

## Abstract

This paper attempts to find out the impact of teachers and students' attitudes on the teaching of Christian Religious Education in Kenyan secondary schools. The purpose of the investigation is to explain the attitudes of teachers and students with a view to drawing conclusions which could be recommended for improving the status of Christian Religious Education (CRE) in Kenyan secondary schools. This paper is based on a study undertaken in Kenyan secondary schools involving 49 teachers and 909 students. Participants were selected using stratified random sampling procedure in order to allow a national representation of implementers and consumers of CRE in Kenyan secondary schools. The study employed open and closed questionnaires administered to all the participants; an interview done in nine secondary schools among nine teachers and twelve students and an observation of CRE documents effected in eight schools. The attitude scores derived from the closed questionnaire were analysed using factor analysis, descriptive statistics, chi-square tests and one and two analyses of variance. The open responses were subjected to content analysis and some chi-square tests for the categorised data. The attitude scale as the chief instrument in data collection had a high Cronbach alpha of 0.9, a mean of 72 and standard deviation of 15. Based on the analysis, this paper contends that there are no significant differences among respondents of different backgrounds in their attitudes towards CRE. The respondents' conception of the nature of CRE falls in two groups: a positive oriented group which contends that CRE has utilitarian value and the other group that views CRE as non-functional. In conclusion it is argued that any recommendations for improving CRE have to be directed towards clarifying CRE objectives. Thus, the key recommendation points for a need to have CRE as part of an integrated Religious Education (RE) programme whose main aim should be to lead students towards being religiously educated.