

STUDENTS' PERFORMANCE IN CRE IN KCSE AND ATTITUDES
TOWARDS CRE IN LELAN DIVISION OF WEST POKOT DISTRICT

By

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DEDICATION

This work is dedicated to my Mother Magdalene Kasembeli and my brothers and sisters whose love, support and understanding made me determined to complete my studies.

ABSTRACT

The main purpose of this study was to determine the students' attitude towards Christian Religious Education, a crucial subject in any school system. This research sought to explore the influence of Christian Religious Education teachers' attitude to learning and teaching of the subject.

It was further meant to identify conditions that hinder good performance and those factors that enhance performance. In this regard, the researcher endeavoured to establish indicators of positive attitudes towards Christian Religious Education and identify strategies that could be instituted to undo the negative factors that do not promote effective learning, teaching and assessment of the subject. The research was to determine whether lack of updated teaching and learning resources has an influence on students' achievement and performance in Christian Religious Education.

In conducting literature review, the following subheadings were adopted. First, there was literature that dealt with the objectives of Secondary Education and those of teaching both Christian Religious Education and Ethics. Second, literature related to teachers, students, school and home characteristics were reviewed in relation to study objectives and variables.

This study used a questionnaire instrument, which consisted of two major parts. The first part elicited information on the sample population in terms of performance in KCSE and background details of respondents while the second dealt with attitudes.

The study adopted an ex-post-facto design. The sample population for a pilot study consisted of 30 students, one Christian Religious Education teacher and one head teacher. The

Pearson's Moment Correlation Coefficient and Spearman's Brown test for internal reliability was used to determine internal instrument reliability.

Following piloting results, research instruments were modified.. There were 200 student respondents, 2 teachers of CRE and 2 head teachers making up 72% of the target population. Data obtained was organized and analyzed using descriptive statistics, means, percentages and frequency tables. The hypotheses were tested using the Chi-Square, a non-parametric test. The attitudinal scales weighted means were calculated after assigning arbitrary scores to the responses as follows: strongly agree to strongly disagree continuum was scored a range of 5-1 for the positively stated items respectively, while the reverse of scores were scored on the items of the attitudinal scale which were negatively stated. The frequencies obtained were used to compute hypotheses testing using the Chi-Square test of independence between variables of this study.

The findings of the study showed that students' performance in Christian Religious Education in the Kenya Certificate of Secondary Education was affected by a series of conditions and factors that existed in the school and home environments. It was also noted that performance in the subject was influenced by the introduction and teaching of Social Education and Ethics, student-teacher relationship, laziness by learners, inadequate updated resources, limited parental involvement in education and non-involvement of teachers in marking KCSE examinations in their subject area.

From these findings, the researcher put forward recommendations outlined below. First, that seminars or in-service courses be planned by the Ministry of Education for Christian Religious Education teachers in order to improve their attitude to the subject.

Second, parents through Parents Teachers Associations should endeavour to set up day schools alongside boarding schools in order to provide affordable education to children whose parents could not afford paying boarding school fees, and hence reduce the problems of absenteeism due to lack of fees.

Furthermore, the Kenya National Examination Council needs to decentralize the setting and marking of examinations in order to involve more teachers in these services at both provincial and district levels.

The continuous assessment tests such as the District Mocks should have a centrally prepared set of questions and an appropriate marking scheme and that the marking of this Mock be done by individual subject teachers. These measures will prevent time wastage on administration of the Mocks and increase time for syllabus coverage.

Christian Religious Education needs to be studied for examination purposes and spiritual growth. In this regard, students should not be encouraged to choose between Christian Religious Education and History or Geography, but rather to choose between Religious Education subjects in the Curriculum.

Further to this, a research needs to be done in order to establish the effect of training as a K.C.S.E. examiner with the Kenya National Examinations Council to teaching, assessment and performance of students in K.C.S.E. Another research could be done to establish the attitude of students to day schools as opposed to boarding schools with an effort to determine whether a boarding environment provides a favourable learning atmosphere for most and has less discipline related cases that impact negatively on performance in schools.

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LIST OF ABBREVIATIONS

A	:	Agree.
BA	:	Bachelor of Arts
BEd.	:	Bachelor of Education
BSc	:	Bachelor of Science
CAT	:	Continuous Assessment Test
CPE	:	Certificate of Primary Education
CRE	:	Christian Religious Education
D	:	Disagree
Ha	:	Research hypothesis
KCE	:	Kenya Certificate of Education
KCPE	:	Kenya Certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Education
K.I.E	:	Kenya Institute of Education
KNEC	:	Kenya National Examinations Council
M Ed	:	Master of Education
MSC	:	Mean Score
N	:	Number
NH:		Null hypothesis
PGDE	:	Postgraduate Diploma in Education
P.T.A	:	Parents' and Teachers' Associations
SA	:	Strongly Agree

- SD : Standard Deviation/Strongly Disagree
- SEE : Social Education and Ethics
- TSC : Teachers' Service Commission
- U : Undecided

CHAPTER ONE

INTRODUCTION

1.0. BACKGROUND OF THE STUDY

Since independence, the Kenya Government has been emphasizing the need for universal and quality education to its citizens in order to enhance social, economic and individual development (Ominde Commission 1964). The Ominde Commission in 1964 underscored the need for an encompassing curriculum in which Christian Religious Education was included. The Gachathi Commission (1976) that reviewed educational objectives and policies emphasized the importance of a wide range of subjects like Mathematics, English, Kiswahili, Science, Geography and History. Schools were however encouraged to allocate two periods per week for subjects like Christian Religious Education if not taken as an examination subject. It is noted that in reality, no school bothered with the extra subjects (Eshiwani 1983) as they selected subjects to be offered in KCSE, depending on the resources available in the school, including teachers.

The Education Act CAP 211 of the laws of Kenya in taking note of the teaching of Religious Education made it clear that the sponsor in consultation with the Ministry of Education can prepare Religious Education materials to be used in schools in order to promote moral and spiritual growth of the pupils. This position helped to clarify the view that Christian Religious Education is, and continues to be part of the official school curriculum in Kenya.

However, the introduction of the 8-4-4 system of Education increased examinable subjects in the primary and secondary schools (KNEC Syllabus and Regulations 1989).

This system entails 8 years of primary education, 4 years of secondary education and a minimum of 4 years at the university. Examinations at each level are administered at the final year. This curriculum required more teachers to teach the many subjects. In this regard there was need for more teachers to teach Christian Religious Education and other subjects in the curriculum as soon as it was launched. Between 1985 and 1995 sufficient graduate teachers were trained at the University of Nairobi, Kenyatta, Moi and Egerton Universities in order to offset the deficit of teachers in most subjects (Eshiwani 1983).

In 1997 it was established by the results of the teachers' head count that there were enough teachers to teach most subjects in the secondary schools (TSC Circular to Head teachers, 1998).

However, it was observed by the Teachers' Service Commission that there was understaffing in subjects like Science, Mathematics and English with overstaffing in humanities including Christian Religious Education. Although there are adequate graduate teachers to teach Christian Religious Education, students sitting for CRE in KCSE in certain schools have continued to perform poorly in the examinations. The following table depicted the trend of decline or insignificant improvement in performance in Christian Religious Education in Kenya Certificate of Secondary Education examinations in the last 4 years in Kaptabuk, Boys' and Kabichbich Girls' in Lelan Division, West Pokot District.

TABLE 1A KAPTABUK SECONDARY SCHOOL KCSE RESULTS

KCSE YEAR	SUBJECT	ENTRY	DISTRICT POSITION	MEAN SCORE
1998	CRE	20	3/13	7.05
1999	CRE	24	10/13	5.75
2000	CRE	15	12/13	6.07
2001	CRE	14	7/14	7.35

Source: KNEC , KCSE results' documents

This table shows a trend of decline in performance in 1999 and 2000. The improvement in the year 2001 to an average performance could be attributed to the small number of candidates that sat the exam that year.

TABLE 1B : KABICHBICH GIRLS' KCSE, CRE RESULTS.

KCSE YEAR	SUBJECT	ENTRY	DISTRICT POSITION	MEAN SCORE
1998	CRE	24	8/13	6.2
1999	CRE	27	8/13	6.9
2000	CRE	38	8/13	7.09
2001	CRE	39	13/14	5.82

Kabichbich Girls' CRE results from 1998 – 2000 did not reflect improvement but instead stagnation. The 2001 CRE performance was worse as the school registered a big drop in performance as reflected in table 1B. This is certainly a worrying trend that prompted the researcher to conduct the research in Lelan Division of West Pokot District.

Studies on performance in examinations are crucial because education is an investment from which those who invest in it expect good returns. Thus, effort needs to be made to identify factors responsible for dismal performance and institute measures to reverse the negative trend. The results of this study are a contribution to the body of knowledge, which is greatly desired in devising strategies for curriculum development for Christian Religions Education.

In Glen Turner's 1993 study of examinations, he indicated that the "tips" that were provided by teachers were often regarded by pupils as the most important things to learn on an examination course. This meant that students benefit from the teachers' attitude to the subject and especially to the coaching that is meant to ensure that the learner achieves or scores high marks in a subject. Another study by Douglas in 1964 noted that parental encouragement was the most important single factor that accounted for improvement of children's test scores between the ages of 8 – 11 years. Later studies revealed that favourable parental attitude and their social class led to high attainment at "O" level results (Douglas 1969). This favourable interest could be shown through parental visits to schools, a trend that teachers perceive as an indicator of parental interest in the child's school activities

Indeed, Bourdie (1978), argued that families, which control an economic capital, also had a control over cultural capital and ensured that their children obtained the necessary qualifications.

All learning is based on intrinsic motivation or curiosity as (Bruner 1982) observes. It was further noted by this researcher that external reinforcement might actually get a particular act going on and even lead to repetition but it did not sustain a long course of

learning. In this regard, a teacher should not depend entirely on external reinforcement to arouse and sustain a learning process by controlling the curriculum through a well prepared lesson plan with plenty of students' learning activities which are sustained by the indirect teaching in form of questions from the teacher. This process takes into account the results of continuous assessment tests incorporated in the 8-4-4 system of Education. The results of the continuous assessment tests therefore ought to be used to establish the students' grade in KCSE, as this approach will make students value all the examinations given to them from form 1 to 4 leading to the KCSE examinations.

Kenya's education is examination-oriented beginning from the nursery schools whereby pupils are subjected to examinations as a criterion of success. It is noted that success only comes when one is able to competitively pass well in all national examinations (Bett, 1986). However, not much emphasis is put on the amount of work that both students and teachers have to do in preparation for national examinations. This attitude is evident in the current 8.4.4 system of education.

Students who get the highest marks in KCPE are admitted to national schools, the second best are enrolled in Provincial schools, and most average students are absorbed in district secondary schools. In the three categories of schools, students are drilled to pass examinations as this is the only criterion for selection into the job market, courses of further studies and vocational training (Eshiwani 1983).

Due to emphasis on examinations there were cases of cheating in examinations leading to cancellation of student results in KCSE. For example, Nasokol Girls' Secondary School in West Pokot district had its results of the year 2000 KCSE cancelled due to

irregularities. Most observers attributed the cancellation of the results of 105 students at this school to cheating which seems to be on the increase in the country's secondary and primary institutions. The results from a number of schools in the District in the last four years also reflect poor performance in a number of Provincial and District schools. Poor performance in KCSE in some district schools drew the attention of the government, educationists, parents, teachers and pupils (Daily Nation of 3rd March, 2001).

Most of these people sought factors that led to poor performance especially in subjects that students generally performed well in before the introduction of the 8-4-4 broad based curriculum system of Education and after reviewing examinable subjects and reducing them from 10 to a minimum of 7. This reduction of examinable subjects did not seem to solve the problem of unethical competition in the Kenya Certificate of Secondary Education. The government, educationists, parents and students still sought to address the issue of a burdensome curriculum, which led to the formation of the Koech Commission (1999).

The Koech Commission in reviewing the 8-4-4 system noted that there was need to reduce examinable subjects in Secondary schools from 8 to a minimum of 7 subjects in order to change the attitude of teachers and students to this system. A review of CRE and SEE results in KCSE since the introduction of 8-4-4 system which introduced SEE into the curriculum noted that many students opted to do SEE instead of CRE or seem to have done relatively well in SEE than in CRE in KCSE examinations. This was evident in a number of schools' KCSE results in both CRE and SEE in the past 4 years in West Pokot District. Although the Koech Report showed that more students opted for Social Education and Ethics and not CRE, one wondered why a new subject like SEE with

perhaps few graduate teachers would be performed better than CRE a subject which is old on the curriculum and has very many qualified graduate teachers and perhaps sufficient teaching and learning facilities in most schools. The researcher was interested in establishing reasons behind dismal performance in Christian Religious Education in the two schools that take students with similar results in the KCPE examination and offered both CRE and SEE at KCSE. Special interest was laid on the teachers' attitude to Christian Religious Education and Social Education and Ethics so as to establish whether this attitude affected the students' attitude, achievement and performance in both CRE and SEE in KCSE examination.

Tables 1C and 1D show results of CRE and SEE in the last 4 years in KCSE examinations.

KABICHBICH GIRLS' CRE AND SEE RESULTS

TABLE 1C

YEAR	SEE	CRE	RANGE
1998	7	6.2	-
1999	8.00	6.9	1.1
2000	-	7.09	-
2001	-	5.7	-

KAPTABUK BOYS' CRE AND SEE RESULTS

TABLE 1D

YEAR	SEE	CRE	RANGE
1998	-	7.05	-
1999	6.42	5.12	1.3
2000	6.4	6.02	0.38
2001	4.0	7.39	3.39

Source: KNEC , KCSE results' documents

The past decade has witnessed significant development and reform in education in curriculum change, and Christian Religious Education was not left out in this reform.

The Mackay Commission (1984) which was mandated, to review the education system

led to the change of the system of Education from 7-4-2-3 to the current 8-4-4. This move saw the introduction of new subjects alongside the old ones. Previously, Christian Religious Education was the only alternative for students opting to take a humanity other than Islamic Religious Education, Geography or History; but with the new curriculum, Social Education and Ethics, a new subject increased the choice of subjects in the humanity list. Social Education and Ethics became an alternative choice to Christian Religious Education as contained in the Kenya National Examination Regulations and Syllabuses (KNEC Regulations and Syllabuses 2000 /2001).

The attitude of students towards Christian Religious Education as a unique subject which was previously offered as a compulsory course, perhaps changed. Teachers' attitude to CRE may have changed and this consequently has affected students' achievement. Much of the work on attitudes and achievement in Christian Religious Education could implicitly be pegged on the assumptions:- that "teachers' attitude and achievement affect students' attitudes and achievement" (Journal of Pedagogy and Development, G.O. Give Vol. 1 Jan 1989).

This assumption needs to be investigated in order to establish whether there is a relationship between the attitude of teachers to a subject and the students' attitudes, achievement and performance in that subject.

1.1. STATEMENT OF THE PROBLEM

Despite many avenues of learning Christian Religious Education available to students of this subject, such as Young Christian Students' Movement, Christian Union, Christian Youth crusades / rallies, Youth retreats, Pastoral programmes in schools and Christian

Religious Education lessons, many students have continued to perform poorly in this subject in KCSE examinations in West Pokot schools. Kaptabuk Boys' and Kabichbich Girls' schools, which are ranked as district schools and admit students with similar KCPE results are among schools that have failed to maintain high standards in CRE in National Examinations.

There has been a lot of variation in performance in schools that select students with similar scores in KCPE in the district. For example, Kacheliba Mixed secondary school which is a district school, has continued to do well. It is evident that schools also vary in performance from year to year. For example, Kacheliba lost its first position obtained in 1999 to position three in the district in the year 2001. It has been noted that adequate relevant teaching and learning resources combined with efficient and effective utilization of resources, leads to high standards of performance in KCSE examinations but not the fact of drawing students with similar grades (Dworetzky 1986). Nonetheless it is not possible to attain equitable distribution of learning and teaching resources across all the National, Provincial and District schools. For example, Christian Religious Education has been performed well in KCSE by many students in the country but it is evident that students who have sat KCSE in the last 4 years in Kaptabuk Secondary and Kabichbich Girls' have not obtained high grades compared to students who sat for Social Education and Ethics examinations.

CRE teachers are generally assigned to teach SEE and studies done show that teachers who are highly qualified and motivated are likely to work efficiently to make students succeed in their examination especially if they are equally remunerated. There was need therefore to investigate the Christian Religious Education teachers' attitude to the

subjects he or she teaches, especially CRE and SEE so as to establish whether the attitude could influence students' achievement and performance in KCSE examinations.

The factors responsible for the decline in standards of CRE had not been well understood or investigated empirically in this region. This prompted the researcher to carry out the study. Lack of knowledge of factors that influence CRE performance made it difficult to put in place strategies to counteract the poor performance. The absence of this information makes the efficient and effective teaching of this subject difficult. Furthermore, it is only possible to improve on this poor performance if factors responsible for the decline are explicit. Therefore, it was important for a study be carried out to establish the cause of this problem and appropriate suggestions to remedy the situation.

1.2. PURPOSE OF THE STUDY

The aim of this study is to determine factors that influence academic achievement and performance in Christian Religious Education in selected public secondary schools in West Pokot. The study has identified prevailing conditions that account for poor academic performance. It has also investigated the CRE teachers' attitude to CRE and SEE and whether this attitude affects students' attitudes and performance in CRE in KCSE Examinations.

1.3. RESEARCH OBJECTIVES

The study seeks to:

- (a) find out whether the teachers' attitude to CRE affects students' attitude towards CRE and hence their performance in CRE Examinations.

- (b) establish whether lack of adequate teaching and learning facilities has any influence on students' achievement and performance in CRE.
- (c) determine the relationship between the academic and professional qualification of teachers and students' performance in CRE.
- (d) investigate the effects of the introduction and teaching of Social Education and Ethics to the Christian Religious Education teaching and performance in KCSE.
- (e) analyze the effects of the students' performance in KCPE examination on KCSE performance.

1.4. HYPOTHESES

The following were tested in this study:

- (a) there is no significant relationship between the students' performance in KCPE examinations and their performance in CRE in KCSE examinations.
- (b) there is no significant relationship between the adequacy of updated learning and teaching facilities and students' achievement in Christian Religious Education.
- (c) there is no significant relationship between the introduction of SEE in KCSE and the teachers' and students' attitude to CRE and performance in CRE in KCSE.
- (d) there is no significant relationship between the CRE teachers' attitude to CRE and students' performance in CRE in KCSE.
- (f) there is no significant relationship between the students' attitude to CRE and their CRE performance in KCSE.

1.5. SIGNIFICANCE OF THE STUDY

There was no evidence of any formal study that had been conducted to determine the causes of students' poor performance in Christian Religious Education at Kaptabuk

Boys' and Kabichbich Girls' Secondary Schools and by extension, West Pokot District. In this regard, the researcher sought to unveil the root causes of the students' poor performance in Christian Religious Education at both Kabichbich Girls' and Kaptabuk Boys'. Such findings are meant to help provide further research in other schools in Christian Religious Education in the whole District.

The results of the research could lead to the institution of measures to counter the poor performance in CRE and other subjects in the Secondary School Curriculum.

This is also meant to make the teaching of CRE more effective for teachers. Further more, factors that are responsible for the decline of standards of this subject are documented for future research. The research undertaken provides recommendations and suggestions to be considered in implementing and instituting measures necessary for better performance in CRE. The results of this research are not only beneficial to students of Kaptabuk Boys and Kabichbich Girls' but to all those committed to effective teaching in Kenya.

It is hoped that teachers, parents and educators will benefit from the findings and recommendations of this study, which are aimed at ways, and strategies of motivating students to learn effectively. The Ministry of Education could for example use the results of this research to devise ways of eliminating negative factors that could lead to poor performance in CRE in KCSE Examinations. On the other hand, secondary school head teachers could utilize the findings of this study to look for ways and means of improving performance not only in Christian Religious Education, but also in other subjects in their schools. It is also expected that this study could contribute towards the

understanding of academic performance by showing how academic performance is affected by a series of variables noted in the research. The results of this study will help parents understand their role in enhancing effective learning by supplementing the teachers' efforts. The information gained from the study could be useful to students who wish to identify an institution, which could offer a conducive atmosphere to enhance performance in KCSE examinations. Above all, the findings if well documented could prompt other researchers to carry out a further research geared to providing long lasting solutions to the problem of inefficiency in education as an investment.

1.6. LIMITATIONS

First, it was expected in the study that school performance may change markedly from one year to the other, which is a factor inconsistent of examination results that the researcher is not able to hold performance constant. Second, other extraneous factors such as intelligence quotient and the anxiety levels of students, which contribute to performance of students in KCSE examinations, are expected to affect the findings. Thirdly, only two schools were examined due to shortage of time and money.

West Pokot is one of the largest districts in Kenya covering an area of approximately 9,100 square kilometres. However, Kabichbich Girls' and Kaptabuk Boys' are the only schools that the researcher endeavoured to reach easily due to limited time. It is noted that other schools are very distant and traveling from Kaptabuk Boys' to Kapenguria town where more schools are located was expensive. The choice of the two schools was prompted by among other reasons, their proximity to each other and representation of boys' and girls' secondary schools in the area. Indeed, the poor road network and limited public and private transport made it difficult for the researcher to conduct a

bigger research that required extensive travelling. This study required a longitudinal research but time could not allow the researcher to utilize this approach.

1.7. DELIMITATIONS OF THE STUDY

The researcher opted to conduct the research in two schools although there are 14 KCSE schools in West Pokot District. It is also noted that only schools that admitted students who had attained similar grades at KCPE were considered. The KCPE marks may be perceived as a major cause of poor performance in KCSE examination results. The study also concentrated on students, teachers and head teachers, leaving out other equally important personnel in the learning institutions such as the Ministry of Education officers and the Teachers' Service Commission who through their influence determine KCSE examinations performance through regular in-servicing of teachers.

1.8. RESEARCH ASSUMPTIONS

The following assumptions were based on one girls' school and a boys' school from Lelan Division in West Pokot District:

- (a) KCSE examinations are an acceptable measure of academic performance, since their validity and reliability was established prior to examination by the Kenya National Examinations Council.
- (b) students follow the same syllabus – as contained in KNEC Regulations and syllabuses for CRE and SEE.
- (c) students are at the same level – since District schools are the only ones involved in the study.
- (d) gender has no effect on students' understanding and hence achievement in Christian Religious Education and Social Education and Ethics.

- (e) the respondents would be willing to cooperate and give all honest and un-influenced answers.

1.9. DEFINITION OF TERMS

Achievement: This is the extent to which a student has attained the goals of a course of study reflected by the grade acquired at examinations tests.

Motivation strategy: This refers to ways used to bring about goal accomplishment by a person.

Kenya Certificate of Education (KCE). This Certificate is given to a candidate after successful completion of form four National Examinations in the 7-4-2-3 system from 1964 – 1984.

Kenya Certificate of Primary Education (KCPE) – It is a certificate issued to all candidates for successful completion of the National Examinations for standard eight level of education in the current 8-4-4 Education System.

Attitudes: This is generalized mental and neutral state or readiness to respond positively or negatively to certain objects, events / and conditions in the environment. This definition is borrowed from Nyagah (1997) who had referred to Garry's (1963) definition for attitudes.

Performance: - This term refers to the overt behaviour that demonstrates the possession of the ability to do a particular task (Nyagah 1997)

8-4-4 Education system: This is the current education system, which was introduced in 1985 and comprises eight years of primary education, four years of Secondary education and a minimum of four years of University Education.

1.9.1. RESEARCH STUDY ORGANIZATION

The study is organized in five chapters:

1. **CHAPTER ONE:** This comprises a general introduction which contains the background of the study, statement of the problem, purpose of the study, objectives, Null hypotheses, significance of the study, limitations, delimitations research assumptions and definition of terms.
2. **CHAPTER TWO:** This chapter focuses on literature review that is further divided into; three sections. First, literature related to school factors. Second, that which relates to external factors. Third, literature related to students' characteristics and how they relate to performance and attitudes. The literature review section is followed by a conceptual framework and a summary of the literature review.
3. **CHAPTER THREE:** This chapter deals with research methodology which includes research design, target population and sampling procedures, research instruments, instrument validity and reliability, data collection procedure and analysis techniques.
4. **CHAPTER FOUR:** This part underscores data presentation analysis and discussions of research findings.
5. **CHAPTER FIVE:** This chapter provides a summary of findings, conclusions, recommendations, appendices and a list of bibliography

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

This section contains records used as part of the research instrument, which enabled the researcher, obtain facts necessary in stating the problem and background of the study.

The researcher investigated teachers' attitude to the subject and its effect on students' attitude to the subject and subsequently, the students' achievement and performance.

The research commenced by examining the objectives of Christian Religious Education in the Secondary school syllabus and compared them with those of Social Education and Ethics at that level. The researcher envisaged that the introduction and teaching of Social Education and Ethics in secondary schools as a separate subject has affected the teaching and achievement in Christian Religious Education in the National Examinations. The study underscores factors responsible for poor performance in the KCSE and ways of curbing them.

Before discussing factors related to poor performance, it was worth noting that the objectives of Secondary School Education are to:-

- (a) provide for all round mental, moral and spiritual development.
- (b) provide relevant skills towards positive contribution to the development of the society.
- (c) ensure balanced development in cognitive (knowledge), psychomotor (manipulative and practical) and affective (attitude and value) skills.
- (d) lay a firm foundation for further training and work
- (e) lead to the acquisition of positive attitudes and values towards the well being of society (Kamunge J.M (1988).

These objectives guided the researcher in comparing the objectives of Social Education and Ethics and those of Christian Religious Education.

Both SEE and CRE are taught in secondary schools to ensure the development of the learner mentally, morally and spiritually so as to enable him/her acquire positive attitudes and values towards the well being of the society. The two subjects are also taught so as to lay a firm foundation for further education, training and work. The objectives of Social Education and Ethics complement those of Christian Religious Education as stated in the Kenya National Examination Council Regulations and Syllabuses for KCSE (2000/2001). If the Christian Religious Education course could be well organized, it could cater for the objectives laid down for Social Education and Ethics. Thus Social Education and Ethics could be taught as part of the Christian Religious Education course and not as a separate discipline to be examined in the KCSE examinations. The Koech Commission (1999) reiterated that Social Education and Ethics has affected the attitude of both teachers and students to CRE as an examinable discipline at the KCSE examinations. Since the objectives of Social Education and Ethics complement those of Christian Religious Education syllabus, it is worth investigating the effect of Social Education and Ethics teaching as a KCSE subject alongside Christian Religious Education and whether this impacted on students' performance in C.R.E in KCSE.

The objectives, of Christian Religious Education have great similarities with those of Social Education and Ethics. For example, in Christian Religious Education some of the objectives are to:

- (a) develop a sense of self-respect and respect for others.

(b) contribute towards the development of the quality of life.

On the other hand objectives for teaching Social Educational Ethics include to develop a harmonious ethical/moral relationship between the learner and the home, the school, the neighbourhood, Kenya and other nations K.I.E. syllabus (1985).

From the foregoing quotations, it is evident that if the Christian Religious Education Syllabus is well organised it contains the subject material that is meant to be taught in Social Education and Ethics. The reverse is however, not true because Social Education and Ethics does not help to develop a learner spiritually. Christian Religious Education has been revised several times and its content trimmed leaving out aspects of the curriculum that could be taught in other disciplines like History and Geography. The reviewed Syllabus for secondary schools released by the Kenya Institute of Education after the Koech Commission's recommendations excluded Social Education and Ethics and reduced the content of the Christian Religious Education curriculum. The Syllabus was reorganised to remove duplication in content across subjects. Now, the content of Christian Religious Education is just right for both teachers and learners.

2.1. LITERATURE ON EFFECTS OF SCHOOL FACTORS ON PERFORMANCE

Studies done by various researchers in Kenya have shown that a number of school factors actually influence academic performance. In the research done in Western province in Kenya, Eshiwani (1983), through questionnaires to head teachers, secondary school teachers, Board of Governors and the Kenya National Examinations Council, established that school factors affect performance. The analysis of 170 questionnaires in the study indicated that the size of classes, textbooks, school administration and

management, libraries, laboratory facilities, teachers' characteristics such as: qualification, experience and training, teacher – pupil ratio, professional commitment and students' traits (pre-primary education and primary education backgrounds) largely affect performance.

Eshiwani noted that, the availability of school facilities such as libraries, text books, dormitories, visual aids, electricity, water and play grounds are a key role in enhancing performance in national examinations, Eshiwani (1983). Other researchers on this subject noted that academic and professional qualifications of teachers were a crucial factor in influencing performance, Makau and Somerset (1980). They observed that differences in teaching affect performance and that schools with the best qualified teachers tended to be the most successful in examinations. Bett (1986) found out that the principal factor that influenced performance in Kenya Certificate of Education (KCE) Examinations in West Pokot district was the inequitable distribution of graduate teachers and the ineffective role played by teachers and head teachers. Eshiwani's (1982/83) research on the same subject had cited the fact that untrained teachers in Primary schools influenced performance in KCPE and KCE results subsequently.

In as much as the above researchers identified the problems responsible for poor performance in examinations, it was important that a study be done to determine whether the presence of such factors was compounded by others that were unveiled in their studies. The researcher further checked whether the qualification of a teacher as a KNEC examiner has a positive effect on students' attitude to CRE and subsequently to performance. This research has identified other factors responsible for poor performance.

In another study by Olembo (1977), it had been noted that the quality of a head teacher in a school influenced students' performance. He pointed out that the way head teachers structured and administered the school, the relationship he or she had established with the school's subsystems, teacher and students had a significant effect on students' performance in examinations. It was further revealed in a study undertaken in 20 selected secondary schools in Uganda by Musango (1982) that there was a positive relationship between head teachers' attitude and students' performance. The descriptive methods (percentages) and non-parametric method, a Chi-Square test were used to analyse the data collected. For example, a head teacher who had a negative attitude to the teaching of Christian Religious Education and a positive attitude to Biology bought very few textbooks for Christian Religious Education and sufficient books for Biology. By buying few textbooks in Christian Religious Education, the head teacher deliberately influenced the students' attitude to the subject and hence the achievement and performance in examinations.

Passing an examination at any level does not just consist of providing the learner with adequate relevant books but also to ensure effective utilization of the materials by both students and teachers. The claim that head teachers' attitudes could be responsible for negative or positive performance in a subject constituted doubtful findings that needed to be supported by further research. Most head teachers understand that, for their students to do well they must be taught well in all disciplines. Students and teachers who were motivated were likely to jointly provide sufficient learning resources to undo the problem of inadequate resources since there is a high demand for education and educational consumerism. This research has unearthed other factors that influence provision of adequate learning and teaching resources beyond the head teacher's control.

Other researchers had identified teaching experience as having a positive influence on students' achievement since experienced teachers ensured that teaching and learning took place, Comber and Keeves (1973). Experienced teachers were not likely to absentee themselves from work or fail to complete the syllabus. Lack of school fees was noted by Michieka (1983) in the study on dropouts as playing a key role in frequent absenteeism of students from school and subsequently as a cause for poor performance in examinations.

The findings above that fees problems had generally led to students' absenteeism and subsequently to poor performance did not fully address the issue of performance in examinations. The level of a student's performance could be best studied in a situation where a student's self discipline was first established. The crucial factor consistent with good performance was the student's discipline seen in an organized study timetable and promoting learning beyond the classroom. This research has focused on this fact and it was evident that students who had private study timetables hardly made use of them.

A teacher's job satisfaction also influences his or her performance and students' achievement Goodlad (1984). He further observed in his study that teachers who were happy in their work were likely to have a positive rather than a negative effect on classroom learning conditions. One could further infer that, a teacher's attitude is crucial in the achievement and performance of students in examinations. Similarly, G.O. Igive (1989) had strongly suggested that teachers' attitude to Mathematics had an influence on the students' attitude to the subject and subsequently to their achievement and performance in examinations. This further strengthens the idea that the subject teacher's

attitude to the subject should not be ignored because it had a bearing to the students' performance in the subject. Further investigation revealed that teachers were interested in training as Kenya National Examination Council, K.C.S.E examiners for Christian Religious Education but no effort had been made to go for the training. This reflects the attitude of a teacher to the subject, which could be rated as negative. Professionalism in teaching included acquiring sound assessment skills in one's subject area.

A teacher's attitude referred to above hasn't been spelt out for further investigation, hence the need for this research so as to suggest ways of encouraging a positive attitude to the teaching profession.

2.2. LITERATURE ON EFFECTS OF STUDENTS' FACTORS ON PERFORMANCE

Existing research shows that students' characteristics have an influence on performance in academics. The study carried out by Muthungu (1986) involving a sample of 205 students from randomly selected harambee schools in Nyandarua District revealed that the primary school background significantly influenced the outcome of students' Kenya Certificate of Education. He used the Chi-Square and Gamma statistical computation to analyze data collected from the questionnaire used.

It had further been observed by Davies (1986) that students often did well to meet the teachers' expectations of their potential. The teacher's expectations served as a strong motivation for a student. Such motivation was complemented by timely feedback and issuance of results for assignments to the students. If the teacher's expectations are high and optimistic, students tend to do well and vice versa. Davies further cited motivational

strategies such as a happy and secure climate created through satisfying harmonious relationships, reinforcement, recognition of students' potential and competition among students as being worthwhile. Peterson (1977) cited a child's achievement level (aptitude) as a factor that might facilitate the best learning and enjoyable learning experience, achievement and performance. All these observations point to the fact that a teacher needs to update his or her skills accordingly.

Despite the findings of the foregoing researchers, it was important that both teachers' and students' attitude to each other is investigated to established whether good student-teacher relationship enhanced performance. It was evident that high performance level was as a result of the co-operative effort between teachers and students and not an event dominated by the teachers' activities. Students who overlooked personal efforts and depended totally on teachers efforts risked doing poorly in any examination.

2.3. LITERATURE ON EFFECTS OF NON SCHOOL FACTORS ON PERFORMANCE

The non-school factors included; home environment, parental level of education, involvement in schoolwork and their socio-economic class. Avalos (1986), in his study on teaching children of the poor, indicated that income among the lower class families restricted the ability of parents to provide tuition fees, school books and other educational resources needed to ensure good performance and continuation of studies for their children in school. Children from a good socio-economic background tended to do well in school as a result of their parents' educational standards, high income, parents' willingness to help in their school work, parental career expectations and ability to buy supplementary learning resources. Somerset (1972). In another study by Okumu (1995).

it was noted that parental involvement in children's schoolwork had a positive influence on performance in the Certificate of Primary Education Examination. The greatest parental involvement in a child's education should first of all be seen in paying fees punctually.

Okumu carried out his study on standard seven (7) pupils in Nairobi slums to investigate the effect of parental involvement in children's work on their performance in examinations. The findings were supported by Griffins' (1996) study, which revealed that parents' involvement in the children's schoolwork had a positive influence on academic achievement and that it consistently correlated with the learner's test performance. Griffin further observed that parental involvement remained a significant factor influencing performance irrespective of school level variable such as class size, school students' population, teacher qualification and experience.

Although Okumu's, Somerset's and Griffin's findings were a big contribution to the body of knowledge with regard to identifying factors influencing positive performance among learners, it was observed that students who were self-disciplined tended to do well even without parental involvement in their education. In this regard it was important that other factors responsible for good performance be identified and promoted in our society in order to enhance performance. Parental involvement in children's education cannot be taken as common sense; hence parents need to be educated in P.T.A. meetings.

2.4. LITERATURE RELATED TO ATTITUDES AND PERFORMANCE

The concept of attitude was noted by various researchers as consisting three components. This was evident from Nyagah (1997) who quoted Triandis (1971). They both observed that attitudes had a cognitive aspect, an idea about the attitude, an affective component, the emotions, and finally behavioural components; that is a predisposition to action such as using an object or buying the object of attitude desired. The idea expressed here was also noted by Rokeach (1976) in consultation with Triandis about the three elements of attitude. This was further expressed by Triandis (1971) that it was what people think about or feel that influenced how they would choose to behave towards an object. Nyagah (1997) concurs with Triandis in holding that attitudes are inferred from what one said. One behaved the way she or he felt about the object. This point was further clarified by the same researcher that behaviour was not only determined by what people would like to do but also by what they thought they should do. This included their social norms, habits and the expected consequences of the behaviour, Triandis (1971).

The above observation helped to formulate relevant items of the questionnaire and establish the student's attitude to subjects in the school syllabus since the attitudes were likely to influence performance in those subjects. This research used the notion of the three components of attitudes to incorporate items on the questionnaire that tested the three components of attitudes.

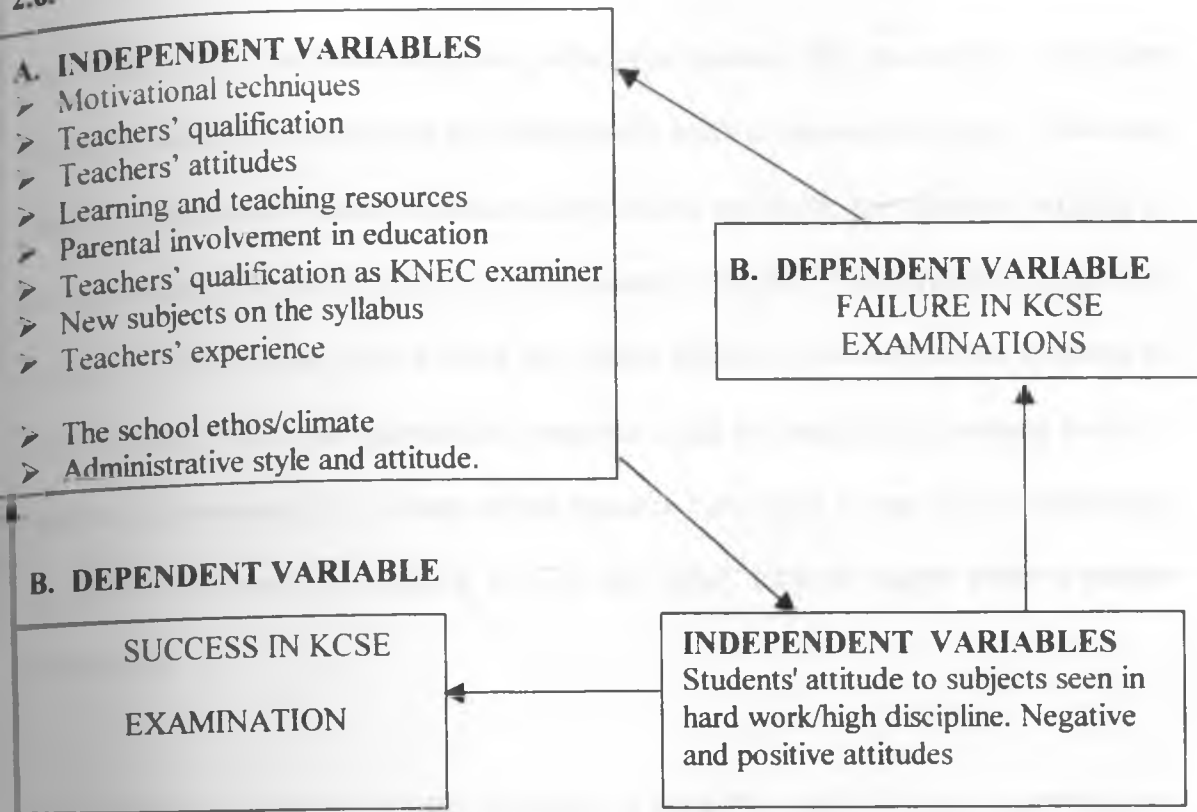
The Linkert – type scales that were used successfully by the above researchers to elicit responses that were deemed reliable in measuring attitudes were used with great care to avoid chances of respondents portraying an attitude meant to please the researcher. While conducting research, a rapport was established with the respondents which

reduced suspicion and encouraged honest attitudinal responses, a fact that was not discussed by the above researchers.

2.5. SUMMARY OF LITERATURE REVIEW

The reviewed literature has clearly shown that the school and external variables had a significant role in determining students' achievement and performance. These indicated that factors, which have influenced performance in examinations including teaching and learning resources, teachers' characteristics such as qualifications, attitudes to a teaching subject, experience, and job satisfaction, socio-economic background of a student, parental characteristics such as academic qualifications, and involvement in the school work and the career expectation of the student as influenced by parents. The other relevant information was the head teachers' attitude to a subject on the syllabus. The review helped to identify the teachers' attitude to a subject taught as playing a crucial role in influencing positively or negatively students' attitude, achievement and performance in a subject in their examinations. The head teachers' attitude to a subject in the syllabus of a school contributed negatively or positively to the students' performance in the particular subject. This observation evidently led to the following conceptual framework on the study.

2.6. CONCEPTUAL FRAMEWORK



The literature review prompted the researcher to come up with the above conceptual framework which identified several independent variables and the dependent variable performance in KCSE that is analyzed in the study. It is worth noting that students' attitudes are largely influenced by societal factors, which include school influence and non-school effects shown. The teachers' attitude to the subjects and the head teachers' attitude on certain subjects influence students' attitude, achievement and performance in the subject and in KCSE examinations. All independent variables listed above affect the students' attitudes. For example, a poor school administrator may influence school fees increase forcing students from poor families to drop out of school because education seems unattainable. Likewise, teachers' qualification help in motivating a student to learn, thus affecting his or her attitude to the subject taught. A closer examination at the dependent variable, account for what a student does and this is consequently measured at KCSE in terms of subjects' performance.

When independent variables negatively affect the student, this results into a negative attitude to the school curriculum and subsequently leads to poor performance. However, when the independent variables influence the student positively, the students' attitude to the curriculum, evidently leads to fine performance in KCSE. These results in turn have a positive effect on the school ethos and hence influence positively other students to study seriously. Since the independent variables could be dealt with at various levels to improve performance, the findings of this research have gone a long way in addressing the problem of poor performance in CRE and other subjects taught under a similar environment.

This conceptual framework led the researcher to devise the methodology for carrying out the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. INTRODUCTION

This section gives a short description of the research design that was adopted in the study. This is followed by a description of the sampling strategies, instruments, instrument validity, instrument reliability, data collection procedure and data analysis. The research methodology derived here constitutes the methods employed in carrying out this study.

3.1. RESEARCH DESIGN

This study basically adopted an ex-post-facto research design. Such a design is described as a systematic, empirical inquiry in which the scientist does not have a direct control of independent variables because their manifestations have a direct control of independent variables. Indeed, their manifestations have already occurred or because they are inherently not manipulable. Inference about relations among variables are made without direct intervention from concomitant variations of independent variables (Kerlinger 1973).

The ex-post-facto design was deemed appropriate in studying conditions, which had already taken place but were then existing in the study area. In studying the factors that influence Christian Religious Education performance in Kaptabuk Boys' and Kabichbich Girls', this design was therefore suitable for establishing the nature of relationship among variables identified for this study.

3.2. SAMPLING AND TARGET POPULATION

The researcher used stratified and random sampling strategies. This study was done in one division of West Pokot district which was basically represented by two schools, a boys' and a girls' school. A total of 107 girls from form 1 – 4 in Kabichbich Girls' and 97 boys' from Kaptabuk Boys' took part in this study.

The choice of students was determined by the sample size of the table given for a population as recommended by Krejcie R.V and Morgan D. (1970), "Determining sample size for research activities", Educational and Psychological Measurement Vol. 30 No. 3: 608.

The main reason was that a larger sample population, resulted into greater validity and reliability of results.

The two secondary schools investigated were the only ones in the area under study. Girls and boys who took part in the study were chosen at random from their respective classes and schools. The involvement of both girls and boys in the study was meant to ensure a clear variation of independent variables in order to identify the main contributory factors in achievement and performance in Christian Religious Education across the schools in this region. The researcher focused on forms 1-4 students because of their longer experience in learning CRE since the beginning in their primary school education. Their experiences helped the researcher in regard to their attitude to Christian Religious Education as they prepared for the Kenya Certificate of Secondary Education. This study also included all CRE teachers and head teachers from the sampled schools. The schools that participated in the research are District Schools that took students with similar marks in Kenya Certificate of Primary Education which range between 450 and 350 out of 700 marks and the current range is 300 and 250 out of 500 marks. This

ensured that participants in the research had relatively equal academic ability and could therefore help the researcher identify the major contributory factors to performance in Christian Religious Education in the Kenya Certificate of Secondary Education. Although not all students in the two schools were involved in the study, the 200 students who took part in this research represented 72.8% of the two schools' population, which had a total enrolment of 279 students; the time the researcher conducted this study.

The above sample size was therefore representative of students' majority who were considered to have articulated attitudes to the Christian Religious Education as a subject in the Curriculum. The Yes/No papers were picked at random to select respondents for the study from eight (8) strata (streams of classes in the respective schools). The stratified and random sampling techniques were therefore adopted in selecting a sample population for the study.

3.3. RESEARCH INSTRUMENTS

The main instrument that was adopted in this study was a questionnaire. First, three sets of questionnaires were administered; one to head teachers, another to teachers of Christian Religious Education in the two schools and a last to girls and boys from the selected two schools. This was supplemented by observation of schools' mark books, interviews to head teachers and analysis of KCSE and CATS results. The results for Christian Religious Education in KCSE in the district were obtained and analyzed using descriptive statistics, means, standard deviation and percentages. Mean scores, standard deviation and percentages were computed hence the hypotheses were tested and the results tabulated.

3.4. QUESTIONNAIRE INSTRUMENT

The questionnaires adopted for this study consisted of closed and open-ended questions. The first category of the questionnaire was meant to elicit the head teacher's background, school background, facilities, leadership style and school characteristics influencing performance in KCSE. The second questionnaire to teachers of Christian Religious Education was meant to elicit information regarding the academic and professional qualification of CRE teachers in the study. This questionnaire was expected to identify ways in which teachers were motivated and whether such motivation enhanced the relationship between teachers and the head teacher on the one hand and students on the other. The teachers' responses were on specific questions about their attitude towards CRE and SEE as examinable subjects in KCSE. Lastly, the questionnaires to the two categories of students helped establish their attitudes to Christian Religious Education. This instrument indeed, was also meant to establish their background, attitudes towards Social Education and Ethics and their behaviour in relation to their commitment to studies in order to improve their performance in CRE in KCSE. The main objective of the research was to elicit information on school factors that influence performance in KCSE.

3.4.1. DOCUMENTS ANALYSIS

The researcher examined official records on performance in Christian Religious Education in the two secondary schools as maintained by the Academic Board of each school. This exercise enabled the researcher to establish the performance index in KCSE as maintained by the schools in order to trace the trend of performance in both CRE and SEE. The researcher worked out the mean and standard deviation of the schools' KCSE and CATS results for 1998 – 2001 for Form four students who sat the examinations then.

Descriptive statistics, mean scores and percentages were used to carry out document results' analysis.

3.4.2. INSTRUMENT VALIDITY

A pretest of questionnaire research instrument on a small sample of respondents was done in a pilot study in other schools not sampled in the study. Such a study comprised 30 students, two Christian Religious Education teachers and one head teacher. A pre-test of the research instrument was vital in bringing out facts necessary in ensuring the success of the questionnaire, Borg and Gall (1989). This was meant to improve on the quality of the questions to the respondent. The pilot study established an overall appraisal of the questionnaires' soundness of items and also helped to estimate the length of time required to answer them. The findings also enabled the researcher to assess the clarity of meaning and changed the instruments accordingly to suit the respondent. The results of the pilot study were discussed by the respondents who took part in the piloting as well as the supervisor of this study.

Indeed, relevant and clearer items of the questionnaire led to an effective study. The researcher improved on the five point scale, the linkert - type scales with closed ended responses. This was vital in finding out information on the attitude of students to Christian Religious Education. After investigations had been completed on performance and general attitudes in the piloting, the instrument was used to collect data for the main study. The researcher also came up with the Linkert Scales for the Christian Religious Education teachers. Teachers' attitudinal scales were meant to supplement data collection on attitudes through students' questionnaire.

3.4.3. INSTRUMENT RELIABILITY

In order to test instrument reliability, the researcher formulated the same questions differently and gave to respondents in the pilot study. And, at the end of a designated period for answering the questions, it was established that the responses portrayed similar answers hence showing that the questionnaire instrument was reliable and was further utilized to carry out the study in question. The results of the piloting were meant to help the researcher make necessary alterations to the instrument. Internal instrument reliability was further established through the use of a Pearson's Product Moment Correlation Coefficient and Spearman's rank Coefficient test for internal reliability of instruments.

3.5. DATA COLLECTION PROCEDURE

A research permit was sought so as to enable the researcher carry out investigations in West Pokot District. The researcher then undertook the pilot study in secondary schools designated for a pilot study. After conducting the pilot study, the results of the study were discussed by both the researcher and the supervisor. The results of pre-testing the instruments were used to change and improve on the instruments. In particular, some hypotheses were dropped and attitudinal scales improved before the researcher embarked on data collection in the schools that were to participate in the study. Thirty (30) students, 2 CRE teachers and 1 head teacher took part in the pilot study. The data collected from the pilot study were analysed using descriptive statistics, frequency percentage, means and standard deviation. The Chi-Square test was used to test the null hypotheses and this helped in dropping unnecessary hypotheses from the list. During data collection, the researcher issued questionnaires to respondents directly and discussed how to fill them. One day was set a part to administer questionnaires in each

school, and the results were collected promptly so as to avoid responses being altered. The subject of the study involved 107 girls and 93 boys. Other respondents included 2 CRE teachers from the two schools and 2 head teachers.

All respondents filled the questionnaire accordingly and handed them to the researcher. After collecting data by using questionnaires the researcher set a date to visit the designated schools, observed C.R.E. mark books, academic records and held an unstructured interviews with the heads.

Official records of performance for the two schools were scrutinized and information on performance recorded. The results of the unstructured interviews with the two head teachers were also recorded for inclusion in the research findings. The continuous assessment tests, and KCSE results for the past years was noted, and analysed alongside the continuous assessment tests for the past form four classes of 1998 - 2001.

The researcher also visited the District Education Office accessed and noted the District KCSE results for the past four years 1998 – 2001. These results were used to improve the reliability of the findings on performance as they provided an analysis of C.R.E results in KCSE in all schools in the district thus enabling the researcher to compare and contrast CRE performance in the target population with those of other schools within the District.

3.6. DATA ANALYSIS

The raw data from the study was categorized into the following four areas:

(a) TEACHER CHARACTERISTICS

This dealt with responses obtained from teachers and head teachers in relation to their attitudes to Christian Religious Education, motivational styles, their demographic details, students' perception of teachers and teacher-student relationship. The information elicited from the questionnaire helped to establish attributes of the respondents that impacted on students' performance in CRE.

(b) STUDENTS' CHARACTERISTICS

This section discusses responses from students of the two schools giving demographic and general information on the respondents. It presents an analysis of CATs in CRE and KCSE performance in relation to KCPE entry marks of the respondents. The demographic factors and other general information are tabulated and interpreted. Furthermore, students and their attitudes towards SEE are discussed. Finally, students' perception of the motivational styles, career and subjects preference and suggestions on how to enhance CRE teaching and performance are tabulated and interpreted.

(c) HOME CHARACTERISTICS

The information from the teachers and students helped the researcher establish some factors that influenced the students' achievement and performance in examinations. In addition, problems of absenteeism due to lack of fees, parental involvement in students' subject choice were investigated alongside parental occupation. The frequency with which PTA meeting were held and visits to school by parents was noted and discussed

(d) SCHOOL CHARACTERISTICS

The researcher outlined conditions and investigated the school's environment that contributed to good or poor performance by students in Christian Religious Education. School characteristics entailed motivational styles of teachers, availability of adequate up to date learning and teaching resources, the school ethos and leadership style of the head teacher as reflected in participatory decision making in the school's system.

The information was tabulated and descriptive statistics was used to deal with the basic data. The percentages and frequencies were used to carry out the analysis of the data using Chi-Square, to test the null hypotheses. The Chi-Square test, a non-parametric analytical technique, was useful when searching for relationships in the non parametric data. This was the appropriate and reliable procedure of analyzing the raw data because this study investigated the existence of possible relationships among the variables identified in this research. This test was also used as a measure of how closely related observed distribution approximated the expected distribution. The following formula of Chi - Square was used in analyzing data both in piloting and the main study.

The Chi-Square formula is;

$$X^2 = \sum \frac{(O-E)^2}{E}$$

"E" here refers to the expected frequency while "O" points at the observed frequency in each cell.

(N2-1) (N1-1) was equal to degree of freedom. The 0.05 level of confidence was the standard for rejecting or accepting the null hypothesis. It was expected that if the calculated Chi-Square was higher than the Chi-Square critical, then this indicated that there was a significant relationship between the variables in the study.

In analyzing the attitudinal scales responses for both teachers and students the following procedure was adopted. First, the scores for the responses were given arbitrary scores for the alternatives as follows:

TABLE 3: LINKERT SCALES ARBITRARY SCORES

	Scores for positively stated items	Scores for negatively stated items
Strongly agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (D)	2	4
Strongly disagree (SD)	1	5

This scoring procedure ensured the levels of agreement to disagreement had been scored to reflect the positive and negative attitudes respectively. In order to analyse data, the information was organised into frequency tables of obtaining percentages and means. The frequency distribution tables were useful in condensing information for easy interpretation and reference. Information from other parts of the questionnaire with open-ended questions had the data responses quantified and descriptive statistics was employed to establish percentages and frequencies. This technique was also utilised in analyzing results documents.

(e) TESTING HYPOTHESES

After piloting the researcher employed the Chi-Square statistics to test the null hypotheses. This test was therefore adapted in analyzing the full data. The Chi-Square formula and the contingency coefficient formula was used to determine the relationship between identified variables in the study. The researcher then used descriptive statistics

to deal with the rest of the raw data. The mean of attitudinal scores was obtained, tabulated and interpreted. Finally, the null hypotheses were tested and the results recorded and interpreted in relation to the independent and dependent variables in the conceptual framework of this study. This then led to the presentation of findings in the entire study as given in Chapter four.

The preceding data analysis procedure was utilized in handling the raw data from the three sets of questionnaires. The null hypotheses were tested accordingly and findings of the study written down in the report section of the final research project. The official records of students' performance also helped strengthen reliability of the project results by completing the findings of the project.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0. INTRODUCTION

This chapter begins with a demographic and general information on respondents. First, the background information on the target population is presented and discussed. Then problems of teaching and learning CRE are outlined and interpreted. Second, the findings on students' performance in Christian Religious Education and Social Education and Ethics in Continuous assessment tests and KCSE is presented in the context of the independent variables given in the conceptual framework. Third, the KCSE, performance in CRE in West Pokot Districts was outlined and students' attitudes towards Christian Religious Education and to the introduction and teaching of Social Education and Ethics is determined. Furthermore, Christian Religious Education teachers' attitude to the subject and the introduction of Social Education and Ethics, motivational styles used in class, learning and teaching resources, parental involvement in students' choice of examination subjects and factors affecting performance in Christian Religious Education is presented and discussed. This is followed by the head teachers' role in influencing performance and attitudes of both, teachers and students through motivational styles in the school system. In addition, conditions that account for poor performance are presented and discussed. The hypotheses of the study and results of testing null hypotheses are presented and interpreted. Indeed, suggestions from respondents on how to improve on the teaching, learning and assessment of Christian Religious Education in Kenya are outlined.

4.1. GENERAL INFORMATION ON THE TARGET POPULATION

The target population of this study comprised one single stream girls' boarding secondary school and a boys' boarding secondary school. The boys' secondary school had an enrolment of 137 students. However, only 120 students were in the school in June 2002 when this data was gathered. Those who were not in school had left on transfer to other schools. The form two class was the most affected by the transfer as the class had then only 19 students. The form 4 class had a population of 20 students who had registered for Kenya Certificate of Secondary Education this year. Form one and three had 53 and 28 students respectively. Kaptabuk Boys' had 9 (nine) teachers. Four of them were B.Ed holders, three Diploma and 2 University students employed by the Board of Governors to teach English, Mathematics and Christian Religious Education as the school had only 7 teachers employed by Teachers' Service Commission. There was a shortfall of 2 teachers. The school's Board of Governors sought to have the school registered as a double stream boarding school in February 2002 but the status of the school had not improved. At the time of conducting this research, the school was still categorised as a single stream. This school was started in 1986 and the current head teacher had served for 8 years. Although Kaptabuk Secondary was established 16 years ago, its student enrolment had remained low. This could be attributed to the cold climate, which made many students prefer to study in warmer parts of the district. Students in this school were drawn mainly from one community, the Pokot and a very small number from the urban population accepted to study in Kaptabuk. The inhabitants of Kaptabuk are mainly farmers although there is a small number of professionals such as teachers and medical personnel.

Kabichbich Girls' is a boarding single stream school in Lelan division of West Pokot, District and is situated 30 Kms away from Kapenguria town. The school had an enrolment of 179 students but by the time this research was carried out, 159 students were present in school. A few students were away with official permission to seek medical attention or due to fees problems. Kabichbich Girls, also known as St. Eliza's, has a population of ten teachers. Seven of them are B.Ed. graduates while three are Diploma holders. The school had one Christian Religious Education B.Ed graduate teacher who had been in the school since 1996. Kabichbich Girls' just like Kaptabuk Boys' was established in 1986 as a single stream boarding girls' secondary school. Unlike Kaptabuk, Kabichbich Secondary had attracted a high student population.

The moderately cold climate in Kabichbich area had contributed to stable teachers and students populations while the reverse was experienced in Kaptabuk School. The head teacher at Kabichbich Girls' had been in the school for only 8 months. The school performed poorly, in last year's KCSE taking the second last position in the district, while Kaptabuk came last. This means performance in these schools in most subjects was below average.

Details of students' performance in Christian Religious Education in the District and school levels are given to depict a picture of performance in the two schools. It is evident from the background information of the sample population that students in Kaptabuk and Kabichbich had serious fees problems which necessitated absenteeism from school in search for fees. Moreover, parental involvement in guidance and counseling of their children with regard to punctuality to school also led to poor performance. In this regard, discussions by parents and teachers on making education

affordable through provision of both day and boarding facilities in the school system needed to be initiated to address the problem of late fees payment.

(a) **TABLE: 4A GENDER AND AGE OF STUDENTS**

GENDER	AGE RANGE	NUMBER	PERCENTAGE (%)
Male	10 – 15	4	2
	16 – 20	89	44.5
Female	10 – 15	7	3.5
	16 – 20	100	50
TOTAL		200	100

This table shows that 53.5% of the sample population were girls because their enrolment was higher than that of boys. However, there is no significant difference in the ages of girls and boys who participated in the study. From their age bracket, they could give reliable information regarding their attitude towards CRE and factors responsible for the decline in performance in CRE and other subjects taught in their schools.

(b) **TABLE 4B: SCHOOL FEES PAYMENT BY GENDER**

FEES PAYMENT	GENDER	NUMBER	PERCENTAGE (%)
On time	Male	40	43.01
	Female	30	28.04
Late	Male	53	56.99
	Female	77	71.96
Total		200	200

From the following table, 43.01% of male students had their fees paid on time while only 28.04% girls got the fees paid on time. Similarly, 71.96% of girls fees was paid late unlike 56.99% of the boys whose fees were paid late. This difference in fees payment for students was likely to impact negatively on performance and subsequently to their attitude to education especially if the returns from the education they paid for could not match the quality of the results they got in KCSE.

(c) **TABLE 4C: PARENTAL INVOLVEMENT IN SUBJECT CHOICE**

SUBJECT PREFERENCE		
SUBJECT	NUMBER	PERCENTAGE(%)
CRE	111	55.5
SEE	57	28.5
No response	32	16.0
TOTAL	200	100

From this table it is clear that students' choice of either CRE or SEE is influenced by parents. This is one indicator of parental involvement in their children's education. 55.5% of parents preferred their children to take CRE in school and KCSE while 28.5% encouraged them to take SEE. A 16% of No response could be accounted for by parents who might not be involved in the choice of subjects for KCSE by encouraging their children to take other subjects.

(d) **TABLE D: STUDENTS' PREFERENCE FOR EITHER CRE OR SEE AT KCSE BY GENDER AND AS ENCOURAGED BY PARENTS**

GENDER	PREFERENCE	NUMBER	PERCENTAGE(%)
Female	CRE	69	64.5
Male	"	41	43.3
Female	SEE	24	21.4
Male	"	33	34
Male	No	14	13.1
Female	Response	18	16.5
TOTAL		199	192.8

This table shows that 50% of girls preferred sitting CRE as compared to 43.3% of boys. 21.4% of the girls took SEE, while 31% of the boys preferred to take SEE. 13.1% of the boys were undecided on what they would opt for. 107.8% of both boys and girls preferred to study CRE while 55.4% showed interest in SEE. It is evident that most

students have a positive attitude to CRE than towards SEE. The table shows that more girls than boys demonstrated interest in CRE than SEE. Also, more boys than girls showed interest in studying SEE in KCSE.

4.2. FINDINGS ON PERFORMANCE AND THE EXTENT TO WHICH KCPE ENTRY MARKS IMPACT ON CRE PERFORMANCE

The following information was obtained from the observation of the continuous assessment tests and KCSE results for candidates who sat KCSE in the last four years in Kaptabuk Boys' and Kabichbich Girls'.

TABLE 5A: KAPTABUK'S' KCPE ENTRY MARKS AND PREVIOUS KCSE PERFORMANCE

1995 KCPE Entry Marks Range	Form 4 1998 Pre-mock (CAT) Mean grade range and Number		1998 CRE KCSE Mean grade range and Number	
	Range	Number	Range	Number
350 - 390	A - B	1	A - B	1
	B ⁻ - C ⁻	2	B ⁻ - C ⁻	5
	D ⁺ - E	5	D ⁺ - E	2
391 - 431	A - B	2	A - B	3
	B ⁻ - C ⁻	1	B ⁻ - C ⁻	5
	D ⁺ - E	5	D ⁺ - E	0
432 - 472	A - B	0	A - B	0
	B ⁻ - C ⁻	2	B ⁻ - C ⁻	2
	D ⁺ - E	0	D ⁺ - E	0
TOTAL		18		18

CAT MEAN GRADE D⁺

CRE MEAN GRADE C⁺

88.5% obtained a mean grade of C and above in CRE. The school did very well in CRE in the district although SEE was not offered. This performance was not maintained in 1999 for unknown reasons. During the interview sessions, the head teachers informed the

researcher that students in the school perceived CRE examinations as being more difficult than SEE and hence this could explain the drop in CRE performance in 1999. This could have led to a negative attitude to this subject. From the research findings there were two CRE teachers in the school; one popularised SEE and was even unwilling to teach CRE in the subsequent years 1999 – 2001. This perhaps explains the reason for the big number of students taking SEE and not CRE in 2001. The revelation supported the view that a teacher's attitude to a subject was likely to influence students' choice of the subject at KCSE. However, performance in the subject seemed to be dependent on the students' characteristics that are unveiled using the questionnaire instruments.

It is important to note that first, the teacher's attitude to a subject is likely to influence the choice of the subject but does not necessarily influence the performance in that subject. Second, the interviews conducted at both schools and responses to unstructured interviews with the heads of schools indicated that good performance in any subject depended largely on how closely students were monitored during prep time. Third, having one steady teacher handling the subject in the school as this led to a performance tradition that could influence the students in future examinations. Fourth, the training of teachers as examiners with Kenya National Examinations Council in their subject area, upholding discipline of both teachers and students, releasing results in an open system, providing academic guidance to those who performed dismally in the CATS enhanced student performance. Fifth, involving parents in discussing the results and choice of career for students, establishing continuous assessment tests that reflect KCSE performance especially through involving all form four teachers in setting mocks and marking the papers using a centrally prepared marking scheme also improved student performance. Such marking schemes should later be given to candidates in order to

establish how they earned or lost marks. The KCPE entry marks do not seem to have a great influence on KCSE performance in CRE. The KCSE difference in performance could be explained using other factors not revealed in the interview and observation schedule. Continuous assessment tests mean grades for 1999 form 4 reflected a serious evaluation problem, which was likely to discourage a candidate from working hard. The results of the CAT were not reliable in the sense that they perhaps frustrated students rather than encouraging them to perform better. In as much as an assessment technique tests what had been learned, this one proved that learning did not take place. It is therefore, imperative for formative evaluation results to be conducted as close as possible to the summative evaluation results in order to motivate learners to work hard and achieve better grades.

TABLE 5B: KAPTABUK BOYS' CRE RESULTS

1997 KCPE Entry Marks Range	Form 4 2000 Pre-mock (CAT) Mean grade range and Number			2000 CRE & SEE KCSE Mean grade range and Number		
	Range	Range	CRE	SEE	Range	CRE
1. 356-390	A-B	0	0	A-B	0	0
	B-C-	2	1	B-C-	6	2
	D+-E	4	1	D+- E	0	0
2. 391-431	A-B	0	2	A-B	0	2
	B- -C-	3	2	B- - C-	4	2
	D+-E	1	0	D+ - E	1	0
3. 432-472	A-B	2	0	A-B	1	0
	B-C-	1	0	B- - C-	2	0
TOTAL		13	6		14	6

78.5% of students passed the Exam obtaining C and above grade. C is considered a Pass. The Mean Grade for CRE in KCSE was 6.02, while the Mean for SEE this year was 6.5. The range is 0.48. From the foregoing table, there was only a dismal difference in performance between the two subjects. However, SEE outperformed CRE.

Looking at the individual marks obtained in KCPE and the performance of a student with similar marks at KCSE, it is evident that there was no relationship between the students' performance in KCPE and their final grade in CRE and SEE in KCSE. For example, students who scored between 356 – 398 seemed to have scored similar grades with those who had attained between 400 – 453 marks.

Such a revelation could mean students' performance depended on other factors and not simply the difference in the marks obtained at KCPE. The fact that SEE out-performed CRE in 2000 could not explain the increase in number of students taking SEE in 2001. One could therefore infer that the reasons could be sought from the perception that SEE is an easy examination as compared to CRE. In the year 2000, CRE and SEE CATS reflected a realistic performance in the two subjects as similar results were obtained in KCPE.

The large number of candidates taking SEE reflected a more positive interest by students in SEE than in CRE. However, the fact that CRE outperformed SEE would evidently impact on the students' attitude towards CRE in the future.

TABLE 5C: KAPTABUK BOYS' CRE RESULTS

1998 KCPE Entry Marks Range	Form 4 2001 Pre-mock (CAT) Mean grade range and Number			2001 CRE & SEE KCSE Mean grade range and Number		
	Range	CRE	SEE	Range	CRE	SEE
1. 339-379	A-B	0	2	A-B	0	0
	B-C-	0	8	B-C-	0	7
	D+-E	0	2	D+- E	0	5
2. 380-420	A-B	1	3	A-B	0	0
	B- -C-	6	4	B- - C-	8	6
	D+-E	2	4	D+ - E	2	5
3. 421-461	A-B	0	0	A-B	1	0
	B-C-	3	0	B- - C-	3	1
	D+- E	2	1	D+- E	1	0
TOTAL		14	24		15	24

From the entry for SEE, those who scored C- and above were $14/24 = 58.3\%$.

Two students did not sit either CRE or SEE as they opted to take either History or Geography. However, those who scored C- and above were 85.7%. CRE outperformed SEE in 2001. Fourteen (14) students took CRE and obtained a mean grade of 7.35, while 24 students who sat SEE at KCSE obtained a mean grade of 5.04. There was a change in performance this year. CRE out performed SEE in Kaptabuk Boys'. The majority of CRE students seemed to have had better KCPE grades than those who chose SEE. However, when individual marks were picked at random and performance compared, it became apparent that the performance in CRE and SEE did not depend largely on the students' marks at KCPE. The KCPE performance might have had only a minimal influence which could not be taken into account for disparity in the performance.

It is clear from the observation schedule that the main reason for good or poor performance was the students' input and other related factors such as home characteristics, lack of

school fees, indiscipline, attitude to the subject, and other extraneous factors that were present on the examination day in the school.

4.3. PROBLEMS ENCOUNTERED IN LEARNING AND TEACHING CRE AS IDENTIFIED BY TEACHERS AND HEAD TEACHERS

TABLE 6.0A:

PROBLEMS ENCOUNTERED IN TEACHING, AND LEARNING CRE	FREQUENCY	PERCENTAGE %
-Favourable attitude of teachers and students to SEE	2	75
-Inadequate text books	4	100
-Lack of parental involvement in education	4	100
-Indiscipline among students and teachers	2	75
-Students' negative attitude to education	4	100
-Cultural factors such as early marriages	4	100
-Lack of teaching aids for CRE	2	50
-Poor English mastery	3	75
-Lack of adequate revision material	4	100

This table shows that all teachers and head teachers agreed that the school does not have sufficient facilities for effective teaching and learning and subsequently for evaluation of students. One hundred percent of the respondents agreed that inadequate text books, students' attitude to education and laxity among learners contributed to poor performance. This state led to a decline in performance in continuous assessment tests and national examinations. A strongly favourable attitude of students and teachers of CRE to SEE had influenced their attitude to CRE. Schools that offered CRE at KCSE level were compelled by this favourable attitude to SEE to register a bigger number for SEE and other humanities instead of CRE which is perceived as an easy subject by students. This trend greatly affected the perception of learners towards CRE and their

CRE teacher. CRE learning/teaching and assessment is therefore faced with the multiple problems as revealed in table 6.0 A.

4.3.1. PREVAILING CONDITIONS THAT AFFECT STUDENTS' PERFORMANCE IN CRE AS REPORTED BY STUDENTS'

TABLE 7.0A:

CONDITIONS AFFECTING STUDENTS' PERFORMANCE IN CRE	FREQUENCY	PERCENTAGE %
-Laziness of learners /negative attitude to CRE	66	33
-Lack of adequate updated resources	28	14
-Poor English mastery	25	12.5
-Absenteeism due to fees problems	17	8.5
-Inadequate teachers for CRE	9	4.5
-Inadequate CRE lessons/too much content	9	4.5
-Poor student teacher relationship	7	3.5
-Not responded	34	17.0
-Failure to complete the syllabus and undertake revision	5	2.5
TOTAL	200	100%

This table shows conditions that affect performance as described below.

(a) Laziness of learners

Laziness of students in school as registered by respondents seemed to have been the most crucial problem affecting the learning, teaching and assessment of CRE among other subjects in the syllabus. If this culture is not addressed adequately, it is likely to render the investment in education a profitless business. On the other hand, the unfavourable attitude to preps is shown in lack of a clear private timetable by a majority of students in this study. Thirty three percent of students are perhaps hindered by this culture of laziness from striving for excellence in CRE and indeed in schoolwork in general.

(b) Negative Attitude to CRE

A negative attitude towards CRE is a practical style of lazy learners and those who exhibit this characteristic hardly revise their notes or include CRE in their study timetable. The attitude is seen in failing to secure updated resources for revision.

(c) Lack of adequate updated resources and poor mastery of English Language

Many respondents indicated that CRE questions were difficult to interpret, and teachers further reported that students failed to do well in CRE due to poor mastery of English among other reasons. Table 6.0.A of frequencies and percentages shows that 53% of the problems that affected performance in CRE were due to lack of adequate, updated learning/ teaching resources and the learners inability to use English Language effectively during preps and in class.

(d) Absenteeism from school

The table shows that 17% of problems that affect CRE performance could be attributed to problems of absenteeism associated with separation of students from school to fetch fees a few times in a term.

The prevailing conditions that affect students' performance in CRE in continuous assessment tests and subsequently in KCSE is one of the purposes that prompted this researcher to conduct the study with a hope of coming up with possible solutions to the problems identified. Table 6.0.A therefore, contains valuable findings that constitute a problem that requires a remedy.

4.4 WEST POKOT KCSE, CRE RESULTS FOR THE YEAR 1999 IN CONTRAST TO 1998

TABLE 8.0A: CRE PERFORMANCE INDEX

SCHOOL	ENTRY	1999 MSC	1998 MSC	STD	POST
1. Kapenguria	24	8.5417	8.7667	-0.2250	1
2. Kacheliba	42	8.4048	7.6341	+0.7707	2
3. Chepkoriniswo	8	8.3750	6.1667	+2.2083	3
4. Chewoyet	6	8.0000	-	-	4
5. Ortum	11	8.0000	6.500	+1.5000	5
6. Nasokol	41	7.7825	6.9782	+0.8023	6
7. Tartar	85	7.5229	6.6956	+0.8969	7
8. Kabichbich	27	6.9259	6.2500	+0.6759	8
9. Chepaneria	44	5.9545	6.9211	-0.9666	9
10. Kaptabuk	24	5.7500	7.2000	-1.4500	10
11. Weiwei	19	5.7368	5.8000	-0.0632	11
12. Talau	12	5.2500	6.0100	-0.7600	12
13. Kamito	13	4.9474	4.8570	+0.0904	13
TOTAL	362	7.1133	6.7894	+0.3239	

This table shows that Kabichbich Girls improved in CRE performance registering an improved index of 0.6759 whereas, Kaptabuk reflected a decline as shown by the 1.4500 drop in 1999. The factors responsible for the negative deviation cannot be established at this stage.

Although Kabichbich improved its CRE mean, it stagnated in position 8 in the district in 1998 all through to 2000. In 2001 it dropped further to position 13 and district performance in CRE showed a slight improvement in 1999 which was an upward trend that was sustained through 2001. In 1999 Kabichbich Girls presented a single candidate

for SEE as reflected in table 7.0 (b). This reflects an unfavourable attitude to the subject in the institution.

4.4.1 KCSE WEST POKOT DISTRICT'S RESULTS

SEE PERFORMANCE INDEX

TABLE 7.0B: SEE 1999

SCHOOL	ENTRY	1999 M.SC	1998 M.SC	SD	POSITION
Nasokol	1	10.000	-	-	1
Kapenguria	30	9.300	-	-	2
Kabichbich	1	8.000	-	-	3
Talau	1	8.000	7.000	+1.0000	3
Chepkoriniswo	21	7.5714	5.5172	+2.0542	5
Chewoyet	18	7.1111	7.9000	-0.7889	6
TOTAL	72	8.2222	6.4929	+1.7293	

This table shows a very low enrolment in KCSE in the SEE examination in West Pokot District.

4.5 RESULTS OF 2001 KCSE CRE EXAMINATIONS IN WEST POKOT DISTRICT CRE PERFORMANCE INDEX

TABLE 9.0A:

SCHOOL	ENTRY	POSITION	2001 MEAN	2000 MEAN	SD
1. Chewoyet	34	1	8.9412	8.7777	+0.1635
2. Nasokol	53	2	8.5094	7.6667	+0.5427
3. Kapenguria	26	3	8.3077	8.5000	-0.7923
4. Kacheliba	30	4	7.8667	8.2500	-0.3833
5. Talau	14	4	7.8667	7.1538	+0.7129
6. Tartar	88	6	7.659	6.4722	+1.1369
7. Kaptabuk	14	7	7.3571	6.0714	+1.2357
8. Chepareria	63	8	7.1429	6.6393	+0.5036
9. Fr. Leo	25	9	7.0400	-	-
10. Ortum	71	10	6.4929	7.500	-1.2571
11. Weiwei	35	11	6.4857	7.500	-1.0143
12. Kamito	20	12	6.3500	5.9375	+0.4125
13. Kabichbich	39	13	5.8205	7.0909	-1.2704
14. Chepkoriniswo	10	14	5.500	6.2500	-0.7500
TOTAL	523	-	7.3365	7.1900	+0.1465

This table shows an improvement in CRE performance in Kaptabuk Secondary with an improvement Index of 1.2857, while Kabichbich reflected a decline in performance as it registered a negative deviation - 1.2704. Kabichbich had a steady teacher for the subject since 1996 while Kaptabuk CRE teacher had been in the school since 2000. The lots of schools' CRE results reflected a clear decline in performance, the general performance in the district indicated an improvement index of +0.1465. But, the overall results showed a competitive spirit among students in the schools as seen in the shifting of positions every year. Only Kacheliba Secondary maintained a good position in the three consecutive years. The 2001 CRE results are likely to prompt students to work

harder for better grades. Kabichbich Girls' which experienced a big drop from position 8 out of 13 to 13 out of 14 schools would need to strive for better grades and Kaptabuk has equally to work harder to better its CRE grades.

4.5.1. SEE KCSE RESULTS FOR 2001 IN CONTRAST TO THOSE OF 2000

TABLE: 8.0B

SCHOOL	ENTRY	2001 MEAN	2000 MEAN	2000 POSITION	2001 POSITION	SD
1. Ortum	1	10.000	-	-	1	-
2. Chewoyet	22	9.2273	8.4444	1	2	0.7829
3. Kapenguria	42	7.9762	6.9250	2	3	1.0512
4 Chepkoriniswo	24	6.9167	6.0417	4	4	0.8750
5. Kaptabuk	25	5.0400	6.400	3	5	-1.3600
TOTAL	114	7.3684	6.9610			+0.4074

Kaptabuk registered a drop in SEE performance in 2001 while other schools in the district improved. However, the general performance in SEE in the district was better than CRE since CRE only registered an improved index of 0.1465 against the 0.4074 of SEE. The number of students who sat SEE in 2001 was higher than those who sat in 1998, all through to 2000. The reason for the upward trend could be a favourable attitude of students and CRE teachers to SEE.

**4.6. KABICHBICH FINDINGS ON PERFORMACE IN CATS AND IN KCSE
AS REFLECTED IN SCHOOL RECORDS FOR 15 STUDENTS**

TABLE : 10 .0A

KCPE 1995 Entry Marks Range	Form 4 1998 CRE Pre-mock Mean Grade Range and Number (CAT)		KCSE CRE 1998 Mean Grade Range and Number	
	Range	Number	Range	Number
1. 336-386	A-B	1	A-B	0
	B- - C-	2	B- - C-	10
	D+ - E	9	D+ - E	2
2. 387-437	A-B	0	A-B	1
	B- - C-	2	B- - C-	1
	D+-E	0	D+-E	0
3. 438-488	A-B	0	A-B	0
	B- - C-	0	B- - C-	1
	D+-E	1	D+-E	0
TOTAL		15		15

Ten out of twelve students got grade C and above which is 67%. In this table there is some relationship between KCPE students' performance and KCSE students' performance in CRE in general. However, a logical examination of individual marks shows that KCSE performance is dependent on an individual's effort and other factors either in the school, home or within the society or community that were beyond the researcher's scope of study. The results of the 1998 CAT to form 4 students reflected a good ability to assess students, since the results obtained were similar to the KCSE grades. The results of the CAT must have motivated students to work harder for better grades. Just like at Kaptabuk, the Kabichbich results in KCSE and in KCPE do not show an obvious relationship between KCPE marks and KCSE performance.

4.7. KABICHBICH'S PERFORMANCE IN CATS AND KCSE IN 2000 AS COMPARED TO KCPE ENTRY MARKS OF 1997

TABLE: 10.0B:

KCPE 1997 Entry Marks Range	Form 4 2000 CRE Pre-mock Mean Grade Range and Number (CAT)		KCSE CRE 2000 Mean Grade Range and Number	
	Range	Number	Range	Number
1. 354-395	A-B	2	A-B	3
	B- - C-	9	B- - C-	8
	D+ - E	2	D+- E	2
2. 396-437	A-B	1	A-B	0
	B- - C-	2	B- - C-	3
	D+-E	0	D+-E	0
TOTAL		16		16

11 students got C grade and above. This is indicated as $\frac{11}{17} \times 100 = 64\%$.

This table shows that those who obtained grade C and above in KCSE comprised 64%.

This percentage is made up of mainly students who scored C and above in KCPE.

However, when individual results are scrutinized it becomes apparent that some students who got a lower grade in KCPE ended up with a higher grade in KCSE and vice versa.

This strongly suggests that individual learner's effort and any other favourable or unfavourable conditions in the student's environment had a bearing on performance in

KCSE. A student who passes KCPE does not automatically do well in KCSE. More effort is certainly required in secondary education for a learner to realize good

performance.

4.8. STUDENTS' ATTITUDE TOWARDS

CRE/SEE/RESOURCES AND TEACHERS

TABLE: 11A

	STUDENTS ATTITUDE TO CRE, SEE, REVISION BOOKS, TEACHERS' AND QUALIFICATIONS AND ABSENTEEISM FROM SCHOOL	FREQUENCIES AND PERCENTAGES										TOTAL	
		STRONGLY AGREE (SA)		AGREE (A)		UNDECIDED (U)		DISAGREE (D)		STRONGLY DISAGREE (SD)		N	%
		N	%	N	%	N	%	N	%	N	%		
1.	A good school should include CRE in the syllabus	143	71.5	45	22.5	8	4	2	1	2	1	200	100
2.	CRE is a waste of valuable school time.	9	4.5	5	2.5	78	9	33	16.5	135	67.5	200	100
3.	CRE is fascinating and fun.	45	22.5	48	24	33	16.5	37	18.5	37	18.5	200	100
4.	I do not like CRE	15	7.5	7	3.5	24	12	50	25	104	52	200	100
5.	CRE is a boring subject	8	4	11	5.5	21	10.5	62	31	98	49	200	100
6.	CRE is a subject that I have always enjoyed studying	118	59	51	25.5	11	5.5	13	6.5	7	3.5	200	100
7.	I am happier in CRE lessons than in any other lessons	76	38	68	34	26	13	19	9.5	11	5.5	200	100
8.	I feel uncomfortable during CRE lessons.	9	4.5	8	4	18	9	65	32.5	100	50	200	100
9.	I feel at ease with CRE and I like the subject very much.	88	44	65	32.5	18	9	14	7	15	7.5	200	100
10.	I have never liked CRE and it is the subject I hate most	6	3	8	4	25	12.5	43	21.5	118	59	200	100
11.	Knowledge and attitude gained from CRE is more useful than academic knowledge after school	65	32.5	71	35.5	26	13	21	10.5	17	8.5	200	100
12.	Academic subjects are more useful than CRE after school	21	10.5	51	25.5	39	19.5	58	29	31	15.5	200	100
13.	Teacher instructs me well	115	57.5	66	33	5	2.5	6	3	8	4	200	100

This table contains condensed information showing favourable and unfavourable responses to the items on attitude. The respondents indicated a positive attitude to items 1 to 12 and shows a favourable perception of CRE learning and teaching.

(a) Favourable Attitude to CRE

From the foregoing table, students scored 74% on items 1 to 12 indicating a positive attitude to CRE against 14.71% and 11.13% that reflected a negative and neutral attitude respectively. A 94% preference for the teaching and learning of CRE in schools in Kenya support the idea that the subject has an intrinsic value. This claim is reflected in students' reasons for preference for the teaching of CRE with 76% positive response to CRE teaching.

4.8.1. STUDENTS' ATTITUDE TOWARDS CRE/SEE/RESOURCES

AND TEACHERS

TABLE: 11B

		STRONGLY AGREE (SA)		AGREE (A)		UNDECIDED (U)		DISAGREE (D)		STRONGLY DISAGREE (SD)		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%
14.	CRE teacher prefers teaching SEE to CRE.	9	4.5	14	7	32	16	73	36.5	72	36	200	100
15.	CRE is too broad and difficult to be completed	13	6.5	11	5.5	24	12	89	44.5	63	31.5	200	100
16.	My parents encourage me to take CRE and SEE in KCSE.	19	9.5	68	34	51	25.5	39	19.5	23	11.5	200	100
17.	CRE examinations are more difficult than SEE	14	7	24	12	46	23	72	36	44	22	200	100
18.	Many students prefer to take SEE and not CRE in KCSE.	37	18.5	45	22.5	50	25	39	19.5	29	14.5	200	100
19.	We do well in CRE because the head teacher has provided up to date teaching and revision books.	83	41.5	57	28.5	24	12	21	10.5	15	7.5	200	100
20.	The Success in CRE in KCSE depends on the teacher's qualifications as an examiner with KNEC	72	36	51	25.5	19	9.5	20	10	38	19	200	100
21.	Teachers who instruct students on how to answer CRE questions make them do well in KNEC.	114	57	45	22.5	34	17	2	1	5	2.5	200	100
22.	Many students do poorly in CRE because of absenteeism due to lack of fees	76	38	67	33.5	7	3.5	19	9.5	31	15.5	200	100

(b) Students' attitude to CRE teachers

Item 13 was scored 90.5% for a favourable attitude to CRE teachers supporting the claim

students were well instructed in the subject and enjoyed learning CRE. more.

72.5% were opposed to the perception that a CRE teacher preferred teaching SEE to

CRE. This sentiment reinforces a positive attitude to both CRE and the CRE teacher.

(c) Parental involvement in subject choice.

From the above table, 43.5% of the respondents indicated that parents influenced them in subject choice, CRE/SEE. A score of 25.5% reflected a neutral response, while 31% reported that parents were not involved in subject preference. These findings reveal that some parents are involved in the education of their children not only by paying fees but also providing guidance to subject choice. Hence, there is need to fully involve parents in the education of their children in order to enhance performance.

(d) CRE and SEE examinations.

From table 11B item 17, a 58% score shows that respondents considered CRE examinations as not being more difficult than SEE and only 19% indicated that CRE examinations were more difficult than SEE while 23% were undecided on this matter. The question on whether a certain subject or examination is more difficult than another depends on a number of factors, which include ;subject preference, content difficulty and even the intrinsic value of that subject. However, 58% showed a positive attitude of students in CRE examinations. This is further emphasized in the 41% score, which refutes a claim that many students prefer taking SEE to CRE. However, 34% supported the claim while 25% were undecided.

(e) Adequate updated resources and teachers' qualifications and performance

The table 11B shows 70% of the respondents supported the fact that good performance depended on provision of adequate updated resources for teaching and revision work as provided by head teachers. This assertion strongly supports the view that provision of adequate updated resources by a head teacher is likely to enhance performance. A score of 61.5% shows a perception that success in CRE is dependent on the teacher's

qualification as a KCSE, CRE examiner. In this regard, a teacher who trains as an examiner is likely to motivate his or her learners to do well by using improved updated assessment skills. Setting and marking examinations using a marking scheme similar to the one used by the KNEC is favourable in motivating a student to learning. Further to this, 79.5% showed a perception the teachers who instruct students on how to answer questions make them do well in examinations. From these views it could be asserted that performance is influenced by a teacher's professional style in both teaching and assessing learners. There is therefore need for a teacher to seek qualifications not only in teaching but also in assessing learners effectively in order to ensure good performance is realized.

(f) Fees payment and performance

A 61.5% of the responses indicated that fees problems are likely to affect students' performance, a fact which needs to be investigated further.

4.8.2. STRATEGIES THAT INFLUENCE SCHOOL ETHOS FOR LEARNING AND TEACHING AS RECORDED BY TEACHERS AND HEAD TEACHERS

TABLE: 12

	STRATEGIES IN USE	FREQUENCY	PERCENTAGE
1	The head teacher solves problems through dialogue with students and teachers	4	100
2	The head teachers consult teachers in making divisions that affect them	4	100
3	Teachers are only assigned to teach subjects which they studied in college except in the case of P.E/HIV/AIDS and SEE teaching	4	100

4	CATS are given weekly	4	100
5	Staff meetings are held twice termly and when needed	4	100
6	Teachers are rewarded for good performance	4	100
7	Form 4 students are counseled on performance	4	100
8	Teachers of CRE encourage YCS/CU	2	100
9	Teachers offer free tuition to students	4	100
10	An extra lesson is allocated to CRE in Form 3 - 4	4	100
11	P.T.A. is held annually	4	100
12	All CRE lessons are used to teach the subject	4	100
13	There is a visiting day for parents in one school	2	50
14	Students are rewarded for good performance in CATS and in KCSE	4	100

Two CRE teachers and two head teachers were interviewed. The 100% represents responses from the 4 respondents. This table indicates that there is a favourable environment in both schools that could enhance learning and subsequently good performance in CATS and in KCSE in CRE and indeed in other subjects offered in the schools. The 100% responses on the availability of a conducive atmosphere, is a pre-requisite for effective learning, teaching and formative evaluation.

Only two respondents indicated that there was no parents' visiting day. This could perhaps be taken to mean parents were free to visit the school any time and in this regard no special day had been set-aside for this purpose. The strategies reflected a positive attitude to CRE within the schools.

4.8.3. STUDENTS' KCPE ENTRY MARKS IN THE LAST FIVE YEARS AS REPORTED BY HEAD TEACHERS

TABLE: 13

	SCHOOL	YEAR	MINIMUM ENTRY MARKS	MAXIMUM ENTRY
1.	Kabichbich	2002	241	304
	Kaptabuk	2002	188	281
2.	Kabichbich	2001	340	406
	Kaptabuk	2001	365	425
3	Kabichbich	2000	334	393
	Kaptabuk	2000	345	433
4	Kabichbich	1999	330	393
	Kaptabuk	1999	357	423
5	Kabichbich	1998	270	393
	Kaptabuk	1998	339	424

This table shows that Kaptabuk admitted students with better marks than those taken by Kabichbich since 1998 all through to 2001. In this regard, Kabichbich should have an edge over Kaptabuk in the KCSE performance from 2001 all through to 2004. In 2001 KCSE results, Kabichbich outperformed Kaptabuk disapproving the perception that the good KCPE results was an obvious prerequisite for good performance in KCSE. However, Kaptabuk outperformed Kabichbich in CRE taking a seventh position in the district in CRE but coming last in general performance, as earlier indicated in this study.

4.8.4. INDICATORS OF POSITIVE ATTITUDES OF LEARNERS TO CRE AS IDENTIFIED BY STUDENTS

TABLE: 14

	ATTITUDE INDICATOR	FREQUENCY		PERCENTAGE	
		YES	NO	YES	NO
1.	Intend to take CRE in KCSE	184	162	92	100
2.	Like CRE as an examination subject	190	14	90	7
3.	Like CRE teachers	195	5	97.5	2.5
4.	Have been learning CRE since primary school	200		100	
5.	Consult a teacher regarding CRE questions	200		100	
6.	Set apart more study time for CRE than for SEE	184/200		92	
7.	Enjoy CRE lessons	184/200		92	
8.	Offered suggestions for improving performance	200		100	
9.	No response	16		8	

It is evident from this table that most students have a favourable disposition to learning and achieving better results in CRE. A score of 100% in most indicators reveal a positive attitude to CRE. The 92% score on items 6 and 7 can be accounted for by the 16 negative responses from students who did not wish to take CRE in KCSE and therefore had no reason for providing a favourable response to items 6 and 7. The same case applies to scores below 100% for items 1 - 3.

4.8.5. STUDENTS' FAVOURABLE ATTITUDE TO CRE AND THE CRE

TEACHER BY GENDER

TABLE: 15

	GENDER	STATEMENT	FREQUENCY OF RESPONSE	PERCENTAGE %		
1	Female	(a) Like CRE as an examination subject	Favourable response	101	94.39	
			Negative	4	3.74	
			No response	2	1.87	
		TOTAL		107	100	
		(b) Like CRE Teachers	Favourable response	107	100	
			TOTAL		107	100
2.	Male	(a) Like CRE as an examination subject	Favourable response	79	84.95	
			Negative	10	10.75	
			No response	4	4.3	
		TOTAL		93	100	
		Like CRE teachers	Favourable response	88	94.62	
			Unfavourable	5	5.38	
			Undecided	0	4.3	
		TOTAL		93	100	

From the foregoing table, 94.39% girls like CRE as an examination subject whereas 84.95% of boys preferred to take CRE. Girls had a steady CRE teacher who had taught CRE in the school since 1996. It is more likely for such a teacher to have had an influence on the students' attitude to the subject. The teacher scored 100% on item (b) regarding a favourable student – teacher relationship. Boys on the other hand scored 84.95% on whether they would take CRE in KCSE. This reflects a range of 9.44% from the girls' score. The reason for this significant difference in the boys' scores could be sought from the fact that the school offered both CRE and SEE since 2000 through 2001 and that SEE had also been perceived by students as an easy subject and could therefore be regarded as a choice for those who were not ready to take CRE in KCSE. The poor SEE results in 2001 are likely to influence students' attitude to the subject. The 94.62% score showing a positive attitude by students towards a CRE teacher is probably

accounted for in the CRE results of 2001 where CRE out performed SEE. A 5% of students stated that they would take CRE in KCSE since there was no SEE teacher and therefore they had no choice of another subject other than CRE in KCSE. Students who did not opt for Geography or History in such a situation had CRE as their only alternative hence they had a positive attitude to the subject as it was their examination subject.

4.8.6. THE NUMBER OF CRE TEACHERS A STUDENT HAD SINCE

FORM ONE

TABLE: 16

NUMBER OF TEACHERS	NUMBER OF STUDENTS' RESPONSE	PERCENTAGE (%)
1 - 2	192	96
3 - 4	7	3.5
Over 4		
Undecided	1	0.5
No response		
TOTAL	200	100

This table shows that 96% of students had a steady CRE teacher as opposed to 3.5% of students who had been taught by at least 3 teachers. The majority of students were therefore in a position to develop a good relationship with the steady teacher for effective learning and consultation with the teacher in order to ensure good performance. However, a student who had had 3 CRE teachers needed to adjust to a lot of teaching styles for the purpose of maintaining high standards. The head teachers in the target population had a perception that the often changing of teachers was likely to affect students' performance but that there were times when a transfer was necessary and one could not stop it.

4.8.7. CHARACTERISTICS OF CRE TEACHERS THAT MADE STUDENTS LIKE THEM

TABLE: 17

	FAVOURABLE CHARACTERICS OF CRE TEACHERS	FREQUENCIES	PERCENTAGE %
A	Made students enjoy the subject	200	100
	TOTAL	200	100
B	1. Made students understand the subject		
	2. Displayed mastery of the subject/experience	50	25
	3. Were creative/innovative/hardworking/taught students how to answer questions	27	13.5
	4. Were perceived as polite, social, spiritual, friendly/understanding, advised, guided and counseled students	46	23
	5. Taught students to be better Christians/loved Christianity and encouraged students to take CRE	40	20
		37	18.5
	TOTAL	200	100

This table portrays the quality of a teacher of CRE, which ought to be experienced by students in order to enhance learning. The percentages reflected here indicate that a CRE teacher required very many qualities as shown by the evenly distributed scores on items identified from the study. A CRE teacher needed to be a role model whose behaviour, attitude and knowledge of the subject were paramount. However, the key characteristic of the teacher that scored 100% is item A, which states that a teacher made a student enjoy the CRE subject. This response is closely associated with the five items that have relatively similar scores. These characteristics need to be developed and sustained as they influence students' perception of a teacher and subsequently improve the student-teacher relationship.

4.8.8. WHY STUDENTS PREFER LEARNING CRE AS COMPARED TO SEE AS STATED IN THEIR RESPONSES

TABLE: 18

WHY STUDENTS' PREFER LEARNING CRE TO SEE	FREQUENCY	PERCENTAGE
1. CRE has meaning to one's spiritual life	21	10.5
2. It is easy to understand and to do well in CRE exams	34	17
3. Teaches Christianity to students	66	33
4. Teaches moral behaviour and enhances harmony in society	21	10.5
5. SEE is not taught in all schools	5	2.5
6. CRE is enjoyable	8	4
7. SEE is boring	6	3
8. Both CRE and SEE are difficult subjects	2	1
9. CRE is a career subject	6	3
10. CRE is a favourite subject to students	14	7
11. CRE improves discipline/teaches discipline	9	4.5
12. No response	16	8
TOTAL	208	104%

The table reflects a total percentage of more than 100 because some respondents gave more than one response and this is included in the computation of percentages.

Students' reasons for liking CRE more than SEE are crucial as they range from a career subject, discipline, spiritual life, social well being, moral life, responsibility of learning

Christianity because of its intrinsic value to humankind. CRE endows one with self-knowledge, and of others and God. It also enhances peaceful co-existence desired by all

in society. CRE has a role to play in making a learner grow in all aspects of life. It gives a basic direction in one's life as well as being a subject to be enjoyed as reported

by some respondents. 33% of the respondents' responses indicated CRE was necessary to all Christians and ought to be taught. On the other hand, as a subject, 10.5% of the

responses showed CRE is meaningful to one's spiritual life and therefore learning it enhanced the Christian faith in an individual.

4.8.9A. STRATEGIES THAT ENHANCED LEARNING AND PERFORMANCE AS IDENTIFIED BY STUDENTS

TABLE: 19

STRATEGIES OF ENHANCING PERFORMANCE	FREQUENCY	PERCENTAGE
1. Teachers rewarded students when they did well in CATS	200	100
2. Results of CATS were displayed on Notice boards/ announced on parade	200	100
3. Each student had a private study timetable	200	100
4. CRE was assigned time for study	200	100
5. Students consulted teachers after class on the content covered	200	100
6. CRE teachers revised CRE tests	184	92
6. Teachers gave extra assignments in CRE to students	200	100
8. Prep was compulsory	200	100
9. An extra lesson was allocated to Forms 3 and 4 CRE class	200	100
10. Parents gave rewards to students when they did well in CATS	200	100
11. Parents/guardians complained when students did poorly in exams.	200	100
12. Students had allocated time for CRE Homework	200	100

These responses reflect a very ideal situation in the two schools. All the 200 respondents gave a favourable response to 11 out of 12 statements. Eleven out of twelve is 91.7% of the respondents. This means that in the two schools, measures of improving performance existed as revealed by the responses from students. These strategies constituted motivational styles that were incorporated in the school system and extended to the home in parental involvement in advising and rewarding or commending a child who performed well. Displaying results for CATS, rewarding students for fine

performance, ensuring that students had a private study timetable for which subjects were allocated time for revision and homework was crucial in promoting good performance. Note that students reported that there were inadequate learning and teaching resources, which as discussed earlier hindered the realisation of good performance. It was not suffice to have a good study timetable which was rarely used due to insufficient revision books and other resources. However, the favourable condition that existed in the schools could be used to better CRE performance alongside other subjects.

4.8.9B. STUDENTS' RESPONSES ON THE TEACHING OF BOTH CRE AND SEE

TABLE: 20

IS IT POSSIBLE TO TEACH CRE AND SEE AS SEPARATE DISCIPLINES?	FREQUENCY	PERCENTAGE (%)
a. Yes :		
Male	60	30
Female	76	38
b. No :		
Male	30	15
Female	20	10
c. No response		
Male	3	1.5
Female	3	5.5
TOTAL	200	100

From this table, it is evident that 38% of girls perceived that the CRE and SEE curriculum could co-exist while 30% of the boys supported the same view. Fifteen percent of male and 10% of female respondents respectively indicated that there should be no separation between CRE and SEE upholding that the content was similar and that the two could be amalgamated into one curriculum. On the other hand, 7% of both boys

and girls did not offer a response to this question. It is likely that the 7% who reserved their responses were not conversant with their school curriculum. Likewise the question on whether the two subjects could be taught as separate disciplines was perhaps considered unnecessary since SEE teaching was stated in the 8-4-4 syllabus. The 68% of girls and boys who had a favourable attitude to the teaching of both CRE and SEE provided the reasons in table 21 below.

4.8.9C. REASONS WHY CRE AND SEE NEED TO BE TAUGHT AS SEPARATE DISCIPLINES

TABLE: 21

	FREQUENCY	PERCENTAGE
- Both improve one's life	5	2.5
- Both have different contents	86	43
- Gave students an option between CRE and SEE in KCSE	8	4
- There was no SEE teacher	1	0.5
- Both had important content	1	0.5
- Had different objectives	1	0.5
- Both were taught differently	4	2
- SEE had a mixed content while CRE had a comprehensive content	1	0.5
- SEE was not enjoyable	1.1	0.5
- SEE was taught to non Christians	3	1.5
- No response	35	17.5
TOTAL	145	73

The above table indicated that 43% of the respondents accepted that CRE and SEE had different contents and hence teaching the subjects as separate disciplines was in order. Other reasons given in support of a separate curriculum scored an insignificant

percentage, as the main reason seems to be in the nature of the content as perceived by the majority of students.

4.8.9D. WHY CRE AND SEE SHOULD BE ONE CURRICULUM

TABLE: 22

REASONS FOR A SINGLE CURRICULUM FOR CRE AND SEE	FREQUENCY	PERCENTAGE (%)
1. The two have related topics or similar content	37	18.5
2. To avoid repetition of teaching similar content	4	2
3. No response	14	7
TOTAL	54	27.5

This table shows that 18.5% of the respondents have a perception that SEE and CRE have related topics or content and that it is preferred that they be taught as one discipline.

The second reason reinforces the first one. It is clear from the reasons given above that students consider repeating content in another subject a waste of valuable time. The idea of a correlated curriculum that draws topics from a number of disciplines is implied in their perception of teaching CRE and SEE as a single discipline. Generally 43% of the students preferred that the two subjects be taught as separate disciplines thus suggesting a positive attitude to SEE.

**4.9.1. WHAT NEEDS TO BE DONE TO IMPROVE CRE
PERFORMANCE AS RECOMMENDED BY STUDENTS**

TABLE: 23

STRATEGIES FOR ENHANCING CRE PERFORMANCE	FREQUENCY	PERCENTAGE
1. Students to rededicate themselves to academic work	50	25
2. Students to do plenty of exercises and revision in CRE and practice how to answer KCSE questions keenly.	12	6
3. Teachers to instruct students on how to answer questions, by encouraging them to work hard, advising them on career related to CRE and giving them a variety of revision questions and exercises in CRE	34	17
4. Provision of basic and supplementary learning and teaching facilities to both students and teachers	27	13.5
5. A CRE teacher developing students' interest in the subject by teaching it as an invaluable subject	12	6
6. Students being attentive to teachers, asking questions while teachers explain the content in a way that sustains the learner's interest	16	8
7. Students seeking the teachers' guidance and the teacher availing oneself to assist the student	2	1
8. Students valuing the Bible teachings, listening to sermons reading the Bible, studying CRE to guide their behaviour. Pastors to be encouraged to provide pastoral care to students	12	6
9. Not sending students home for fees but instead inviting the parent to come and pay/eliminating absenteeism due to fees/reducing school fees	22	11
10. Eradicating indiscipline in school/getting Rid of undisciplined students	6	3
11. Making CRE teaching compulsory in order to guide students' behaviour	12	1
12. Employing more CRE teachers	15	7.5
TOTAL		105

The acceptance of group responses twice made the percentage work out to more than 100. Suggestions given by students show a positive attitude to the learning and teaching of CRE. 7.5% of the responses indicated the need for more CRE instructors. A

significant percentage of 11% suggested ensuring that a student is in school always as this will enhance performance. However, the 25% of responses recommended the need for students to put more effort in their studies. The 17% score for the need to ensure a teacher instructed a student on how to answer questions on careers related to CRE and providing a variety of revision work to students pointed in the right direction in laying a foundation for good performance. The 13.5% responses on facilities for both students and teachers equally supplemented a cooperative effort between a teacher and a student in the provision of learning resources. All the suggestions offered if adhered to could go along way in improving performance in CRE.

4.9.2. STUDENTS' SUGGESTION ON THE TEACHING OF CRE IN

KENYA

TABLE: 24

STUDENTS' SUGGESTION	FREQUENCY	PERCENTAGE
1. CRE teaching and learning should be made Compulsory	88	44
2. CRE Syllabus need to be revised	2	1
3. The subject should be taught by qualified teachers who are interested in good performance and give extra assignments	7	3.5
4. Teachers should improve on the technique of teaching CRE and rededicate themselves to the work, be innovative and encourage students to work for good results and have a positive attitude to CRE	9	4.5
5. CRE teaching and learning should be optional	9	4.5
6. The present learning and teaching of CRE was okay	2	1
7. YCS and CU rallies could be incorporated into the teaching of CRE	2	1
8. Students need to work hard in learning CRE and improve their morals	6	3
9. Teachers should be a role model	3	1.5
10. The government should provide sufficient CRE books and other learning and teaching Resources	2	1
11. Teachers to adhere to KNEC syllabus to ensure students learn exam content	2	1
TOTAL	132	66

This table indicates that 44% responses were favourable on the teaching and learning of CRE as a compulsory subject in Kenya as opposed to 34% of no suggestion. Other suggestions provided indicated the learners' positive attitude to the subject as regards improving on the teaching, learning and evaluation of CRE curriculum. The 34% could account for views of those who could have responded if suggestions were solicited with regard to SEE in Kenya. This need to be investigated later using the SEE subject more directly.

4.9.3. STUDENTS' CAREER PREFERENCE BY GENDER

TABLE: 25

CAREER	GENDER	NUMBER	PERCENTAGE
1. Medical Profession	Male	29	14.5
	Female	60	30
2. Teaching	Male	11	5.5
	Female	13	6.5
3. Religious Career	Male	10	5
	Female	7	3.5
4. Others	Male	19	9.5
	Female	15	7.5
5. Legal Profession	Male	24	12
	Female	4	2
6. Undecided	Female	8	4

From this table, 67% of the respondents prefer to take a profession. 44.5% and 14% a medical and a legal profession respectively. Only 12% indicated they would choose a teaching job. From this scores, one could conclude that more students have a positive attitude towards science oriented careers than to humanities oriented jobs as reflected by a total of only 20.5% for a teaching and religious career. The trend of employing only science and language teachers when vacancies arise perhaps accounts for the low percentage score for the teaching career among students. This attitude is likely to affect C.R.E. subject choice and performance in KCSE especially if CRE is just considered as an academic subject like any other in the syllabus.

4.9.4. GRADES EXPECTED IN CRE IN KCSE BY GENDER

TABLE 26

RANGE OF GRADES	GENDER	FREQUENCY	PERCENTAGE
A-B+	Male	81	87.1
	Female	84	78.5
B-C+	Male	12	12.9
	Female	23	21.5
C-d+	Male	0	0
	Female	12	12.9
TOTAL	Male	93	100
	Female	107	100

This table shows that girls have a more positive attitude to the school's environment than the boys. Such an attitude is favourable for learning and is likely to have a positive impact on the performance of girls for better results.

4.9.5. STUDENTS' ATTITUDE TO THE SCHOOL ENVIRONMENT BY GENDER

TABLE: 27

ATTITUDE TO SCHOOL ENVIRONMENT	GENDER	FREQUENCY	PERCENTAGE
Positive attitude (Prefer to remain in the School)	Male	70	75.3
	Female	97	90.7
Negative attitude (Prefer to transfer)	Male	25	24.7
		1	0.9
Undecided	Male	0	0
	Female	10	9.3
TOTAL	Male	93	100
	Female	107	100

This table shows that girls have a more positive attitude to the school's environment than the boys. Such an attitude is favourable for learning and is likely to positively affect girls' performance for better results.

4.9.6. THE MEAN ATTITUDES OF CRE TEACHERS AND STUDENTS

TABLE: 28A

Mean attitude scores for students in relation to CRE/SEE, resources, teachers' performance and qualification as KCSE examiner, parental involvement in subject choice, and absenteeism from school due to fees problems.

	Statement	N.	Min. Score	Max. Score	Mean
1.	A good secondary school should include CRE as a subject in the syllabus	200	1	5	4.625
2.	CRE is a waste of valuable school time.	200	1	5	4.400
3.	CRE is fascinating and fun.	200	1	5	3.135
4.	I do not like CRE	200	1	5	3.675
5.	CRE is a boring subject.	200	1	5	4.154
6.	CRE is a subject in the school that I have always enjoyed studying	200	1	5	4.300
7.	I am happier in CRE lessons than in any other lessons.	200	1	5	3.895
8.	I feel uncomfortable and restless during CRE lessons.	200	1	5	4.195
9.	I feel at ease with CRE and like the subject very much.	200	1	5	3.985
10.	I have never liked CRE and it's the subject I hate most.	200	1	5	4.295
11.	Knowledge and attitude gained from CRE is more useful than academic knowledge after school.	200	1	5	3.73
12.	Academic subjects are more useful than CRE after school.	200	1	5	3.135
13.	A CRE teacher instructs me well and makes me Enjoy learning CRE	200	1	5	4.370
14.	A CRE teacher prefers teaching SEE to CRE	200	1	5	4.050
15.	CRE is too broad and difficult to be completed	200	1	5	3.890
16.	My parents encourage me to take CRE and SEE in KCSE.	200	1	5	3.105
17.	CRE examinations are more difficult than SEE.	200	1	5	3.540
18.	Many students prefer to take SEE and not CRE in KCSE.	200	1	5	2.890
19.	We do well in CRE because the head teacher has provided up to date teaching and revision books.	200	1	5	3.860
20.	The success in CRE in KCSE depends on the teacher's qualifications as an examiner with KNEC.	200	1	5	3.495
21.	Teachers who instruct students on how to answer CRE questions make them do well in KCSE.	200	1	5	4.305
22.	Many students do poorly in CRE because of absenteeism and lack of school fees.	200	1	5	3.690

This table is meant to supplement information to the CRE teachers' attitude to CRE and SEE. Teachers scored highly, 25/26 of the items.

The responses given by student respondents constitute a favourable attitude of CRE teachers to training as CRE examiners and their perception of themselves as a role model to learners, the need to instruct students on how to answer questions and their

appreciation of CRE as a crucial subject on the syllabus that should be taught to all learners. Indeed, teachers' perception of CRE and SEE is likely to enhance teachers' performance and subsequently learners' good performance in CATS and in KCSE. This frequency and percentage table shows that CRE teachers have a very positive attitude to the subject. Although updated resources for handling the subject seem to be limited, students' mean score on teachers' positive attitude to CRE show that students are influenced by their teachers' attitude.

4.9.7. MEAN ATTITUDE SCORES OF CRE TEACHERS

TABLE 28B

	Statement	N	Min. Score	Max Score	Mean
1.	Teachers who instruct students on how to answer CRE questions make them have a positive attitude to CRE	2	1	5	4.5
2.	Many students do poorly in CRE because of poor coverage of the syllabus.	2	1	5	4.5
3.	CRE examinations in KCSE are more difficult than SEE examinations.	2	1	5	4.5
4.	The introduction and teaching of SEE has negatively affected teachers' attitude to CRE lessons.	2	1	5	2
5.	Teachers trained as CRE examiners in KCSE are likely to make students perform better in CRE	2	1	5	4.5
6.	A good secondary school should include CRE as an examinable subject in the syllabus.	2	1	5	4.5
7.	Teaching CRE is fascinating.	2	1	5	4.5
8.	CRE syllabus is too broad and difficult to be completed without extra time	2	1	5	2
9.	Many students would prefer to take SEE than CRE.	2	1	5	4
10.	Students do well because of adequate teaching and revision books.	2	1	5	4.5
11.	Many students do poorly in CRE because of absenteeism due to lack of fees.	2	1	5	4
12.	CRE teaching is a waste of valuable school time.	2	1	5	4.5
13.	CRE is a boring subject.	2	1	5	5
14.	CRE is a subject in the school that I have always enjoyed teaching.	2	1	5	4.5
15.	I feel uncomfortable during CRE lessons.	2	1	5	5
16.	I have never liked CRE	2	1	5	5
17.	I am happier in SEE lessons than in any other lesson	2	1	5	5
18.	Parents have never been interested in whether students take CRE or SEE in KCSE	2	1	5	2.5
19.	Students do poorly in KCSE because teachers did not effectively achieve the objective of the subject as per the KNEC Regulations and Syllabus.	2	1	5	4
20.	CRE is well performed because teachers and students jointly work hard and provide extra resources for effective learning.	2	1	5	4
21.	Students do poorly in CRE because of poor mastery of English Language.	2	1	5	4.5
22.	CRE is poorly performed because of the negative attitude to CRE shown by lack of revision.	2	1	5	4.5
23.	CRE performance in KCSE depends on students' performance in KCSE.	2	1	5	4
24.	Training as CRE examiners in KSCE enhances a CRE teacher's attitude to the subject.	2	1	5	3
25.	A teacher with a positive attitude to a subject will make students do better in KCSE.	2	1	5	4
26.	The teaching of CRE and the students' performance depends on a CRE teacher as a role model.	2	1	5	4

Table 28B mean of the teachers in this table presents mean scores derived from CRE teachers. The scores reflect favourable attitudes of teachers for one subject and some to

the introduction and teaching of SEE. Teachers scored above average on their attitude to most items showing a favourable teacher students' relationship and to their career as already shown in the percentages computed from the same items. Teachers' score do not deviate much from the students' scores, thus indicating a positive relationship between the students' attitude and that of their teachers. The two mean attitudes depict a positive attitude of both teachers and students to each other and to CRE and SEE, resources, commitment to school work and on factors that could influence good performance teaching, learning and assessing CRE.

This table shows that out of twenty six items, 22 items were rated at a mean of 4 and above indicating a favourable attitude of CRE teachers to CRE teaching, instruction of students on how to answer questions and a positive attitude towards CRE by CRE teachers.

The CRE teachers showed a favourable attitude to the following items:

1-3, 5-6, 8-17, 19-23, 25-26. 79% which is a mean for the percentages of items 13,19-20 on the students questionnaire. The teachers' attitude to CRE is also indicated by the students' favourable response to items 3,6,7,9 and even by positive responses to the negatively stated items 2,4,5,8,10 and 12. These findings led the researcher to testing hypotheses in order to establish how significantly related variables of this study were as stipulated in the hypotheses.

4.9.8. TEACHERS' AND HEADTEACHERS' SUGGESTIONS ON THE TEACHING OF CRE IN KENYA

TABLE: 29

Statement	Frequency	Percentage
CRE need to be taught by qualified and interested personnel.	4	100
The subject should be allocated 4 lessons in Forms 3 and 4	4	100
CRE should be considered a unique subject to be taught for spiritual growth to all learners	4	100
Teaching of CRE should be compulsory in the KCSE curriculum	4	100
Teachers of CRE need to be role models to students	4	100
CRE teaching should be such that it develops the students' interest in the subject.	4	100
All CRE teachers should train as examiners with the KNEC for effective teaching and assessment of students.	4	100

From the foregoing table, teachers and head teachers demonstrated a favourable attitude to the learning teaching and assessment of CRE. This perception of CRE teaching is likely to enhance students' attitude to CRE and performance in CATS and KCSE examinations.

4.9.9. TESTING HYPOTHESES

Hypotheses were tested in order to establish whether there was a relationship between the attributes of the study. The presence of a relationship between different variables was aimed at showing the fact that the variables were independent. In this test the variables were classified into two way tables. The observed frequency was put into cells of the table referred to in this study as cell frequency and the total frequency in each row or column the marginal frequency.

The Chi-Square test was applied to test the association between variables. The sample data was expressed in form of a contingency table with a number of rows –say 'r' and columns 'c'.

The following steps were used to perform the test of hypotheses:

Step 1:

The null hypotheses were set as follows:

NH: No association exists between the variables.

Ha: An association exists between the variables.

Step 2:

Under an expected frequency 'E' corresponding to each cell in the table was found by using the formula:

$$E = \frac{R \times C}{N}$$

Where R = a row total and C = a column total and N = the sample size.

Step 3:

Based upon the observed values and corresponding expected frequencies, the χ^2 statistics were obtained using the formula

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Step 4:

The characteristics of the distribution were defined by the number of degrees of freedom (df) which is given by the formula: $df = (r-1)(c-1)$

where 'r' is the number of rows, and 'c' is the number of columns. Corresponding to a chosen level of significance 0.05 the critical value of χ^2 corresponding to the given number of 'df' is found from the table in the appendices section of this study.

Step 5:

To test the null hypotheses of independence the calculated value of Chi Square (χ^2) was compared with the tabulated value of χ^2 for (r-1)(c-1) degree of freedom at the given level of significance, cases in which the computed Chi-Square was greater than the tabulated value that null hypothesis of independence was rejected, otherwise it was retained.

All the five null hypotheses were tested

1. Testing the null hypothesis (NH_1)

NH_1 : There is no significant relationship between the students' performance in KCPE examinations and their performance in CRE in KCSE.

Ha_1 : There is a significant relationship between the students' performance in KCPE examinations and their performance in CRE in KCSE.

TABLE: 30A: PERFORMANCE CONTINGENCY TABLE

		No. Passed	No. Failed	Total
KCPE		16	12	28
KCSE		25	13	28
	Total	41	25	56

The results of the test is as follows:

The expected frequency for the numbers in the KCPE and KCSE row is as follows:

KCPE Observed	25	12	28
Expected	20.5	12.5	43

KCSE Observed	25	13	28
Expected	20.5	12.5	43

The Computed Chi Square for the attributes in the hypothesis is 2.016 at the significance level of 0.05 while the degree of freedom is 1.

The corresponding critical Chi Square value at 0.05 significance level and 1 degree of freedom is 3.841.

This shows that the obtained χ^2 is smaller than the critical χ^2 so the H_0 was not rejected.

TABLE: 30B: PERFORMANCE CONTINGENCY TABLE

	Passed	Failed	Total
KCPE	16	12	28
KCSE	25	13	28
	41	25	56

$$\text{The expected frequency for KCPE} = \frac{(41 \times 28)}{56} + \frac{(25 \times 28)}{56}$$

$$= 20.5 + 12.5$$

To calculate the Chi Square we use the expected frequency alongside the observed using the formula

$$\chi^2 = \frac{(O - E)^2}{E}$$

$$\chi^2 = \frac{(16 - 20.5)^2}{20.5} + \frac{2(12 - 12.5)^2}{12.5} + \frac{(25 - 20.5)^2}{20.5} + \frac{(13 - 12.5)^2}{12.5}$$

$$= 0.988 + 0.02 + 0.988 + 0.02$$

The obtained $\chi^2 = 2.016$

The degree of freedom is 1 and the level of significance is 0.05 so the critical Chi Square value corresponding to this 1 degree of freedom at 0.05 significant level is 3.841.

This shows the obtained Chi Square value is smaller than the critical Chi Square value.

In this regard, the null hypothesis is not rejected.

It can thus be held that there is no significant relationship between the KCPE performance and the students KCSE results in CRE.

These results could be subjected to further statistical analysis to establish the correlation between the dependent and independent variables. Due to limited time it would be left for further research using a combination of Pearson's Product Moment Correlation Coefficient and Spearman's Brown Coefficient tests.

2. Testing the null hypothesis (NH₂)

NH₂ : There is no significant relationship between the adequacy of updated learning and teaching facilities and students' achievement in Christian Religious Education.

Ha₂ : There is a significant relationship between the adequacy of updated learning and teaching facilities and students' achievement in Christian Religious Education.

TABLE: 30C: NH₂ CONTINGENCY TABLE

	YES	NO	TOTAL
Observed	60	140	200
Expected	100	100	200
Total	160	240	400

$$\chi^2 = \frac{(O-E)^2}{E}$$

$$\frac{(60-100)^2}{100} + \frac{(140-100)^2}{100}$$

$$\frac{(40)^2}{100} + \frac{(40)^2}{100}$$

$$= 32$$

The df = 1

The obtained Chi-Square value is 32.

The critical Chi-Square value is 3.841.

Since the obtained Chi-Square value is greater than the critical Chi-Square value, we reject the null hypothesis and hold that there is a relationship between the availability of updated learning and teaching facilities and students' performance.

3. TESTING THE NULL HYPOTHESIS (NH₃)

NH₃: There is no significant relationship between the introduction of Social Education and Ethics in KCSE and students attitude towards Christian Religious Education and performance in CRE in KCSE.

Ha₃: There is a significant relationship between the introduction of Social Education and Ethics in KSCE and students' attitude towards CRE and CRE performance in KCSE.

3a. Teachers who prefer teaching SEE to CRE

TABLE: 30D: NH_{3a} CONTINGENCY TABLE

	Agree	Disagree	Undecided	Total
Observed	23	145	32	200
Expected	66.67	66.67	66.67	200
Total	89.67	211.67	98.67	400

Df = 2

SL = 0.05

Critical Chi = 5.991

Obtained chi square value = 138.64

The null hypothesis is rejected ; so in this regard there is a relationship between the introduction of SEE and the teachers' attitude to CRE.

3b. Whether many students prefer SEE to CRE

TABLE: 30E: NH_{3b} CONTINGENCY TABLE

	YES	NO	Undecided	Total
Observed	82	68	50	200
Expected	66.67	66.67	66.67	200
Total	148.67	134.67	116.67	400

Df = 2

SL = 0.05

Obtained Chi-Square value = 7.715

Critical Chi-Square value = 5.991

The Obtained Chi-Square value is greater than the Chi-Square critical value, so we reject the hypothesis 3a and 3b.

There is a relationship between the introduction of SEE in KCSE and the students' and teachers' attitude to CRE and performance in KCSE.

4. Testing the null hypothesis (NH_4)

NH_4 : There is no significant relationship between the teachers' attitude to CRE and students' performance in KCSE.

Ha_4 : There is a significant relationship between the CRE teachers' attitude to CRE and the students' performance to CRE in KCSE.

Those who instruct students on how to answer CRE examination questions make them do well in CRE at KCSE.

TABLE: 30F: NH_4 CONTINGENCY TABLE

	Agree	Disagree	Undecided	Total
Observed	159	7	34	200
Expected	66.67	66.67	66.67	200
Total	225.67	73.67	100.67	400

Df= 2 SL=0.05

Obtained Chi-Square value = 309.14

Critical Chi-Square value =5.991

Results of testing the hypothesis.

From the results of testing the null hypothesis, the obtained Chi-Square is greater than the critical Chi-Square. In this regard the null hypothesis is rejected in favour of the research hypothesis, which states that there is a significant relationship between the CRE teachers' attitude and the students' attitude to CRE.

5. Testing the null hypothesis (H_0)

H_0 : There is no significant relationship between the student attitude to CRE and the CRE performance in KCSE

H_a : There is a significant relationship between the student's attitude to CRE and their performance at KCSE

CRE Examination is more difficult than SEE

TABLE: 30G: H_0 CONTINGENCY TABLE

	Agree	Disagree	Undecided	TOTAL
Observed	38	116	46	200
Expected	66.67	66.67	66.67	200
Total	104.67	182.67	112.67	400

Df = 2

SL = 0.05

Obtained Chi- Square value = 55

Critical Chi – Square value = 5.991

Result of testing the hypothesis

Since the obtained Chi-Square value is greater than the critical Chi – value, the null hypothesis is rejected and the research hypothesis is accepted.

This means there is a significant relationship between the students' attitude to CRE and the CRE performance at KCSE.

4.9.10: DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS ON FACTORS WHICH AFFECT PERFORMANCE AND ATTITUDES OF BOTH TEACHERS AND STUDENTS.

a) FACTORS WHICH AFFECT CRE PERFORMANCE

This study revealed that students' performance in CRE was affected by several conditions and factors that needed to be addressed.

First, the performance of students in CRE is influenced by lack of adequate up-to-date teaching resources, poor English mastery, favourable attitude of teachers and students towards Social Education and Ethics and lack of effective academic guidance of children by their parents. Performance is further affected by laziness of both teachers and students which is seen in failing to complete the CRE syllabus on time, not engaging in intensive revision prior to KCSE examinations, poor student-teacher relationship and frequent absenteeism from school by students as a result of fees problems or due to cultural practices.

Second, indiscipline among teachers and students also contributes to dismal performance.

In this regard, the school ethos is likely to affect students' enrolment and performance.

These findings are in line with the five objectives of this study as they led the researcher to identify strategies that could enhance performance, making necessary recommendations for adoption.

b) ATTITUDES OF TEACHERS AND STUDENTS TOWARDS CRE

The results of this study show that students and teachers have a favourable attitude towards the learning, teaching and assessment of both Christian Religious Education and Social Education and Ethics. However, students displayed a more positive attitude towards Christian Religious Education at KCSE, than towards SEE.

More boys than girls had a positive attitude towards SEE and more girls than boys had a positive attitude towards CRE. Teachers of CRE displayed a more favourable attitude to the teaching of CRE than to SEE. However, they showed a positive attitude to both CRE and SEE. The results presented indicate the teaching of SEE could be incorporated in Christian Religious Education, since there is a lot of similarity between the two disciplines. This view was expressed by the majority of respondents in the study in both the general and specific attitudinal responses to the teaching of both CRE and SEE. This observation supports the view that the introduction and teaching of Social Education and Ethics has a significant impact on the teachers' and students' attitude towards Christian Religious Education.

The correlation co-efficient test was not used to establish how closely associated the attributes of the hypotheses were. This meant more statistical tests need to be done to determine the correlation.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.0. INTRODUCTION

This chapter summarizes the study findings and presents conclusions, recommendations and suggestions on improving students' attitude towards Christian Religion Education and performance in KC.S.E. It gives suggestions for further research. Furthermore, frequencies and percentages are computed to determine inferences based on the conceptual framework's dependent and independent variables are investigated in the study. The researcher used qualitative and quantitative data obtained from open and closed ended items of the questionnaire. Qualitative responses from open-ended questions were quantified for easy interpretation and presentation.

The work was organized into five chapters consisting of an introduction, literature review, methodology, findings, summary, conclusions and recommendations. In the introductory part, objectives of the study and the purpose of this research are given.

5.1. SUMMARY OF THE STUDY

The study was undertaken to establish attitudes of students and teachers towards Christian Religious Education and to the introduction and teaching of Social Education and Ethics. In particular, the purpose of this research was to investigate C.R.E teachers' attitude to the subject and whether his or her attitude impacted on learners' attitude and subsequently on performance in Kenya Certificate of Secondary Education. The problems associated with learning, teaching and assessment of Christian Religious Education and especially

conditions that influence students' performance were investigated. This research was meant to achieve the following objectives:

- (a) that the researcher will be able to find out whether teachers of C.R.E. influence students' attitude towards Christian Religious Education and hence their performance in the subject.
- (b) that the study would be able to establish whether lack of adequate updated teaching and learning facilities have any influence on students' achievement and performance in C.R.E.
- (c) to determine the relationship between the academic qualification of teachers and students' performance in C.R.E.
- (d) be able to investigate the effects of introduction and teaching of Social Education and Ethics to Christian Religious Education teaching, learning and performance in K.C.S.E.
- (e) will be able to analyze the effects of the students' performance in KCPE examination on KCSE performance in Christian Religious Education.

The researcher used five null hypotheses to investigate variables for the study. The results of testing the hypotheses were presented and interpreted in light of these objectives. The data analysis procedure was based on the *ex-post-facto* design, which is stipulated for study of factors that were responsible for certain outcomes and which are still influencing the status quo. A sample population of 204 respondents took part in the main study, while 32 were involved in the pre-testing of research instruments. The study was limited by the fact that the sample population was based on a small target population of only two schools hence the generalization of results needs to be applied with this

background in mind. The target population choice was dictated by the unique situation of Lelan Division and the low performance index of students in Christian Religious Education. This case study was necessary in establishing factors that are responsible for the dismal performance in CRE in order to institute measures that could counter the downward trend in performance not only in Lelan Division but also provide suggestions and recommendations for a large research in order to study similar factors in other schools in the district and indeed in the other parts of Kenya. The literature review brought to the fore information that helped the researcher devise appropriate sub headings under which the research findings as reflected in the conceptual framework variables were presented and interpreted. This chapter on literature review enabled the researcher to identify a gap in the previous findings hence prompting further study on the attributes spelt out in hypotheses. Instrument validity and reliability was ascertained in a pilot study, which proceeded with the main research undertaking. Hypotheses testing revealed that there was a significant relationship between students' performance in KCPE and their performance in CRE in KCSE. It was further established that there was significant relationship between teachers' attitudes to CRE and students' attitudes towards CRE and their performance in KCSE in CRE examinations.

Further to this, it was established that there was a significant relationship between the introduction and teaching of Social Education and Ethics to teachers' and students' attitude to CRE and subsequently to the KCSE performance in the subject. Moreover, the study determined that there was a significant relationship between students' attitude towards CRE and their performance in KCSE in CRE. In the investigation of the impact of updated inadequate teaching and learning resources, it was established that there was a

weak relationship between students' performance in CRE and the availability and use of updated resources.

5.2 . SUMMARY OF RESEARCH FINDINGS

(a) Performance in CRE in KCSE.

The results of students in KCSE in CRE were investigated. It was noted that students' performance in KCPE was a prerequisite condition for favourable performance in KCSE examination although it is not the only single factor that leads to good performance. A student with low marks in KCPE could work hard to obtain better grades in KCSE. On the other hand, a student may do poorly in KCSE if he/she failed to show commitment in his or her work. The majority of students expected to get grades between B – A suggesting the presence of a favourable disposition to the assessment of CRE in KCSE. But only a minority of students manifested an unfavourable perception of CRE. In this regard efforts should be made by teachers, assisted by the Teachers' Service Commission, to maintain a positive attitude towards CRE by the majority of students.

Indeed, regular in-service courses, workshops are likely to boost teachers' attitude to the subject, especially if such in-service programmes are supported by relevant certificates of qualifications and recognition of such achievement of teachers when interviews are held for promotion. In order to enhance students' and teachers' attitude towards CRE, relevant up to date resources need to be availed to teachers. Supervision and inspection of teaching, learning and assessment of students on a regular basis with a view to planning a fair distribution of teachers and the approval of overdue transfer applications by teachers who have served in a station for more than eight years would go a long way in improving performance of teachers. Performance of students in CRE is likely to

improve as a result of favourable styles, good student-teacher relationship and the presence of a steady CRE teacher.

(b) Students' attitude towards CRE and the introduction and teaching of SEE

The findings on students and teachers' attitude to CRE show that both teachers and students have a favourable attitude towards CRE. Students have a perception that CRE is an invaluable subject, hence the need for its compulsory teaching in schools. Performance of students is affected by absenteeism due to fees problems, which seemed to affect more girls than boys. It is also affected by parental involvement or non-involvement in the choice of examination subjects. Moreover, performance is also affected by learners' laziness, failure to complete the syllabus and inadequate revision in CRE. Poor English mastery, inadequate updated learning, teaching and revision resources, poor student-teacher relationship, teachers' attitude to Christian Religious Education and performance of duty have an impact on performance.

Making students choose between a religious oriented subject and a secular subject like Social Education and Ethics has an influence on students' attitude to CRE since it is not merely an examination subject but is meant to enhance the spiritual development of a learner among other objectives. This fact is consistent with the broad objectives of Secondary School Education. A favourable attitude towards SEE has a certain influence on to the general attitude of learners to CRE. Teaching and learning of CRE is likely to improve if careers related to CRE are appreciated by learners and especially if teachers work hard to maintain the positive attitude to CRE that was demonstrated by the majority of students. The minority who manifested an unfavourable attitude to CRE could be helped to disown such an attitude by ensuring that the curriculum stipulates that students

should choose between Religious Education Subjects, rather than between a religious and a secular subject.

The strategies identified by teachers and head teachers which are likely to enhance performance in CRE in KCSE are for example; recognizing teachers' performance by rewarding them with certificates alongside other rewards. Parents Teachers Associations need to have at least a teachers' representative for each class and not just one teacher per school as revealed in the interview with school heads. Extra tuition should be conducted during the term and not during the holiday as this exercise denies teachers and students sufficient rest subsequently leading to a negative attitude to teaching and learning. Teachers need to use part of their holiday sessions to attend seminars and workshops related to their professions – Half terms should be mandatory in all institutions and such time should be used to fetch fees balances in order to avoid time wastage for individual students who are sent home for fees while others continue learning. Promotion to administrative positions ought to be done purely on merit and not to be pegged on other factors. Counseling of Form 4 students should be the responsibility of all Form 4 subject teachers and not only the Guidance and Counseling master. All subjects in Form 3 – 4 other than Sciences, Languages and Mathematics need to be allocated 4 lessons each per week in order to improve teacher–students contact hours and subsequently effective learning and teaching of Christian Religious Education.

The attitude of teachers to CRE teaching is instrumental in enhancing a favourable attitude by learners towards Christian Religious Education and performance in the Kenya Certificate of Secondary Education Examination. The findings on the school ethos show that there is need to improve on the school environment in order to make it more

conducive for instruction and stay. It is possible that some students may do better if they attend a day school rather than a boarding one. It is, therefore, worthwhile to provide boarding and day school facilities in all schools in order to take care of the diverse needs of learners as well as their parents as they attend school. This fact is likely to increase parental involvement in the students' education as seen in the Primary school education. Boarding and Day schools are cost effective and are able to promote a favourable attitude for students, teachers and parents in solving problems of poor performance more efficiently and affectively.

This situation will enhance the school ethos and subsequently performance in Christian Religious Education and indeed in other subjects.

(c) Findings on Attitudes of Students and Teachers towards

Christian Religious Education

The researcher established that students had a favourable attitude to both Christian Religious Education and Social Education and Ethics and only a minority of students had unfavourable attitude to CRE. The positive attitude of students towards CRE could be utilized to improve students' performance in KCSE in CRE. The negative attitude could be discouraged and eliminated by the teacher by teaching CRE not merely as an examination subject but as a subject with intrinsic value as it is meant to develop a student spiritually and morally besides the acquisition of skills and knowledge. It was established that teachers had a positive attitude to Christian Religious Education and this could be used. Students and teachers need to provide supplementary learning and revision resources to enhance performance. Students' performance in KCSE is heavily dependant on the commitment to private study and revision. And performance in KCSE

is influenced by good KCPE entry marks, students' attitude to CRE and to the teacher. Adequate coverage of the syllabus and indeed all other factors present in the school environment prior to the exam time.

5.3. CONCLUSIONS ON STUDENTS', PARENTS' AND TEACHERS' ATTITUDE TOWARDS CRE

The attitudes of students to CRE were generally positive because it appeared this subject was a compulsory examinable subject while SEE was not popular in some schools. However, some respondents demonstrated a very positive attitude to Social Education and Ethics although it had been offered in their school only once. There was a significant difference between boys' and girls' attitude to Christian Religious Education. More girls showed a favourable attitude to the learning and teaching of CRE while more boys demonstrated preference for Social Education and Ethics. This however does not show much inherent difference between the sexes in relation to subject performance since more boys than girls preferred to sit for the KCSE examination. The shift in preference may be accounted for in the performance in CRE. There is, therefore, a potential for all students in liking CRE learning and teaching and subsequently performance in examinations to ensure that students do well in the KCSE examinations. Teachers with a favourable attitude to a subject are likely to provide updated learning and teaching resources for students and to encourage them secure supplementary resources for revision in the subject. A teacher with a positive attitude to a subject would further seek high academic as well as professional qualifications such as training as a KCSE, CRE examiner with the Kenya National Examinations

The positive attitude of CRE teachers generally impacts on students' attitude to the subject and to performance in KCSE examination especially when such a favourable

attitude provokes commitment in students. However, performance in KCSE is dependent on multiple factors of which the variables identified are key.

5.4. CONCLUSIONS ON STUDENTS' PERFORMANCE IN CHRISTIAN RELIGIOUS EDUCATION

The results of testing a null hypothesis on the relationship between performance and adequacy of updated resources revealed that performance was significantly related to the availability of updated facilities as seen from the good CRE results of Kaptabuk Boys' in 2001. The Christian Religious Education teachers' positive attitude to the subject is further responsible for good performance in KCSE.

Qualification of teachers as CRE examiners in KCSE, or lack of such qualification, has an impact on performance in the subject. Thus, teachers need to be trained as examiners in CRE. Teachers displayed a positive attitude to CRE learning and teaching as compared to the learning and teaching of Social Education and Ethics. This situation prompted them to institute measures of counteracting the poor performance in KCSE. This attitude is likely to further influence a favourable attitude of students towards CRE. Parents on the other hand commended their children on performance, thus creating an impact on their attitude to the subject and especially in the choice of examination subjects. However, some parents' inability to comprehend the content of Social Education and Ethics does not enable them to influence students' attitude to SEE. As a result of the unfamiliarity with Social Education and Ethics, most parents have shown a favourable attitude to the teaching of C.R.E than to SEE, hence promoting the learning and teaching of the subject. In this regard CRE performance is likely to improve alongside favourable disposition to the subject. The fact that SEE has been excluded from the 2002 Kenya Institute of Education Secondary School syllabus will further

enhance a positive attitude of students to CRE as an examinable subject. Indeed, it is important for CRE to be a compulsory subject for learners since it is not just an examinable subject but a discipline that is crucial in the students' growth and development.

5.5. RECOMMENDATIONS

Following these findings, the researcher put forward recommendations outlined below.

First, that seminars or in-service courses be planned by the Ministry of Education for Christian Religious Education teachers in order to update them with the current learning, teaching and assessment techniques necessary in improving their attitude to the subject.

Second, parents through Parents Teachers Associations should endeavour to set up day schools alongside boarding schools in order to provide affordable education to children whose parents could not afford paying boarding school fees, and hence reduce the problems of absenteeism due to lack of fees.

Effort needs to be made by the Teachers' Service Commission to maintain the positive attitudes of C.R.E teachers by employing C.R.E teachers alongside those of Science, Mathematics and languages whenever a vacancy arises. Moreover, head teachers and teachers need to plan and encourage parents to pay fees punctually in order to ensure that students are in school all the time so as to adequately cover the syllabus and undertake intensive learning and do revision in Christian Religious Education and other examinable subjects in order to enhance good performance.

A positive attitude to C.R.E by students needs to be enhanced through career advice related to C.R.E.

Third, parents need to be educated through P.T.A to undertake guidance and counseling service to their children in school in order to reinforce academic guidance, which is instrumental in improving performance and attitude to subjects taught in schools.

Fourth, the District Education Office needs to organize seminars for in-service training for teachers preparing students for the KCSE examination by involving experienced KNEC examiners in the district.

Fifth, the KNEC needs to decentralize the setting and marking of examinations in order to involve more teachers in these services at both the provincial and district levels. The continuous assessment tests such as the District Mocks should have a centrally prepared set of questions, an appropriate marking scheme and the marking of this mock should be done by individual subject teachers. These will prevent time wastage on the administration of mock examinations and increase time for syllabus coverage.

Parents and students ought to be guided to change their perception of Christian Religious Education as being merely an academic subject on the syllabus and to appreciate the intrinsic value of C.R.E as a discipline that enhances cognitive, affective and behavioural domains in a learner. The subject therefore needs to be studied for examination purposes and spiritual growth. In this regard, students should not be encouraged to choose between C.R.E and History or Geography but rather choose between Religious Education subjects in the Curriculum. This approach is likely to enhance a positive attitude of students to Christian Religious Education and other Religious Education Subjects provided in the

8.4.4. Curriculum. In this regard, a choice between C.R.E and SEE in the past years led to the identified unfavourable attitude of some students towards C.R.E.

5.6. SUGGESTIONS FOR FURTHER RESEARCH

The research identified the following:

First, that further research should be done on the effect of late fees payment on students' performance in CATs and in KCSE examinations using a large target population.

Second, a research needs to be done on establishing the effect of training as a KCSE examiner with KNEC to teaching and assessment and performance of students in KCSE.

Third, a research could also be done so as to establish the attitude of students to day schools as opposed to boarding schools with an effort to establishing whether a boarding environment provides a favourable learning atmosphere for most students, and has less discipline cases that could create a negative impact on performance in schools.

Fourth, more studies could be done so as to establish where conclusions and recommendations made by this researcher could be generalized on other disciplines with regard to the influence of teachers' attitudes to students' attitudes and performance in KCSE in other schools in West Pokot and other parts of Kenya.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR THE HEAD TEACHER ON FACTORS THAT INFLUENCE PERFORMANCE IN CRE

The information given in this questionnaire will be treated with strict confidentiality.

INSTRUCTIONS: Enter the choice you have made by ticking the answer in the space corresponding to your choice for the structured question. Write the answer or response to the open-ended question in the space given.

PART 1: BACKGROUND INFORMATION

1. Indicate your gender

Male _____ Female _____

2. Name of your School _____

3. How long have you served as a head teacher ?

Under one year _____

1-3 years _____

4-6 Years _____

7-9 years _____

over 9 years _____

4. What is your highest academic qualification?

M.Ed. Degree _____

B. Ed. Degree _____

B. Sc. Degree _____

Diploma in Educ. _____

Any other (Please specify) _____

5. Type of School.

Provincial Boys' _____

Provincial Girls' _____

District Girls' _____

District Boys' _____

- District Mixed _____
 Any other (specify) _____
6. The category of School.
 Girls' Boarding _____
 Boys' Boarding _____
 Mixed Bcarding _____
 Girls' Day _____
 Boys' Day _____
 Any other (specify) _____
7. Type of School enrolment
 Single stream girls' _____
 Single stream boys' _____
 Double stream girls' _____
 Double stream boys' _____
 Triple stream girls' _____
 Triple stream mixed _____
 Any other (specify) _____
8. When was your school started? _____
9. What is the total number of students in your school? _____
10. How many teachers does the school have? _____
11. Indicate the number of teachers you have under each academic qualification shown
- M.Ed _____
 M.A _____
 B.Ed. _____
 B.Sc. _____
 PGDE. _____
 Diploma in Educ. _____
 Others (please specify) _____

PART 2: STUDENTS', SCHOOLS' AND HOME CHARACTERISTICS

12. What were the minimum and maximum KCPE grades of students that were admitted in your school for the last five (5) years?

KCPE MARKS

Minimum

2002 _____

2001 _____

2000 _____

1999 _____

1998 _____

KCPE MARKS

Maximum

13. (a) Indicate the number of teachers teaching Christian Religious Education _____

(b) How many teachers for CRE are trained KNEC examiners for KCSE?

14. Indicate the number of teachers for other subjects:

English _____ History & Government _____

Mathematics _____ Economics _____

Kiswahili _____ Commerce _____

Chemistry _____ Accounting _____

Biology _____ Social Education _____

Physics _____ Agriculture _____

Geography _____ Others (Please specify) _____

15. Indicate the academic and professional qualification of Christian Religious Education teachers in your School _____

16. Indicate the presence and condition of the following school facilities.

Item	Present	Absent	Condition.
			Good 3
			Fair 2
			Poor 1
Library	-	-	-
Laboratory	-	-	-
Classes	-	-	-
Dining Hall	-	-	-

17. How often do you have Parents Teachers Association meetings?
- Monthly _____ Yearly _____
- Termly _____ Never _____
18. (a) Is there a parent's Visiting day ?
- YES _____
- NO. _____
- (b) If yes, how is it used ? _____
- _____
- _____
- _____
19. Do you reward teachers for good performance in KCSE ?
- Yes _____
- No _____
- (b) If yes, how do you reward them ? _____
20. How often do you and teachers meet form four students to counsel them on performance ?
- Weekly _____
- Monthly _____
- Termly _____
- Yearly _____
21. (a) Do you reward students for doing well in KCSE examinations and in continuous assessment Tests ?
- Yes _____
- No _____
- (b) If yes, how do you reward them ? _____
22. How often do you hold staff meetings?
- Weekly _____
- Monthly _____
- Termly _____
- Yearly _____
- Any other (SPECIFY) _____

24. Are teachers in your school assigned to any other subject apart from what they studied in College/University?

Not at all _____

To a very small extent _____

To a large extent _____

Always _____

25. How often do you consult teachers in making administrative decisions that affect them?

Always _____

Sometimes _____

Never _____

26. How do you solve misunderstandings between students and yourself, students and teachers or students and students ?

Through dialogue _____

Ignoring the issue _____

Other ways (please specify) _____

PART 3: PERFORMANCE AND ATTITUDES

27. Why do you think students perform poorly in Christian Religious Education in the District ? _____

28. (a) Could these reasons be applicable to your school? _____

(b) If no, what do you consider to be the causes of poor performance in your school ? _____

29. Do you think a student's background and exposure affects his mastery of Christian Religious Education ? _____

30. (a) What is the attitude of your students towards Christian Religious Education?

Very positive _____

Positive _____

Negative _____

Very negative _____

(b) Give a reason for the attitude _____

31. (a) Has your school had any shortage of teachers of Christian Religious Education ?

(b) If yes for how long ? _____

32. Christian Religious Education books that are available to both students and teachers in form 1 – 4.

Title	Form	No required	No available

If you need more space, use the back page of this paper.

33. (a) Do you consider the school has enough textbooks for Christian Religious Education.

(b) If no, for how long has the school experienced the shortage?

34. What other reasons could contribute to the poor performance in Christian Religious Education in your School ?

35. Do you have any suggestions or otherwise on the teaching of Christian Religious Education in Kenya and in your school in particular? _____

36. Briefly state your comments about this research?

APPENDIX II**TEACHERS' QUESTIONNAIRE ON FACTORS THAT INFLUENCE
PERFORMANCE IN CRE IN KCSE EXAMINATIONS**

The information given in this questionnaire will be treated with strict confidentiality.

Tick the choice you have made for structured questions in the space provided. Write the answer to the open-ended questions in the spaces after each question.

Please put a tick this way (✓) against the choice you have made in space.

PART 1: BACK GROUND INFORMATION

1. What is the name of your school? _____
2. What is your gender ?
 Male _____
 Female _____
3. What is your highest academic qualification?
 M.Ed. _____
 M.A _____
 B.Ed. _____
 B.Sc. _____
 Diploma _____
 Other (Please specify) _____
4. What subjects do you teach? _____
5. How many years of teaching experience do you have? _____
 1-3 years _____ Over 9 years _____
 4-6 years _____
 7-9 years _____
6. How many years have you taught form four Christian Religious Education?
 Less than 1 year _____ Over 9 years _____
 1-3 years _____
 4-6 years _____
 7-9 years _____

7. (a) How many times have you attended in-service courses related to CRE?
 Not attended _____ Over 2 Years _____
 Between 1 and 2 years _____
- (b) Are you a trained KNEC CRE examiner? Yes _____ No _____

PART 2: MAJOR INFORMATION RELATED TO PERFORMANCE

8. Indicate the adequacy of teaching aids for CRE subjects.
 Adequate _____
 Inadequate _____
 Not applicable _____
9. How often do you use teaching aids?
 Use them always _____
 Use them rarely _____
 Never use them _____
 Not applicable. _____
10. (a) Do you coach Form 4 in Christian Religious Education ?
 Yes _____
 No _____
- (b) If yes, are you given concession in form of reduced lessons or exemption from lower classes so as to give you ample time to maximize your work of coaching.
 Yes _____
 No _____
- (c) If yes, to what extent ? _____
11. (a) Are you rewarded for making students achieve high marks in KCSE examinations?
 Yes _____
 No _____
- (b) If yes, how are you rewarded ? _____

12. (a) Do you have sufficient text books for Christian Religious Education ?

Yes _____

No _____

(b) If no, give reasons _____

13. List Christian Religious Education books that are available to both students and teachers in your school.

Title	Form	Number required	Number available

If you require more space, use the back side of this page.

14. How much time is allocated in your school for CRE in the following classes.?

Form 1-2 _____ periods per week

Form 3-4 _____ periods per week.

15. (a) Is the time allocated always used for CRE?

Yes _____

No _____

(b) Explain your answer _____

(c) Do you find the time allocated adequate to cover the syllabus?

Yes _____

No _____

(d) If your answer is no, suggest how you could solve this problem

16. (a) Apart from books, do you have other relevant teaching facilities for Christian Religious Education ? _____
17. Do you encourage young Christian Students' and Christian Union movements in the school ? _____
18. What is your response on the poor performance by your students?

19. What is the response of your students to this performance?

**PART 3A: ATTITUDES TOWARDS CHRISTIAN RELIGIOUS EDUCATION
IN RELATION TO SOCIAL EDUCATION AND ETHICS**

20. Indicate the attitudes of your students towards Christian Religious Education
Very Positive _____
Positive _____
Negative _____
Very negative _____
Others (specify) _____
21. What is the effect of this attitude towards Christian Religious Education?

22. (a) What are you doing to improve / change the attitude? _____

- (b) Any hope of improvement? _____

23. What is your response about the teaching of Social Education and Ethics as a Separate KCSE subject? _____

24. How do you rate the attitude of students to Social Education and Ethics in your School?

Very Positive _____

Positive _____

I do not know _____

Negative _____

Very Negative _____

25. (a) Do most students prefer sitting for SEE than CRE ?

Yes _____

No _____

(b) If yes, what would be the reason for this?

26. What is the effect of teaching Social Education and Ethics on Christian Religious Education students' achievement and performance?

27. What is your attitude to the introduction and teaching of Social Education and Ethics alongside Religious Education ?

Very Positive _____

Positive _____

I do not know _____

Negative _____

Very Negative _____

28. Indicate your attitude to the teaching of Christian Religious Education as a KCSE subject.

Very Positive _____

Positive _____

I do not know _____

Negative _____

Very Negative _____

PART 3B: LINKERT SCALE

For each statement kindly respond by using a (√) to indicate whether you strongly agree(SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD) with the statement given below.

	Teacher's attitude to CRE & Students as perceived by Teachers	RESPONSE				
		SA	A	U	D	SD
1.	Teachers who instruct students on how to answer CRE questions make them have a positive attitude to CRE					
2.	Many students do poorly in CRE because of poor coverage of the Syllabus					
3.	CRE KCSE examinations are more difficult than SEE examinations					
4.	The introduction and teaching of SEE has negatively affected teachers' attitude to CRE lessons					
5.	Teachers trained as KCSE CRE examiners are likely to make students perform better in CRE					
6.	A good secondary school should include CRE as a subject in the syllabus					
7.	Teaching CRE is fascinating and fun					
8.	CRE syllabus is too broad and difficult to be completed without requiring extra time					
9.	Many students would prefer to take SEE than CRE.					
10.	Students do well because of adequate up-to-date teaching and revision books.					
11.	Many students do poorly in CRE because of absenteeism due to lack of fees.					
12.	CRE teaching is a waste of valuable school time.					
13.	CRE is a boring subject.					
14.	CRE is a subject in the school that I have always enjoyed teaching					
15.	I feel uncomfortable during CRE lessons.					
16.	I have never liked CRE as a subject.					
17.	I am happier in SEE lessons than in any other lesson.					
18.	Parents have never been interested in whether students take CRE or SEE at KCSE					
19.	Students do poorly in KCSE because teachers did not effectively achieve the objective of the subject as per KNEC Regulation and syllabus.					
20.	CRE is well performed because teachers and students jointly work hard and provide extra resources for effective learning.					
21.	Students do poorly in CRE because of poor mastery of English Language					

22.	CRE is poorly performed because of the negative attitude to CRE shown by lack of revision.					
23.	CRE performance in KCSE depends on students' performance in KCSE.					
24.	Training as KNEC CRE examiners enhances a CRE teachers' attitude to the subject					
25.	A teacher with a positive attitude to a subject will make students do better in KCSE.					
26.	The teaching of CRE and the students' performance depends on CRE teacher as role model.					

PART 3C: TEACHERS' PERFORMANCE AND GENERAL SUGGESTIONS

1. (a) Do you teach extra hours in this school? For example evenings and Saturdays.

Yes _____

No _____

(b) Are you paid for this?

Yes _____

No _____

2. How do you rate the performance of students in Christian Religious Education in KCSE?

Good _____

Average _____

Poor _____

3. What does the head teacher do if he discovers that teachers have problems in School? For example, coming late or not teaching everyday.

Warn the teacher _____

Ignore the problem _____

Advise the teacher _____

Other (please specify) _____

4. In your opinion, what should the head teacher do if he or she discovered that a teacher has failed in her or his duties?

Interdict the teacher _____

Warn the teacher _____

Ignore the problem _____

Advise the teacher _____

Other (specify) _____

5. What do you consider to be the major factors that influence CRE performance in KCSE examinations in the school? _____

6. (a) If you had a choice, would you remain in this school or seek a transfer?
Remain _____
Transfer _____
(b) Give reasons for your answer in (a) above _____

7. How did you join the teaching profession?
By choice _____
Could not find something else to do _____
Any other reason (specify) _____
8. Do you have any suggestion on the teaching of Christian Religious Education in Kenya? _____

9. What is your response about this Research? _____

APPENDIX III

STUDENTS' QUESTIONNAIRE ON FACTORS THAT INFLUENCE PERFORMANCE IN CHRISTIAN RELIGIOUS EDUCATION IN KCSE EXAMINATION

The information given in this questionnaire will be treated with strict confidentiality.

Instructions.

The questionnaire contains structured questions which have several answers and unstructured questions that you will answer by writing your response in the space provided.

Please tick (✓) the choice you have made. For example what is your age?

13-16 _____

17-20 _____ ✓ _____

21-24 _____

Any other (specify) _____

If you are 18 years, please tick (✓) as shown above.

PART 1: BACKGROUND INFORMATION

1. What is the name of your school? _____
2. When did you join this school? _____
3. What is your gender?
4. What is your age?
 - 10 – 15 years _____
 - 16 – 20 years _____
 - 21-25 years _____
 - Any other (specify) _____
5. In which form are you? _____
6. What is your father's occupation? _____
7. What is your mother's occupation? _____
8. (a) Is your school fees paid on time? _____
 - Yes _____
 - No _____

(b) If no why? _____

PART 2: INFORMATION ON PERFORMANCE AND ATTITUDES

9. (a) Do your parents/guardians complain when you don't do well as expected?

Yes _____

No _____

(b) What causes poor performance? _____

10. Do your parents/guardians commend you upon improvement in the school examination results?

Yes _____

No _____

11. (a) Do you intend to take Christian Religious Education in KCSE?

Yes _____

No _____

(b) If no, which subject in the humanities do you wish to take? _____

(c) Is there any reason for this choice in (b) above? Explain _____

12. (a) Between Christian Religious Education and Social Education and Ethics which one is most preferred by students in KCSE examinations in your school?

(b) Give reasons for your answer in 12. (a) _____

13. (a) What are your parents' response on learning Social Education and Ethics instead of Christian Religious Education ?

(b) Any reasons for this attitude? _____

(c) Do you share their feelings towards 13 (a) _____

(d) Any reason (s) for your attitude? _____

14. (a) Do you like Christian Religious Education as an Examination subject? _____

(b) If no, state the reason? _____

15. When did you first learn CRE? _____

16. Do you like teachers of CRE? _____
Give reasons for your answer? _____

17. How many teachers of CRE have you had since Form One? _____
18. (a) Which of these teachers did you like most? _____
(b) Why? _____
19. (a) Between CRE and SEE, which one do you like more? _____
(b) Why? _____
20. (a) Is it possible for the two subjects, CRE and SEE to be taught as different disciplines? _____
Give your reasons _____
21. What are some of the reasons for poor performance in Christian Religious Education in your school? _____
22. What should be done to improve this performance?

23. Do your teachers give you extra assignment when you do not do well in Christian Religious Education?
Yes _____
No _____
24. Do your teachers reward you when you perform well in school?
Yes _____
No _____
25. (a) How often do you have internal examinations?
Weekly _____
Monthly _____
Termly _____
Yearly _____
Any other (specify) _____
- (b) What is your response regarding the CRE syllabus content?
Too little _____
Little _____
Just right _____
Much _____
Too much _____

- (c) Do teachers instruct you on how to answer questions? Yes _____ No. _____
26. (a) Are students' examination results displayed on the school notice board?
 Yes _____
 No. _____
- (b) If your answer to (a) is No, for which classes are results communicated?

- (c) What other ways are results communicated? _____
27. Do teachers of Christian Religious Education revise tests in your class?
 All _____
 Some _____
28. (a) How long is the prep time everyday?
 1-2 hours _____
 3-4 hours _____
 Over 4 hours _____
- (a) Is it compulsory?
 Yes _____ No _____
- (b) How much time is allocated in your school timetable for CRE in the following classes
- Form 1-2 _____ Periods
 Form 3-4 _____ periods
- (c) Is the time allocated always used for CRE?
 Yes _____
 No _____
- Explain _____
29. (a) Do you consult your teachers after classes in case you did not understand an aspect of the lesson?
 Yes _____ No _____
- (b) If no, why not? _____
30. (a) How much time do you estimate Form 1- 4 students spend on homework activities every week?
 CRE _____ hours a week.
 SEE _____ hours a week
 Other subjects _____ hours a week per subject.

(c) Do teachers instruct you on how to answer questions? Yes _____ No. _____

26. (a) Are students' examination results displayed on the school notice board?

Yes _____

No. _____

(b) If your answer to (a) is No, for which classes are results communicated?

(c) What other ways are results communicated? _____

27. Do teachers of Christian Religious Education revise tests in your class?

All _____

Some _____

28. (a) How long is the prep time everyday?

1-2 hours _____

3-4 hours _____

Over 4 hours _____

(a) Is it compulsory?

Yes _____ No _____

(b) How much time is allocated in your school timetable for CRE in the following classes

Form 1-2 _____ Periods

Form 3-4 _____ periods

(c) Is the time allocated always used for CRE?

Yes _____

No _____

Explain _____

29. (a) Do you consult your teachers after classes in case you did not understand an aspect of the lesson?

Yes _____ No _____

(b) If no, why not? _____

30. (a) How much time do you estimate Form 1- 4 students spend on homework activities every week?

CRE _____ hours a week.

SEE _____ hours a week

Other subjects _____ hours a week per subject.

(b) Suggest reasons for the difference in time if any _____

31. (a) Is it compulsory for a student to join at least one Religious Movement or Clubs
 Yes _____ No. _____

(b) Are games compulsory in your school? Yes _____ No. _____

32. (a) What career would you like to take when you leave school ?

(b) Give reasons _____

33. (a) What grade do you expect to get in your Christian Religious Education exam in
 KCSE?

A-B+ _____

B-C+ _____

C-D+ _____

Any other (specify) _____

34. Do you have a private study timetable in which you have allocated yourself time for
 work already covered?

Yes _____

No _____

35. (a) Given a choice, would you rather transfer to another school or remain in this one?

Transfer _____

Remain _____

No response _____

(b) Give reasons for your answer 35 (a) _____

36. What has influenced the school's performance in Christian Religious Education in
 last years' KCSE examination? _____

37. Do you have any suggestion on the teaching of the Christian Religious Education in
 Kenya? _____

PART 3: ATTITUDES

For each statement kindly respond by using a tick (✓) to indicate whether you strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD), with the statement.

STATEMENT	RESPONSE				
	SA	A	U	D	SD
1. A good secondary school should include CRE as a Subject in the syllabus					
2. CRE is a waste of valuable school time.					
3. CRE is fascinating and fun.					
4. I do not like CRE.					
5. CRE is a boring subject.					
6. CRE is a subject in the school that I have always enjoyed studying.					
7. I am happier in CRE lessons than in any other lessons.					
8. I feel uncomfortable and restless during CRE lessons.					
9. I feel at ease with CRE and I like the subject very much.					
10. I have never liked CRE and it is the subject I hate most.					
11. Knowledge and attitude gained from CRE is more useful than academic knowledge after school.					
12. Academic subjects are more useful than CRE after school.					
13. A CRE teacher instructs me well and makes me enjoy learning CRE.					
14. CRE teacher prefers teaching SEE to CRE.					
15. CRE is too broad and difficult to be completed.					
16. My parents encourage me to take CRE and SEE in KCSE.					
17. CRE examinations are more difficult than SEE.					
18. Many students prefer to take SEE and not CRE in KCSE.					
19. We do well in CRE because the head teacher has provided up to date teaching and revision books.					
20. The success in CRE in KCSE depends on the teacher's qualifications as an examiner with KNEC.					
21. Teachers who instruct students on how to answer CRE questions make them do well in KCSE.					
22. Many students do poorly in CRE because of absenteeism due to lack of fees.					

APPENDIX IV**GENERAL OBJECTIVES OF CHRISTIAN RELIGIOUS EDUCATION**

A learner should be able to:

- (a) show understanding of the saving presence of God in his/her life as revealed in:
 - (i) the biblical revelation as a whole and specifically in Jesus Christ;
 - (ii) the Christian community, past and present;
 - (iii) the African Religious Heritage;
 - (iv) their personal experiences.

- (b) show knowledge of the spiritual and moral insights necessary in reaching conclusions and making decisions in line with the Christian principles in a changing and developing society.

- (c) show knowledge of the basic principles of Christians living and relating to the development of self-respect and respect for others.

- (d) explain ways of contributing towards the improvement of the quality of life.

- (e) show understanding for other peoples' faiths and the significance of living in harmony with all people.

- (f) show understanding of international consciousness in the context of universal brotherhood.

APPENDIX V**GENERAL OBJECTIVES OF SOCIAL EDUCATION AND ETHICS**

Social Education and Ethics course should help the learner to:

- (a) develop a harmonious ethical / moral relationship between himself / herself and the home, the school, the neighbourhood, Kenya and other nations
- (b) appreciate the necessity and dignity of moral education in Kenya and other societies.
- (c) base his / her decisions on sound ethical principles as an integral part of his / her personality development.
- (d) develop a rational attitude and outlook towards life.
- (e) acquire, appreciate and commit himself / herself to universal values and virtues that cement unity and understanding among the various ethnic communities in Kenya and among nations.
- (f) rationally sort out conflicts arising from the traditional, extraneous and inner directed moral values.
- (g) understand and appreciate the social fulfillment and moral rewards accruing from cultivating and adopting virtues and values offered by moral / ethical education.
- (h) understand and appreciate the social, economic and moral implications of a rapid population growth.
- (i) understand and appreciate the impact of population growth on the physical, biological and social environment.

APPENDIX VI**OBJECTIVES OF SECONDARY EDUCATION IN KENYA**

Secondary Education should provide the learner with opportunities to:

1. acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
2. promote love for the loyalty to the nation
3. promote harmonious co-existence among the peoples of Kenya
4. develop mentality, socially, morally, physically and spiritually
5. enhance understanding and respect for own and other peoples' cultures and their place in contemporary society.
6. enhance understanding and appreciation of inter-relationships among nations
7. promote positive environmental and health practices
8. build a firm foundation for further education and training
9. develop ability for enquiry, critical thinking and rational judgment
10. develop into a responsible and socially well-adjusted person
11. promote acceptance of and respect for all persons
12. enhance enjoyment in learning
13. identify individual talents and develop them
14. build a foundation for technological and industrial development
15. develop into a self-disciplined individual who appreciates work and manages time properly.