THE USE OF LIFE APPROACH IN IMPLEMENTATION OF CRE IN PUBLIC SECONDARY SCHOOLS IN TABAKA DIVISION, GUCHA SOUTH, KISII COUNTY

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DECLARATION

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

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This project is dedicated to my dear wife Colleta, my three children Miriam, Peter and Shiphrah for standing with me during the study. Finally to my parents Milkah Okioi for her parental care, emotional and spiritual support.

ACKNOWLEDGMENT

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LIST OF ABBREVIATIONS AND ACRONYMS

BED   Bachelor of Education

CRE   Christian Religious Education

DEO   District Education Office

ENG   English

FSE   Free Secondary Education

GEO   Geography

HIST   History

HOD   Head of Department

KCSE   Kenya Certificate of Secondary Education

KIE   Kenya Institute of Education

KIS   Kiswahili

KNEC   Kenya National Examinations Council

MOE   Ministry of Education

MOEST   Ministry of Education Science and Technology

PBB   Provincial Boys Boarding

PGB   Provincial Girls Boarding

SMASSE   Strengthening Mathematics and Science Secondary Education

SPSS   Statistical Package for Social Science

ABSTRACT

The teaching of Christian Religious Education (CRE) in Kenyan secondary schools has undergone some changes following introduction of the 8-4-4 system of education. Due to these changes, implementation of CRE curriculum has been an upward task. Several factors have influenced the implementation of CRE curriculum and consequently causing the CRE performance at KCSE to be inconsistent and unstable between 2007 and 2011 in a row.

The purpose of this study was to investigate the use of life approach in the implementation of Christian Religious Education curriculum in Tabaka division of Gucha South, Kisii County. The study used the descriptive survey design. The target population for the study was 3520 from forms 3 and 4 CRE students, 80 CRE teachers and 30 heads of department. Stratified sampling was used to group schools into five categories and simple random sampling was used to select the respondents for the study. A sample size of 396 respondents comprising of 352 CRE students, 22 CRE teachers and 22 Heads of humanity departments were used.

Data were collected using questionnaires for students and teachers while interview schedule was used with Heads of Departments. Data were analyzed and interpreted both quantitatively and qualitatively using Statistical Package for Social Sciences (SPSS Version 11.5). The data were presented using descriptive statistics, such as tables and percentages.

The researcher found out that, (95%)of teachers were well prepared for the use of life approach pre-training but were rarely taken for in-service courses. Secondly, all students indicated that audio visual resources are not used in teaching CRE which would enhance the use of life approach. The Researcher further found out that (17%) of the heads of departments did not supervise the classroom teaching to observe the application of life approach though they check record of work and schemes of work. The schools have textbooks for the CRE but are inadequate and would need to be added. Finally, it was found out both teachers and students have positive attitudes towards the CRE.

The researcher recommends that audio-visual and real objects resources should be used to teach CRE since it would improve the use of life approach. The CRE teachers should also be taken for in-service courses to equip themselves with the teaching of the use of life approach. The head of department should enhance supervision of CRE curriculum for better CRE results. The Researcher also recommends that teachers who do not compensate missed CRE lessons to compensate them. Finally schools that do not have libraries should establish them and equip them with CRE textbooks.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The life approach has along history especially the teaching of catechist of the Catholic Church. It was developed between the 1950s and 1960s particularly through catechetical congresses held in Bangkok, Thailand in 1962, Kaligondo, Uganda in 1964 ,Manila, Philippines in1967 and Medellin, Colombia in 1968 (Mayer 2009). Lombana (2002) states that life approach was used in Colombia to support students' expression and creativity during their composition writing and communicative process in English which was a new language. Life approach is a method of teaching CRE with the use of real, concrete and the present situation of learners' experiences. That is why its used in Kenya by all secondary schools to teach CRE Nasibi (2006). The CRE teachers therefore need to be thoroughly prepared to use this method in order to implement the CRE curriculum. This will enhance their ability to interpret and implement the CRE curriculum objectives by the Ministry of Education as stipulated in the syllabus ; by the end of the CRE course at secondary level the learner should be able to;

. Appreciate ones own religious and that of others.

. Acquire principles of Christian living.

. Develop a sense of self-worth and their identity for ourselves and others.

. Acquire the knowledge and attitudes to think critically and make appropriate social, moral spiritual decisions.

. Get better understanding of God (Kenya Institute of Education Syllabus 2006)

When a survey was done in secondary schools in Nairobi to find out the extent to which teachers of Christian Religious Education use the life approach in the teaching of the subject. The data collected from 61 teachers of the CRE from30 selected secondary schools in Nairobi using questionnaire and 0bservation of CRE lesson in forms 3 and 4 they found out that the teachers were not adequate professionally to use the life approach in terms of pre-service training. As a result the teachers used the life approach to a limited extent in teaching CRE which leads to poor performance, (Ombuna, 1998). It was also designed to find out whether teachers were academically professionally prepared to use the life approach in teaching of CRE in the secondary schools and whether they encountered any problem in their use of the life approach, the study also hopes to come up with suggestions on how the use of the life approach in the teaching of CRE in the secondary schools in Tabaka division could be improved since has recorded the lowest grade, with unstable and inconsistent CRE results among the divisions in Gucha South district Kisii County between 2008-2011 as shown in the table below

Table 1.1 KCSE CRE mean grade for Gucha South District (2007- 2011)

Year	Tabaka	Bomonyara	Nyamarambe	Moticho	Etago
2007	C	C	C+	C-	C
2008	C-	C	C+	C	C
2009	C	C	C	C	C
2010	C-	C-	C	C-	C
2011	C-	C	C	C	C

Source: Data from District Education Office Gucha South (2012)

This is an indicator that there is a problem that is limiting good performance in CRE subject. This study focuses on the use of life approach in implementation of CRE curriculum because the performance of CRE depends on how well the instruments are implemented.

1.2 Statement of the problem

Implementation of CRE curriculum in Tabaka division between 2007 – 2011 produced inconsistent CRE result. In 2007, the CRE performance for the division was at grade C in 2008 it dropped to C-. In 2009 the performance improved to C while in 2010 and 2011 the performance dropped to C- shows that life approach is not used or it is used in a limited way.

Christian Religious Education has a vital role in inculcating moral values and life skills and that is why it is an examinable subject in the 8-4-4 system of education in Kenya. However, the trend of CRE performance in Tabaka division was not

stable and consistent between 2007 -2011. The CRE subject produced fluctuating mean grade of C-When students score higher grades of A and B the curriculum is regarded to have been fully and effectively implemented (KNEC, 2011). The low performance in CRE in Tabaka division raises concerns on how the curriculum was implemented. This leads the researcher to investigate the use of life approach for implementation of CRE.

1.3 Purpose of the study

The purpose of the study was to investigate the use of life approach in implementation of CRE curriculum in Tabaka Division Gucha South District-Kisii County.

1.4 Objective of the study

The objectives of the study were

   i.   To determine extent to which teachers professional training influences the use of life approach in implementation of CRE curriculum in Tabaka division.

   ii.   To establish the extent to which availability of teaching learning resources of CRE influence the use of life approach in implementation of CRE curriculum in Tabaka division.

iii. To examine ways in which supervision by heads of humanity departments influence the use of life approach in implementation of CRE curriculum in Tabaka Division.

iv. To examine whether time allocation influence the use of life approach in implementation of CRE curriculum in Tabaka Division.

v. To examine how the attitudes of teachers and students influence the use of life approach in implementation of CRE curriculum in Tabaka Division.

vi. To examine the role of teachers in use of life approach in implementation of CRE curriculum in Tabaka Division.

1.5 Research questions

The following were the research questions that guided the study

i. To what extent does teachers' professional training influence the use of life approach to implement the CRE curriculum in Tabaka Division?

ii. To what extent does the availability and adequacy of teaching learning resources of CRE influence the use of life approach in implementation of CRE curriculum in Tabaka Division?

iii. To what ways do the heads of humanity department supervise the use of life approach in implementation of CRE curriculum in Tabaka Division?

iv.   How does the time allocated to teaching of CRE influence the use of life approach in implementation of CRE curriculum in Tabaka Division?

v.   How does the attitude of teachers and students influence the use of life approach to implementation of CRE in Tabaka Division?

1.6 Significance of the study

The findings of the study may assist policy makers to make decisions on the use of life approach in the implementation of CRE curriculum in order to improve performance of CRE in KCSE. The findings helped the school administrators to identify areas of weakness in curriculum implementation and address them to avoid poor performance in CRE.

The study also would help Quality Assurance and Standard Officers to advise teachers on the importance of using life approach when teaching CRE. The study also helped the learners to enjoy, understand CRE and pass it.

1.7 Limitations of the study

This study being a small scale based on a rural setting, its findings should be generalized with caution to urban settings. The study was only carried on public secondary schools in Tabaka division. There is need to include private schools because they all do CRE as a subject in their KCSE.

1.8 Delimitations of the study

The study was conducted in Tabaka division in Gucha south, Kisii County because it has secondary school of different categories with high student populations. The division had inconsistent CRE results between the year 2007 and 2011 and very few students enroll in CRE every year.

1.9 Assumptions of the study

The following are the assumption of the study:

i. The respondents provided their response to the items in the study.

ii. The selected schools provided the required data to address the research problem adequately.

iii. That the CRE teachers were aware and familiar with curriculum changes in secondary school Christian Religious Education.

1.10 Definitions of significant terms

The following were the significant terms used in the study;

Attitude refers to sum total, one feeling, bias and pre conceived convictions.

Curriculum implementation refers to the process of understanding the new curriculum to ensure that it reaches the learners properly.

Curriculum supervision refers to the process of assessing whether the content presented to the learners is the same as in the syllabus.

Life approach refers to teaching with real, concrete, the present situation of learners and letting them arrive at a religious understanding of those experiences.

Performance refers to students achievement at KCSE examination which is graded on a 12 points scale the highest being (A) and lowest (E).

1.11 Organization of the study

The study was organized into five chapters .Chapter one of the study was comprised of a general introduction which contains background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions and significant of the study which gives the relevance of the study. It also contains limitations and delimitations of the study. The second chapter was focusing on literature review which was divided into sections introduction, role of the teachers, teaching learning resources, time allocation, and supervision by the heads of department and teachers and student's attitudes towards CRE. The literature review included theoretical framework, conceptual frame work and summary of reviewed literature. The third chapter covers research methodology which includes introduction, research design, target population, sample size and sampling procedure, research instruments, data collection procedures and data analysis techniques. The fourth chapter comprises of presentation of analysis and

interpretation of data. Lastly chapter five focused on summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews the related literature to the study. The chapter consists of eight subheadings the teachers, teaching learning resources, supervision of curriculum by the heads of the humanity department, time allocation and teachers / students attitude towards CRE. Theoretical bases of the study, the conceptual frame work and summary of the reviewed literature is also in this section.

2.2. Teachers professional training

The teachers are the ones who use life approach to impact knowledge and skills to the learners, observes that the learners do the right thing (Shiphrah, 2003). Shiundu and Omulando (1992) say that the teachers should teach, guide and administer the class to enhance curriculum implementation. The teachers therefore require appropriate and relevant training to be able to teach. He also chooses learning experience and teaching methods such as the use of life approach. Bishop (1985) postulates that training of teachers is mainly attached to one's qualifications and goes a long way equipping teachers with skills to enable them implement curriculum.

 Ornstein and Hunkins (1993) say that the teachers are virtually untapped sources of energy and insight that are capable of changing the school if they act as a group

and direct their energy to curriculum implementation. The success of any curriculum implementation depends on the teachers involved in its implementation. The CRE curriculum implementation will be successful when the teacher efficiently uses life approach to implement curriculum. Rombo (1989) says that teachers are central in any curriculum implementation as they receive, interpret and implement the objectives of any learning activity, educational programme remain unfulfilled without the active cooperation of classroom teachers.

The teacher training equips the teacher with the necessary skills in to be flexible in teaching situation. Retraining is required for teachers to be able to handle the several change introduced to the CRE curriculum effectively, teachers need appropriate and relevant training to be able to handle curriculum implementation. Teachers must be learners throughout their professional lines (Oluoch, 1982).

Teachers are the main agent of applying the use of life approach in implementation CRE (Bishop 1985, Hawes1978, Giroux 1998). The teacher therefore requires adequate preserves and in-service training to be able to handle curriculum implementation effectively and efficiently (Jonathan, 1998). If teachers are not adequately prepared they would face some difficulties in implementation the curriculum. Nasibi (2006) states that a teacher has a leading and important role to play in what to teach and how to teach it. The role of the teacher in curriculum implementation consists of organizing the environment. For

effective learning of the child (Dewey, 1916) the teacher also needs real approach in discharging his duties in respect to curriculum implementation, teachers need to be thoroughly prepared to be able to implement changes in curriculum.

Shiphrah (2006) the teacher needs to be pre-serviced on how to use life approach when implementing CRE curriculum. Beauchamp (1975) supports this view when he states that teaches is a necessary perquisite for curriculum implementation is the teachers to the curriculum. The government has pursed this view but it emphasized on training science teachers through SMASSE (strengthening mathematics and science in secondary education) more than teachers of humanities which have created a negative attitude among CRE teachers.

2.3 Availability of teaching and learning resources.

Teaching / learning resources are vital in any meaningful system of education. These materials would include books, mass media programmes and syllabuses to help teachers to impact the real knowledge (Bishop, 1985). Observation that if any meaning of implementation of a curriculum should take place. There should be ready and continue supply of teaching learning resources. Mobisa (2003) studied the use of instructional resource in secondary school in Kenya has revealed that teaching and learning resources play vital role in the learning.

Non print resources like video tapes, real objects, slides and films as well as resource persons can play important role in the use of life approach in implementation of CRE curriculum. Nasibi (2006) found out those resources

persons are used only in schools that perform well. The physical facilities in a school if well managed would enhance the use of life approach in implementation of curriculum. According to (MOEST, 2000) issues related to lack of inadequate of resources demotive both teachers and students which in turn inhibit implementation of a curriculum. Mostly CRE implementation depends on the class textbooks, revision books and spacious room for learning where the students can also have small group discussions (Evening, 1994). The inadequate time allocated to the subject teaching and learning resources contribute a lot to poor implementation. Evening (1994) and Grimilt (1997) noted that the teaching of CRE can be improved by the use of life approach.

Teaching learning resources are keys in the effective delivery of the curriculum (Ministry of education 2000).In absence of learning materials classes will be teacher centered and students will not do their work independently. Learning materials are critical inputs in the teaching since they assist learners to synthesize what is learnt (Kereria 2007). However textbook alone are not adequate they should be backed up with reading materials such as newspapers, cuttings magazines. Magoma (1999) found out that lack of text books impact negatively on learners performance because they bridge the gap between teacher and student. Wanjiku (2001) found out that even in school where resources are available and not used effectively the curriculum was still affected. This proves resources are directly related to effectiveness of CRE curriculum implementation in schools if we expect CRE as a subject to be performed well.

2.4 Supervision by heads of humanity department.

The productivity in any organization is a function of how well employees perform their various tasks (Woofford 1971). School as an organization has several functions and departments that require supervision for optimum productivity in terms of academic excellence of the curriculum. The head of the department must supervise the teachers in class when they are teaching, motivate them and give them the learning resources teacher in order to achieve admirable academic performance. According to Oricho (2000) as quoted in Mbaabu (2004) states that heads of departments are charged with responsibility of supervising and harmonizing the roles of various group such as teachers and students. They are the one who made sure that life approach has been used in school when teaching CRE (Dean, 2000).

The heads of department are charged with the responsibility of supervising and harmonizing the roles of various groups of people like teachers in observing the use of life approach in implementation of CRE curriculum (Mbaabu, 2004). Zauscher (2002) it states among other roles of the head of department is to see that the teachers are doing the right thing through the observation and checking the learners work. Therefore, the head of humanity department being in charge of the department should ensure that life approach has been used when teaching CRE. The heads of department, therefore, should be in touch with how the use of life approach in curriculum implementation was done in the school. To enable

teachers to participate in life approach to implement curriculum, they need continuous support from the heads of departments.

2.5 Time allocation and utilization

Shiphrah (2009) states that life approach was one of the method which needs enough time when teaching CRE since it has a wide syllabus. Fullan (1971 states that there was connected between new expectations for teacher and time. According to Fullan adequate time brings meaningful change in education. Teachers require time to interact with peers, time to attend seminars and workshops as well as in-service course. MoE (2000) highlight that time was an inelastic resource and therefore time management was crucial for effective teaching and learning. Time allocation and utilization in relation to coverage of syllabus has influenced the use of life approach in the implementation of CRE curriculum. Keriria (2004) found out that teachers work load influence the teachers effectiveness. Teachers with high work load and other responsibilities like sports are inadequately. There has been a constant complaint that three lessons allocated to teaching CRE in a week is not adequate to teaching and learning of a subject because it was not enough for the use of life approach. Nderitu (1999), Mulurro (2001) and Emoit (2008) observed that time allocated to the teaching of a subject influence curriculum implementation was that if the subject is allocated more time the learners are likely to understand it better, the CRE is allocated three lessons in Form One and Two and four lesson in Form

Three and Four which are not adequate to cover CRE curriculum. Shiphrah (2009) life approach needs a lot of time, time wasted will not allow you to complete the syllabus.

2.6 Attitudes of teacher and student

In school, students who opt to take CRE subject are ridiculed by other students because they regard it as feminine and easy and has fewer job opportunities. Bright students even are advised by the teachers to drop Art subjects in favor of science subject. Many boys prefer geography to CRE while many girls enroll in CRE because it is perceived as an easy subject. Both students and teachers need to change their attitude towards CRE since others have negative attitude, it is important as other science subject for it trains the learners in all dimensions of life for example; holistic development of the learners so that the learners can contribute positively to development of society.

Githaiga (2002) found out that 40 students out of 909 students and 20 teachers out of 149 teachers dismissed CRE. Other student suggested CRE to be removed from curriculum. Some principals also contribute student's negative perception of CRE by assigning any teacher to teach CRE in times of shortage of CRE teachers.

The morale of the students and teachers would be improved towards CRE by the use of life approach since it involves the students and teachers experiences. The students look down at the CRE and treats it as an easy subject and do not put a lot of time to the subject (Ngunju 2008). The student receive negative attitude

from peer pressure and some drop CRE at form three and those who continue with it feel as if they are doing worthless subject (Nyaguthii 2008).

Gold stein (1980) as quoted by Nyaguthii (2008) puts that perception and attitudes are mental images that individuals have about surrounding. He argues that one's perception about something depends on the value that person attaches to that thing so students attitudes towards CRE affect the implementation and the performance.

2.7 Summary of the reviewed literature

Previous research has been studying different issues and aspects that relate to CRE and consequently influence on implementation of CRE. Cheben (2002) studied how student perception of importance of CRE in character development. This perception of the students towards CRE affects its implementation. Constrains facing teachers of CRE in particular using life approach have also been defined (Ombuna 1998, Ngunju 2008). They found out that teachers depend mostly on Lecture methods which make the students to have negative attitude towards CRE and affect its implementation.

Despite all that had been done in the literature reviewed, the studies didn't specifically study the use of life approach in the implementation of CRE curriculum which this study focused to study. Therefore, dependent variable in this study process is implementation of CRE while independent variable will be the use of life approach. The student's performance in CRE was the measure of achievement between the dependent and independent variable

2.8 Theoretical framework

This study adopted the instructional theory by Jerome Bruner's (1996) which states that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. As far as instruction was concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in a real dialogue. The task of the instructor was to translate information to be learned into a format appropriate to the learner's current state of understanding. Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned. Bruner further states that a theory of instruction should address four major aspects:

(1) Predisposition towards learning,

(2) The ways in which a body of knowledge has been structured so that it has been most readily grasped by the learner,

(3) The most effective sequences in which to present material, and

(4) The nature and pacing of rewards and punishments.

Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information. In his more recent work, Bruner has expanded his theoretical framework to encompass the social and cultural aspects of learning as well as the practice of law. This theory

has facilitated the use of life approach in implementation of CRE in public secondary schools in Tabaka Division. The Bruner`s suggests that the characteristic of changes should be considered in curriculum implementation .this study considered attitude of students, attitude of teachers, role of teacher`s supervisory role of heads of department on CRE implementation. It also used the external factors like textbooks, teaching aids and facilities in the use of life approach in CRE implementation. The theory indicates that teachers are important in success of the use of life approach in CRE curriculum implementation and the study considered CRE teacher as important variable to life approach in CRE implementation.

2.9   Conceptual framework

Figure 2.1: Conceptual framework

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┌──────────────────────────────┐
│ Teachers' professional training │
└──────────────────────────────┘

┌──────────────────────────────┐
│ Teaching /learning resources   │
└──────────────────────────────┘

┌──────────────────────────────┐                ┌──────────────┐        ┌──────────────┐
│ Supervision by the heads of    │                │ Use of life  │───────▶│ Implementatio│
│ humanity departments           │                │ approach     │        │ n of CRE in  │
└──────────────────────────────┘                └──────────────┘        │ Tabaka       │
                                                                         │ Division     │
┌──────────────────────────────┐                                        └──────────────┘
│  Attitudes of teachers and     │
│ students                        │
└──────────────────────────────┘

┌──────────────────────────────┐
│  Time allocation               │
└──────────────────────────────┘

┌──────────────────────────────┐
│ Role of teachers               │
└──────────────────────────────┘
```
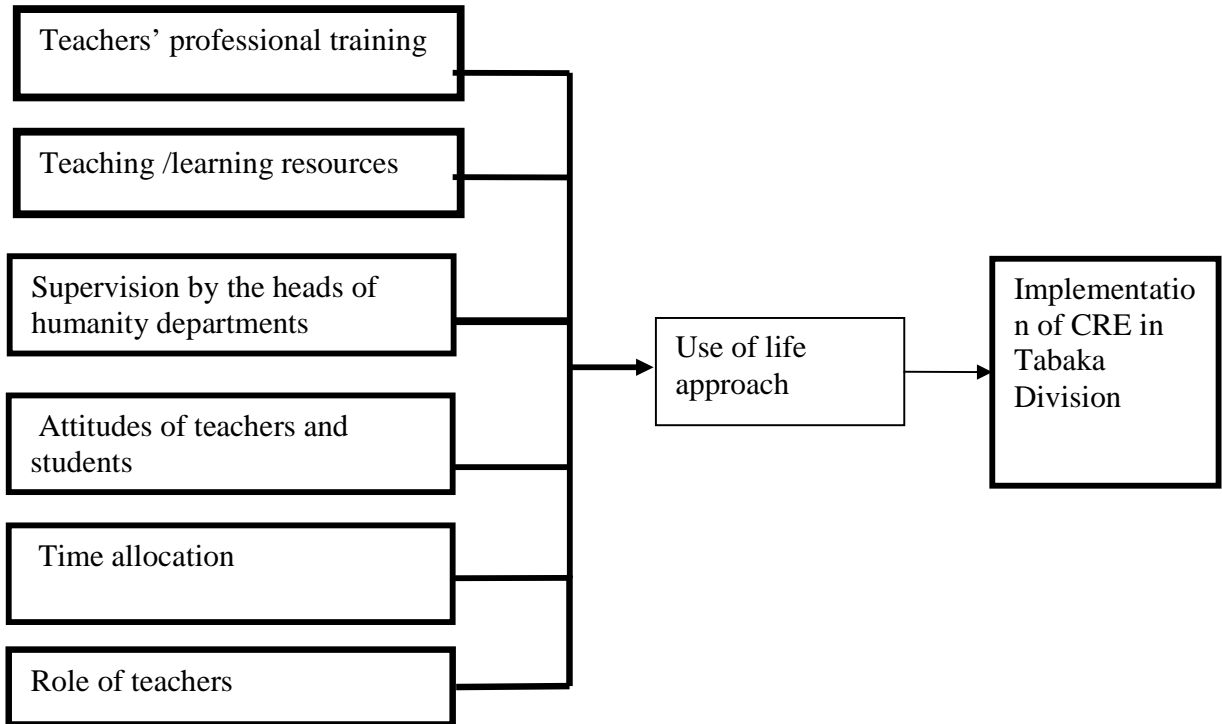
Figure 2.1 shows the conceptual model that encompasses the major variables (Teachers training, teaching/learning resources, supervisions by heads o departments, attitudes of teachers and students, time allocation and role of teachers) and their pattern of influence on each other and eventually on the use of life approach which cause the effective CRE curriculum implementation which leads to good performance in CRE. The figure shows that adequate preparation of teachers, prompt supply of adequate physical facilities and the learners effort leads to effective curriculum implementation which was indicated by good

performance in CRE on the other hand external factors, like teaching, learning resource such as textbooks, teaching aids, syllabus and physical facilities influence the use of life approach in implementing CRE curriculum.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gave the details of methodology used in this study. It describes the research design, target population, sampling techniques and sample size. The chapter also highlights construction of research instruments, reliability and validity of the research instruments, data type, sources and methods of data collection and data analysis.

3.2 Research design

This study employed descriptive survey design to investigate the use of life approach in implementation of CRE curriculum in Tabaka division. Descriptive survey was a design through which data is collected from members of target population to determine current status of that population in respect to two or more variables (Mugenda & Mugenda 2010).

This design helped the researcher to get generalized characteristics about the target population. It was also helped the researcher to collect relevant information with minimal expenditure of effort time and money. It enhanced description of the state of implementation of CRE in Tabaka division.

3.3 Target population

Kombo and Tromp (2006) define target population as a group of individuals object or items from which samples are taken for measurement. It refers to an entire group of persons or element that has at least one thing in common. The study was conducted in 30 public secondary schools of Tabaka division that offer CRE as a subject for KCSE. They included 9 provincial mixed boarding schools and 21 mixed day schools. The target population for this study was 3520 students, 80 CRE teachers and 30 heads of departments. This study targeted all students

3.4 Sample size and sampling procedures

The researcher used 30 schools in the sample study and out of these, 2 schools were used for piloting. To get sample size of student the researcher accessed 10% of the students from 30 schools. Gay (1992) postulates that for large populations a sample size of at least 10% of population was a good representation. Using Gay's suggestion 10% of 3520 was 352 students. The sample size was 16 students from each school .Proportionate sampling technique was used to select 4 girls and 4 boys in form three in provincial mixed schools and 4 girls and 4 boys in form four from mixed day schools.

In order to select respondents from provincial mixed boarding simple random sampling technique was used to select 8 students from form three and 8 students from form four from each school four per gender. All the heads of departments was included in the sample. The sample had 30 teachers from sample schools who

handle CRE. Where a school has more than one CRE teacher their names were written on papers mixed and pick the name of one teacher.

3.5 Research instruments

In order to achieve the objectives of the study, primary data was collected by use of questionnaires. This research instruments included two questionnaires prepared for teachers and interview schedules. The questionnaire was used because it saves time and it was also economical. The questionnaire was the heart of survey operation (Orodho, 2004). Moreover, the respondents felt free to give frank answers to sensitive questions especially if they are not required to disclose their identity. The researcher developed closed and open ended questions

The questionnaire comprised of five sections for heads of department. Section A gathered biographical data of the teachers like area of specialization per subject, employee years of experience and years of teaching in the current school. Section B carried information on teaching / learning resource section C gathered information on teachers. Section D gathered information on time allocation section E has training of teachers and section F gathered information on attitude of teachers. The questionnaire had a total of twenty three items. The questionnaire was developed by the researcher.

Questionnaires for CRE teachers carried a brief instruction for them on how to respond to the questionnaire. It comprised of open ended and close ended questions and like attitude scale. It had four sections section A searched

biographical data such as gender and type of school. Section B gathered information on availability of sources section C gathered information on time allocation while section D assessed attitude scale that measure learner's attitude towards CRE. This questionnaire carried a total of thirteen items and was developed by the researcher.

The researcher also used interview schedules to collect in depth information from heads of humanity departments in the division. The heads of departments schedule contained both closed and open ended questions. Open ended questions searched information on availability of CRE resources, departmental CRE meetings, teaching learning resources and curriculum supervision. The interview guide had nine items.

3.7 Instruments reliability

Reliability concern the degrees to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2005). The test re-test method to be used to measure reliability of the research instruments contained both closed and open ended items. These involved administering the same questionnaires at an interval of one week to two schools and compare the two score. This aimed at finding out if the results are consistent to determine the reliability of instrument. The two schools were excluded during the final study. Kuder Richardson formula 20 was used to test the reliability of instrument (Rosenburg 1993).

S – R20 = $\underline{KCSD2 – X (K-X)}$

$\qquad$ SD2- (K-I)

Where R = total test, X = mean of scores, K =number of item in the test and SD = standard deviation of the score. If the correlation was more than 0.7 then there was a strong correlation and if it was less than 0.5 it was a weak correlation. The responses from the two schools were coded and analyzed using SPSS data analysis software. The two tests should be correlated to determine the consistency of the two set of scores. The researcher accepted a reliability coefficient equal to 0.7 and above this authority of Nullay (1978)

3.6 Validity of instrument

Validity was the degree to which the empirical measure of the concept was accurately measuring the concept, which it was meant to measure (Bryman, 2004). The purposes of enhancing content validity, the piloting of the research instruments was undertaken to enable the researcher to find out if they measure what they are meant to measure. To ensure content validity, the researcher constructed items based on the research objectives. The researcher used panel of two supervisors who conducted face to face validity in order to give a feedback and recommendations on whether the set of items in the research instruments were constructed, accurately and represented the research objectives.

In order to improve the validity of the research instruments, a pilot study carried out in the two sampled schools. Kothari (2008), a pilot study was considered

advisable to undertake a preliminary survey to ascertain the errors and omission in the research instruments. The aim of the pretesting was to gauge the clarity and relevance of research instruments. This ensures that those items found to be inadequate for measuring variables were either be discarded or modified to improve the quality of the research instruments.

3.8 Data collection techniques

The questionnaire and interview schedules were used for collecting data. The researcher distributed and administered most of the instruments in person. Fewer Instruments were however distributed and administered through ministry of education officials. The researcher got permit from National Council of Science and Technology, he/she also got permission from the DEO and lastly at the schools, the researcher first search for permission from the management. The researcher talked to all the teachers and students who participated in the study and explain to them the purpose and objectives of the research. Considering the distance that was travelled by the researcher, respondents were in many cases be asked to complete the questionnaires while the researcher waits to collect them the very day.

3.9 Data analysis techniques

Data analysis was the process of systematically sorting and arranging data and other materials from the field with an aim of understanding and presenting to the others (Ngunju 2008). Data collected was analyzed using descriptive statistics and

content analysis descriptive statistics refers to the procedures for organizing summarizing and describing quantitative information know as data (Amollo, 2008). All answered questionnaire item and answer were organized through coding by categorization. This involves identifying item that have the same themes and putting them in topics. The quantitative data was analyzed with the help of statistical package for social sciences (SPSS) version 16.0 for windows data was presented using frequency distribution table and percentage. Qualitative data were first be analyzed by content analysis by dividing data into views and sub topics according to questionnaires items and then result was analyzed by descriptive analysis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter represents the findings of the study under five themes derived from the research questions. The purpose of the study was to investigate the use of life approach in the implementation of CRE curriculum in public schools in Tabaka Division.

4.2 Questionnaire return rate

The researcher gave out 22 questionnaires for the CRE teachers and they were all answered and returned. He also administered 22 interview guides for the heads of departments and they were all answered. To collect data from students the researcher gave out 352 questionnaires which were answered apart from 2 questionnaires.

4.3Analysis of Demographic information

The following are the general analysis from the responses.

4.2.1 Gender of CRE teachers

The researcher wanted to find out teachers gender whether male or female. This was considered to be an important variable because if males would be more CRE teachers it would encourage more boys to enroll in CRE. Majority of the teachers

of CRE in the division were female (73%) while the male teachers made (27%). This implies that more female trained as CRE teachers than males. More males should train as CRE teachers so as to encourage boys to enroll in CRE and not regard CRE as feminine subject.

4.2.2 Number of teaching years

The teaching experience of the teachers was considered an important variable assuming that teachers with more teaching experience were more likely to teach the results are in table 4.1 below

Table 4.1 Number of teaching years

Years	Frequency	Percentage
1-5 years	11	50.0
6-10years	8	36.4
10 years and above	3	13.6
Total	22	100

The analysis on teachers' teaching experience was presented in table 4.1, 50 percent of the CRE teachers in the division taught between 1-5 years 36 percent of the teachers had teaching experience between 5 and 10 years. The teachers of CRE with experience above 10 years were the minority, i.e. 14 percent.

4.2.3 The employers

The employer was considered an important variable because teachers employed by the TSC are better remunerated than their counterparts employed by the school Board of management. Teachers employed by the Board feel demotivated and have negative attitude towards work, when the researcher interviewed teachers of Tabaka division he/she found that most teachers, 73 percent were employed by the Teachers Service Commission, while 27 percent are employed by the school Board of Governor.

4.2.4 Type of school

The researcher asked the students indicate whether they were in boarding or day schools. This information was necessary to find out where majority of students went to school. The analysis indicated that 19Percent of the students were from boarding schools and majority 81 percent of the students was from day schools.

4.2.5 Students gender

Student gender was considered an important variable because both boys and girls took CRE and would like to know who select CRE subject more than the others. The analysis represented the gender of the students. Majority 63% of the students who take CRE in the divisional were female while the male student made 37%. This meant that the few boys who took CRE did not like it and could have been

forced to take CRE. They felt as if they were doing girls subject and did not perform well.

4.3 Teachers' professional training and use the life approach in the implementation of CRE

The researcher sought to find out whether the teachers were professional trained to use the life approach, in order to implement the CRE curriculum. In pursuit of this the researcher investigated factors such as pre-service training, academic qualification, and subject combinations. student background was also investigated because students were the main players in curriculum implementation.

4.3.1 Academic qualifications for Heads of Departments and teachers

Academic and professional training are factors that influence the implementation of any curriculum. Sifuna(1975) showed that teacher academic and professional qualification are important predictors of quality teaching. The researcher therefore sought to find out whether heads of department and teachers were thoroughly trained to handle CRE. The results are presented in table 4.2 below.

Table 4.2 Academic qualification for Head of Department and Tea

	Head of department		Teachers	
Qualification	Frequency	Percentage	Frequency	Percentage
BED	15	68.2	18	81.8
Diploma	5	22.7	2	9.09
BED and Maths	2	9.09	2	9.09
Total	22	100	22	100

The results of the findings presented in the table 4.2 indicate that 68 percent of heads of departments were bachelor of education holders. While 23 percent held diplomas and only two head of department held masters of education. Most of the teachers (82%) had bachelor of education while 9 percent held diploma and 9 percent had masters of education.

4.3.2 Teachers' subject combinations

Teachers are central in all aspects of education within the school situation. Their interest in the subjects they specialized enhanced the use of life approach in implementation of CRE curriculum. The researcher sought to find out whether teachers' combinations. The results are presented in table 4.3 below

Table 4.3 Teachers' subject combination

Qualification	Frequency	Percentage
CRE/GEO	5	22.7
CRE/HIST	13	59.0
CRE/KISW	2	9.09
CRE/ENG	2	9.09
Total	22	100

Table 4.3 presented the subject the teachers specialized in their pre-service training. Majority of teachers 59 percent trained in CRE and History while 23 percent trained in CRE and Geography and 9 percent trained in languages namely Kiswahili and English.

4.3.5 Pre-service of CRE teachers

According to Kynacoo (1986) the essence of effective teaching lies in the ability of the teacher to set up a learning experience which brings about desired outcome. Teacher training equip the teacher with necessary skills in order to teach effectively.

The results showed that 90 percent of teachers were adequately prepared to teach CRE but 9 percent of the teachers felt that they were not adequately prepared to teach CRE and required in service training. This implied that most of the CRE teachers were adequately prepared to teach CRE during the pre-service training.

The remaining small number of teachers who felt in adequately prepared to implement CRE curriculum could be the ones causing inconsistence results.

4.4 Teaching / learning resources influence on use of life approach

Resources are considered one of the key variables in the use of life approach in implementation of CRE curriculum. The researcher sought to find out how the teaching and learning resources influence the use of life approach in implantation of CRE curriculum.

4.4.1 Teachers' suggestion on how life approach can be improved

The researcher asked the heads of departments to make some suggestions on how the use of life approach in teaching CRE could be made better and effective. The results are presented in table 4.5 below

Table 4.5 Suggestions on CRE implementation

Suggestions	Frequency	Percentage
Enough CRE teachers to enhance		
Effective curriculum	7	31.8
In-service courses for CRE teachers	7	31.8
Symposium for students	2	9.09
More text books	4	18.2
Supervision of curriculum delivery	2	9.09
Total	22	100

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Some suggestions given in table 4.5 include: employing enough CRE teachers, organize in-service courses for teachers, symposium for students, more text books and supervision by Heads of humanities departments. This implied that teachers were very vital variables in terms of the teaching of CRE curriculum implementation. They should also be thoroughly trained on how they could teach CRE using life approach effectively. In-service of teachers also plays an important role in how life approach could be used to teach CRE, because teachers are equipped on how to handle changes in curriculum.

4.4.2 Adequacy of CRE materials

The researcher asked teachers to indicate whether the CRE teaching resources were adequate in their schools, that could be implement the use of life approach. The analysis showed that 55 percent of the teachers agreed that CRE teaching resources were adequate in schools but 45 percent stated that there were schools that did not have adequate CRE teaching resources. This could be the schools that pulled down the mean of well performing schools. When almost half of the school did not have the adequate CRE resources then the implementation was not thoroughly done and the CRE results were not stable.

4.4.3 Recommended CRE textbooks

In relation to the textbooks for CRE approved by the Ministry of Education Science and Technology, the researcher sought to establish whether schools used

approved textbooks when teaching CRE using life approach. The researcher wants to find out the textbooks the teachers us when teaching CRE using life approach. The analysis showed that all teachers used textbooks approved to teach CRE. It implied that all schools had complied with the government guidelines on use of approved textbooks and were prepared the students in the right direction. This had a positive effect on the teaching of CRE using life approach.

4.4.4 Criteria used to select CRE teaching resources

It was also necessary for researcher to find out criteria used by teachers to select CRE teaching resources because are important in the teaching CRE using life approach in curriculum implementation. The results are presented in table 4.6 below.

Table 4.6 Criteria used to select CRE teaching resources

Criteria	Frequency	Percentage
Objectives	4	18.2
Class size	9	40.9
Learner ability	4	18.2
Topic	5	22.7
Total	22	100

The table 4.6 indicated that majority 41 percent of teachers used class size to select their teaching resources. Those who used topic to select teaching resources

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were 23 percent, 18 percent of teachers used objectives and only 18 percent of teachers used learners ability to select teaching resources. This implied that majority 41percent of teachers were only concerned with the student/textbook ratio and not that it could assist the teacher to achieve the objects and the learners' ability.

4.4.5 Audio visual resources and real objects used by heads of departments

It was also necessary to the researcher to find out whether teachers used various audio-visual resources and real objects to teach CRE. The analysis showed that 82 percent of HOD started that teachers never use audio-visual resources nor real objects to teach CRE and 18 percent also said the use of Audio-visual and real objects was rare in their. The head of departments also concurred with teachers that audio-visual and real objects are never used to teach CRE in schools, all the heads of department (100%) stated that Audio-visual resources and real objects are not used to teach CRE. This showed that all schools ignored using these resources and teachers were using the same teaching methods to teach CRE. This implied that they are not teaching CRE using life approach.

4.4.6 Audio-visual resources and real objects by teachers

The researcher wanted to establish whether teachers used audio-visual resources and real objects in teaching CRE.
The following were the results on whether teachers used Audio- visual resources and real objects to teach CRE. The teachers indicated like the heads of humanity

departments that audio-visual resources and real objects are not use to teach CRE. The response was 100 percent   negative.

4.4.7 Number of CRE textbooks used

Textbooks are one of the key teaching resources are of factors influence the use of life approach in teaching CRE properly. The researcher wanted to find out the number of textbooks teachers used when teaching CRE to enable him or her teach CRE properly. The results are presented in table 4.7 below.

Table 4.7 Number of CRE Textbooks used by students

Textbooks	Frequency	Percentage
1	2	9.09
2	10	45.5
3	6	27.3
4 and above	4	18.2
Total	22	100

Table 4.7 showed findings of the number of textbooks used to teach CRE. A small number of 10 percent used only one textbook to teach CRE, and another small number of 18 percent used four and more textbook to teach CRE. The findings showed that majority of teachers 72 percent used two or three textbook to teach CRE.

This implied that those using one or two textbooks could have shallow notes to teach CRE, which could influence the use of life approach. The 9 percent of teachers using only one textbook did not have comprehensive notes and they got a problems in extracting the real so that he/ her to express the reality for students to enjoy.

4.4.8 CRE Textbook ratio

In order for the students to perform well and have consistent KCSE results, the ratio of textbook should be one textbook for one student. The researcher wanted to find out the ratio of the textbooks to students. The results are presented in table 4.8 below.

Table4.8 CRE Textbook ratio

Textbook ratio	Frequency	Percentage
1:1	144	41.1
1:2	125	35.8
1:4	81	23.1
Total	350	100

Table 4.8 showed the findings of the item of student textbook ratio for CRE. Some of the students 41 percent indicate that they had 1 CRE textbook for each student. Those who shared one book between two formed 36percent and 23percent of the students indicated that one textbook was shared among four

students. This means the textbooks for CRE were not very adequate and the teaching using life approach could not be fully covered because the students did not have enough textbooks for CRE. The students were not also able to do CRE homework for lack of textbooks.

4.4.9 School library

Library is crucial in an education institution for reference and further reading after class work. Thus the study sought to establish whether the schools had school libraries. The findings showed the responses of the students concerning school library. From the findings 41percent of the students indicated that there were libraries in their schools and 59percent of the students stated that there were no libraries in their schools. This implied that more than, half of the students did not visit libraries for further reading on CRE, which would be one of the factors influencing the teaching of CRE using life approach.

4.4.10. Rating of library CRE textbooks

The researcher further sought to find out whether libraries were stocked with CRE textbooks to facilitate learning of CRE through life approach and address the inconsistence of the CRE performance. From the findings 38 percent of the students indicated that their libraries had adequate CRE text books but majority of the students 62 percent indicated that their libraries were not stocked with CRE books. So even those who visited the libraries did not have enough CRE books to

read and were discouraged to visit them for further reading. This in turn affected the learning CRE curriculum through life approach.

4.5 Supervision by heads of department

Supervision of the use of life approach in implementation of CRE was paramount for consistent and good KCSE results. The study embarked on establishing how the Heads of humanity departments carried on the supervision of use of life approach in the teaching of CRE.

4.5.1 Departmental CRE meetings

Teamwork is important for academic success to be attained in CRE performance. The researcher sought to find out whether teachers in humanity departments met to discuss the use of life approach in the teaching of CRE.

The finding showed the responses of teachers. Majority (59%) of teachers indicate that they held departmental meetings, but 41 percent of teachers did not hold departmental meetings. Departmental meeting are important in order to discuss how life approach is used to teach CRE should be improved. This implied that those who did not hold meetings did not discuss ways of how use of life should be used and how it could be improved.

4.5.2 Check schemes of work

The making of schemes of work this is to be aware about the syllabus or to know the content to be coved by which form. The researcher sought to find out whether

the heads of humanity departments checked the schemes of the work. The responses revealed that most 91 percent of the heads of departments checked the schemes of works for CRE. Those who indicated that they didn't check the records of works consisted only 9 percent. It implied that teachers who did not keep or make schemes of work were not prepared to implement the use of life approach in C RE curriculum.

4.5.3 Checking record of work

In ensuring that the CRE curriculum is implemented effectively, the heads of humanity departments should check record of work as one of the professional documents. This would made teachers to prepare thoroughly. Majority (68%) of heads of humanity departments checked the record of work for CRE teachers.

While 32 percent of Heads of Departments did not inspect the record of work of their teachers which caused inconsistent implementation of CRE curriculum, if records were not thoroughly recorded and checked, the use of life approach could not effectively done and this caused inconsistent CRE results.

4.5.4 Supervision of class teaching

The heads of humanity departments has a responsibility to induct the teachers, especially newly employed teachers. He/she should supervise the classroom teaching of the newly employed teacher with the view of helping the teacher adapt fast. The findings indicated that while majority 82 percent of heads of

departments did not supervise teachers in classroom, a small number of 18 percent of heads of department do supervise classroom teaching of CRE. Due to lack of supervision of classroom teaching of the use of life approach in teaching CRE curriculum was not fully implemented.

4.6 Influence of time allocation in use of life approach

The researcher sought to establish how time allocation influence the use of life approach in implementation of CRE curriculum various responses from teachers and students on time allocation in the following tables.

4.6.1 Students missed CRE lessons.

The researcher sought to find out from the students if they miss CRE lessons due to various reasons. The findings indicate that 26 percent of the students missed CRE lesson while 74 percent of students indicated that they did not miss the CRE lessons. This implied that if students continue missing lessons, CRE curriculum would not be fully covered.

4.6.2 Number of missed CRE lessons a week

The researcher further sought from the students who missed CRE lessons in a week to indicate how many they missed. The results are in table 4.9 below.

Table 4.9 Number of CRE lessons missed a week

Response	Frequency	Percentage
1-4 lessons	125	35.7
5-10 lessons	27	7.7
Above 10 lessons	13	3.7
None	185	52.8
Total	350	100

The students who missed 1-4 lessons were 36 percent those who missed above 5-10 lessons 8 percent, those who missed above 10 lessons were 4 percent and 53 percent indicated they did not miss CRE lessons at all. This implied that by the student losing many CRE lessons they did not cover the syllabus and curriculum was not fully covered, then it produced inconsistent CRE results.

4.6.3 Compensation of CRE lost time

It was also necessary to find out from teachers how they compensated the lost CRE lessons. The results are in table 4.10 below.

Table 4.10 Compensation of CRE lost time

Time	Frequency	Percentage
Prep	11	50
Weekends	10	45.4
Lesson time	1	4.5
Total	22	100

Table 4.10 showed that 50 percent of teachers compensated missed CRE lessons during preps, 45 percent of teachers compensated the lost time by teaching during weekends and 5 percent of teachers taught the missed CRE lessons during normal class time. This meant that teachers tried to cover the missed lessons in order to fully implement CRE curriculum. When teachers taught during preps, students did not have their free time to do assignment and their revision which impacted negatively on the students.

4.6.4 Students response on compensation of time lost

To attain consistent results in CRE implementation must be done properly by teaching and covering all missed CRE lessons. The students were asked to indicate when the CRE teachers cover the missed lessons and the following were the findings.

Table 4.11 Students response on compensation of time lost

Time	Frequency	Percentage
Prep time	193	55.1
Never	155	44.3
Lesson time	2	6
Total	350	100

It was evident from the findings that majority of the teachers 55 percent covered missed CRE lesson during preps 44 percent of the students indicated that teachers did not cover missed lessons and 6 percent of students indicated that teachers covered missed lessons during class time. The teachers who did not compensate lost time were not able to cover the syllabus and CRE curriculum not fully implemented, hence caused the inconsistent CRE results.

4.6.5 CRE lesson in a week

It was necessary to find out if the CRE teachers are overloaded with many lessons which would inhibit curriculum implementation. It was discovered that the CRE teachers are not overloaded as indicated in table 4.12 below.

Table 4.12 CRE lessons in a week

Lessons	Frequency	Percentage
14-20	14	63.6
20-27	4	18.2
27 and above	4	18.2
Total	22	100

Table 4.12 indicated that 64 percent of the teachers taught lessons between 14-20 lessons per week. 18 percent taught between 20-27 lessons in a week and 18 percent of teachers taught above 27 lessons per week.

This implied that CRE teachers were not overworked and they could comfortably cover the CRE syllabus.

4.6.6 Enough time for CRE

Time management is vital if the curriculum implementation would be realized. The findings showed response of teachers on time allocated to CRE lessons. The teachers (73%) agreed that the time allocated for CRE was enough to cover the syllabus but 27percent of teachers felt the time was not enough. It implied that the CRE curriculum was effectively and comfortably implemented with the allocated time. If the curriculum is completed on time, there would be stable CRE results.

4.6.7 Have adequate time

The students were asked to indicate whether the time allocated for CRE adequate to run the subject. The findings indicate the responses of student concerning the adequacy of time allocated to learning of CRE.(86%) of the respondents stated that the time was enough but only (14%) of the respondents indicated the time allocated to teach CRE was not enough to cover the syllabus.

4.6.8 Punctuality in class

The following were responses from the student on the teachers' punctuality in class, during CRE lessons. The findings showed that (80%) of the students agreed that teachers are punctual in CRE lessons while (20%) of the students indicated that teachers are not punctual in CRE lessons therefore the covering of syllabus is not there. It showed majority of teachers were prepared to teach, which facilitated effective implementation of CRE curriculum.

4.7The attitudes of teachers and students towards CRE

Teachers and students were asked to relate specific items indicating their attitudes toward teaching and learning CRE. Positive attitude towards the subject would influence the CRE implementation while the vice versa is also true. This section presents the responses of the attitude of both teachers and students toward CRE.

4.7.1 Prefer teaching CRE to the second subject

The researcher wanted to find out whether they preferred teaching CRE or their second subject. The results are in table 4.13 below.

Table 4.13 Prefer teaching CRE to second subject

Preference	Frequency	Percentage
Strongly agree	15	68.2
Agree	2	9.09
Undecided	3	13.6
Disagree	2	9.09
Total	22	100

Table 4.13 found out that majority 68 percent of teachers preferred to teach CRE. Those who were no sure which subject they preferred to teach most were 14 percent and 9 percent did not prefer to teach CRE as compared to their second subject. This implied that teachers liked CRE at a positive attitude toward it and this enhanced CRE implementation.

4.7.2 Enjoy teaching CRE

Based on the assumption that those who enjoy teaching their subject teach better, it was necessary to find out whether the teachers enjoyed teaching the subject. The relating on the levels of enjoyment was shown in table 4.14 below.

Table 4.14 Enjoy teaching CRE

Enjoy teaching	Frequency	Percentage
Strongly agree	19	86.4
Undecided	2	9.09
Disagree	1	4.5
Total	22	100

Table 4.14 showed the responses of teachers on their attitude toward teaching of

CRE. Majority of the teachers 86 percent indicated that they enjoyed teaching

CRE but 14 percent of the teachers didn't enjoy teaching CRE. This meant that

the syllabus was easily covered and the performance was not poor because the

teachers enjoyed teaching CRE.

4.7.3 CRE is easy to teach

The researcher sought from teachers to find out whether the CRE subject was

easy to teach. The results are in table 4.15 below

Table 4.15 CRE is easy to teach

CRE is easy to teach	Frequency	Percentage
Strongly agree	9	40.9
Agree	3	13.6
Undecided	4	18.2
Disagree	4	18.2
Strongly disagree	2	9.09
Total	22	100

According to the data in table 4.15, 53 percent of the respondents agree that CRE was easy to teach but 26 percent disagree that CRE was easy subject. There were other respondents of 11 percent who were not sure whether CRE was easy to teach or not.

4.7.4 Enjoy learning CRE

Further analysis involved students' opinion on whether they enjoyed learning CRE. The results were summarized and presented in table 4.16 below

Table 4.16 Enjoy learning CRE

Response	Frequency	Percentage
Strongly agree	232	66.3
Agree	116	33.1
Undecided	1	3
Disagree	1	3
Total	350	100

While an overwhelming majority of students 99 percent agreed that they enjoy learning CRE, another less that 1 percent did not enjoy learning CRE. This implied that students enjoyed learning CRE they passed in it because they also liked their teachers.

4.7.5 Find CRE easy

The students were asked to indicate their levels on whether CRE was an easy subject and their responses were recorded in the table 4.17 below.

Table 4.17 Finding CRE easy

Find CRE easy	Frequency	Percentage
Strongly agree	181	51.7
Agree	124	35.4
Undecided	18	5.1
Disagree	27	7.7
Total	350	100

According to the students responses in table 4.17, 87 percent of the students agree that CRE was easy to learn at 8 percent disagree that CRE was easy to learn. Only 5 percent of the respondents were not sure whether CRE was easy to learn or not. This implied that students passed CRE because 87 percent had a positive attitude toward the subject that is easy but the 8 percent who said it was not easy could be the ones who pulled down the mean and caused inconsistent CRE results.

4.7.6 Liked CRE teacher

Students who have negative attitude towards a teacher tend to hate the teacher and consequently perform poorly in that subject. The researcher sought to find out students relating on how they liked their teachers. The results are in table 4.18 below.

The results of the finding from students concerning how they liked their CRE teacher were summarized and presented in table 4.18 below.

Table 4.18 Liked CRE teacher

Liked CRE teacher	Frequency	Percentage
Strongly agree	165	47.1
Agree	109	31.1
Undecided	36	10.3
Disagree	40	11.4
Total	350	100

Majority 78 percent of the students indicated they liked their CRE teachers but 11 percent of the students stated they did not like CRE teachers. It was only 10 percent of the students who were not sure whether they liked or disliked the CRE teachers. This implied that the students had positive attitude towards CRE teachers and this impacted positively on the implementation of CRE curriculum.

4.8 Teachers contribute effectively to implementation of CRE curriculum

Rombo(1989) says that leaders are the central figures in any curriculum implementation as they are the one who receive, interpret and implement the objectives of any learning activities.

4.8.1 Storage of professional documents

It was also necessary to find out whether the teachers wrote and kept the professional documents as perquisite for preparation of effective teaching. The

findings indicated that (95%) of teachers of CRE wrote and kept professional records such as schemes of work, record of works and lesson notes. It was only (5%) of teachers that were not keeping the professional records for CRE. This meant that most teachers work professionally when a very high number of CRE teachers worked professionally, be proper curriculum implementation.

4.8.2 Preparation of CRE lesson note

Lessons notes are crucial for proper curriculum implementation. A teacher who writes and updates his teaching note is well prepared and confident and would deliver the curriculum better unlike the teacher who uses textbook to teach. The researcher found out that (77%) of teachers wrote notes updates their old notes every term and only (23%) of the teachers only wrote their CRE notes once a year. This implied that those who did not write notes go to class to teach using textbook and were not well prepared. They wasted time and did not cover the syllabus. This would translate to poor performance in CRE.

4.8.3 Methods used to teach CRE

Teachers have professional responsibility to use different teaching methods to make the subject interesting. A teacher who varies his teaching method keeps his student alive. The results are in table 4.19 below.

Table 4.19 Methods used to teach CRE

Methods	Frequency	Percentage
Lecture	14	63.6
Discussion	6	27.3
Dramatization	2	9.09
Total	22	100

Table 4.19 show different methods employed by CRE teachers to implement CRE curriculum. It was found out 64 percent of teachers used lecture method to teach CRE, 27 percent also combined it with discussion and only 9 percent employed dramatization to teach CRE.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary and conclusion from the findings of the study together with recommendations of the researcher based on the research objectives and purpose of the study. Suggestions for further research are also given.

5.2 Summary of the study

The purpose of the study was to investigate the use of life approach in implementation of CRE in Tabaka Division, Gucha South District, Kisii County.

A descriptive survey was carried out to establish the use of life approach in the implementation of Christian religious education curriculum in Tabaka Division. A sample of 396 respondents was used this included 22 CRE teachers,22 Heads of humanity departments and 352 form three and form four students who take CRE. Questionnaires and interview schedule were used to collect data. Data were analyzed using the statistical package for social sciences (SPSS) and the following was the summary of the findings of the study. Teachers acquire adequate professional training to be able to use life approach to implement CRE curriculum. Most 82 percent of them were bachelor of Education holders. It was found out that 60 percent of the teachers were not in-serviced and prepared to

implement CRE curriculum. Despite adequate pre-service training of the teachers, many of CRE teachers had never attended an in-service course (66%). All schools in the division did not use audio –visual resources or real objects to teach CRE and teachers were using one or two titles of textbooks to teach CRE. Apart from some school (41%) owning the libraries more than a half of the schools did not have libraries. And also some of the libraries were not stocked with CRE books. It was also found out that teachers wrote teaching lesson notes on termly basis but only a few wrote CRE note once a year. The researcher found out that majority of the teachers (64%) were found using lecture method to teach CRE. The researcher found out that minority (26%) of the students missed CRE lessons. Teachers made efforts to compensate the missed CRE lessons. Majority (73%) of the teachers felt that the time allocate to CRE lessons was enough to cover the syllabus. The students almost concurred with teachers that the allocate CRE time was adequate to learn CRE and cover the syllabus. Majority (88%) of the teachers were punctual in class to teach CRE effectively as indicated by of the responses from the students. Students seemed to enjoy learning and also had a positive attitude because they said it was easy to learn CRE. Majority of the students also seemed to like CRE teachers. Teachers seemed to prefer to teach CRE to their second subject. Although majority (53%) of the teachers agreed that CRE was easy to teach, others disagreed that it was an easy subject to teach. The 99% of teacher agreed that they enjoyed teaching CRE.

5.3 Conclusions from research findings

From the research findings, the researcher obtained the answers to the research problem on the use of the life approach in the implementation of Christian Religious Education curriculum in public secondary schools in Tabaka division. Several factors were found to influence the use of life approach in the implementation of Christian Religious Education and the following conclusions were made.

Most teachers teaching CRE in Tabaka Division were professionally qualified to use life approach in implementing CRE curriculum. It has also a few teachers holding diplomas and masters of education. Even though teachers received pre-service professional training the researcher felt that the teachers require in-service training to equip themselves with the changes that are required to reach CRE.

On teaching/learning resources, it was found out that teachers were not using the audio-visual resources and real objects to teach CRE. Most schools did not have libraries and those who had libraries had no adequate CRE textbooks for reference. The researcher noted that most books used to teach CRE were the ones recommended by the Ministry of Education. In Tabaka Division most teachers use the class size to select their teaching resources.

It was concluded that lack of classroom supervision affected the use of life approach in CRE implementation. However the researcher was satisfied with the keeping of schemes and record of work of CRE teachers.

Time as a variable was found to influence the use of life approach in the CRE implementation because some lessons were missed. Almost all respondents agreed that time allocated to teaching CRE was adequate. Teachers were also making deliberate efforts to cover missed lessons during preps and weekends. The researcher found out that time allocated for CRE was enough.

Teachers had positive attitude towards CRE because majority of them preferred teaching CRE to their second subject and enjoyed teaching CRE. Students on the other hand liked their CRE teachers, majority of the students found CRE to be easy and enjoyed doing it. The researcher found out that the positive attitude of the teachers will enable them to use life approach in teaching CRE.

5.4 Recommendations

The following are the researcher's recommendations:

The schools management should raise the ratio of CRE textbooks, one book to one student. This will enable the student to read on their own and especially when given assignments. This should be done especially when the government has sent money to schools. When buying textbooks the schools should buy different titles recommended for comparison purposes and variety.

More effort should be made to establish libraries in the schools that do not have. The libraries should be equipped with relevant CRE textbooks to enable student's further reading.

Teachers in the division should endeavor to use life approach to make CRE real and more interesting to students. This is to make those students who do not like CRE can enjoy.

It is also recommended that effort should be made by the schools and parents to ensure that students do not miss many CRE lessons to enable the students and teachers to cover syllabus in time. Teachers who don't compensate the missed CRE lessons should be made to do so for coverage of syllabus and effective curriculum implementation.

The Teachers Service Commission should employ enough teachers to reduce workload for teachers, so that teachers will be able to cover CRE curriculum effectively. This would enable CRE teachers to meet regularly in their departments to in-service themselves and plan strategies to improve implementation. It would also reduce high teacher student ratio especially with free secondary education (FSE).

Supervision of curriculum delivery should be stepped up. Schemes of work, record of work and lesson notes should be checked regularly by the HOD to ensure teachers are prepared to use life approach in teaching CRE.

5.5 Suggestion for further research

A study on the use of life approach in implementation of CRE curriculum could also be carried out in other divisions in the district or in other districts in Kenya. Since most schools do not use real objects and audio-visual resources to teach CRE, a study should be carried out to investigate the use of audio-visual resources in teaching CRE. A study can also be done to compare the performance of CRE paper one and CRE paper two to establish the paper which is poorly done.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Okioi Joseph Freman
University of Nairobi
Department of Education Administration and Planning
P.O.BOX 782
Kisii

27th January, 2013

To_____

Dear sirs/madam

I am a post graduate student from the University of Nairobi pursuing a master of education in Educational Administration and Planning. I am conducting a study on the topic **The Use of Life Approach in Implementation of Christian Religious Education Curriculum in Public Secondary School in Tabaka Division**, **Gucha South**, **Kisii County**.

I hereby seek your permission to have your teachers and students fill in the questionnaires. The questionnaires are designed for this research only; therefore the respondents shall be absolutely confidential and anonymously given. No name shall be required from any respondent or institution.

Thank you in advance.

Yours faithfully,

Okioi Joseph Freman

QUESTIONNAIRE FOR CRE TEACHERS

This questionnaire is for the purpose of gathering information for use in the study on the use of life approach in implantation of CRE curriculum. Please respond to all the questions as honestly as possible. All the information obtained will be used only for the purpose of the study and your identity will be treated with confidentiality. Where choices are given, tick as appropriate. Do not write your name on the questionnaire.

Section A: Biographical data

1. What is your gender? Male ( )   Female ( )

2. What is your subjects' combination? _____

3. How long have you been teaching CRE in your school? _____(years)

4. Did your initial professional training prepare you adequately to teach CRE? Yes ( ) No ( ).

5. Who is your employer?

   Board of Governors ( ),   Teachers Service Commission ( ),

   Others(specify)

   _____

Section B: Availability and Utilization of Resource Materials

6. Where do you get the resources that you use in your school for teaching and learning of CRE_____?

7. How do you rate the following CRE teaching learning/resource in your school?

	Available	Not available	Adequate	Inadequate
Chalks	( )	( )	( )	( )
Realia	( )	( )	( )	( )
Chalkboard (walls)	( )	( )	( )	( )
CRE Textbooks	( )	( )	( )	( )
Audio-visual resource	( )	( )	( )	( )

8. Are the CRE textbook used in your school the ones recommended by KIE? Yes ( ) No ( )

9. Which criteria do you use to select CRE teaching/learning resources? Objectives ( ) Class size ( ) Learners ability ( ) Topic ( )

10. Which type of audio-visual resources do you use in teaching CRE?

   a.   c.

   b.   d.

Section C: Role of the Teachers

11. Do you keep professional documents like schemes of work, record of work, teaching notes etc? Yes ( ) No ( )

12. How often do you prepare lesson notes for CRE?   Every term ( ) Once
    a year ( ) Never ( )

13. Which method of teaching do you apply in teaching CRE? Lecture
    Method ( ) Discussion ( ) Dramatization ( )

14. Do you use human resources some times when teaching CRE in your
    school? _____

Section D: Time allocation

15. How many lessons are allocated to the following classes per week?
    Form1and2_____(lessons), Form3and4_____(lessons)

16. Is the time allocated to CRE adequate to enable you cover the syllabus
    before the examination time? Yes ( ) No ( )

17. If not how do you cover the syllabus? Explain_____

Section E: Professional training of teachers

18. Did your initial professional training prepare you adequately to teach
    CRE? Yes ( )   No ( )

19. Do CRE teachers attend the in-service courses? Yes ( )   No ( )

20. (a) Have you attend any CRE in-service course on life approach? Yes ( )
    No ( )

(b)If yes how has it assisted you in handling CRE? Explain,

i. _____

ii. _____

iii. _____

Section F: Attitude of Teachers

Please tick (✓) under the level that best represent your attitudes as indicated below.

Key   SA-Strongly Agree   A-Agree   UN-Undecided

      D-Disagree   SD-Strongly Disagree.

Statement	Rating				
	SA	A	UN	D	SD
21. I like teaching CRE					
22. I get problems using life approach in teaching CRE					
23. other teachers say that CRE is easy to teach					
24. Head of Department supervise how CRE is taught					
25. Head of Department check teachers personal records					

26. Do you face any challenges when using life approach than other methods as you are teaching CRE?   Name some _____

27. Which ways in which the use of life approach can be improved in your school? _____

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

This questionnaire is for the purpose of gathering information for use in the study of the use of life approach in implementation of CRE curriculum. Please respond to all the questions as honestly as possible. All the information obtained will be used only for the purpose of the study and will be treated with confidentiality. Where choices are given, tick appropriate answer. Do not write your name on the questionnaire.

Section A: Biographical data

1. What is your gender   Male ( )   Female ( )

2. Is your school Boarding ( ) or   Day ( )?

Section B: Availability of resources

3. Do you have a library in the school? Yes ( )   No ( )

4. How would you rate the stock of book in the library? Adequate (   )
   Inadequate ( )

5. (a) Do you have a CRE textbook? Yes ( )   No ( )

   (b) If not, how many do you share the textbook? 2 students ( )

    3 students ( )   more than 3 students ( )

6. How many different CRE textbooks do you have in your school?
   _____

Section C: Time allocation

7. Do you miss CRE lesson? Yes ( )   No ( )

    a) If yes, an average of about how many in a week?_____

8. How do you recover the lost lessons of CRE?

    _____

9. Is the CRE teacher punctual in class?   Yes ( )   No ( )

10. Is time allocated for CRE adequate?   Yes( )   No ( )

Section D: Attitude scale

11. Do you like CRE?   Yes( )   No( )

Please tick (✓) under the level that best represent your attitudes as indicated below.

Key: SA-Strongly Agree   A-Agree   UN-Undecided

D-Disagree   SD-Strongly Disagree

Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
I enjoy learning CRE					
CRE is easy to learn					
I like my CRE teacher					

INTERVIEW GUIDE FOR THE HEADS OF DEPARTMENT

1. What are your Academic qualifications? BED (   ) Diploma (   )

   Masters (   ) PHD (   )

2. Which is your combination?

   _____

3. What is your gender? M (   )   F (   )

4. Do you hold departmental meetings to discuss teaching of CRE

   curriculum?

   Yes (   ) No (   )

5. Do you check the professional records of your department?

      If yes which ones do teachers prepare?

6. Do you supervise classroom teaching? Yes (   )   No (   )

7. How many CRE textbooks do teachers use to teach CRE?

    (i)_____   (ii)_____

   (iii)_____(iv)_____

8. Are teaching and learning resources adequate in your school?

   If yes, which ones

9. Do teachers use audio-visual resources in your school?

10. Do teachers use real objects when teaching CRE?

11. What are   your suggestions on how the use of life approach in CRE

   implementation can be improved in school? _____

APPENDIX V

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joseph Freman Okioi
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in

Gucha South	Location
Nyanza	District
	Province

on the topic: The use of life approach in implementation of CRE in public secondary schools in Tabaka Division, Gucha South, Kisii County,

for a period ending: 20th August, 2013.

PAGE 3

Research Permit No. NCST/RCD/14/013/1032
Date of issue   13th June, 2013
Fee received   KSH. 1000

Applicant's
Signature

For Secretary
National Council for
Science &Technology

CONDITIONS

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

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055(3mt10/2011

(CONDITIONS----see back page)

Appendix VI

Research Authorization

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1032**

Date: **13th June 2013**

Joseph Freman Okioi
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **7th June, 2013** for authority to carry out research on *"The use of life approach in implementation of CRE in public secondary schools in Tabaka Division, Gucha South, Kisii County."* I am pleased to inform you that you have been authorized to undertake research in **Gucha South District** for a period ending **20th August, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Gucha South District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Gucha South District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".