

**FACTORS INFLUENCING STUDENT ENROLMENT IN CHRISTIAN
RELIGIOUS EDUCATION SUBJECT IN PUBLIC SECONDARY SCHOOLS
IN NYAMACHI DIVISION, KISII COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Education in Curriculum Studies, University of
Nairobi.**

DECLARATION

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



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E55/72264/09

This research project has been submitted for examination with our approval as university supervisors

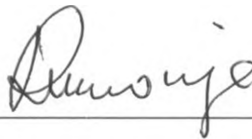


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DEDICATION

This work is dedicated to my dear parents Mr and Mrs Lazarus Ombati. To my lovely husband Mr Nyandika and my children, Ruth, Ezra, Rahab, Sharon, Abigail and Jeriah .

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ABBREVIATIONS AND ACRONYMS

CRE	Christian Religions Education.
DEO	District Education Officer.
KCSE	Kenya Certificate of Secondary Education.
KNEC	Kenya National Examination Council
SMASE	Strengthening of Mathematics and Science in Secondary Education
SPSS	Statistical Package for Social Sciences.
WCC	World Council of Churches
RE	Religious Education
TIQET	Total Integration of Quality Education and Training
WCC	World Council of Churches

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ABSTRACT

Christian Religious Education is an educational subject at all levels of learning. The purpose of the study was to investigate the factors influencing student enrolment in C.R.E in public secondary schools. The study pursued the following objectives students' perception on importance of C.R.E and its effects on enrolment , the role of career guidance in the selection of C.R.E as a subject and it affects enrolment , relationship between teacher's qualification and student enrolment and challenges facing the teaching of C.R.E and how it affects enrolment

This study adopted a descriptive survey design to determine the factors influencing student's enrolment in CRE. To carry out a research on this area the researcher selected a sample of 30 out of 48 public secondary schools. In each of the 30 public secondary schools the researcher selected 5 from four students who have enrolled in CRE form 5 students who have not enrolled in CRE, and students were randomly selected. The research developed and use questionnaires for students who have enrolled for CRE, a questionnaire for students who have not enrolled in CRE, and a questionnaire for CRE teachers. The researcher employed descriptive statistics as a technique to analyzing qualitative and content analysis for qualitative data. Distributions and percentages, conclusions, records and suggestions were given. Data was presented using frequency tables.

The study revealed that students' perception on importance of C.R.E affect their enrolment in public secondary schools to great extent. The study also revealed that role of career guidance in the selection of C.R.E as a subject and it affects enrolment in public secondary schools to great extent as most school didn't offer career guidance on selection of subject. The study found that teacher's academic qualification affected student enrolment into CRE, thus a relationship between teacher's qualification and student enrolment in CRE. The study further established that there were numerous challenges facing the teaching of C.R.E which negatively affected the enrolment of CRE in public secondary schools.

The recommendation for the study is that there is need for the Ministry of Education Science and Technology to employ more qualified CRE teachers as this will help in increasing student enrolment in the CRE subject. There is need for school to offer career guidance on subject selection as this will help in improving CRE enrollment in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is one aspect of human activity that has received tremendous interest. Its influence on poverty reduction, inequality and economic growth is widely accepted internationally. According to UNESCO (1997), investment in education supports a much broader agenda including health, nutrition, the value of environment and community participation. The synergies of education investments are powerful and underscores the importance of education to facilitate achievements of a wide range of social and economic goals (UNESCO, 1997). Hence at world level, the United Nations International Convention on Economic, Social and Cultural Rights of 1966 guarantees the right to education under its article 13 (UNESCO, 2008). Everyone, regardless of gender, race, tribe or social economic status has a right to education under the Education For All (EFA) programmes driven by United Nations, Scientific and Cultural Organization (UNESCO), most countries have committed themselves to achieving universal enrolment in primary education by 2105, and in many countries it is compulsory for children to receive primary education (UNESCO, 2008).

Different countries world over have different educational philosophies and orientation. These influence a country's conceptualization of school curriculums. According to Bishop (1985) the way a curriculum is conceptualized in theory and then designed, organized and developed for practical implementation depends on a country's particular philosophy of education, on its national, social, cultural and

economic aspiration. Bishop further notes that this conceptualization of the design and organization of the curriculum have important repercussion on the key process of curriculum namely, the day to day implementation, implication, the role of the teachers, methodology, diffusion and innovations and evaluation

The secondary school syllabi for Christian Religious Education in some African and Asian countries are said to have been conceptualized by saint Ignatius Loyola the founder of the Jesuit Order of the Roman Catholic Church, and were later on put into practice by the World Council of Churches (WCC) (Girault, 1990) to work as a bridge across denominations for Christian Unity (Chaube, 1990/91: and Semyen 1990, quoted by Balyage 1998).

In the United Kingdom (UK), Religious Education is statutory subject that all schools must teach. The legal requirements governing Religious Education (RE) were set out in the Education Reform Act of 1988 and confirmed by the Education act of 1996 and 1998. However, this subject in the UK is an unpopular subject that has multiple problems. The enlightenment and secularization of Western education has not only replaced church schools, but within the secular schools, the significance of religious education has diminished. Religious Education has low status as a subject and is often regarded as make-weight to complete formally the demand for examination passes in certain number of subjects. Finally it is an open secret that in many schools the period allotted to religious instruction is often used for talks on current affairs (Gabtree, 2007).

Vexen Gabtree(2007) in his study “Religious Education in the United Kingdom, Diversity, Trend and Decline reveals that whatever is being taught about religion in schools isn’t having much effect on pupils”. Research shows that the vast majority of

British children as well British adults are uneducated about even the basics of Christianity. Ofsted, the UK's government's office for standards in Education, Children's service and skills, who monitor the teaching of schools subjects, including R.E in their report published 2007, based on data from 2001 to 2006, states that despite some general requirements and excellent teaching standards are not high enough and there are wide variations in the quality of provision. Achievement by pupils in R.E has improved over the past five years but, remains very inconsistent (Ofsted, 2007).

The secularity of Religious Education in England and Wales was mandated by the Education Act (1944), which recommended that inspection of religious education was to be in the hands of the ordinary government school inspection service (Brailey, 1945; Murphy, 1971). Since then, religious education teachers in England and Wales are members of the teaching profession. In secondary schools education is usually taught a specialist who will normally be a graduate in theology or religious studies.

The secularity of the profession is thus the cornerstone of the rationale for the existence of religious education as a required subject in the state schools of multi-cultural democracy. Religious Education in England and Wales is not particularly intended for children from religious homes, but it is offered to all children, regardless of their faith or lack of it. These children are taught an educational curriculum by any teacher, well trained and of good will, regardless of teacher's faith. The purpose of religious education in county schools in England and Wales is for making a contribution to the spiritual, moral, personal, social and cultural development of the child. In these respects, religious education is certainly claimed that it is flagship of spiritual and moral development, in a rapidly developing multi-cultural and inter-faith

society, the central importance of religious education in the area of social and cultural understanding cannot be denied (Journal of Religious Education [Australian University] vol.51 no. 3, 2003).

According to Dian and Van Diepen (1972) the influence of the World Council of Churches (Ecumenical Movement) entered in the East African Secondary schools in 1968 when a joint education panel for Catholic and Protestant schools and colleges was formed to formulate a transitional religious education syllabus, that could secure freedom of worship as contained in the Kenya Education Act of 1967. This syllabus which was based on St. Luke's Gospel was first introduced in Kenya in 1974 and Uganda in 1974 under the East African Examinations Council. It was commonly known as 224 Religious Education.

Over 50% of the population in Nigeria is Muslims, the remainder being Christians and followers of African Traditional Religions. Syllabi for Islamic and Christian Religious knowledge were drawn up by state and Federal Ministries of Education since the 1950s. These syllabi prepared students for the subject in the West African School Certificate Examinations. The subjects were very popular. Around 1984 Nigeria changed the education system and at the same time all syllabi were reviewed by subject panels set up by the Nigerian Educational Research Council affiliated with the Ministry of Education. According to this syllabus, the way of teaching Islam and Christianity in Nigeria is expected to be professional, that is, students are taught how to "practice" their religion (Lemu, 2002, Religious Education in Nigeria, A case study).

In 1974 an alternative of the Biblical syllabus 224 was launched in East Africa. This was syllabus 223 Religious Education also known as Christian Living Today. It was based on socio-anthropology. Similar syllabi were introduced in various countries of Africa and Asia. In some countries the ideas reflected in these syllabi were incorporated in a course entitled values education.

Following the introduction of syllabus 223, which is socio-anthropological, oriented several schools shifted from syllabus 224, which is based on the Bible to 223. The reason for the shift was that the syllabus is easily taught, understood and passed with better grades than its counterpart 224, which requires a strenuous Bible reading. In Uganda, there are very few protestant founded schools still teaching syllabus 224, and no school, which does not offer syllabus 223 to a group of students for one reason or the other. (Balyage, Institute of Christian Teaching seminar, November 22-December 4, 1998)

In Kenya Christian Religious Education (CRE) has been in the curriculum since the inception of formal education. At independence the Kenyan education system had to be reviewed to make it more relevant to the needs of the learners and society. The Ominde Commission (1964) was set up and recommended that religious education should continue to play the vital role of enhancing growth in knowledge and understanding including moral growth in the school curriculum. It also recommended that religious education should be handled as an academic subject along sound education lines. This commission not only emphasized the importance of religious education but also gave CRE the same academic status like other subjects. The

required secondary school subjects are categorized into five groups, where Christian Religious Education (CRE) is in group 3.

The usefulness, relevance and applicability of CRE in personal development, vocational training and in responding to social problems in the society has been continually challenged. The Gachathi Committee (1976) and the Presidential Working Party on the Second University (1981) advocated abroad fields approach to curriculum planning and teaching of practical oriented subjects with the aim of imparting self-reliance. This was meant to curb the rising levels of unemployment. In line with these recommendations a change over from 7-4-2-3 to 8-4-4 system of education was enforced. CRE became compulsory in primary schools, in secondary schools, form one and two and an elective in form three (MOEST 8-4-4 system of education 1st December 1984).

According to the Koech Report – TIQET (1999), CRE should aim at developing good morals, should cater for moral and spiritual growth of learners for positive change, and should be taught in line with national goals of education. Thus, CRE is valuable not only as an academic subject but in providing a lifelong education. These goals are reflected in the Kenya national Examination council (KNEC) regulation and in syllabuses (2006-2007) general objectives of C.R.E.

The Education Act (1968) recommends that religious instructions and pastoral care be given in schools. Despite this official stand, not all students who get a chance to study as it is offered as an optional subject. Optional subject cannot in a practical aspect be given due consideration by the ministry of Education, the teachers, students and even

parents. The enrolment of students in this vital subject (C.R.E) in secondary schools is of great concern among the educators, parents, the sponsors and educational administrators.

In a study conducted to determine the attitude factor and future of C.R.E in Kenyan Secondary Schools (Gatumu 2002), 41 respondents (40 out of 909 students and 1 teacher out of 149 teachers) dismissed C.R.E as useless in life. Other students suggested that it should be removed from the school curriculum altogether. While another student felt it should be made compulsory as it improves the youth's moral values. With the emphasis on exams in the education system, it is easy to understand the negative views. Gatumu (2002) contents that basically the main concern lies on how C.R.E is treated and approached in the examinations and job opportunities than or being educated for life. The lack of comprehensive and confirmatory studies on the factors that influence enrolment of student in C.R.E as an elective subject in secondary schools justifies this study.

1.2 Statement of the problem

CRE is an educational subject at all levels of learning. Currently, at secondary school level this subject has an optional status in form three and four and is categorized under group 3 subjects (Humanities). The study of CRE aims at developing good morals and to cater for spiritual growth of learners for positive change. It also aims at guiding them towards critical judgment to enable them make intelligent choices (Koech Report & TIQET 1999). The Kenya National Examination Council (KCSE) Regulations and syllabuses (2006-2007) general objectives of CRE has also reinforced these goals.

Despite this official stand on the aims of CRE, in spite of the importance that CRE has on learners, not all students get a chance to study or to enroll in CRE as it is offered as an optional subject. In Nyamache Division, student enrolment in CRE from recent years has been so low, currently the student enrolment has shown an improvement. However, still quite a number of students are running for other humanities such as history. Ndalo (2008) also traces the problem of lack of humanity teachers (education Watch December 2007- January 2008). Each individual student has a responsibility of contributing positively in shaping the society's morals, which are majorly acquired from the teaching in CRE. In this case, one may wonder why the rest of the students are not enrolling in this important subject. This has necessitated a study on the factors influencing enrolment in CRE, in Public secondary schools in Nyamache Division, Kisii County.

Table 1.1: Number of students who enrolled in C.R.E and History in Nyamache Division, Kisii County - 2007-2011- KCSE student enrolment per subject

Year/No. of Students	2007	2008	2009	2010	2011
Total No. of Candidates	2100	2140	2080	2110	2160
Students enrolled in CRE in percentage	30	32	40	48	52
Students enrolled in History in percentage	40	50	56	59	60

Source: DEO, Nyamache, 2012-KCSE student enrolment per subject

Table 1 shows the total number of students who enrolled in Nyamache division (2007-2011), indicating the portion of students who enrolled for C.R.E and those enrolled for History, in percentage. From the table, it can be said that the number of students who enroll for CRE is lower when compared with other humanities such as

History. This calls for a study to determine factors influencing enrolment in C.R.E subject in public secondary schools in Nyamache Division, Kisii County.

1.3 The purpose of the study

The purpose of the study was to investigate the factors influencing student enrolment in C.R.E in public secondary schools in Nyamache Division, Kisii County.

1.4 The objectives of the study

The study pursued the following objectives

- i) To assess the extent to which students' perception on importance of C.R.E affect enrolment of students in public secondary schools in Nyamache Division, Kisii County.
- ii) To determine the role of career guidance in the selection of C.R.E as a subject and it affects enrolment in public secondary schools in Nyamache Division.
- iii) To establish the relationship between teacher's qualification and student enrolment in CRE in Nyamache Division.
- iv) To determine challenges facing the teaching of C.R.E and how it affects enrolment in public secondary schools in Nyamache Division.

1.5 Research questions

The following research questions guided the study:

- i) To what extent do student's perceptions on the importance of C.R.E affect student's enrolment in public secondary schools in Nyamache Division, Kisii County?

- ii) What is the role of career guidance in the selection of C.R.E as a subject in public secondary schools in Nyamache Division, Kisii County?
- iii) What is the relationship between teacher's qualification and student enrolment in C.R.E. in Nyamache Division?
- iv) What are the challenges facing the teaching of C.R.E in public secondary schools in Nyamache Division, Kisii County?

1.6 Significance of the study

This study sought to find out factors influencing student enrolment in public secondary schools in Nyamache Division, Kisii County. These findings would be useful to stakeholders in education in Kisii County, Ministry of Education Officials, Religious sponsors and curriculum developers would also become aware of the constraints encountered in learning C.R.E and form a basis from which to work out ways of improving the learning of C.R.E. the religious sponsors may use the findings to give a better direction in teaching and learning C.R.E. The findings might also stimulate further research in the area, which is necessary for the improvement of quality of C.R.E in secondary schools.

1.7 Limitations of the study

In view of this study, it was anticipated there may be denial of access to some information that is believed to be personal and also sensitive to the students and teachers. Hence, their validity and reliability might be questionable. However, efforts were made to validate the questionnaire. Secondly, there are other factors that influence student enrolment which were not considered in this study.

1.8 Delimitations of the study

The study was conducted in public secondary schools in Nyamache Division, Kisii County. The researcher sampled out form four students who enrolled in C.R.E, form four students who did not enroll in C.R.E and C.R.E teachers.

1.9 Basic assumptions of the study

It was assumed that:

- i) The respondent gave accurate and honest information to the questionnaire.
- ii) Their responses gave a true reflection of their perception of the importance of C.R.E and challenges faced on the implementation of C.R.E.

1.10 Definition of significant terms

Enrolment: refers to making oneself or another officially a member of a group.

Curriculum: refers to course of study offered in a school, college et cetera.

Christian Religion: refers to the study of Christian values and doctrines that guide man's relationship with God and also with fellow men.

Education Act: refers to an act of parliament to provide for the regulation and progressive development of education

Perception: refers to the act or power by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

Syllabus: refers to concise statement of contents of a course of instruction in a subjects or subjects.

1.11 Organization of the study

The study was organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions, definition of significant terms and organization of the study.

Chapter two deals with review of literature related to the importance of C.R.E in relation to enrolment, challenges facing the teaching of C.R.E in relation to enrolment, the availability of C.R.E teaching personnel in relation to enrolment, to enrolment, and the role of career guidance in relation to enrolment.

Chapter three deals with the research methodology, which includes research design, target population, sample and sampling procedure, research instruments, instrument reliability, and data collection procedures. Chapter four describes the data analysis, presentation of findings, discussion and interpretation while chapter five focuses on the summary of findings, conclusions and recommendations.

LITERATURE REVIEW

2.1 Introduction

This section covers literature review which is analyzed under the following sub-headings: the importance of C.R.E, in relation to student enrolment, students' perception on the importance of C.R.E in relation to students' enrolment. The role of career guidance in relation to selection of C.R.E as a subject, the relationship between availability of C.R.E teachers and enrolment, and challenges facing the teaching of C.R.E in relation to student enrolment.

2.2 The importance of C.R.E in relation to student enrolment

The value of religion in character building and in the fostering of high moral standards has always been recognized. However, the value of religious education in preparing the people to take his place in society in Kenya today has other aspects namely unity, education for change and education in the African cultural heritage (Barrett et al 1973).

The Ominde Commission (1964) recommended that religious education should continue to play the vital role of enhancing growth in knowledge and understanding. This subject acts as a basis for continued survival and enhancement of the quality of life in the society. Religious education enriches people's morals for the welfare of the individual and the society. It is moral which builds relationships between people and between them and the world around them. The purpose of religious education (RE) is therefore to impart in the learner the mental and the spiritual capacity for reverence to

God who is the foundation of all knowledge. Religious study therefore, is an exposition of what is true, excellent and just (Koech Report (1998:56)).

In Britain, religious education has been retained because of the belief that it has an important contribution to make towards the well-being of the society morally, spiritually and culturally (Ashton 2000). C.R.E should play a significant role towards attainment of unity, social equality, respect, development of cultural heritage among others. It is because of this basic role that the government included C.R.E in the school curriculum since independence.

On emphasizing the importance of religious education, the first President of Kenya, the late Jomo Kenyatta during one of his address to the Catholic Bishops of Eastern Africa at St. Thomas Aquinas Seminary, was quoted on 15th July, 1976 as saying (TIQET: 1999). "A man needs a good reason to convince him that he should be concerned with his neighbor, instead of looking out for himself and his own interest. Religion gives us that reason. It starts with the very nature of man himself; why he is here on earth, how he should relate to his fellow human beings and to God himself, how everything mortal is one of us must give an account of the days we lived here on earth" (pp 55). Therefore RE equips pupils very well to consider issues of community cohesion, diversity and religious understanding (UK Ofsted 2007).

2.3 Students' perception on the importance of C.R.E in relation to student enrolment

Goldstein (1980), defines perception as mental images that individuals have about their surroundings. He also argues that one's perception about something depends on the value that a person attaches to that thing. This therefore means that students'

perception about something greatly influences their attitude to it. According to Verroom's expectancy theory in the 1964, an individual's behavior is formed not on objective reality but on his/her subject perception of that reality. This then means that a student's perception or beliefs can lead a student's performance or appropriate reward. The student's perception is largely influenced by both home and school environment (Mathenge 2008).

It is important to note that perception about something greatly influences attitudes towards it. The Kamunge Report (1988) recommending C.R.E has an elective subject among the group three subjects is a factor that may lead to students perceiving C.R.E as a less important subject as compared to other subjects as sciences and mathematics, which are compulsory. This may affect student enrolment in C.R.E. In the UK, a survey that was conducted by Dr. Penny Jennings, a researcher associate at the Welsh nation Centre for Religious Education, University of Wales, Bangor has showed that a majority of students has shown that RE lessons are boring, irrelevant, and of no value to them in forming their attitude to them (National Secular Society Newsletter 2007).

2.4 The role of career guidance in relation to selection of C.R.E as a subject

Vocational or career guidance is achieved when young person is helped to choose an occupation or career and prepare for his/her career choice with an ultimate goal of entering into it and developing in it. The role of career guidance teacher includes giving information to learners about educational opportunities in relation to the educational curriculum at their own level and in relation to the educational curriculum at their own level and in relation to higher education. It also includes giving general

information on different subjects, careers, future training and facilities of various kinds at their disposal and within the outside community (Wango & Mungai, 2007).

A career guidance teacher councilor has the responsibility of guiding students by giving information about the importance of C.R.E and the benefits accruing from it. In this way students have an opportunity of getting to understand and value the subject hence, motivating them to make a clear decision on the selection of C.R.E as a subject.

2.5 The relationship between teacher's qualification and student enrolment in CRE

In his study, Wafula (2008) asserts that teachers who are qualified and experienced appreciate the fact that classroom communication is closely related to motivation. The amount of time a student is engaged in interaction with the content through the teacher and other channels of communication are positively related to the amount of learning taking place.

Bishop (1985) postulates that training of teachers which is mainly attached to one's qualification goes along way in equipping teachers with skills to enable them handle the tasks ahead of them. He added that qualification has been identified to have an impact on his/her teacher. Kathuri (1986) carried out a study on factors influencing performance of the pupils in the certificate of Primary Education (CPE) and found out that the performance of the pupils was positively significantly correlated with the qualification of the teacher.

Twoli (1986) observed that trained teachers exhibit less of authoritarian mode of teaching when they are better professionally and academically qualified. The teacher, therefore should establish conditions that will allow the will to learn. Teachers should not reprimand but instead motivate students by praising them whenever they do good work. Positive comments for good work encourages young people to explore more in the future. Climate for learning include the way in which the teacher exercises authority, the degree of support that individual, student feel, the nature of competitive and co-operative relationship among students and the freedom that young people feel to express themselves openly. All these depend on the behavior of the classroom teacher. A teacher who encourages open expression of student's views and provide good emotional support to students who speak up in class, a free-flowing interaction between teacher, therefore is the determinant of individual classroom climate which can attract or repulse learners. Hence, the teacher should be held responsible for proper learning and enrolment of their respective subjects.

2.6 Challenges facing the teaching of C.R.E in relation to student enrolment

Lack of motivation is one of the major challenges faced by C.R.E teachers. Mbithi (1991) contends that, a large number of teachers are in the teaching profession merely as a second or third choice. The teaching of religious education in Kenya's public secondary schools has been adversely affected by high turnover and low morale of teaches. The government's policy of rewarding incentives to science, mathematics and language teachers has demoralized the humanities' teachers. Inadequate teaching resources or even lack of it makes the teaching-learning of C.R.E difficult for teachers. In most schools, those students considered to be "bright" are advised by the administration and science teachers to take sciences and leave humanities to weak

students. In collaboration to their colleagues C.R.E teachers do not have strengthening projects like those provided in science subjects, for instance, SMASSE (Strengthening Mathematics and Sciences in Secondary Education). C.R.E teachers have to contend with formal and localized group efforts towards that direction where external players hardly venture into. This demoralizes C.R.E teachers (Wafula, 2008).

In the UK, some parents remove their children from religious education lessons because they do not want their children being “brainwashed” by religion, and, adherents of a particular religion sometimes do not want their children being corrupted by the “brainwashing” of (ether) competing religions (Religion in the United Kingdom, Diversity, Trends and Decline, by Vexen Crabtree, 2007)

The already discussed challenges affect teacher performance in their classroom which in turn demoralizing students, and finally affecting enrolment, as students lose interest in the subject.

2.7 Summary

It has been established from literature review that C.R.E plays a major role in shaping an individual and the society’s morals, and create understanding of oneself to others and the environment. The student’s perception on C.R.E as a subject depends on the motivating factors such as the teachers’ morale and the benefits associated with the subject. It has also been noted that the challenges facing the teaching of C.R.E affects students’ enrolment in C.R.E to a large extent. The relationship between teacher’s qualification and student enrolment in C.R.E. has an impact on student’s choice of the subject. Finally, the role of the career guidance teacher counsellor has been

highlighted, and if these duties well performed students' enrolment in C.R.E is likely to increase.

2.8 Theoretical framework

This study adopts Skinner's theory of motivation which suggests that a motivation theory of learning whose central argument was that students' motivation to undertake a task depends on expected reward. In this regard, a positive motivation and subsequently realizes high achievement. The negatively perceived reward leads to negative attitudes and achievement. It is also implicit that student's high performance is influenced by the teaching experience of the teacher, available instructional materials and teaching strategies (Orodho, 1996). The study therefore would try to show motivating or demotivating factors affecting student enrolment in C.R.E in public secondary schools in Nyamache Division, Kisii County.

2.9 Conceptual Framework

The conceptual framework shows the relationship between various factors influencing student enrollment in Christian religious Education.

Figure 1: Conceptual framework: Relationship between various factors influencing student enrolment in CRE

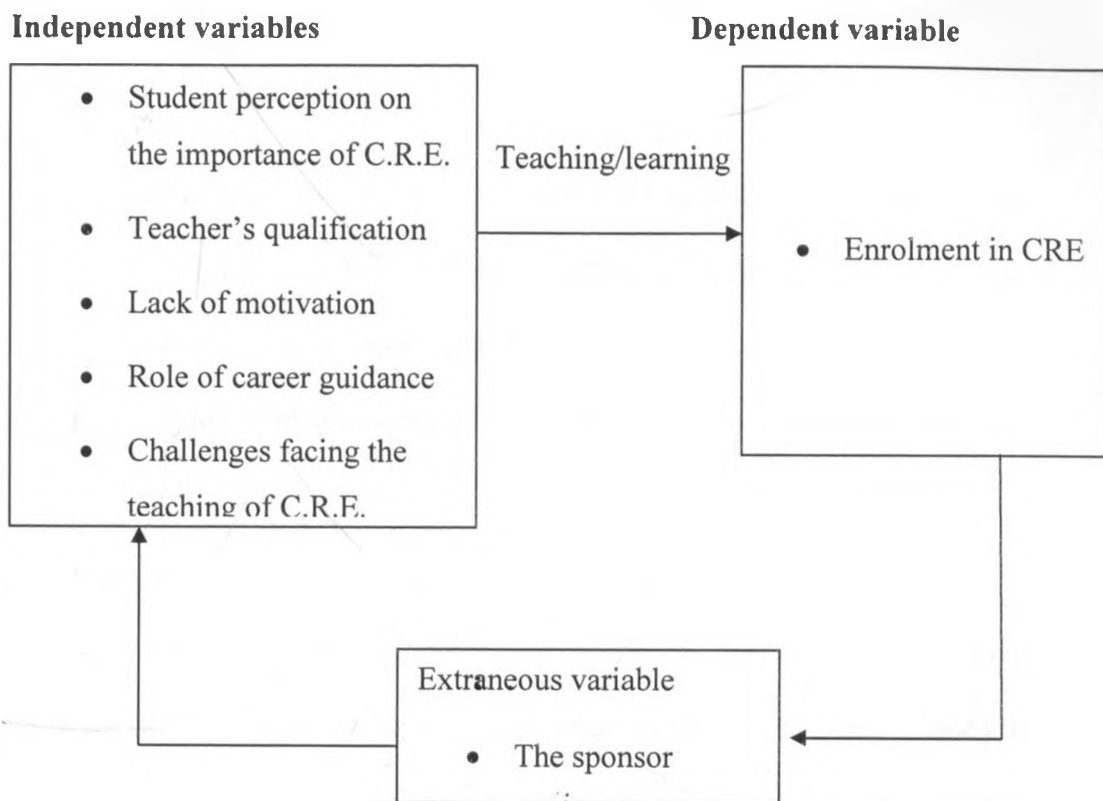


Fig. 1 shows the relationship between the independent variables and the dependent variable i.e. enrolment in C.R.E in public secondary school in Nyamache Division Kisii County. The student perception, Student perception, importance of CRE, untrained teachers, lack of motivation, role of career guidance affected students' enrolment in C.R.E. however, extraneous variable contributes to enrolment in case as the researcher will not have control over it. In some secondary schools the students will select C.R.E for purposes of pleasing the sponsor.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the procedures which were used to collect and analyze data. This chapter was organized under the following subheadings: research design, design location, study population, sample and sampling procedure, instrumentation, validation and reliability of instruments, data collection procedures and data analysis.

3.2 Research Design

This study used descriptive survey design to determine the factors influencing students enrolment in CRE. Descriptive survey, according to Kasomo (2006) is designed to obtain pertinent and precise information concerning the existing phenomena. This study was based on a descriptive survey since it sought to describe and establish the factors influencing enrolment in CRE in public secondary schools. Information collected from CRE students, students not enrolled in CRE and CRE teachers was described. Descriptive survey research is chosen because of its ability to determine and report things the way they are. Through interaction between the researcher and informant through a questionnaire, complete and accurate information was required.

3.3 Target Population

Target population is that population which a researcher wants to generalize the results of a study (Mugenda & Mugenda 2003). The researcher targeted all the 48 public secondary schools in Nyamache division whose student population was 3,537. The

researcher accessed form four students who have enrolled in CRE and those not enrolled in CRE, and CRE Teachers. This is because these categories of respondents are expected to have experienced the operations of CRE as a subject.

3.4 Sample size and sampling procedures

A sample is a small group selected for study. Kombo & Tromp (2006) emphasizes that the sample must represent the target population in all aspects. To carry out a research on this area the researcher selected a sample of 30 out of 48 public secondary schools in Nyamache Division, Kisii County.

In each of the 30 public secondary schools the researcher selected 5 from four students who have enrolled in CRE from 5 students who have not enrolled in CRE, and students were randomly selected. Simple sampling method was used, by using folded papers written either “Yes” or “No” then placed in a container. Those who select “Yes” will participate. Simple random sampling procedures ensure that all individuals in the defined population have an equal independent chance of being selected as a number of samples (Orodho, 2005). The advantage of this method to description survey is that it yields data that can be generalized to large population (Kombo & Tromp, 2006). CRE teachers from each of the 30 public secondary schools also participated.

3.5 Research Instruments

The research developed and use questionnaires for students who have enrolled for CRE, a questionnaire for students who have not enrolled in CRE, and a questionnaire for CRE teachers. The questionnaires was divided into two sections 1 and 2, section 1

contained general information about the respondents on demographic information, this included sex, and for teachers it included sex and data posted or transferred to the current station. The questionnaires largely consisted of closed ended items, with two or more alternative responses for these facilities responses.

3.5.1 Validity of the Instrument

The term validity refers to the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda, 1998). It is a measure of how well a test measures what it is supposed to measure (Kombo & Tromp 2006). To ascertain the validity of the questionnaire, the researcher will rely on the inputs and assessment of the university supervisors to assess the relevance of the content used in the developed questionnaires.

Secondly a pilot study was conducted to check if the questionnaires were well understood. Through the process of piloting a researcher is able to carry out a preliminary analysis to see whether the wording and format of questions will present any difficulties when the main data is analyzed Bell (1993) states that the purpose of a pilot exercise is to ensure that the instrument used didn't have any difficulties when responding to it. A pilot study was carried out in two schools randomly selected and the schools were omitted in the final study. From school the researcher was randomly select 5 CRE students and 5 non-CRE students and one CRE teacher totaling to 22 respondents.

3.5.2 Reliability of the Instrument

Reliability is the degree with which a particular measuring procedure gives equivalent results over a number of repeated trials (Mugenda & Mugenda 1998). The researcher used a test-retest method to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. In order to test reliability of the instrument, the researcher administers the instrument (questionnaire) to a few respondents that is identified respondents who were not be included in the sample. The same questionnaire was administered to the same group of subjects after a period of about a week and then the questionnaire responses was scored manually and a comparison between answers obtained was made (Orodho 2003).

3.6 Data Collection Procedures

The researchers obtained a permit from the National Council of Science and Technology, then seek permission from the District Education Office, Nyamache and principals of selected secondary schools and then proceed to pilot the instrument. After ascertaining the reliability of the instruments, the researcher personally took the questionnaires to the selected schools and administer. To avoid students discussing and giving group responses the sampled students was requested to fill the questionnaire on the same day and time. The researcher then collected them. The questionnaires for teachers will be collected later after.

3.7 Data analysis techniques

Data analysis deals with the organization, interpretation and presentation of collected data (Oso & Owen, 2008). The researcher employed descriptive statistics as a

technique to analyzing data. Descriptive statistics are indices that describe a given sample, for example measures of Central Tendency and measures of dispersion e.g. percentages, frequencies, table, charts et cetera (Oso & Owen 2008). Thereafter, analysis was done using SPSS. The data was classified and presented according to the objectives of the study. Distributions and percentages, conclusions, records and suggestions were given.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presented the findings of the study. The responses from the subjects were compiled into frequencies and converted into percentages and presented in tabular form. The research findings were categorized in three: CRE student findings, non CRE student and CRE teacher's findings.

4.2 Questionnaire Return Rate

The researcher dispatched 150 questionnaires to CRE student, 150 questionnaires to non CRE student and 30 CRE teachers. Adequately filled questionnaires and returned were 138 from CRE students, 127 from non CRE student. CRE teachers returned 30 questionnaires. This represents 92% percent return rate from CRE students and 84.7% percent from non CRE students. CRE teacher return rate was 100% percent. This is evident that respondents were cooperative to the researcher.

4.3 Demographics

Table 4.12 presents the findings on CRE student gender

Table 4.1: Gender of CRE students

Gender	Frequency	Percent
Male	63	45.7
Female	75	54.3
Total	138	100.0

The study established that majority of CRE student were females , from the finding in table 4.1, 54.3% of the respondent student indicated they were females , whereas 45.7% of the respondent indicated they were males, this is clear indication that majority of the student taking CRE were females.

Table 4.2 below presents the respondent gender

Table 4.2: Distribution of non CRE student by gender

Gender	Frequency	Percent
Male	72	56.5
Female	55	43.5
Total	127	100.0

The study revealed that majority of the student who were not taking CRE were male, from the results shown in table 4.2, 56.5% of the respondent indicated they were males whereas 43.5% of the respondent indication that they were females , this is an indication that most of the student who were not taking CRE were males , this clearly shows that male student were avoiding CRE subject as this was thought to be female subject.

Information on the CRE student distribution by their form is presented in table 4.3

Table 4.3: Distribution of CRE student by form

Form	Frequency	Percent
Form 3	46	33.3
Form 4	92	66.7
Total	138	100.0

The study revealed that majority of the CRE student were in form four , from the results in shown in table 4.3, 66.7% of the respondent indicated that they were in form four , whereas 33.3% of the respondent indicated that they were in form three, this is evident that most of the CRE student were in form four .

Table 4.4 presents the respondent findings on their distribution by classes

Table 4.4: Non CRE student distribution by classes

Form	Frequency	Percent
Form three	104	18.1
Form four	23	81.9
Total	127	100.0

The study revealed that most of the students not taking CRE were from form four, the results shown in table 4.4, 81.9% of the respondent indicated that they were from form four whereas 18.1% of the respondent indicated that they were from form three.

Table 4.5 shows findings on the respondent category of school

Table 4.5: CRE student category of school

Category	Frequency	Percent
Day	35	25.4
Boarding	62	44.9
Boarding /day	41	29.7
Total	138	100.0

The study revealed that most of the CRE student were in boarding school, from the findings shown in table 4.5, the study found that 44.9% of the respondent indicated they were in boarding, 29.7% indicated that they were in boarding/day school whereas 25.4% of the respondent indicated they were from day school, this is an indication that CRE student were from various school.

Findings on category of school by non CRE students are presented in table 4.6

Table 4.6: Non CRE student Category of the school

Category	Frequency	Percent
Day	41	32.3
Boarding	55	43.3
Boarding /day	31	24.4
Total	127	100.0

The study established that most of the respondent were from boarding schools as shown by 43.3%, from the results shown in table 4.6, 43.3% of the respondent indicated they were in boarding schools, 32.3% of the respondent indicated that they

were from days schools, whereas 24.4% of the respondent indicated that they were from boarding from boarding /day school, this is an indication that student were from various school categories.

The findings on the type of the school are presented in table 4.7 below

Table 4.7: CRE student type of the school

Type	Frequency	Percent
Boys	39	28.3
Girls	52	37.7
Mixed	47	34.1
Total	138	100.0

The study revealed that most of the CRE students were from girls school, from the results shown in table 4.7, 37.7% of the respondent indicated that they were from girls school, 34.1% of the student indicated that they were from mixed school whereas 28.8% of the respondent indicated they were from boys schools, this is an indication that CRE student were from various school types. The study further revealed that all students were Christian. On whether CRE was being taught in the respondent school, the study found that CRE was being taught in the student school as shown by 100% of the student who indicated that CRE was being taught in their school.

Findings on the non CRE student type of school are presented in table 4.8 below,

Table 4.8: Non CRE student type of school

Type of the school	Frequency	Percent
Boys	62	48.8
Girls	31	24.4
Mixed	34	26.8
Total	127	100.0

The study revealed that most respondent were from boy’s schools, from the results presented in table 4.8, 48.8% of the respondent indicated that they were from boys schools, 26.8% of the respondent indicated that they were from mixed schools whereas 24.4% of the respondent indicated that they were from girl’s school. The study found that all the respondent were Christian as shown by 100%.

Table 4.9 shows teachers distribution by gender

Table 4.9 Distribution of CRE teacher by gender

Gender	Frequency	Percent
Male	10	32.3
Female	20	67.7
Total	30	100.0

The study revealed that majority of CRE teachers were females, from the results shown in table 4.9, the study found that 67.7% of the respondent were females whereas 32.3% of the respondent indicated that they were males. This is an indication that CRE was mostly taught by female teachers. The study revealed that teacher had

been teaching in the school for more than five years, an indication that they were in position to provide viable information on teaching of CRE in the school. The study further revealed that CRE was being offered as an optional subject in school as indicated by all teachers. The study revealed that the number of form three student taking CRE ranged between 23 to 48 students in various schools.

4.4 Findings on student perception

Findings on the respondent reason for taking CRE are presented in table 4.10 below

Table 4.10: Reason for taking CRE

Statement	Percent
There are good teachers who teach the subject	84.1
There are enough textbooks for CRE	73.9
CRE is very easy subject	63.0
CRE is done very well in school	71.0
I was advised by my parents to take it	79.6

The study revealed that the reason as to why student choose CRE were; there were good teachers who teaches the subjects as shown by 84.1%, they were advised by their parents as shown by 79.6%, there are enough textbooks for CRE as shown by 73.9%, CRE is done well in school as shown by 71% and CRE is very easy subject as shown by 63%.

The study found out that CRE was being taught in the schools, as shown by 100% of the respondent who indicated that CRE was being taught in their schools, the study also found that CRE was not compulsory in form three and four in the school, as

shown by 100% of the respondent who indicated by CRE was not compulsory in their school.

Table 4.11 below presents the respondent findings on their opinion on their choice of CRE

Table 4.11 Friend opinion on my choice on CRE

Statement	Percent
I am weak in other subjects	86.2
It is a proper choice	55.1

From the findings on the friends opinion on choice of CRE, from the findings on table 4.11, the study found that 86.2% indicated that their friend though they were weak in other subjects and those who indicated that their friend thought it was a proper choice for them was shown by 55.1%.

Table 4.12 present the findings on the respondent opinion on CRE subject

Table 4.12: Respondent opinion on CRE subject

Statement	Mean	Std Deviation
It is interesting to learn CRE	1.863	.6834
Learning CRE leads to a satisfying future	1.996	.7387
CRE is easily understood	1.051	.7063
There are relevant local examples in CRE	1.637	.5844
The language used in CRE is easy to follow	1.726	.5452
Students perceive their CRE teachers as role models	1.515	.5765
CRE is an important academic subject	1.510	.6139
Through CRE one acquires the basic principles of Christian living	1.729	.8950
CRE contribute positively in transformation of self and society	1.860	.9099
CRE is only useful in boosting the mean grade	1.123	.6319
CRE should be made compulsory to curb future problem of shortage of CRE teachers	2.732	.8647
CRE enables one to think critically and make appropriate moral decision	1.088	.4521

From the respondent level of agreement on various statements relating to CRE, from the results shown in table 4.12 , the study found that most of the respondent strongly agreed that CRE is easily understood as shown by mean of 1.051 and CRE enables one to think critically, make appropriate moral decision as shown by mean of 1.088 and CRE is only useful in boosting the mean grade as shown by mean 1.123, respondent agreed that CRE is an important academic subject as shown by mean of

1.510, students perceive their CRE teachers as role models as shown by mean of 1.515, there are relevant local examples in CRE as shown by mean of 1.637, the language used in CRE is easy to follow as shown by mean of 1.726 , through CRE one acquires the basic principles of Christian living as shown by mean of 1.729, CRE contribute positively in transformation of self and society as shown by mean of 1.860, It is interesting to learn CRE as shown by mean of 1.863 and Learning CRE leads to a satisfying future as shown by 1.996. Respondent were not sure on CRE should be made compulsory to curb future problem of shortage of CRE teachers as shown by mean of 2.732.

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Table 4.13 present the respondent findings on the presence of CRE textbooks

Table 4.13: Presence of CRE textbooks,

Opinion	Frequency	Percent
Yes	109	79.0
No	29	21.0
Total	138	100.0

The study revealed that majority of CRE student had textbooks on CRE, from the results shown in table 4.13 , 79% of the respondent indicated that they had CRE textbooks whereas 21% of the respondent indicated that they didn't have CRE textbooks , this is an indication most of the school had textbooks for CRE.

The table 4.14 below shows the respondent opinion on the ratio of CRE books to pupils

Table 4.14 Ration of CRE books to Student

Ratio	Frequency	Percent
1:1	27	19.6
1:2	44	31.9
1:3	67	48.6
Total	138	100.0

The study found that most of the schools had student book ratio of 1:3, from the results shown in table 4.14, 48.6% of the respondent indicated a ratio of 1:3, 31.9% of the respondent indicated a ratio of 1:2, whereas 19.6% of the respondent indicated a ratio of 1:1, this is an indication that most of the school didn't have enough CRE books.

Findings on rating of CRE in relation to other humanities are presented in table 4.15,

Table 4.15: Rating CRE in relation to other humanities

Opinion	Frequency	Percent
Excellent	36	26.1
Very good	85	61.6
Poor	17	12.3
Total	138	100.0

The study found out that majority of the CRE student rated CRE as very good in comparison with other humanities, from the results in table 4.15, 61.6% indicated CRE was very good, 26.1% of the respondent indicated CRE as excellent whereas 12.3% of the respondent indicated CRE as poor, this is an indication that CRE student perceived as very good subject.

Table 4.16 show respondent opinion on the option subject taken by the non CRE students

Table 4.16: Optional subject taken

Optional subject	Frequency	Percent
Geography	54	42.5
History	73	57.5
Total	127	100.0

The study revealed the optional subjects taken by most non CRE student was history, from the results shown in table 4.16, 57.5% of the respondent indicated history whereas 42.5% of the respondent indicated geography, this is an indication that history was most popular subject among non CRE student was history.

Table 4.17 show respondent opinion on the option on reason for no choosing CRE

Table 4.17: Reason for not choosing CRE

Reason	Percent
There are no CRE teachers	46.8
CRE is hard to understand	61.6
Very few students passed in the previous years	53.0
My friends think it is a subject for those who are weak	77.4
There is no guaranteed job after completion	65.1
My parents said I should not take CRE	34.4

The study revealed that reasons for student not choosing CRE were; friends think it is a subject for those who are weak as shown by 77.4%, there is no guaranteed job after completion as shown by 65.1%, CRE is hard to understand as shown by 61.6%, very few students passed in the previous years as shown by 53%, there are no CRE teachers as shown by 46.8 and their parents said I should not take CRE as shown by 34.4%.

Table 4.18 show respondent opinion on the feeling about CRE

Table 4.18: Student feeling about CRE

Statement	Mean	Std deviation
CRE is only useful in boosting one's mean grade	1.566	.9890
Teaching CRE wastes the student's time	3.624	.6421
It is boring to learn CRE	3.685	.6532
CRE should be left to church leaders to teach	4.244	.8503
I regret for not registering for CRE	2.165	.1393
CRE does not prepare learners for the world of work	1.768	.6139
CRE should be made a compulsory subject	4.417	.6132
CRE syllabus is not adequate in addressing the social problems emerging today	3.578	.7155
Character portrayed by CRE teachers does not motivate	4.055	.7696

From the findings on the respondent level of agreement on various statement relating to CRE, the study found majority of respondent agreed that CRE is only useful in boosting one's mean grade as shown by mean 1.566, CRE does not prepare learners for the world of work as shown by mean 1.768 and they regret for not registering for CRE as shown by mean of 2.165, respondent disagreed that CRE syllabus is not adequate in addressing the social problems emerging today as shown by 3.578, Teaching CRE wastes the student's time as shown by mean of 3.624, It is boring to learn CRE as shown by mean of 3.685, Character portrayed by CRE teachers does not motivate as shown by mean of 4.055, CRE should be left to church leaders to teach

as shown by mean of 4.244 and CRE should be made a compulsory subject as shown by mean of 4.417.

Table 4.19: Teachers feeling about CRE

Statement	Mean	Std deviation
It is interesting to teach CRE	1.463	.6858
CRE has something special to offer to students' life	1.711	.6558
There are no relevant local examples to cite in CRE.	1.691	.6393
The students who take CRE have no career future.	1.907	.8679
CRE is not given equal treatment in the school like sciences.	1.985	.5397
Other staff members do not encourage students to enroll for it CRE	1.628	.5501
CRE syllabus is too wide to be covered.	3.741	.6558

From the teacher level of agreement on various statements relating to CRE, the study found that CRE teachers agreed that It is interesting to teach CRE as shown by mean of 1.463, Other staff members do not encourage students to enroll for it CRE as shown by mean of 1.628, there are no relevant local examples to cite in CRE as shown by mean of 1.691, CRE has something special to offer to students' life as shown by mean of 1.711, the students who take CRE have no career future as shown by mean 1.907 and CRE is not given equal treatment in the school like sciences as shown by mean 1.985, respondent disagreed that CRE syllabus is too wide to be covered as shown by mean of 3.741. The study revealed that the challenges faced

when teaching C.R.E. as a subject were lack of teaching materials, lack of motivation, administration pressure, sponsor interference and parents interference.

4.5 Findings on Career guidance

The findings on whether the school offers career guidance are presented in table 4.20 below

Table 4.20: Schools offering career guidance

Opinion	Frequency	Percent
Yes	39	28.3
No	99	71.7
Total	138	100.0

The study revealed that majority of the schools didn't offer career guidance, from the finding shown in table 4.20, 71.7% of the respondent indicated that their school didn't offer career guidance whereas 28.3% of the respondent indicated that their school offered career guidance.

Table 4.21 show the respondent opinion on whether they were offered guidance when choosing the subject by the teachers

Table 4.21: Guidance when choosing subject by teachers

Opinion	Frequency	Percent
Yes	56	44.1
No	71	55.9
Total	127	100.0

The study revealed that there wasn't guidance on student when choosing subject by teachers in the school, from the findings on table 22, 55.9% of the respondent indicated there wasn't guidance on student when choosing subject whereas 44.1% of the respondent indicated that there was guidance by teachers when choosing subject.

Table 4.22 show respondent opinion on the offering of career guidance

Table 4.22: Offering of career guidance

Opinion	Frequency	Percent
Yes	46	36.2
No	81	63.8
Total	127	100.0

The study revealed that majority of the school were not offering career guidance, from the results in table 4.22, the study found that 63.8% of the respondent indicated that there was no career guidance in their school, whereas 36.2% of the respondent indicated that there was career guidance in their schools. This depict that most of student didn't have guidance when choosing their subjects.

Table 4.23 show respondent opinion on teacher offering counselor guide during subject section

Table 4.23: Teacher counselor guide during subject section

Opinion	Frequency	Percent
Yes	51	40.2
No	76	59.8
Total	127	100.0

The study revealed that most of teachers didn't counselor their student during the selection of subject, from the findings on table 4.23, 59.8% of the respondent indicated that their teachers didn't offer career counselor guide on selection of subjects whereas 40.2% of the student indicated that their teachers offered career counselor guide on selection of subjects.

Table 4.24 presents the findings on whether teacher offer career counselor guide on selection of subjects

Table 4.242: Teacher career counselor guide on selection of subjects

Opinion	Frequency	Percent
Yes	56	40.6
No	82	59.4
Total	138	100.0

The study revealed that teacher didn't offer career counselor guide during selection of subjects, from the findings on the table 4.24, 59.4% of the respondent indicated teacher didn't offer career counselor guide during selection of subjects, whereas 40.6% of the respondent indicated that their teacher offered career counselor guide during selection of subjects.

4.6 Finding on teacher qualification

Table 4.25 show teacher's opinion on whether they take part in part in national examination marking exercise.

Table 4.25: Taking part in national examination marking exercise

Opinion	Frequency	Percent
Yes	13	43.3
No	17	56.7
Total	30	100.0

The study established that majority of the teachers had not taken part in the national examination marking schemes; from the findings on table 4.25, 56.7% of the respondent indicated they had not taken part in marking exercise of national examination whereas 43.3% of the respondent had taken part in the national examination marking exercise. The study further established that those who had taken part in national examination marking exercise had done it for 2 to 9 years.

Table 4.26 show teacher's academic qualification

Table 4.26: Teacher academic qualification

Opinion	Frequency	Percent
Post graduate	6	20.0
BED	14	46.7
PGDE	10	33.3
Total	30	100.0

The study revealed that most of the CRE teachers had attained bachelor degree in education , from the findings on table 4.26, 46.7% of the respondent indicated that they had attained Bed , 33.3% of the respondent indicated that they had attained post graduate diploma whereas 20% of the respondent indicated they had attuned post graduate . The study revealed that all CRE teachers played a role in subject selection as shown by 100% of the respondent who indicated they played role in subject selection. The study further revealed that teacher assisted student is subject selection and they offered guidance in subject selection.

4.7 Findings on the Challenges

The findings on the challenges facing the teaching/learning of CRE are presented in table 4.27 below

Table 4.27: Challenges facing the teaching/learning of C.R.E

Statement	Percent
Lack of teaching/learning materials	76.8
Lack of qualified C.R.E. teachers	61.6
Poor methods of teaching	63.0
Lack of motivation	67.4
Sponsor interference	55.1
Parents' interference	43.4
Peer Pressure	57.2

The study revealed the challenges facing the teaching/learning of C.R.E as a subject were, lack of teaching/learning materials as shown by 76.8%, lack of motivation as shown by 67.4%, poor methods of teaching as shown by 63%, lack of qualified CRE teachers as shown by 61.6%, peer pressures as shown by 57.2%, sponsor as shown by 55.1% and parents interference as shown by 43.4%.

Table 4.28 show teacher's opinion on reason for not offering

Table 4.28: Reason for not offering CRE

Reason	Percent
Lack of textbooks for CRE	56.8
CRE is difficult to teach	51.6
The subject content is too wide to cover	73.0
Students are not interested in it	47.4
It is a school policy	25.1
There are better marketable subjects	54.4

The study revealed that reason for not offering CRE were; the subject content is too wide to cover as shown by 73%, lack of textbooks for CRE as shown by 56.8%, there are marketable subject as shown by 54.4%, CRE is difficult to teach as shown by 51.6%, student are not interested in it as shown by 47.4%, and it is school policy as shown 25.1%.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions of the study. The prime objectives of the study was to assess the extent to which students' perception on importance of C.R.E affect enrolment of students in public secondary schools in Nyamache Division, Kisii County, to determine the role of career guidance in the selection of C.R.E as a subject and it affects enrolment in public secondary schools in Nyamache Division, to establish the relationship between teacher's qualification and student enrolment in CRE in Nyamache Division and to determine challenges facing the teaching of C.R.E and how it affects enrolment in public secondary schools in Nyamache Division.

5.2 Summary of the study

The study revealed that CRE was being taught in the respondent school, as evidently shown by 100% of the student who indicated that CRE was being taught in the student school. The study revealed that the reasons as to why student choose CRE were; there were good teachers who teaches the subjects, they were advised by their parents, there are enough textbooks for CRE as, CRE is done well in school and CRE is very easy subject. The study established that friend thought CRE student were weak in other subjects and that CRE was a proper choice for them.

On the opinion about CRE subject the study found that CRE is easily understood , CRE enables one to think critically, make appropriate moral decision , CRE is only useful in boosting the mean grade, CRE is an important academic subject, students perceive their CRE teachers as role models, there are relevant local examples in CRE, the language used in CRE is easy to follow, through CRE one acquires the basic principles of Christian living, CRE contribute positively in transformation of self and society, it is interesting to learn CRE and Learning CRE leads to a satisfying future. The study also established that there was no need to make CRE Respondent compulsory in order to curb future problem of shortage of CRE teachers.

The study revealed that most school teaching CRE had textbooks on CRE, as evidently shown by 79% of the respondent indicated that they had CRE textbooks. The study found that most of the schools had student book ratio of 1:3, as shown by 48.6% of the respondent indicated a ratio of 1:3. The study revealed that CRE was rated as very good in comparison with other humanities as indicated by 61.6% indicated CRE was very good. The challenges facing the teaching/learning of C.R.E were ; lack of teaching/learning materials , lack of motivation , poor methods of teaching , lack of qualified CRE teachers , peer pressures , sponsor and parents interference.

The study revealed that majority of the schools didn't offer career guidance, as shown by 71.7% of the respondent indicated that their school didn't offer career guidance. The study further revealed that. Teacher didn't offer career counselor guide during selection of subjects as indicated by 59.4% of the respondent indicated teacher didn't offer career counselor guide during selection of subjects. The study also found that

most of school didn't offer guidance in the selection subjects as shown by 55.9% of the respondent indicated there wasn't guidance on student when choosing subject. The study revealed the optional subjects taken by most non CRE student was history and geography.

The study revealed that reasons for student not choosing CRE were; friends think it is a subject for those who are weak, there is no guaranteed job after completion, CRE is hard to understand, very few students passed in the previous years, there are no CRE teachers and their parents said I should not take CRE. The study also found that CRE is only useful in boosting one's mean grade, CRE does not prepare learners for the world of work and they regret for not registering for CRE, CRE syllabus is adequate in addressing the social problems emerging today, teaching CRE doesn't wastes the student's time, it is interesting to learn CRE, character portrayed by CRE teachers motivate, CRE should not be left to church leaders to teach and CRE should not be made a compulsory subject.

The study established that majority of the CRE teachers had not taken part in the national examination marking schemes, as shown by 56.7% of the respondent indicated they had not taken part in marking exercise of national examination. The study further established that those who had taken part in national examination marking exercise had done it for 2 to 9 years. The study revealed that most of the CRE teachers had attained bachelor degree in education, as shown by 46.7% of the respondent indicated that they had attained Bed. The study revealed that all CRE teachers played a role in subject selection as shown by 100% of the respondent who

indicated they played role in subject selection. The study further revealed that teacher assisted student is subject selection and they offered guidance in subject selection.

CRE teachers thought that CRE was interesting to teach CRE, other staff members do not encourage students to enroll for it CRE, there are no relevant local examples to cite in CRE, CRE has something special to offer to students' life, CRE is not given equal treatment in the school like sciences, CRE syllabus was not too wide to be covered. The study revealed that the challenges faced when teaching C.R.E. as a subject were lack of teaching materials, lack of motivation, administration pressure, sponsor interference and parents interference.

5.3 Conclusions

From the findings of the study the researcher would like to make the following conclusions;

- i. The study has evidently revealed that students' perception on importance of C.R.E affect enrolment of students in public secondary schools in Nyamache Division, Kisii County to great extent.
- ii. The study revealed that role of career guidance in the selection of C.R.E as a subject and it affects enrolment in public secondary schools in Nyamache Division to great extent as most school didn't offer career guidance on selection of subject.
- iii. The study further revealed that teacher's academic qualification affected student enrolment into CRE, thus a relationship between teacher's qualification and student enrolment in CRE in Nyamache Division.

- iv. The study further established that there were numerous challenges facing the teaching of C.R.E which negatively affected the enrolment of CRE in public secondary schools in Nyamache Division

5.4 Recommendations

In line with the findings and conclusion of the study, the researcher would make the following recommendations as a precursor to improving CRE enrolment in public secondary school through;

- i. There is need for the Ministry of Education Science and Technology to employ more qualified CRE teachers as this will help in increasing student enrolment in the subject.
- ii. There is need for Ministry of Education Science and Technology and management of public secondary school to devise ways to overcome challenges faced in teaching of CRE subject.
- iii. There is need for school to offer career guidance on subject selection as this will help in improving CRE enrollment in public secondary schools.
- iv. The study recommends that there is need for teachers to create a positive perception about CRE subject as this will help in increase student enrolment into the subject.

5.5 Areas for further research

- i. The study investigate the factors influencing student enrolment in C.R.E in public secondary schools in Nyamache Division, Kisii County, the study recommends a study to be conducted investigate the factors influencing student enrolment in

other humanities in public secondary schools in Nyamache Division, Kisii County in the same division .

- ii. The study recommends an in-depth study to investigate the factors influencing student enrolment in C.R.E in public secondary schools covering a wide scope, like the entire, province or country.

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APPENDICES

Appendix I: Letter of Introduction to Respondents

Clemenciah M. Ombati,
University of Nairobi
Department of Education
Administration and Planning
P.O. Box 30197
NAIROBI.

Dear Sir/Madam,

RE: DATA COLLECTION

I am a postgraduate student of Nairobi University. I am carrying out a study on the factors influencing student enrolment in CRE.

Please fill in the attached questionnaire, which comprises two parts. The information you will give will be used only for the research purposes. For this reason do not write your name on the questionnaire.

Thank you very much for agreeing to participate in this study and for your co-operation.

Yours sincerely,



Clemenciah M. Ombati

Appendix II: Questionnaire for Form Four Students Enrolled In CRE

Please note that this questionnaire is meant for research purposes. Be assured that your identity will be kept confidentially. Do not write your name on the questionnaire.

Tick where appropriate.

Part A

1. Please indicate your gender.

(a) Male [] (b) Female []

2. Indicate your form

(a) Form 3 [] (b) Form 4 []

3. What is the category of your school?

(a) Day [] (b) Boarding [] (c) Boarding / Day []

4. What is the type of your school?

(a) Boys [] (b) Girls [] (c) Mixed []

5. Indicate whether you are a Christian _____

Part B

1. Is CRE taught in your school?

(a) Yes [] (b) No []

2. If no, which optional subjects do you take?

(a) Geography [] (b) History []

3. If you take CRE, which of the following reasons best explain why you take it.

(a) There are good teachers who teach the subject []

(b) There are enough textbooks for CRE []

(c) CRE is very easy subject []

(d) CRE is done very well in school []

- (e) I was advised by my parents to take it []
- (f) What do your friends say about your choice for CRE? []
- (a) I am weak in other subjects []
- (b) It is a proper choice []
- (c) Any other specify _____

Please indicate how you feel about CRE by ticking (✓) under the appropriate column to show your agreement using strongly agree [SA] Agree [A] Not sure [NS], Disagree [D], Strongly Disagree [SD].

4.	Statement	SA	A	NS	D	SD
(i)	It is interesting to learn CRE.					
(ii)	Learning CRE leads to a satisfying future.					
(iii)	CRE is easily understood.					
(iv)	There are relevant local examples in CRE.					
(v)	The language used in CRE is easy to follow.					
(vi)	Students perceive their CRE teachers as role models.					
(vii)	CRE is an important academic subject.					
(viii)	Through CRE one acquires the basic principles of Christian living.					
(ix)	CRE contribute positively in transformation of self and society					
(x)	CRE is only useful in boosting the mean grade					
(xi)	CRE should be made compulsory to curb future problem of shortage of CRE teachers.					
(xii)	CRE enables one to think critically and make appropriate moral decision.					

5. i) Do you have textbooks for CRE

- (a) Yes [] (b) No []

ii) If yes, what is the student-book ratio?

- (a) 1:1 [] (b) 1:2 [] (c) 1:3 []

d) Any Other, specify _____

6. In relation to other humanities (Geography and History) how would you rate the teaching of CRE in your school?

(a) Excellent [] (b) Very good []

(c) Poor [] (d) Very poor []

7. What are the challenges facing the teaching/learning of C.R.E. as a subject?

(a) Lack of teaching/learning materials []

(b) Lack of qualified C.R.E. teachers. []

(c) Poor methods of teaching []

(d) Lack of motivation []

(e) Sponsor interference []

(f) Parents' interference []

(g) Peer Pressure []

8. i) Does your school offer career guidance?

(a) Yes [] (b) No []

ii) Does your teacher career counselor guide you during selection of subjects?

(a) Yes [] (b) No []

Thank you for your co-operation

**Appendix III : Student's Questionnaire (For Form Four Students Not Enrolled
In CRE).**

Please note that this questionnaire is meant for research purposes. Be assured that your identity will be kept confidentially. Do not write your name on the questionnaire.

Tick where appropriate.

Part A

1. Indicate your gender.

(a) Male (b) Female

2. Indicate your form

(a) Form 3 (b) Form 4

3. What is the category of your school?

(a) Day (b) Boarding (c) Boarding / Day

4. What is the type of your school?

(a) Boys (b) Girls (c) Mixed

5. Indicate whether you are a Christian

(a) Yes (b) No

Part B

1. Is CRE taught in your school?

(a) Yes (b) No

2. Is CRE compulsory in form three and four in your school?

(a) Yes (b) No

3. Are the children given guidance when choosing CRE by the teachers in your school?

(a) Yes [] (b) No []

4. Which optional subjects do you take?

(a) Geography [] (b) History [] (c) Any other _____

5. Which of the following reasons explain why you don't CRE.

(i) There are no CRE teachers []

(ii) CRE is laid to understand []

(iii) Very few students passed in the previous years []

(iv) My friends think it is a subject for those who are weak []

(vi) There is no guaranteed job after completion []

(vii) My parents said I should not take CRE []

(viii) Any other reason []

Below are statements where you are required to indicate your feeling about CRE.

Read each statement carefully and then tick (✓) whether strongly agree [SA] Agree [A], Neutral [N], Disagree [D], Strongly Disagree [SD].

4.	Statement	SA	A	N	D	SD
(i)	CRE is only useful in boosting one's mean grade.					
(ii)	Teaching CRE wastes the student's time.					
(iii)	It is boring to learn CRE.					
(iv)	CRE should be left to church leaders to teach.					

(v)	I regret for not registering for CRE.					
(vi)	CRE does not prepare learners for the world of work.					
(vii)	CRE should be made a compulsory subject.					
(viii)	CRE syllabus is not adequate in addressing the social problems emerging today.					
(ix)	Character portrayed by CRE teachers does not motivate.					

6. Does your school offer career guidance?

(a) Yes []

(b) No. []

ii) Does your teacher career counselor guide you during selection of subjects?

(a) Yes []

(b) No []

Thank you for your co-operation

Appendix IV: Questionnaire for CRE Teachers

Please note that this questionnaire is meant for research purposes. Be assured that your identity will be kept confidentially. Do not write your name on the questionnaire.

Tick where appropriate.

Part A.

1. Name of the school _____
2. Indicate your sex
(a) Male [] (b) Female []
3. For how long have you been in this school?
(a) Below two years [] (b) More than five years []
4. Does your school offer CRE as optional subject?
(a) Yes [] (b) No []
5. If yes, how many form three students take CRE this year _____
6. How many students are there in Form Three? _____
7. If your school does not offer CRE which reasons are given? _____
 - (a) Lack of textbooks for CRE []
 - (b) CRE is difficult to teach []
 - (c) The subject content is too wide to cover []
 - (d) Students are not interested in it []
 - (e) It is a school policy []
 - (f) There are better marketable subjects []
 - (g) Any other specify _____
8. (i) Have you ever taken part in national examination marking exercise?

(a) Yes [] (b) No []

(ii) If yes, how many years? _____

9. What is your current qualifications?

(a) Post graduate [] (b) BED [] (c) Diploma ATS []

(d) PGDE [] (c) [] (f) Form six []

(g) Form four []

10. Do you play any role in subject selection?

(a) Yes [] (b) No []

If Yes, what role do you play? _____

11. Please indicate how you feel about CRE by ticking (✓) under the appropriate column to show your agreement with the statement below. Strongly agree (SA), Agree (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD).

	Statement	SA	A	NS	D	SD
(i)	It is interesting to teach CRE					
(ii)	CRE has something special to offer to students' life.					
(iii)	There are no relevant local examples to cite in CRE.					
(iv)	The student who take CRE have no career future.					
(v)	CRE is not given equal treatment in the school like sciences.					
(vi)	Other staff members do not encourage students to enroll for it CRE					
(vii)	CRE syllabus is too wide to be covered.					

12. What are the challenges you face when teaching C.R.E. as a subject?

- a) Lack of teaching materials []
- b) Lack of motivation []
- c) Administration pressure []
- d) Sponsor interference []
- e) Parents interference []

Thank you for your co-operation



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Website: www.ncst.go.ke

NCST/RCD/14/012/940

6th July 2012

Our Ref:

Date:

Ombati Clemenciah Magoma
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing student enrolment in christian religious education subject in public secondary schools in Nyamachi Division, Kisii County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending 31st December 2012.

You are advised to report to the District Commissioner and the District Education Officer, Kisii County before embarking on the research project.

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

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

Copy to:
District Commissioner
District Education Officer
Kisii County

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THIS IS TO CERTIFY THAT
 Prof./Dr./Mr./Mrs./Miss/Institution
Ombati Clemencia Magomâ
 of (Address) **University of Nairobi,**
P.O.Box 30197-00100, Nairobi,

Research Permit No. **NCST/RCD/14/012/840**
 Date of Issue **6th July, 2012**
 Fee received **KSH.1,000**

has been permitted to conduct research in
Location
District
County
Kisii
 on the topic: **Factors influencing students**
enrolment in CRE subject in public secondary
schools in Nyamachi Division, Kisii County,
Kenya



Applicant's **Signature**
 Secretary
National Council for
Science & Technology

for a period ending: **31st December, 2012.**