to organize refresher courses so that teachers can benefit from them and will equip them with new approaches and methodology on teaching of value. This concurs with Nzomo's (2011) comments that teachers need to upgrade their teaching skills to keep up with demands of the fast changing society.

4.5 Teaching methodology and CRE curriculum implementation

4.5.1 Introduction

To establish teaching methods used in teaching CRE, the researcher asked the teachers to give their most preferred mode, and further give reasons why it was the most favorable. The results obtained were as indicated in Table: 4.10

To what extent do you use the following teaching /learning methods during the CRE lesson? The teachers' response was presented in Table 4.10.

Table 4.10: Teachers response on the use of teaching methods

Teaching methods	No. of teachers	Percentage
Life Approach	4	20.0
Lecture	9	45.0
Library	4	20.0
Drama	3	15.0
	n=20	100.0

From these findings in Table 4.10, it can be observed that most teachers not only employed the lecture 9(45%) and life approach 4(20%) strategy but also drama 3(15%) and library 4(20%). The lecture strategy appeared to be most used. In practice, the lecture method alone may not be appropriate since it do not involve the learners in relating and sharing new ideas, information and knowledge which to some extent bring about learning and attitude change.

The researcher sort to find out from the students the most common method of teaching used by the teachers during their lessons. The questions posed to the students was:-To what extent do your teacher use the following teaching /learning methods during the CRE lesson? The students' response was tabulated in Table 4.11

Table 4.11 Students response on the method used by teachers.

Teaching methods	No. of students	Percentage
Life Approach	41	14.2
Lecture	107	37.2
Library	87	30.2
Drama	53	18.4

n=288

From the finding in Table 4.11, it can be observed that majority of the teachers (37.2%) in Westland sub county use lecture method as their preferred method mainly for syllabus completion. The syllabus recommended method of life approach is least used in sub county (14.2%). Life approach is recommended to be used in the implementation of CRE curriculum since it is learner centered and helps them apply their learning to new challenges in life. The method demands thorough preparation by the teacher by use of a variety of teaching learning resources. This implies to why it's not preferred by majority of the teachers. Ombuna (2003) observes that the most productive teaching strategies that could be used to implement the CRE curriculum are those in which the teacher is a facilitator rather than a transmitter of knowledge. Orodho (2009) suggests that the

teaching -learning strategies should be relevant and appropriate for effective implementation of any curriculum

Table 4.12: HODs response on teaching methods used by teachers of CRE

Response	Frequency	Percent
Group discussion	3	15.0
Life Approach	3	15.0
Lecture	10	50.0
Dramatization	4	20.0
n=20		100.0

The findings from Table 4.12 indicate that the most used mode of teaching is lecture method (50.0 %) followed by dramatization (20.0 %), while group discussion and Life approach method are the least used (15.0 %). The findings agree with those obtained from the individual teachers where, lecture method is the dominant mode of teachers followed by dramatization while the syllabus preferred method of Life approach is the least used. This confirms Mosesti (2007), who found out that learners centered methods of teaching are rarely used in Kenya.

4.6 Teacher use of teaching learning resources and CRE curriculum

The researcher sort to find out the influence of teachers’ use of teaching learning resources on CRE curriculum implementation. The table below shows the teachers response on the use of the teaching learning resources.

Table 4.13 Teachers’ use of the teaching & learning resources

Teaching learning resources	No. of teachers (f)	Percentages %
Library	4	20.0
Research	4	20.0
Video & audio visual	2	10.0
Reference books	10	50.0
Total	20	100.0

From the Table 4.13, it can be observed that half of the teachers (50%) rely on textbooks, a few teachers (10%) indicated that they used audio visual aids, while the rest ,20% used library and 20% used research. According to Lang (1994) a variety of resource should be used for effective learning of CRE.

When the teachers were asked to state the titles of C.RE. Textbooks they used, the teachers mentioned various textbooks. The results is shown in Table 4.13

Table 4.14 Teachers’ source of text books for teaching & learning

Text book publishers	No. of Teachers (f)	%
Kenya Literature Bureau	15	65.0
KICD	3	15.0
Others	2	10.0
Total	20	100.0

According to findings in Table 4.14, majority (50.0%) of the teachers use the government publishing text books from KICD formally KIE, 8 (40.0%) used textbooks from Kenya Literature Bureau while the rest 2(10.0%) from other publishers. Teachers mentioned text books like living the promise, CR.E. Course Book by Kenya Literature Bureau, God's People, CR.E. by Groenewegen, Top mark, CR.E. Revision and the Bible. Most of the teachers (50.0%) indicated KICD (formally *KIE*) textbooks as their main texts, though they criticized them as being shallow. The interview with the head teacher however, indicated that the teaching- learning resources were not sufficient.

The researcher sort to find out the source of teaching learning resources to find out whether the supplies of resources influence the availability of teaching materials. The response was as shown in Table 4.15

Table 4.15 Teachers source of teaching learning resources

Source of materials	Response (f)	%
Government	11	55.0
Head Teacher	5	25.0
Teacher	3	15.0
Parents	2	10.0
Total	20	100.0

The results in Table 4.15 indicated that 11(55.0%) of respondents indicated the government as the source 2(10.0%) of respondents stated parents as the suppliers of these resources. 5(25%) indicated the head teacher while 3(15.0%) indicated that the teachers themselves were the suppliers of the teaching learning resources for use in their respective schools. This shows that the government is held responsible for the shortage of teaching learning resources sine they are the main supplier of the teaching learning resources.

According to the interview findings with the head teacher, the teaching learning materials available for use by the CRE teachers in this subject were varied. Textbooks and library were some of the main teaching -Learning resources for the implementation of the C.RE curriculum Most of the textbooks were published by Kenya Institute of Curriculum Development though the head teachers criticized them as being shallow. These teaching learning resources were however inadequate.

Wambua (2003) notes that teaching-learning resources constitute an important part in preparing schemes of work and lesson plans for implementing the C.RE. Curriculum. This is because a lesson can only be successful when teaching

learning resources are employed effectively. Kocchar (1998) states that even though teachers may have the competence and positive attitudes, without sufficient resources, their efforts will come to naught. This is because the achievement of instructional objectives partly relies on the availability of the teaching and learning resource. There must be ready and continuous supply of teaching learning resources with adequate support sources.

It follows therefore that successful implementation of the C.RE syllabus in the public secondary schools in Westland's Sub County cannot be achieved, when teaching learning resources are insufficient. The lack of adequate teaching and learning resources in most of the schools probably explains why the actual implementation of the C.RE. Curriculum as noted in the previous sections appeared defective.

4.7 Teachers' attitudes and CRE curriculum implementation

This study sought to determine the relationship between teachers' attitude and the CRE curriculum implementation in public secondary schools in Westland's Sub County. Tables 4.16 present the findings.

Table 4.16 Teachers attitude towards CRE curriculum implementation

Teachers attitude	No. of teachers(f)	%
Very positive	10	50.0
Positive	8	40.0
Negative	2	10.0
Total	20	100.0

According to the findings from Table 4.13, majority of the teachers 10 (50.0%) are very positive towards the implementation of the subject while only 2(10.0%) had negative attitude towards the subject. This implies that even the implementation will be affected once the teacher has negative attitude towards the subject.

Researcher sought to know the teachers attitude and morale towards the implementation of CRE curriculum and their response was tabulated in Table 4.17.

Table 4.17 Teachers response on the teacher attitude towards the role of CRE in the Education curriculum

Role of CRE	No. of teachers	Percentage
inculcates moral values	12	60.0
For future career	3	15.0
Quality grade (K.C.S.E)	5	25.0
Total	20	100.0

According to response when teachers were asked to state whether they thought the CRE. Curriculum is useful in the secondary school education, Majority (60%)

responded affirmatively. Though the responses offered by the teachers on the usefulness of the subject were varied, they all reflected the value of CRE. as a subject. 12(60.0%) teachers said that CRE.was of moral value to the society as it plays a major role in teaching morals and discipline to the students. 3(15.0%) of teachers indicated that CRE. is a career subject - which is a requirement to studying other courses in the University while 5(25.0%) others indicated that CRE.is only a booster subject which enables the learner to score good grades in their K.C.S.E. as tabulated in Table 4.16

Research studies indicate that teachers with negative attitudes toward CRE spend less time teaching it and also use didactic approach rather than approaches that based on students active participation and explorations (Fulp, 2002). This researcher hinted that there is significant relationship between the attitude of the teacher and the achievement of the learners

Researcher sought to know teachers’ attitude towards the implementation of CRE curriculum through their response to the attitude questions.

Table 4.18 The teachers’ response to the attitude questions

Statements	SA	A	UN	D	SD
I like teaching CRE	80.8	64.7	14.6	12.3	0
I get problems implementing CRE curriculum	80.9	48.6	24.4	0	0
Other teachers say that CRE is easy to teach.	84.5	76.4	34.8	26.2	0

n=20

The findings shows that majority of the teachers(80.8%) indicated that they (strongly Agree (SA) that they like teaching the subject while 12.3% disagree (D).Majority(80.9%) strongly agree(SA) that they get problems in the implementation of CRE curriculum while none disagrees (D) with the same statement. Majority (84.5%) strongly agree (SA) that other teachers say CRE is easy to teach.

It stands to reason that teachers' attitudes in the classroom play a pivotal role in the successful implementation of curriculum. Hargreaves (1994) argues that we have much to learn about teachers' feelings, emotions, and desires when they actually teach in classrooms. Hence, this study sort to investigate the individual teacher's attitude towards CRE curriculum implementation in public secondary schools in Westland Sub County since the success or failure of CRE as a subject is largely dependent upon teacher's interaction in schools.

In the face of implementation of a curriculum innovation, it is important that everything possible is done to ensure that the teachers have the correct attitudes as Kilgalon and Maloney (2008) noted in their study. The learning outcomes may be affected if learners' draw from their teachers' disposition to form their own attitude as noted by (Olatunde, 2009).Myers and Fouts (1992) found that positive attitudes toward a subject related to students participation, supportive social environment, positive relationship with classmates, and the use of a variety of teaching strategies and interesting learning activities. They found out that teacher attitude had significant effect on learners' performance in any subject.

The researcher sort to establish the problems experienced by teachers when implementing the CRE curriculum during the use of the indicated teaching methods and their responses were as shown in Table 4.19

Table 4.19 Teachers’ responses on the challenges during the CRE curriculum implementation.

Challenges	No. of teachers (f)	Percentages
Syllabus being too wide	5	25.0
Inadequate learning resources	6	30.0
Learners’ negative attitude	2	10.0
Difficulty in handling some topics in the syllabus	5	25.0
Learners religious differences	2	10.0
n=20		100.0

These findings indicate that the implementers of CRE curriculum (teachers) in Westland’s Sub County, Nairobi County face a number of problems when implementing the CRE curriculum using these teaching methods. Some topics in the New Testament such as St Luke Gospel pose the greatest difficulty to

students and making them understand takes time. The students find it hard to grasp the concept of integration of some topics and are often mixed up.

Some of the challenges noted from the table include the large breadth of the syllabus, insufficient teaching- learning resources, difficulty in handling some topics and learners' religious differences.

It can be noted from the findings in Table 4.19 that the teachers of CRE experience a variety of problems. The major difficulties included the large breadth of the syllabus, insufficient teaching-learning resources, and learners' negative attitudes and teacher's difficulties in handling certain topics. These findings are consistent with Walwenda (2002) and Magoma (1999) who argue that teachers have trouble in the implementation of new curriculum curriculum. He found that the large breadth of the syllabus and insufficient teaching and learning resources affected the implementation of the secondary school English Syllabus. Though Magoma conducted his research on the English curriculum the findings could be used to argue a case for CRE curriculum since both were implemented under the 8-4-4-education system.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of a summary of the problem component and findings of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to establish the effects of teacher related factors on implementation of CRE curriculum in public secondary schools in Westland Sub County. The objectives of the study included; determining extent to which teachers' competence, methodology, attitudes and use of teaching learning resources influence the implementing of CRE curriculum. The study was guided by the Rand change Agent Theory of curriculum implementation which emphasizes that successful implementation of a curriculum is characterized by teachers' participation in decision making and adaptation of change to the local setting.

The literature reviewed that most of CRE teachers were facing a lot of challenges in the teaching of CRE as a subject. The challenges can be attributed to an interplay of factors which are teacher based, school based and professional based. This implies that the teacher must be adequately prepared to cope with these challenges. There is a clear gap between the initial teacher training (pre service) and actual performance at classroom level in Westland Sub County as the study reveals this contributes to this declining performance and moral degradation of most students.

To achieve the above objectives the study adopted a descriptive survey design to target a population of 10 head teachers 10 HoDs and 27 CRE teachers who were sort using both purposive and simple random sampling technique for the study in Westland sub county. Content validity was enhanced by ensuring adequate and appropriate items in the instruments were relevant to the research objectives. Reliability was assessed through the results of piloting, which was done using test-retest technique. The sample size comprised of a total of 417 respondents. Data were collected using questionnaire and interview schedule and a questionnaire return rate of 77.84 per cent instrument was realized.

Data were analyzed and presented in tabulations, frequency, distributions and percentages in order to clarify the detailed descriptions of the study findings.

Like any other curriculum, the CRE curriculum presented new challenges to the CRE teachers. It required new knowledge, skills, methodologies, learning-teaching resources and attitudes to implement it effectively (Hawes 1979, Oluoch 1982, Malusu, 1997). In addition, it required the in-servicing of teachers to abreast them with the competent strategies of implementing the CRE curriculum (Oluoch 1982).

5.3: Summary of the Research Findings

The research findings showed that although majority of CRE teachers((65%)appeared to be of sound academic and professional qualifications, they were unlikely to have the necessary competence and skills needed for successful implementation of the curriculum as most of them underwent their pre service training many years and some before the current C.RE. Curriculum was put in

place while at the same time more in-service programs should be extended to those already in service.

The researcher also found out that majority of the teachers, 55% employed the lecture method of teaching which a talk is and chalk strategy. The lecture strategy appeared to be overused as the teachers found it appropriate for faster completion of the syllabus with only a few ,20% embracing the life approach method recommended by the syllabus. This might undermine the effort to use the subject as a possible solution to the problem of moral decay among the youths of the contemporary world.

Textbooks were the main teaching-learning resources for the implementation of the C.RE. Curriculum. Most of the textbooks were mainly KLB. Publications, though they were criticized as being shallow. The teaching-learning resources such as library, resource persons, ICT and research as preferred by the learners were rarely used in the implementation of the CRE curriculum.

Majority of the teachers, 55% were positively motivated to teach the subject as a way of inculcating moral values in the learners while 30% were motivated to teacher the subject as a booster of the student's quality grade in the final exam. This might undermine the effort to use the subject as a possible solution to the problem of moral decay among the youths of the contemporary world. The findings showed that attitude among the teachers needed to be addressed adequately for better implementation of the curriculum .

The study also revealed that the teachers face a variety of challenges during the implementation of CRE curriculum in public secondary schools in Westland Sub County. Their major challenges included the large breadth of the syllabus,

insufficient teaching and learning resources, teachers' difficulties in handling some topics within the syllabus and student's bias towards C.RE as a subject.

5.4: Conclusion

The success of CRE curriculum implementation in public secondary schools in Westland Sub County as studied form the research objectives depends on the teacher related factors.

Competence of the teacher is acquired as a result of the right academic and professional qualification together with experience brought about by frequent in service courses to keep the teachers abreast with the necessary skills for effective implementation of the curriculum. From this study, CRE teachers' are unlikely to have the necessary competence and skills needed for successful implementation of the curriculum as most of them underwent their pre service training many years and some before the current C.RE. Curriculum was put in place while at the same time more in-service programs are lacking to equip those already in service. Majority of the teachers, employed the lecture method of teaching which was against the recommended strategy of life approach method which is learner centered and help learners in retaining the content learnt as opposed to lecture, a talk and chalk strategy. The lecture strategy appeared to be overused as the teachers found it appropriate for faster completion of the syllabus. This might undermine the effort to use the subject as a possible solution to the problem of moral decay among the youths of the contemporary world

Most teachers use the text books as the main resources for teaching. This implies that most of the teachers in Westland Sub County rely on one mode of teaching resource which are text books. This limits them in teaching and learning process

as it requires that teachers employ a variety of resources for teaching and learning to be effective.

Majority of the teachers were positively motivated to teach the subject as a way of inculcating moral values in the learners while some were motivated to teach the subject as a booster of the student's quality grade in the final exam. This might undermine the effort to use the subject as a possible solution to the problem of moral decay and indiscipline in schools and society at large.

Like any curriculum the CRE curriculum program presents new challenges to teachers, it requires new knowledge, skills and attitude to implement it effectively. In addition, it requires the in servicing of teachers to keep the teachers abreast of the new strategies of implementing the curriculum. Most importantly, teachers are to be convinced on the necessity of the subject in secondary schools since they are the main agents of implementation.

5.5: Recommendations

The following recommendations, based on the findings of this study have been made:

- i) The Ministry of Education and other stakeholders in teacher education should ensure that teachers of C.RE. are adequately prepared during their pre-service training to enable them to be able to cope with the expertise required for the implementation of the curriculum.
- ii) Teacher educators, curriculum support officers and other stakeholders in teacher education should emphasize to the teachers of CRE. the need to employ learner-centered teaching strategies (such as group discussions, ICT, demonstration and library) as opposed to teacher-centered approaches (such

as lecture and, talk and chalk) which teachers find more appropriate for faster completion of the syllabus.

ii) The Ministry of Education should ensure regular in-service training for all teachers of C.RE. Syllabus to match the new knowledge and skills that have come up with the new curriculum innovation.

IV) The Ministry of Education should revise the CRE. Curriculum in terms of breadth, content and time allocation and put in place appropriate strategies to minimize student bias towards CRE.

5.6 Suggestions for Further Research

- i. Given the research findings on the teacher-related factors influencing the implementation of Kenya secondary school Christian religious education curriculum, it is suggested that research be conducted on other factors (other than the teacher) that influence the implementation of the CRE curriculum in public secondary schools in Westland Sub County.
- ii. This study covered only one Sub county in the county. Related study can be done in other sub counties in Nairobi not covered by this study. A large sample can also be used to see the nature of findings and conclusions it will generate.

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APPENDIX I
LETTER FOR PERMISSION

University of Nairobi,
Department of Education,
Administration & Planning.
P .Box 92, KIKUYU.

Dear Sir/Madam

RE:-DATA COLLECTION.

I am a post graduate student in the department of Educational Administration and planning, University of Nairobi, conducting a study on **“Teacher-related factors influencing the implementation of Christian Religious Education Curriculum implementation in Public Secondary Schools”** in Westland Sub County, Nairobi County.

Your school has been selected to participate in the study. I hereby seek permission to administer questionnaires to you and the subject teachers in your school. The questionnaires are designed for this research purpose only and therefore the identity of the respondents will be treated with absolute confidentiality.

Thank you in advance.

Yours faithfully,

Ambrose A.Amugah.

APPENDIX II

QUESTIONNAIRE FOR HEADS OF DEPARTMENT (HOD) ON CRE CURRICLUM IMPLEMENTATION IN KENYA SECONDARY SCHOOL.

SEC A.DEMOGRAPHIC DATA

Gender:..... Age () below 30 yrs. () 30-40 yrs. () 40-50 () above 50 yrs.

1. a) What is your highest academic qualification

b) What is your highest professional qualification

2. What subjects were you trained to teach?

(a)-----b)..... c).....

3. For how long have you been HoD (Humanities)?

(a) 1 - 2 years [] (c) 5 - 6 years []

(b) 3 - 4 years [] (d) 7 and over []

SECTION B: Teacher's Competence and CRE curriculum implementation

4. What is the average training years of your CRE teachers in college/university?.....

5. What is the average teaching experience of the CRE teachers under your department?.....

6. Do you think their initial professional training adequately prepared them to implement the C.RE. Curriculum? (Please tick as appropriate)

(i) Sufficient training []

(ii) Average training []

(iii) Insufficient training []

(iv) Not trained at all []

(b) Give reasons for your answers in 10(a).....

ii) Which particular topics do your teachers find most challenging to teach in CRE syllabus?

a).....

b)

7. Have they ever attended an in-service course on the teaching of C.RE Syllabus in secondary school?

(a) Yes [] (b) No [] (c) Cannot remember []

8. If your answer above is **YES**, how did they benefit from the in- service course attended?.....

SECTION C: - Teaching methodology and CRE curriculum implementation

9. Are the teachers of your department teaching C.RE. as recommended in the course syllabus? Yes [] No []

(b) Give reasons for your answer

10. What comments can you make about preparation given to the teachers to implement the secondary C.RE. Syllabus?

(11) To what extent do your teachers use the following teaching /learning methods during the CRE lesson?

Methods	Always	Sometimes	Rarely	Never
Life				

approach				
Lecture				
Library				
Drama				

(b) Which method do they prefer apart from the above?.....

(ii) Give reason why you they prefer the method above?.....

12) What do you do differently as the HOD for better implementation of CRE curriculum?.....

13) How often do your teachers use life approach method in teaching C.R.E lessons?.....

(b) What challenge(s) (if any) do they face in using the approach above?.....

SECTION D:-Teacher use of Teaching and learning resources

14. Do you have sufficient teaching-learning resources for use in implementing the C.RE. Syllabus in your school?

Yes [] No []

(b) If your answer in 19(a) is "Yes" list down the learning-teaching resources your teachers commonly use in their CRE lessons in your school.

.....

c) Which of C.RE. Textbooks do your teachers use in teaching the subject lesson?.....

(d) Where do they obtain their teaching-learning resources for use in your CRE lessons?.....

15. List some difficulties your teachers encounter in implementing the C.RE.

Syllabus.....

16. What recommendations do you offer in solving some of the difficulties listed in 15 above?.....

17. How would you rate the CRE implementation in terms of syllabus coverage in your school in the last five years?

(a) Excellent []

(b) Above Average []

(c) Average []

(d) Below Average []

SECTION E: - Teacher's attitude and CRE curriculum implementation

18. What do you think is your teachers' general attitude towards C.RE in your school? (Please tick as appropriate)

(a) Very positive []

(b) Positive []

(c) Negative []

(d) Hostile []

19. Do they think C.RE. is a useful subject in the Secondary school curriculum?

Yes [] No []

(b)Please give reasons for your answer to

19(a).....

20. Tick () under the level as indicated below:

Key:-SA-Strongly Agree A-Agree UN- Undecided D-Disagree SD-Strongly

Disagree.

Statements	SA	A	UN	D	SD
They like teaching CRE					
They get problems implementing CRE curriculum					
The teachers say that CRE is easy to teach.					

(b) What do you think is the teachers' basic motivation for teaching CRE as a subject in secondary school?

THANKS YOU FOR YOUR RESPONSE

APPENDIX III

**QUESTIONNAIRE FOR THE TEACHER ON CHRISTIAN
RELIGIOUS EDUCATION**

Kindly answer the questions below as honestly as per the instruction. Be assured that the information collected will only be used for this study. I will appreciate your participation.

SECTION A; - Demographic data

1. What is your gender?

Male Female

b) Age 20-30 years () 31-40 years () 41-50 years () over 50 years ()

2. What is your highest academic qualification? (Please tick as appropriate)

a) B.Ed.

b) B.A

c) B.Sc.

d) Other, specify

3. What is your highest professional qualification? (Please tick as appropriate)

a) SI b) Diploma c) Approved Teacher Status (ATS) d) B.Ed.

Graduate e) P.G.D.E. Graduate f) other, specify

SECTION B: Teacher's Competence and CRE implementation

4. How long did your training take in college/university?.....

6. Which subject(s) in the school curriculum did you train to teach?.....

(a).....

(b).....

7. Which subjects are you currently teaching?

(a).....

(b).....

8. For how long have you been teaching C.RE? in the secondary school? ____

9. For how long have you taught C.RE. in the current system of education? __

10. (a) Did your initial professional training adequately prepare you to implement the C.RE. Curriculum? (Please tick as appropriate)

(i) Sufficient training []

(ii) Average training []

(iii) Insufficient training []

(iv) Not trained at all []

(b) Give reasons for your answers in 10(a).....

ii) Which particular topics do you find most challenging to teach in CRE syllabus?

a).....

b)

11. Have you ever attended an in-service course on the teaching of C.RE? Syllabus in secondary school?

(c) Yes [] (b) No [] (c) Cannot remember []

12. If your answer above is **YES**, how did you benefit from the in- service course attended?.....

SECTION C: - Teaching methodology and CRE implementation

To what extent do you use the following teaching /learning methods during the CRE lesson?

Methods	Always	Sometimes	Rarely	Never
Life approach				
Lecture				
Library				
Drama				

Which method do you prefer apart from the above?.....

Give reason why you prefer the method above?.....

b) What would you do differently for better implementation of CRE curriculum?.....

How often do you use life approach method in teaching C.R.E lessons.....

SECTION D:-Teacher use of Teaching and learning resources

17. Do you have sufficient teaching-learning resources for use in implementing the C.RE. Syllabus in your school?

Yes [] No []

(d) If your answer in 19(a) is "Yes" list down the learning-teaching resources you commonly use in your CRE lessons in your school.

.....

c) Which of C.RE. Textbooks do you use in teaching the subject lesson?

(d) Where do you obtain your teaching-learning resources for use in your CRE lessons?

18. List some difficulties you encounter in implementing the C.RE. Syllabus

.....

20. What recommendations do you offer in solving the difficulties that you have listed in 18 above?

.....

21. How would you rate performance in C.RE. in your school in the last five years?

(a) Excellent []

(b) Above Average []

(c) Average []

(d) Below Average []

SECTION E: - Teacher's attitude and CRE implementation

22. What is your general attitude towards C.RE in your teaching career? (Please tick as appropriate)

(a) Very positive []

(b) Positive []

(c) Negative []

(d) Hostile []

23. (a) Do you think C.RE. is a useful subject in the Secondary school curriculum?

Yes [] No []

b) Please give reasons for your answer to 24(a)

24. Tick () under the level as indicated below:

Key:-SA-Strongly Agree A-Agree UN- Undecided D-Disagree SD-Strongly Disagree.

Statements	SA	A	UN	D	SD
I like teaching CRE					
I get problems implementing CRE curriculum					
Other teachers say that CRE is easy to teach.					

(e) Do

you face any challenges when implementing CRE curriculum?

Name some problems

Why do you teach CRE as a subject besides other subjects?.....

THANKS YOU FOR YOUR RESPONSE

APPENDIX IV

INTERVIEW SCHEDULE FOR HEAD TEACHERS

Gender:Date

1. a) What is your highest academic qualification

b) What is your highest Professional qualifications

2. (a) For how long have you been a school head?.....

(i) 1-years [] (iii) 5-years []

(ii) 3 - 4 years [] (IV) 7 and over []

(b) How long have you been head of this school?

(i) 1 - 2 years [] (iii) 5 - 6 years []

(ii) 3 - 4 years [] (IV) 7 and over []

3. Which subjects were you trained to teach?

(a).....

(b)

4. (a) How often do your C.RE. Teachers attend in-service courses?

(b) When did they attend the last in-service course?

5. What comment can you make about the Pre-service preparation given to the teachers to handle the C.RE. Syllabus?

6. According to your honest assessment, what method /approach of **CRE** teaching is most preferred by your teachers.....

Why.....

7. What resource materials are available for use in teaching and learning **CRE** in your school?.....

8. What teacher-related challenges do you and your **CRE** teachers face in relation to curriculum implementation in your school?.....

9. Are you happy with the current performance in the subject in your school?

Yes/NO

b.) If NO (above), give reasons.....

c) Using your personal evaluation, what is the relevance of the subject (**CRE**) in the curriculum?

10. (a) What problems have the teachers reported to you about the teaching of the C.RE. Syllabus?

(b) What solutions have you offered to support the implementation of the C.R.E. syllabus in your school?

11. What are your recommendations for effective implementation of C.R.E. Curriculum?

THANKS

APPENDIX V

THE QUESTIONNAIRE FOR THE STUDENTS ON THE IMPLEMENTATION OF KENYA SECONDARY CRE CURRICULUM

Kindly answer the following questions as honest as possible.

Section A:-Demographic data

1. Gender male () Female ()

b).Age

2. Type of school... Boys School () Girls School () Mixed School ()

b) Current class.....

Section B: - Teachers level of competence and curriculum implementation

3. What is the academic qualification of your CRE subject teacher?

KCSE () Diploma () BED () BA () BSC () others ()

specify.....

b) How long have you been taught by the same teacher?

1yr () 2yrs () 3yrs () 4 yrs. () 5yrs () More than 5yrs ()

4) What is your honest assessment of your CRE teacher's level of competence in the subject?

() Very High () High () Average () Below average

Section C: - Teaching methods and curriculum implementation

5) To what extent do you use the following teaching /learning methods during the CRE lesson?

Methods	Always	Sometimes	Rarely	Never
Life approach				
Lecture				
Library				
Drama				

b) Which any other method do you use apart from the above?.....

c) Give reason why you think the teacher prefers the method above?.....

d) Do you encounter any problems in the learning of CRE as a subject? Yes ()

No ()

If yes, briefly explain the problem.....

Section D:-Teachers attitudes and curriculum implementation.

6) Tick () under the level as indicated below

Key:-SA-Strongly Agree A-Agree UN- Undecided D-Disagree SD-Strongly Disagree.

Statements	SA	A	UN	D	SD
Teacher like teaching us CRE					
Teacher rarely comes to class for CRE					
Teacher says CRE is easy					
Teacher believes CRE Subject is boring					
CRE teacher is motivating					
Teacher says CRE is easy to learn					

b) How many times do you learn CRE per week?

Section E: - Teacher’s use of Teaching learning resources

7. Do you have sufficient teaching-learning resources for use in learning C.RE. in your school?

Yes [] No []

(b)If your answer in 7(a) is "Yes" list down the learning-teaching resources your teachers commonly use in their CRE lessons in your school.

.....

c) Which of C.RE. Textbooks do your teachers use in learning the subject lesson?

8. List some difficulties you encounter in learning C.RE.

9. How would you rate the CRE learning lessons in terms of teacher's preparation?

(a) Excellent []

(b) Above Average []

(c) Average []

(d) Below Average []

10) To what extent do you use the following learning resources in learning CRE lesson?

Resources	Always	rarely	Never
Library			
Research			
Video/audiovisual			
Reference books			

b) What other learning resources are used by your teacher apart from the above?

.....

THANKS YOU FOR YOUR RESPONSE

APPENDIX VI: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No: **NACOSTI/P/17/70790/17287**

Date: **2nd June, 2017**

Ambrose Adikinyi Amuga
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "~~Teacher-related factors influencing implementation of the Kenya Secondary School Christian Religious Education Curriculum in Westlands Sub County, Nairobi Kenya,~~" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **2nd June, 2018**.

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

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

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

**COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666**

