

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

FACTORS THAT INFLUENCE THE ATTITUDES OF ADOLESCENTS
TOWARDS CHRISTIAN RELIGIOUS EDUCATION IN NAIROBI
SECONDARY SCHOOLS

BY

JOHN KPALEH JUSU

A Thesis submitted to the Graduate
School in partial fulfilment of the requirements for
the degree of Master of Philosophy (Christian Education)

JUNE, 2002

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June, 2002

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Student's Declaration

**FACTORS THAT INFLUENCE THE ATTITUDES OF ADOLESCENTS
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IN NAIROBI SECONDARY SCHOOLS**

I declare that this is my original work and has not been submitted to any other College or University for academic credit

The views presented herein are not necessarily those of the Nairobi Evangelical Graduate School of Theology or the Examiners

(Signed)



John Kpaleh Jusu

June, 2002

ABSTRACT

This research was designed to determine the factors that influence the attitude of students towards Christian religious education. Consequently, the present research faced a dual purpose. In the first place, it sought to identify the type of attitude students in Nairobi secondary schools offering CRE as an examinable subject express towards CRE and secondly to ascertain the demographic and pedagogical variables that may be related to such attitudes.

Two hundred and twenty-two (222) Forms 2 and 3 students were randomly selected from six schools operating the local 8.4.4 system of education to make the research sample. The students were requested to rank by preference the subjects they were taking in the present term of the research. From the rank lists, two groups of students were identified: those who ranked CRE high and those who ranked CRE low. These two categories of students formed the bases for the examination of the factors that were considered to influence the attitudes of students towards CRE. The cross-sectional design was used and the instrument for data collection was designed after the Likert Method and Scaling. The student version of the Statistical Package for the Social Sciences was used for analyses of data collected.

The research revealed that generally, students have a positive attitude towards CRE, but the positive attitude was not related to demographic factors of age, level of education, Church attendance, involvement in Church activities and gender. The attitude of students was related to pedagogical factors. The students' perception of the role of CRE in the curriculum, the content and approach of CRE, and the textbooks used in CRE were found to be related to the attitudes of students towards CRE.

Students generally accept the role of CRE in the curriculum as worthwhile. Unlike those with a negative attitude towards CRE, students with a positive attitude towards CRE have a favorable disposition towards the content of CRE, the approach teachers use for CRE and the textbooks used in CRE. Notably, the research revealed that students do not generally perceive their teachers as honest, friendly and dependable, they are, generally further convinced that their teachers do not know them very well.

To my wife Tity
and children
Jodi, John and Joan

ACKNOWLEDGEMENTS

I am greatly indebted to the following individuals and organizations who, in diverse ways, contributed to the completion of this work. Had it not been for the sweat, encouragement, prayers and support of these people, this work would not have materialized. I thank and glorify the almighty God through

1. Dr. Victor B. Cole whose indefatigable effort as first reader, advisor and mentor was a major factor in the completion of this work and my entire program of study.
2. Dr. Richard Starcher, my second reader for his immeasurable advice and contribution in focusing my research purposes and approach.
3. Dr. Suraja Raman, Dr. Lois Semenye, Mrs. Sarah Okaalet, John and Josephine Wesley and all those heads of institutions who participated in the research as Jurors.
4. Mr. Lucas Kimanthi and Mr. Isaiah Omollo, who assisted me immensely with the data collection exercises.
5. Light of the World Foundation for the financial support to us through Dr. and Mrs. Chester Wood. Without such financial support, this work would have still been a dream.
6. The Nairobi Evangelical Graduate School of Theology for the vital support I received as a beneficiary in the faculty-in-training scheme.
7. The Cole family and those special friends of ours for the encouragement they gave to us especially during those times when work appeared insurmountable.
8. My family and members of our Friday Grace Group for their prayers and support.
9. Mrs. Morad and Mrs. Starcher for their untiring effort in editing this work

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CHAPTER ONE

INTRODUCTION

There continues to be an overwhelming confidence among politicians, government institutions, industrialists and parents of school children that formal education is the most efficient way of meeting societal needs. The Kenyan government, like many sub-Sahara African governments, has national unity and prosperity as pivotal goals of education. These goals are variously expressed in the *Harambee* philosophy, which hopes that national ideals of patriotism, unity, adaptability of the citizen to the numerous social and economic challenges and the cultivation of international thrust and unity can be developed through a relevant national system of education.

In view of this hope, the teaching of religious education in the domain of the state educational systems continues to attract the attention of many. The attraction is due to the fact that the teaching of religion is seen as the basis for the continued survival and enhancement of the quality of life, both personal and corporate. Consequently religious education is seen as the one subject that should make a difference in the lifestyle of the learning community members. However, regardless of this desirable function of religious education, the stakeholders in the educational processes have divided expectations over the nature of religious education as a school subject, its purpose in the national curriculum and the approach to its teaching.

To harmonize the division and have religious education serve the nation better, the Kenyan government has instituted several commissions to determine the general role of religious education in the national curriculum. The first such

commission in Kenya was instituted in 1964. The report of this commission was very optimistic that if the subject were well taught, it would enhance the development of sound character, and promote moral, spiritual and religious growth in learners. Thus, religious education has a solid basis for its inclusion in the national curriculum of Kenya. However, like any other school subject, the social, economic and political environment determine the extent to which religious education can meet its goals in the national school system.

Christian Religious Education Environment in Kenya

Kenya is a multi-party democracy with a population of 28,700,000, most of whom are agriculturalists. Although there is a significant number of African Christians, most of the people in Kenya hold traditional African beliefs. There is also a large community of Muslims and Asians in the country who practice their individual religious beliefs unhindered (*Regional surveys of the world: Africa South of the Sahara. 2001. 30th ed., s.v. "Kenya"*).

Education in Kenya, like in most sub-Saharan African countries, is provided and controlled to a large extent by the State. In 1985, the educational system of Kenya was changed from a 7.4.2.3 system to the current 8.4.4 system. (These figures give the number of years the child spends in primary, secondary including pre-university and university respectively). The 8.4.4 system was accompanied by the introduction of fundamental changes in the curriculum content, methods of teaching and assessment strategies and the proliferation of subjects in the curriculum (See Appendix 5 for a list of subjects in the 8.4.4 system). The system emphasizes practical skills, continuous assessment and independent learning.

According to the Central Statistics Office in Nairobi, in the 2000/2001 academic year the total enrollment of students in 3,245 private and public secondary schools was 660,915 with 40,089 teachers in these schools. (Current figures are not available due to the sudden closure of the statistics office of the Ministry of Education, Jogoo House.) According to these figures, the teacher-school ratio in Kenyan secondary schools during the period was 12.4:1 and the pupil-teacher ratio was 16:1. These figures indicate that the schools are not over-crowded (that is, if there is an even distribution of students in schools). In such a situation in which the ratio of pupils to teachers is very low, the teachers can give optimal attention and time to their students, thereby providing an atmosphere conducive to character and spiritual development. This suggests that the school environment is comparatively better than in most sub-Saharan African countries.

However, while these schools operate in an environment of relative political peace and stability, they are faced with serious social and economic crises. There are entrenched social problems, the consequences of which are seen in the ever swelling numbers of street children, the AIDS pandemic that continues to claim significant fractions of the population, road carnage which claims more lives next to the AIDS pandemic, and the overall public insecurity. These factors, combined with curriculum-related issues, have caused severe disciplinary problems and unrest in schools. The nature and magnitude of school unrest reached an alarming proportion in the 2000/2001 school year to the point that the government had to commission an investigation in August of 2001. Preempting the findings of this commission, the populace is blaming the problems of unrest in schools, among other things, on the curriculum.

The Presidential Commission (Totally Integrated Quality Education and Training [TIQET] 1999, 270-296) on education reported teachers, politicians and religious bodies as recognizing the curriculum to be overloaded. Unnecessary overlaps across subjects and repetition of topics within a given subject were identified as causes for the overload of the curriculum. The commission also recognized that, though religious education is vital to the learner's development, the syllabus of this subject does not seem to serve the learner's needs adequately.

In light of these observations and the explicit negative reaction of students to school and school property in the past few years, it is but logical for one to investigate (1) the perception of students to school subjects, (2) the factors that are related to the perception and (3) how this perception has translated into the attitudes of students towards school subjects and school in general.

Research Problem

The Presidential Commission (TIQET 1999) that investigated the educational system of Kenya indicated the unsatisfactory performance of students in Christian religious education in public school examinations as a cause for concern. In the same report, the commissioners reiterated the dissatisfaction of Church communities on the state of Christian religious education in the curriculum of public schools.

These negative public evaluative comments bring into focus the concern many have over the effectiveness of the school curriculum in meeting national and institutional goals. This concern comes in the wake of the overt confidence people and governments have in formal education as a means of alleviating social problems and promoting patriotism, tolerance, economic and political prosperity and unity.

Apparently, this utopian expectation of the school system in Kenya is not materializing. The past few years have seen a very violent attitude from students

towards schools and school property. Several arson cases have been reported involving students, strikes have become rife and the public in general is reporting dissatisfaction with the school system. Much of the blame for this unfortunate situation has been put on the curriculum and the manner in which teachers and school authorities have administered it.

While many attempts have been made to account for the negative attitude of students, this research, from an academic perspective, is an attempt to investigate the factors that may account for a relationship between the curriculum and the attitude of students towards Christian religious education as a school subject.

Research Purposes

The current research had two interlocking purposes: in the first place, it sought to identify the type of attitudes students have towards Christian religious education and secondly, it sought to investigate those demographic and pedagogical factors that influence the attitudes of students towards Christian religious education.

Consequently, the present research was to ascertain the relationship between attitudes of students towards Christian religious education (CRE) and the experiences students are exposed to as they go through the formal school system. It attempted to investigate the relationship between some learner demographic variables and students' attitudes towards the school subject. It further attempted to identify the students' perception of (a) the intended role of CRE in the curriculum, (b) content of CRE, (c) the teaching styles or approach of CRE teachers, and (d) the CRE textbooks in use.

Research Questions

To investigate the type of attitudes students have towards Christian religious education and the factors that might be related to these attitudes, the following two research questions were posited:

1. What is the attitude of pupils towards Christian religious education as a school subject?
2. What are the factors related to the type of attitude manifested by students towards Christian religious education?

Research Hypotheses

The literature reviewed, the experiences of the researcher and some pre-research exercises have led to the formulation of eleven hypotheses as a means of providing tentative answers to the questions raised and a basis for the statistical manipulation of the data that was collected.

The hypotheses were stated in directional form (H_1) rather than in the null form (H_0). These were tested in light of the research questions.

- R.Q. 1. What is the attitude of pupils towards Christian religious education as a school subject?

Hypothesis 1

H_1 : Students in general have a favorable attitude towards Christian religious education.

Hypotheses 2 to 10 are in response to Research Question 2. Hypotheses 2 to 6 treat variables related to demographic characteristics and Hypotheses 7 to 10 treat factors related to the curriculum of schools.

- R.Q. 2. What are the related factors to the type of attitude manifested by students towards Christian religious education?

Hypothesis 2

H_1 : There is a significant difference between the respondents' levels of education and attitudes towards Christian religious education.

Hypothesis 3

H_1 : There is a significant relationship between the respondents' ages and attitudes towards Christian religious education.

Hypothesis 4

H_1 : The frequency of church attendance has a significant relationship to the respondents' attitudes towards Christian religious education.

Hypothesis 5

H_1 : There is a significant relationship between the involvement of the student in the life of his/her church and his/her attitude towards Christian religious education.

Hypothesis 6

H_1 : There is a significant relationship between the gender of the student and attitudes towards Christian religious education.

Hypothesis 7

H_1 : There is a significant relationship between the students' perception of the role of CRE in the school curriculum and attitudes towards Christian religious education.

Hypothesis 8

H_1 : There is a significant relationship between the respondents' perception of the content of Christian religious education and attitudes towards Christian religious education.

Hypothesis 9

H₁: There is a significant relationship between the respondents' perception of the teaching style or teacher's approach to Christian religious education and attitudes towards Christian religious education.

Hypothesis 10

H₁: There is a significant relationship between the respondents' perception of the textbooks used in CRE and his/her attitude towards Christian religious education.

Significance of the Study

The central project in this research was to identify the attitude of students towards Christian religious education and to examine the demographic and pedagogical factors that may be related to such attitudes. The research was concerned with an important factor in curriculum theory and practice that has often been neglected – the attitude of students to curriculum materials. The research is significant to teachers of Christian religious education in the following ways: firstly, it is their subject matter that is under scrutiny and secondly, it is the impact of the curriculum decisions they make on the students that is of concern. Consequently, the outcome of this research is significant to the Christian religious education teacher, as it will serve as a guide in the choice of content, methods, approach and materials used in Christian religious education. It also will inform the teacher about the socio-psychological factors and curricular issues that tend to influence the learner's behavior towards desirable ends. The results also give the teachers an idea of how their own activities impact the attitude of students they teach. All these factors are important not only to

the teacher, but also to curriculum planners and all those interested in the “good health” of Christian religious education in public schools.

The research, though limited to Christian religious education, will provide general insight into the feelings of students towards school subjects. This knowledge is required for insight into school and educational problems as they relate to student unrest and the low performance of students in public examinations.

Though this study is oriented towards investigating relationships between students' attitude and curriculum-related variables, the study has evaluative potentials. It identified curriculum-related variables that may need refinement or adjustment so that a confluence can be attained between the needs of the students on one hand and the needs of the institution and public on the other.

Underlying Assumption in the Research

The major assumption made by the researcher in this work was concerned with the relationship between attitude and behavior. Social scientists are united on the fact that behavior is a predictor of attitude and vice versa. The researcher assumed that the cognitive response of a pupil towards Christian religious education might indicate his/her attitude towards this subject. It was also assumed that attitudes do not developed in a vacuum. The attitude one develops towards an object, person or idea, whether good or bad, is related to certain experiences provided by the environment in which the individual relates with the attitude object.

It was also assumed that there is a relationship between attitude and effective learning. That is, the factors that enhance effective learning can also foster positive attitudes in students. Consequently, effective learning-enhancing factors such as a conducive environment, friendly teachers, organized classrooms, secure learning environment, etc., were considered variables in the study of attitudes towards school

subjects. In addition to these learning-enhancing variables, others such as perceived relevance of Christian religious education to the students, student's age, level of education, gender, involvement in church-related activities, textbooks, teachers and teaching, were also considered.

Research Limitations and Constraints

Many factors are related to the type of attitudes learners manifest towards school and school subjects. There are deep-rooted psychosocial problems outside of school system that can influence attitude formation towards school and school subjects; these psychosocial problems were not considered in this research. The work concentrated on the daily activities of the school and not on community issues and personal issues relating to the student.

The research did not investigate cause and effect relationships between attitudes and the curriculum. The problem of focus was simply whether a relationship exists between the attitude of students towards Christian religious education and curriculum variables.

The sample was limited to private and public secondary schools operating with the local 8.4.4 system. The research did not extend to schools operating the British or American systems of education in Nairobi. The research focused on Forms 2 and 3 students who take Christian religious education, among other subjects. Consequently, the research did not cover the entire school population or students taking other forms of religious education such as Islamic or Hindu religious education. Forms 2 and 3 were chosen because the pupils in these Forms have had at least one year of secondary Christian religious education and, hence, have a comparatively significant experience on which to comment. Since CRE is compulsory in Form 2, students in this form may have developed attitudes towards the course that are relevant to the present study.

Christian religious education is not compulsory in Form 3 hence, students choosing to take or not to take it may have good reasons for doing so. Overall, only those students taking CRE in both forms participated in the research.

The researcher experienced some constraints that anyone interested in research of like nature should be aware of. In the first place, the researcher used a government public document presenting the directory of schools in Kenya to draw the sample required for the work. This directory was later found to be erroneous. The status of some of the schools, in reality, was different from that reported in the directory. Secondly, the restrictions placed on foreign students doing research in Kenya in the payment of exorbitant research fees was another constraining factor in this research and, thirdly, the sudden change of the gender and proprietorship statuses of some of the schools in the research sample was the most frustrating constraint. However, these constraints did not adversely affect the research intentions and, hence, the result, because the unit of analysis was individual students and not individual schools.

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CHAPTER TWO

LITERATURE REVIEW

The attitudes of pupils towards school subjects and the multifaceted factors that influence them are extensively documented in the context of European, Australian and American education. However, parallel research and documentation within the context of education in Africa is scanty. This has limited the availability of literature on the attitudes of African adolescents towards school subjects. As a result, this research is considered a significant milestone in the study of attitudes of African students towards Christian religious education.

The focus of this chapter is to examine the available and accessible materials, both substantive and methodological, on the nature of religious education as a discipline, its place in African educational systems and the factors that influence the attitudes of students toward the discipline as a school subject. It is an attempt to further probe into existing literature to examine the relationship between students' attitude towards school subjects and some curriculum-oriented variables.

Substantive Literature

The Religious Factor in African Education – An Historical Review

African societies have an admirably long and rich history of education and training. Pre-colonial and/or indigenous education was an important means of transmitting cultural values and skills. It is rather unfortunate that many non-African writers on religious education in pre-colonial educational systems in Africa claimed that there was no educational system (let alone religious education) in sub-Saharan

African countries before colonialism. In response to this claim, African educationalists have indicated that pre-colonial Africa had an educational system that was overtly religious in nature. Ocitti indicated that pre-colonial Africa had educational systems that were adequate in so far as they “met the requirements of society at that time” (Ocitti 1973, 91).

Haar (1990, 17) observed that in the socialization process of the African child into adulthood, religious education played a very important role. According to him religious education was closely tied with the entire community life involving politics, economics, family life, etc. Religious education was the binding force that provided the society with moral codes, because in African worldview morality was regulated by religion. Through the process of religious education, the young African was socialized to believe that

1. Life was the greatest thing in the world.
2. Man had inalienable worth.
3. The good of the individual was a function of the good of the society.
4. The solidarity of the extended family was supreme.
5. The universe was friendly, implying the belief in a benevolent Creator God (Dzobo 1975, 77).

These issues compare favorably with the aims and objectives of religious education in schools today.

In the African system, the responsibility of teaching these desirable religious values, practices and observation was entrusted to the parents and community elders. Ocitti (80) affirmed that parents did not only teach their children by example, they were also the custodians of ethics, social customs and religious observances. The family was very instrumental in the development of social ideals and religious practices in children. The involvement of the African family in the religious education

of the child indicates that Africans before colonialism and missionary enterprises were concerned with the education of the child.

Between the 15th and 19th centuries, a “western-type of education” was introduced into sub-Sahara Africa as a result of European Christian missionary enterprises. Apart from evangelistic purposes, the pragmatic need for interpreters and catechists prompted missionaries to promote literacy and general education programs. These educational programs, with the exception of arithmetic and English, were composed mainly of religious education, designed to win converts and to train manpower for the Church.

Before the First World War, missionary influence dominated all formal education in Africa. After the First World War the colonial governments became interested in the education of the Africans. These colonial governments allied with the missionaries, the former providing the latter with protection and funding for their work. From 1920 until the period of independence in most African countries, these two entities controlled education in Africa.

Events in America in 1909 directly affected education in Africa. In this year, a lady named Carolina Phelps-Stokes bequeathed a large sum of money for a study to be done on the provision of educational facilities for blacks in the United States. With this money, a commission was set to carry out similar research in Africa by colonial administrations that were already dissatisfied with the educational systems in Africa. The report of the commission was given in the Phelps-Stokes commission of 1920 and 1925. This report was to have an enduring influence on African educational systems.

Haar (44) saw the most important recommendation coming out of the Phelps-Stokes commission as the one that required the adaptation of African education to what were considered African developmental and environmental needs. Following the Phelps-Stokes Commission report, several British educational policies were made.

According to Busia (1964), the most comprehensive of these policies was the one in 1925 by the Advisory Committee on Native Education in the British Tropical African Dependencies. It was issued in a memorandum entitled *Educational Policy in British Tropical Africa*, which established, among other things, that an important role should be assigned to religious training and moral instruction for African children.

Jones believed that this pronouncement of the British colonial masters in favor of religious training and moral development in the education of the African gave religion a very significant place in character development (n.d., 12). African educationalists joined Jones and made important statements on the role of religious education. Okafor, a Nigerian Catholic educationalist, posited that religious instruction should be given a prominent place in the African educational system, pervading all schools, be they public or private. He insisted governments should not tolerate any school that excluded religious education from its curriculum (1974, 56). On the same issue, Busia (100), a Ghanaian educationalist, believed education in Africa had always had its roots in religion, and always provided guidance for moral and spiritual life. The African educationalists are of the opinion that religious and moral development of the African was not a concern for the missionaries alone; the colonial aspirations for education also gave a significant place to religious education.

Complementing the educational efforts of the colonial administration in education, the church also took educational endeavors seriously. In missionary circles, conferences were held at various times and places to discuss the role of religious instruction in the general educational system of Africa. In 1910 at a Conference in Edinburgh, the church reiterated the importance of the school, which was perceived within the missionary endeavor as an important instrument in the indigenization of the Christian faith. Education, including moral and religious education, was seen as contributing to a complete human formation (Haar, 45).

Sixteen years after the Edinburgh Conference a special regional conference was summoned in Belgium (Zoute) specifically to discuss the situation of missionary educational strategies in Africa. The Concept of the 'Bush Schools' emanated from this conference. In 1928, a more globalized conference, held in Jerusalem, declared education should not be limited only to instruction or vocational training, but should extend to the stimulation of "an appreciation of aesthetic, intellectual and moral ideals, and promote the growth of a full, balanced and purposive personality" (Haar, 46). The perception that religious education is required for spiritual and moral development earned the subject its place in the indigenous, colonial and missionary educational curriculums.

This brief historical treatment of religious education in the life of the indigenous African, the missionary and colonial educational systems reveals religious education as touching on the behavior and moral life of the students. Religious education was life. The discipline was in the curriculum to develop the moral life of the students and not merely to teach him about religions and other things. It was meant to reform the life of the individual.

Religious Education as a Discipline – Theoretical Perspectives

This section attempts to review the various perspectives on religious education as a discipline. Such a review is pertinent to the current study in that it provides a scope of discussions and issues among professionals in the area. These discussions are relevant in understanding the theoretical framework on which current practices of religious education in public schools are based.

Religious educators continue to struggle with the nature of religious education as a discipline in relation to its theory, practice and definition. The available literature reveals the place of theory in the study and practice of religious education has not been

given adequate attention. This neglect has resulted to a grave identity crisis for the discipline.

In an attempt to give an identity to religious education and a system for its study, the last few decades saw an unprecedented upsurge of religious education theory. This avalanche of theoretical positions made it a necessity to develop a category system through which the various theories could be studied. That is to say, that one needs to have a framework, a perspective from which one can evaluate the various theories that have been propounded to explain the phenomenon of religious education.

Burgess (1975, 12-35) reviewed the works of Coe, Wyckoff, Xavier, Sherrill and Lee. According to Burgess (10), Coe proposed four issues that are vital to the formulation of a religious education theory. These are: (a) the context or society that is deemed desirable for the end result; (b) the learner before the learning process; (c) the learning experiences considered desirable to bring about the desired change and (d) a means of evaluation. Coe's religious education theory in light of Burgess' appraisal addresses the desired end product, the learner, the learning experiences and the means of assessing the learning outcomes in religious education.

Wyckoff (1967, 393) proposed a six-category framework for studying religious education. These were (a) objectives; (b) scope; (c) context; (d) process; (e) personnel; (f) and timing. Xavier Harris, Nicholas Henry Beversluis, Lewis Joseph Sherrill and James Michael Lee are among several other writers who have expounded frameworks for the theoretical considerations for religious education.

Lee (1973, 233), discussed the concerns of religious education under four main categories, which are: the environment, the student, the teacher and the subject matter. Lee, who takes a more social scientific approach to the study and practice of the discipline, has formulated his categories in very broad and general educational terms.

Burgess (13), in his contribution, used a synthesis of these frameworks to study the theory of religious education. For him, the analysis and description of the various theoretical approaches to religious education must be done using the categories of (a) aim (b) content (c) teacher (d) student (e) environment and (f) evaluation. Any theoretical framework must touch on these issues. To this effect, the useful questions emanating from this framework are: What are the aims of religious education? What is the nature of its content? What qualities should the teacher possess before he can adequately teach the course? What is the nature of the students of religious education? What environment is conducive for religious education? What desirable processes are suited to evaluating religious education outcomes?

The various theoretical systems articulated so far present analytical tools required to answer the questions above. Any discussion therefore concerning religious education in schools must attempt to view these questions in light of the theoretical systems expounded.

Burgess (15-35) has given four theoretical frameworks in response to the questions raised above. These frameworks, which he called “approaches” are: (1) The traditional theological approach; (2) The socio-cultural approach; (3) The contemporary approach and (4) The social science approach.

The Traditional Theological Approach

The traditional theological approach was linked to the evangelical movement in Protestantism and the Kerygmatic movement in Roman Catholicism. The approach took a more orthodox stand by its insistence on theology providing the foundation and the Bible providing the sole content for Christian religious education. Educators including Lois LeBar and Frank Gaebelein of the Evangelical tradition, and John

Westerhoff and Josef Jungmann of the Roman Catholic tradition, maintain this perception of religious education.

LeBar (1958), in proposing a definition and identity for religious education, took a more orthodox evangelical stance on the discipline and insisted on the appellative “Christian education” to refer to religious education. She strongly maintained in *Education that is Christian* that secular and Christian educations are distinct. Though she recognized a correlation between the two she believed that religious education should be built on sound Christian principles. Her approach to the discipline is judged by Lines as one of “recovery and rediscovery of the answers provided in the past as opposed to one of creativity and transformation” (Lines 1988, 215). Like her compatriots in this approach, she concentrated on the transmission of salvific message to students. Religious education is, therefore, overtly Bible content based, evangelistic and confessional.

Gaebelein (1951), as did LeBar, insisted on the teaching of content. Burgess (27) was apt in presenting Gaebelein as placing a “high priority on the verbal teaching of scriptures and upon the pulpit as a functional center of Christian religious education.”

Westerhoff (1978) proposed a Roman Catholic reformation. He opted for the word “Catechesis” as a substitute for religious education. Lines summarized Westerhoff’s views as follows

Westerhoff still supported catechesis as the method of understanding the relationship between theory and practice. Catechesis was defined as “a pastoral ministry which aims to help the faithful, individually and corporately, meets the twofold responsibilities which faith asks of them; community with God and community with one’s fellow human beings.” Westerhoff employs the term to point to the enculturation and socialization process within a community of faith rather than the rote memorization and programmed question-and-answer method often associated with the word. From Westerhoff’s understanding, the central question of catechesis is: “What is it to be Christian together in community and the world?” (Lines 1998, 214).

The traditional approach perceives religious education as a return to the basics laid out in the authoritative word of God since “the answers to all our problems, or at least the principles, are to be found in God’s written Revelation of Himself rather than in human source” (LeBar 1958, 79). Religious education is the teaching of tradition, which depends heavily on content for the purpose of the salvation of the student.

Using this framework to study religious education, the proposal was that Christian religious education should aim at reproducing the “mind of Christ” in the children; the content should be based on theological foundations and the Bible providing the sole content. Such content was not context specific and was invariant. The teacher was seen as the herald whose aim should be the transmission of the unique, divinely ordained message (Burgess, 26). Such an educational enterprise should take place within the faith community. The students were passive and should be filled-up with the divine message. The approach favored the use of indoctrination as an instructional strategy. Methods of evaluation were basically the recitation of what has been learnt and an invariant response to pre-prepared questions.

The Socio-Cultural Approach

The socio-cultural approach to the treatment of religious education concentrated on the role of the student in the society. This approach insisted not on the mere transmission of the “salvific message,” but on the preparation of the individual to be able to participate in the creation of an ideal society. It was more of a functional and pragmatic approach that removed the influence of the discipline from an individualistic perspective to one that should manifest itself in society. The main proponent of this approach is George Albert Coe (1978).

Evangelicals are diametrically opposed to the socio-cultural approach because of the insistence of the approach on the experience of the learner to the detriment of

the Holy Spirit. Regardless of the opposition, the approach continued to be a significant influence on the discipline. Coe was immensely influenced by John Dewey’s notion that “education is the participation of the individual in the social consciousness of the race and that it is grounded in the reconstruction of experience” (Groome 1980, 117). Coe heralded this position and made the experience of the learner a key factor in religious education, even though it was starved of divine immanence, and portrayed an unflinching confidence in the goodness of man and a “Unitarian conception of Jesus Christ” (Smart 1954, 58). Coe differed very sharply with evangelicals in that he suggested that religious education created theology, whereas evangelicals believe that the Bible critiqued experience and provided the foundation for the cognitive structures of faith.

According to the socio-cultural approach, religious education should develop the mind for creative thinking, it should enable the individual to reconstruct concepts of God, and to redefine spiritual objectives rather than it being a tool of conservatism used to indoctrinate developing minds (Burgess 67).

Coe maintained the aim of religious education should be the “growth of the young towards and into mature efficient devotion to the democracy of God and happy self-realization therein” (1917, 55). Coe’s “democracy of God” touched on social welfare, social justice and an overt concern for world society. This aim is in direct opposition to the traditional approach.

The content advocated by this approach is incarnational in nature—dealing with the realization of the democracy of God in the social experiences of the learner and not in historical facts as believed by the traditional approach. The role of the teacher in this context was to aid in the promotion of individual personal growth of the pupil and not merely herald the “good news.”

The Social Science Approach

The notable scholar in the social science approach to religious education was Michael James Lee. Lee, a Roman Catholic educator during the 1980's, published a trilogy on religious education in which he persistently maintained a view quite different from any other approach. Lee maintained that referring to the discipline as Christian education, like LeBar proposed, has resulted in negative undertones and overtones of indoctrination or "circumscribed" and "triumphalistic" interpretations (Lee 1971, 6). He preferred the discipline to be called *religious instruction*. Lee maintained,

. . . instruction is not a pejorative term to be used in disparaging contradistinction to the more fulsome education; rather it is a technical term used in pedagogical parlance to indicate a specific type of educational activity (Lee 1985, 486).

As a result, Lee proposed a social science approach to the study and practice of the discipline. His insistence, therefore, on the teaching-learning dimensions of religious education follows naturally. He was of the opinion that religious education was an inclusive term that embraced other activities such as counseling and administration. Instruction was just a part of the entire religious education enterprise and it is through instruction and not theological discourse that the behavior of the student can be altered along religious lines.

The social science approach proposed the aims of religious education to be three-fold: 1) the intellectual development of the students in matters pertaining to religion. The fallacy of this aim is in the assumption that knowledge of values given to students will empower the students to be virtuous with time. 2) the moralist position that religious education must be concerned about bringing the individual very close to Christ, which cannot be done by knowledge alone and 3) the integrated position that sees the aim of religious education to focus on the formation in the individual of a

personal experience of Christianly understanding, action and love coequally. With these orientations about the aims of religious education, Lee believed the aim of religious education "consists in facilitating the modification of the learner's behavior along desired religious lines" (Lee 1970, 56). Thus, modification of behavior became the dominant theme in the social science approach.

The approach saw the experiences of the learner and the learning environment to be very crucial in the learning process. The content was proposed to have eight dimensions including product, cognitive, affective, verbal, non-verbal, process, and conscious lifestyle contents (Burgess, 134-139). The role of the teacher was basically that of a facilitator of behavior modification.

The Contemporary Theological Approach

The contemporary theological approach to religious education blends the traditional theological and socio-cultural approaches in that it perceives the discipline to promote a sense of belongingness and desires to promote the well being of the community. Proponents desire to address cultural changes within the context of biblical tradition. This integrated approach sees religious education as equipping the individual to be a functional unit in the development and sustenance of the faith community. It empowers the individual to contribute to the maintenance of the faith community to which he/she belonged. It, therefore, stresses the transmission of the heritage of the community. Proponents of this approach were Randolph Crump Miller (1950) and J.D. Smart (1954). Miller, using LeBar's terminology maintained,

the clue to Christian education is the rediscovery of a relevant theology which will bridge the gap between content and method, providing the background and perspective of Christian truth by which the best methods and content will be used as tools to bring the learners into the right relationship with the living God who is revealed in Jesus Christ, using the guidance of parents and the fellowship of life in the Church

as the environment in which Christian nurture will take place (Miller 1950, 53).

This approach connects context and theology. It focuses on the personal development and intellectual growth of people in a contextually relevant way.

In summary, Burgess' theoretical framework examines religious education from four perspectives. Religious education could be examined from the perception that its purpose is to meet evangelistic and confessional aims, or it can be seen as developing the individual for community purposes, or a tool for behavior modification or developing the individual both spiritually and for the community.

Many rejected Burgess' classification of the conceptual framework for understanding religious education. In the first instance he combined in the same conceptual framework both Roman Catholic and Protestant educators, whose theological and philosophical foundations are quite dissimilar. Though his categorizations were not entirely neat, he succeeded in presenting the various theoretical frameworks used to understand and explain the phenomenon of religious education. In fulfilling one of the attributes of a theory, Burgess articulated the various ways in which religious education can be classified and conceptualized, thereby forming a fundamental framework for understanding the discipline.

However, there are notable educators who have contributed to the development of theoretical frameworks for the understanding of religious education, which were not classed by Burgess. Among these are Kenneth O. Gangel (1978), Findley B. Edge (1956; 1959; 1963; 1971); Lawrence O. Richards (1970; 1972; 1975), and Ted E. Ward (1982, Parts I and III). Benson admitted that these contemporary writers have contributed greatly to the formation of an eclectic evangelical basis for the development and understanding of religious education (Benson 1984, 53).

Gangel (1978), proposed religious education should be concerned with the integration of faith and learning. This integration should not only take place during devotion or in the classroom but should be evident in the entire pedagogical exercise of fairness and objectivity. Gangel considered the teacher the most important factor in religious education. Gangel did not limit religious education to the classroom alone, but saw it as involving the community, the lifestyle of the teacher, and the school environment.

Edge (1956, 1959) maintained there was a direct relationship between one's theology and one's philosophy of Christian education. According to Edge, decisions related to the curriculum, which teachers make are influenced by their theology/philosophy. Consequently, to maintain consonance, the teachers of religious education should obtain training in places where sound theological foundations are laid.

Richards (1970, 1972, 1975) discussed the nature of revelation, authority of scripture and the commitment to excellence in teaching. He believed that ecclesiology must be the source of educational understanding and that Christian education was truly a theological discipline. Christian education, in whatever context it was found, should not be divorced from the church or a faith community. Faith communities should be given more stakes in the development of curriculum and in the training of teachers who handle such materials.

Ward (1982, Parts I and III) concentrated on the learner. He frowned on the long-standing view of practitioners who see the child as a mere vessel to be filled or a blank slate to be written on by those who know. His concern was the passive role the student is relegated to in the learning process. He maintained there is a link between cognitive input and practical service. Ward believed Christian Education should not be divorced from ministerial service. The learner must be involved in the learning

process, with the provision of immediate situations for the application of what is learnt.

The preceding sections has given the various issues that one needs to be clear on before attempting to study religious education as a school subject. To study religious education, one needs to be clear on the aims, nature of students, teacher and teaching methods including contents, evaluative strategies and the environment in which the subject is taught. These elements are in sharp focus in the current research.

Religious education does not take place only within the Christian context. The contemporary understanding of the discipline does not limit it to the church or Christianity alone. From the perspective of a pluralistic and ecumenical context, Thomas Groome (1980, 22, 25) and Marvin Taylor (1984) desired the more inclusive term “religious education.” Groome indicated that religious education could occur within any faith community; if it is done in a Christian faith community then it can be referred to as Christian religious education (25). Similarly if it is done in an Islamic faith community, it can be referred to as Islamic religious education.

It is this latter perception of the discipline that has gained popularity in most sub-Saharan African countries. Therefore, schools allow students to choose religious education according to the orientation of their faith communities.

This brief survey of perspectives on what CRE is has unveiled the obstacles to surmount in the definition of religious education. Catholics commonly refer to religious education as “catechetics”, Protestants refer to it as Christian Education. In a more pluralistic society, Christians and national education systems refer to the discipline as Christian religious education. Whatever the terminology, the basic principle remains that the discipline is concerned with the educative process of the individual as it relates to the faith and practices of a religious community (Moore 1984, 91).

Religious Education: A Definition

In the foregoing section, the researcher has revealed the various issues to take into consideration when attempting at a definition of religious education. The individual’s perception of what constituted the aim, content, methods and evaluation of religious education influences his/her definition of religious education.

Issues relating to the nature of religious education as a discipline or a field of study or as a body of knowledge are the first obstacles to overcome in defining religious education. There have been several perceptions about religious education as a discipline. Some perceive the discipline as entailing the study and application of knowledge obtained from psychology, theology, and philosophy to the teaching of religious beliefs and practices. This perception does not treat religious education as an autonomous discipline with its own content and teaching methods or its own research processes. The discipline is portrayed as heavily dependent on other areas for content and methods. Although this perception cannot be completely ruled out as erroneous, the degree of dependence of religious education on other areas is a matter of concern that will let the enquiring mind ask whether religious education is an independent discipline. While it is legitimate for religious education to use content and methods from other cognate areas and the larger arena of knowledge, it should, however, endeavor to seek a deliberate way to include literature from its history, as well as from the theological foundation to which it belongs. It should reflect critically upon knowledge from other areas and make an effort to reconstruct such knowledge within a frame of reference that is religious education. It should also strive to construct new knowledge out of the practice of religious learning.

Lee defines “discipline” as “the smallest integral, irreducible body of knowledge composed of systematized facts, laws and theories (Lee 1984, 39). Moore

defines it as a distinct branch of learning that has established processes and procedures to evolve and systematize knowledge (Moore, 90). Phenix gives an etymological definition of the term and concludes that a discipline is knowledge that is available and organized for instruction (Phenix 1988, 140).

Integrating these definitions, a discipline is a specific body of teachable knowledge with its own background of education, training, procedure, methods and content area. It has identifiable limits of its subject matter and established processes and procedures by which an evolving body of knowledge is formed and systematized. It is a specialized, delineated slice of reality that can be explored, described and explained.

Gleaning from the ideas of Marc Belth in *Education as a Discipline*, Moore (90-91) outlined eight criteria for defining an area of study as a discipline. Considering these criteria, it is evident that each discipline asks different questions in light of which separate and distinct methods and contents are developed within a particular context.

The above discussions will permit religious education to be described as a discipline, because it is an intentional, deliberate study of teaching and learning processes as they relate to the faith and practices of a religious community.

While the debate for a definition of the discipline continues to remain contentious in the Western Hemisphere, sub-Saharan countries are influenced by the swing of the pendulum. Schools mirroring American systems of education perceive religious education in its Christian redaction as “a church-sponsored and church-oriented activity leading to the development of a wide range of Christian outcomes in the learner” (Astley 1994, 8). Religious education in this sense has become Christian Education with the traditional theological approach of LeBar and others. In the British system, the activity alluded to by the Americans as Christian Education is often

described as “confessional.” Astley, quoting from the Bishop Durham Commission on religious education in Schools, indicates that the discipline specifies a general educational activity within the broad context of schooling that educates children about religions (Astley, 8).

From the diversity of opinions described above about the definition of religious education, it is difficult to get one comprehensive definition that will capture all the facets of the discipline. Religious education is based upon a dual foundation – a theological and an educational foundation. With this background, religious education is used in this research to mean a discipline in a state-controlled education system, which is experience based and aims at promoting personal understanding, conviction and commitment to the ideals of the nation, the church community and the learning community. This definition defers from that of Social ethics because the definition takes into consideration the ideals of the church community.

Religion and Education in Religious Education

The several theoretical approaches and definitions of religious education discussed so far bring into focus the dichotomy created between education and religion in religious education. This dichotomy is popular with African educational systems that distinguish between teaching religion and teaching about religion. The genesis of this distinction could be traced to British and American systems of education that have influenced African educational systems over the years.

Teaching religion is taken to be a matter of teaching people to be religious – this is a confessional, evangelistic and nurturing (traditional) approach in which the “religious” is stressed over the educational aspects. Teaching about religion has become the non-confessional approach of the belief, values and practices of one or another religion. Religious education, according to the non-confessional approach, is

telling people about religion or religions – it is informational rather than reformatinal, stressing the educational above the religious aspects.

The form and content of religious education in Africa during the colonial period were conditioned to meet evangelistic and reformatinal purposes. They were designed to teach people to be religious, to change lives and to train people for the work of the church. This trend changed drastically with the handing over of schools to national governments. At that point, the goal of religious education as a school discipline was subsumed within the broader national goals of education, which did not allow for religious or denominational distinction in the schools. Haar maintained, “The denominations were forced to work together in close collaboration” (1990, 115). Such collaboration can allow the religious education curriculum to be oriented towards teaching about religion (informational). Consequently, the discipline of religious education started to struggle with the idea of the role of education and the role of religion in the discipline.

Regardless of the destructive consequences of separating teaching about religion and teaching religion, Dixon (2000, 29) observed that religious education in state education still struggles with the issue of supremacy of religion and education in religious education. This struggle, which could be seen as a “tug-of-war,” cannot yield a winner; instead the implications are destructive for the well being of the discipline. Despite the clear implications of this struggle for the discipline, the contemporary reflection on the nature and practice of religious education has concluded that education and religion are separate and hence, pose a compatibility problem. Education and religion have been made to stand in opposition to one another.

Moran, citing Ross, responded saying, “underneath the medley of system, we find an almost worldwide shift from religion toward education as the method of indirect constraint” (Moran 1988, 19). The concern of Ross here was that the

traditional function of religious education, which primarily occurred within the faith community, is now removed from that community and brought into a wider, non-confessional setting – the formal school, which has ultimately become the place for character formation and reformation.

In modern scholarship, this distinction of the roles of education and those of religion in religious education raises the question of emphasis, or crudely put, “supremacy.” The struggle has been firmly established as existing between educationists who are ignorant of the field of religion and of religious education as a discipline, and members of the faith community who are ignorant of education and the role it plays in academia. For the professional religious educator, a tension does not exist. The professional educator perceives religious education as an interdisciplinary entity in which there is no question of “supremacy” but cooperation between religion and education in meeting mutually intended goals. Hence, religious education facilitates a healthy dialogue and cooperation between education and religion.

The interdisciplinary nature of religious education has implications for the religious education teacher. If such a teacher is only an educator with no proper orientation and understanding of religions and religious education, the emphasis will be on the educational dimension of the discipline to the detriment of the religious dimension. On the other hand, if the teacher is completely oriented towards religions and religious education with no teacher education background, the emphasis will be on religion at the expense of educational theories. To avoid either situation, religious education requires teachers who are educators and at the same time religious.

The historical development of education and religion in religious education indicates that the role of education and the role of religion in religious education were distinct but not separable. Education informs religion in the area of content selection, methodology, and readiness level of the learner. Religion provides the content and

context in which the educational enterprise strives. Thus, the issue of separating the two entities is a modern development that has arisen out of ignorance, or perhaps the deliberate refusal on the part of educationalists to understand the nature of religion and religionists to understand the nature of education. Religious education should be seen as an entity in which education and religion compliment each other, giving the learner a wholesome opportunity to grow and develop.

Religious education is a task that makes significant demands on the practitioner. The demands are not only in the tensions between education and religion. It is not because of the difficulties of motivation and the social and political climate within which the discipline operates. It is in the area of outcomes. The discipline is value laden, thus putting an added responsibility on the teachers to teach what they believe and live. It becomes a point in which students reflect on the life and actions of the teacher in light of what the teacher teaches. By its very nature, it cannot be taught from a disinterested point of view. If love and self-restraint are taught, the teacher is expected to manifest these in his life. This may account for one of the reasons why the religious aspect of the discipline is devalued in favor of the educational aspect that does not make overt demands on the life of the teacher.

The dichotomy created between education and religion in religious education has implications for the attitudes of students towards Christian religious education. By its very name, students naturally expect issues related to the Christian faith and conduct to be taught in Christian religious education, if the educational aspect is stressed at the detriment of the expectations of the students, the subject will not be seen as useful; this will create a negative attitude in the students. On the other hand, children are at different developmental stages with unique needs and abilities; if these are overlooked and the religious aspect of Christian religious education stressed, the students will be frustrated with the materials. This also has implications for the

attitudes the students will develop for the subject. To avoid any one of these situations, the following are suggested:

1. Having stated that the content of religious education should not be divorced from the way the religious community understands and applies it, teachers are not ethically free to make whatever use they like of religious texts in the same way they are not free to make whatever use they like with scientific texts in science education. "It is the responsibility of the professional educator to ensure that syllabus design reflects the self-understanding of the religious communities" (Cooling 1996, 173).
2. There is the need for the religious educator to be a theologian because the understanding of the Christian text can only be achieved when it is set within a theological framework. In the ordinary Christian life, this framework is implicit but it must be made explicit in the curriculum.
3. There is also the need for the teacher to be a trained and qualified teacher. Such a teacher will use his/her skills to transmit religious values in the most appropriate ways.

Religious Education in Schools - Curriculum Perspectives

The most popular conception of curriculum is construed in terms of the subjects taught in schools (Kliebard 1976, 199). However, the word itself has a more diverse use than this. Tanner and Tanner have identified six distinct categories of definitions, which they had synthesized from about twenty different views of specialists in the area (Tanner and Tanner 1988, 6-30). These different definitions stem from the fact that there are different diverging perceptions about issues, which are not only pertinent to general curriculum but also to the specific curriculum of

religious education. According to Gress and Purpel (1988, 3) the issues, which make the definition of curriculum complex are:

1. The issue of whether curriculum is an exclusive, formal, educational enterprise or it is inclusive of other modes of education, namely, non-formal and informal modes of education.
2. The point of emphasis on the continuum of curriculum activities, which covers formal learning situations involving intentions and interactions on one end and the actual learning outcomes on the other.
3. The decision of the point of emphasis among the several facets of the learning-teaching situation, which are: goals or objectives; subject matter content, instructional methods and materials, teacher and learner behavior and assessment strategies.

These three issues have further led to the formulation of four assumptions or definitions of curriculum. According to Dukacz and Babin (1980, 13-22), curriculum can be perceived as (1) content of what is to be covered in a given period of time by a given set of people, (2) all the experiences the child receives under the auspices of the school (Beauchamp 1988, 556), (3) a planned programme of activities and (4) a decision-making process involving what is to be taught, to whom, under what conditions and circumstances and for what (covert/overt) purposes (Kirk 1989, 41-48).

Curriculum as a decision-making process has profound implications for the discipline of religious education in schools. Curriculum specialists interested in religious education are confronted with numerous decision-making exercises, which inform the various curriculum-oriented variables that directly or indirectly influence the students and the materials with which they interact. Decisions about what to teach, why teach it, how to teach it, to whom, for what purposes and under what circumstances are crucial to the status of religious education in schools. Making the

wrong decisions about these issues will have far reaching effects on learning and the learner.

Content of Religious Education

This is the “what to teach” dimension of the religious education curriculum design process. Content is a crucial variable the curriculum affords to the teacher. There exists for the religious educator in a pluralistic context a wide range of materials from which to select content. Unfortunately, not all the materials that are available can be selected for the content of the discipline. A filtering process has to be designed to provide guidelines (Johnson 1988, 575).

Many experts in curriculum development including Nicholls and Nicholls (1987, 51), Tripp (1989, 79-88), Babin (1980, 58-66), Nelson (1984, 10), Brummelen (1998, 256), Cole (1998, 229), to name a few, have given guidelines to consider in selecting materials for the content of a curriculum. The materials that qualify for inclusion in the curriculum must be at the cognitive level of the child, and must be valid, authentic and relevant. Curriculum content that fail to meet these criteria will create undesirable effects on the child.

The Nature and Aims of Religious Education

An issue that is closely related to content is rationale of teaching. What are the goals of religious education? In a more technical term, one would ask for the justification of religious education as a school subject.

Any subject area expecting to hold its place in a pluralist curriculum faces sharp questions of justification. Reasons given for the inclusion of a subject in a curriculum, especially speculative subjects like religious education, have been mainly legal, cultural, moral and perhaps the profit such a course offers to other areas of

discipline. From this perspective, religious education is in the Church or national curricula because the legal framework of the nation or the Church desires it and hence is mandated. From the cultural perspective, religions are cultural elements that need to be propagated and upheld, also religious education is concerned with moral values required for the sustenance of community, and finally, the subject contributes to the interdisciplinary nature of several school subjects.

The role of religious education in schools is important to churches as well as national governments, albeit for different reasons. The development of the ideals of religious education is dependent on several factors including materials from the Bible, the nature of the student, the life of the church and human situations. An emphasis on any one of these areas can create a dichotomy between the perception of religious communities and national systems of education on the actual role of religious education in the school curriculum.

Eisner and Vallance (1974) in *Conflicting Conceptions of Curriculum* have identified the following five views that influence curriculum aims:

1. Curriculum as the Development of Cognitive Processes: This perception maintains that there are general intellectual skills that can be applied to any subject matter. The aim of any discipline, therefore, is to identify those intellectual skills, develop them and use them in unfamiliar situations. With this perception, the curriculum has one main aim. That aim is how students learn and not why or what they learn. Applying this to religious education, it may be stated that the aim of the subject matter is concerned with the processes of learning. It must be used to enhance learning processes, which will enable the students to acquire relevant skills for application to novel situations. The aim is thus focused on development of the mental abilities of the learner. Religious education should not be concerned with

moral or spiritual development. Religious education should develop the cognitive abilities of the child along religious lines.

2. Curriculum as Technology: The aim of the discipline under discussion at this point is focused outcomes and how to attain them. The emphasis is on the process and not on how or what is learned. This perception preempts pre-specified ends and all energies are directed towards the realization of those ends. Applied to religious education, curriculum would be a process through which desired outcomes are realized. Religious education, in this case, is a tool, a process. The focus is less on the learner, and more on the processes of learning.
3. Curriculum as Self-Actualization of the Child: In this case, the aim of the subject matter is to allow each child to grow through natural experiences leading to personal autonomy. If religious education is perceived in this manner, then it will aim at developing in the students the ability to be independent and autonomous. It will aim at unfolding to the learner those experiences that are exciting, essential and useful for the present as well as for the future.
4. Curriculum as Social Reconstruction: In this view the purpose of the discipline is to expose the child to social realities and prepare him/her to meet the social challenges of the day. In this view the role of religious education would be adaptive and change-oriented. Since society is constantly changing and the change is inevitable, the discipline should help the child to adapt to such changes. In the change aspect, changes are required and the school should produce leaders who would know what desirable changes to make. It would also emphasize the critical awareness of the students in terms of societal changes
5. Curriculum as Academic Rationalism: Education is generally perceived as the means of the transmission of culture. Consequently, schools exist to pass on the minds of great thinkers of the past to the students. Religious education in this vein

would concentrate on the transmission of knowledge, which has accrued over the centuries. Concentration will be on faithfully teaching the Bible, the mind of Christ, Paul and the great Church Fathers.

From the above views, the aim of religious education in a national curriculum should be considered within the larger context of school goals – what we expect education in general to accomplish and not merely what religious communities desire. The goals of national systems of education determine precisely what is done with religious education. The report from the Association for Supervision and Curriculum Development (ASCD) panel on Religion in the Curriculum (1987, 31-34) cited Goodlad et al as having identified commonality among the numerous goals of education that exist. They found out that all educational systems desire to promote (1) enculturation (2) citizenship and (3) interpersonal relations. Added to these are the ideals of democracy. Thus, the crucial issue with which to grapple is the role of religious education in meeting these general ideals.

How can the teaching of religious education be such that the discipline can adequately respond to these issues, while at the same time remaining faithful to the desires of the faith communities? While national systems have stated the aims of religious education in terms of the self-actualization of the child and in terms of social reconstruction, the Church may have been more drawn to the approach of the academic rationalists.

The aims of religious education and its content within the national systems of education make it a unique school discipline. The broad aims of religious education put emphasis on affective areas of learning outcomes of education. This implies that the cognitive and the psychomotor areas are only means to that end. Astley recognized that Christian religious education should go beyond the mere transmission of theoretical knowledge about God and other things to the teaching of values and

attitudes. He stressed that the main focus in CRE should be affective and lifestyle outcomes (Astley 1994, 173). This focus makes CRE different from other school subject.

The uniqueness of religious education is seen in the fact that it is overtly value-laden. Cole (228) maintained that the discipline is value-laden. By this he did not mean to say other disciplines do not have values. It is difficult to have a discipline that is value free. The curriculum of this religious education attempts to teach the pupils concepts such as national consciousness, patriotism, love, peace, unity, honesty and fair play, etc. All these are pure abstract concepts that are value-oriented.

Understanding the nature of a subject means a lot for those who handle the subject in the curriculum. The unique nature of religious education signals that its methodology should be different. Mere teaching cannot attain much of what goes into making the individual a patriotic and useful citizen in the society.

Thus, the nature of religious education, its content selection and its aims have implications for the environment of the course, nature of the content, the teacher and his teaching methods, materials used for instruction, the methods of evaluation, and the teacher-training processes.

The Nature of the Learner in religious education

As the nature of religious education raises significant points of reflection for the teacher, so does the nature of the learner. Psychologists and educators agree that the learner is the most important component of the educational processes. Consequently, the teacher should know the learner's background.

Students bring into the learning situation diverse backgrounds that can shape their attitudes towards a school subject such as Christian religious education. These background variables which are referred to in this work as demographic or student-

related variables consist of the age of the student, gender, educational experience, religion and religious denomination and involvement in the life of the religious institution. These variables can affect the developing capacities of the learner, his/her capabilities, interests and needs at different ages of development. It is prudent, therefore, to identify these variables and take them seriously in the teaching/learning situation.

Demographic variables such as age and gender have been extensively used to investigate attitudes of people. In relation to school subjects, gender has often been seen as a predictor of attitudes towards certain school subjects especially the science subjects. Johnson (1987) attempted to give an explanation for the differences in attitudes of males and females towards school subjects. He explained that gender could account for differences in perception of relevance of school subjects when the subjects involved lead to possible sex-appropriate occupations. It follows then that no significant differences will occur between males and females where the subject does not lead to gender biased occupations.

Francis and Lewis (1996, 223-243) and Lewis (1978) ascertained that age, gender, religion, academic aspiration, and denomination were significantly related to students' attitudes towards Christian religious education in British secondary schools. They ascertained from a sample of 16,411 year nine and ten pupils in 89 secondary schools in England and Wales that students of lower ages have a more positive attitude towards religious education, girls in the sample were also reported to be favorably disposed to religious education and that frequency of church attendance was also positively associated with attitudes towards religious education. They further asserted that these student-related variables could be used to predict student's attitudes toward religious education. The present research used insights from Francis and Lewis to explore the relationship between attitudes and student-related variables; specifically,

student age, frequency of church attendance, educational level, gender, and involvement in the life of the church.

The fact that these student-related variables can influence the student's attitude towards CRE requires teachers to understand these variables in light of other curriculum variables, which the teachers manipulate.

The Teacher and Curriculum-Oriented (Pedagogical) Variables of Religious Education

The role of the teacher in the teaching and learning process cannot be overstated. Foltz maintained that the teacher of religious education, whether in the church or in the public school, is a very important element in the learning-teaching situation. Teachers are in the frontline in communicating Christ. They are in the frontline in leading students into the realization of national goals (Foltz 1988, 184). Career teachers have the Herculean task of providing for the intellectual, emotional, spiritual and social development of the learners. To this effect, referring to teachers in general, the Newsome Report quoted by Downey and Kelly states, "teachers can only escape from their moral influence over the moral and spiritual development of their pupils by closing their schools" (Downey and Kelly, 1978). Unlike other teachers, religious educators have an added responsibility to perform because of the nature and expectations of the discipline they handle.

The role of the teacher in this context has a two-fold dimension both of which involve a decision-making process. The first dimension involves the decision in terms of what content and methods to select that are appropriate to the level of the learner and relevant to goal achievement. The second dimension involves the lifestyle of the teacher.

The issue of the role of the teacher in selecting content and methodology deals directly with the teaching style or approach of the teacher. Callahan and Clark indicated seven strategies teachers could use to develop a teaching style that can promote effective teaching (1988, 12). To these can also be added Elias' two main strategies that can enhance effective teaching (1983, 56, 57).

The development of an appropriate teaching style, as recommended by Callahan and Clark, is a combination of "personality" plus the amount of expertise one has in teaching processes, subject matter and pedagogical theory (12).

The other dimension involves the lifestyle of the teacher, the teaching environment and what has been known as the "hidden curriculum." Purely abstract and value-based concepts are more often caught than taught. The implication here is that teachers do not just teach because they are hired to do so; they need to believe and live what they teach. They are expected to teach with authority and conviction that what they are teaching and doing is the right thing. Achieving this goal depends on the lifestyle of the teacher, his relationship with the students and his entire worldview and theology/philosophy.

Instructional and Evaluation Strategies for Christian Religious Education

Instructional and evaluative strategies are among the pedagogical or school-related variables, which can influence the attitude of students towards the subject area. Sherman (1985, 86), citing from Peterson's dissertation, indicated that instructional strategies or methods of teaching affect students differently depending on the characteristics of the students.

The debate continues about the relationship between content and methodology. Because this work will not be involved in that debate, it will suffice to mention that the

nature of the content of religious education and the nature of students determine its methods of teaching. Religious education, as stated earlier, is value laden. However, Cole (230) maintained that practitioners in the area continue to treat the subject matter as if it were "value free." The subject continues to be taught purely as a form of literature involving the mastery of facts.

There are two main approaches to the teaching of religious education. Cole (230) has called these approaches as the Content and Structural Approaches to teaching religious education. Discussing the content approach, he maintained that this approach identifies those behaviors, attitudes and dispositions that are considered wholesome and the students are made to conform to these virtues. Such an approach leads to deception as the student will be conditioned to elicit the appropriate behavior but may not sustain such behavior when, "they leave the protective custody of the school premises" (Cole, 234).

The structural approach was developed to address the problems inherent in the content approach. In the structural approach students are not just led to accept that an action is morally wrong or right. They are led through the process of moral decision-making to be able to justify the moral decisions they make.

Reflecting on the issue of content and structure in the approach to teaching religious education, Stonehouse recognized that,

Christian teachers and parents have often thought that if they indoctrinated children and youth with moral content, moral living will result [sic]. Kohlberg helped us to see that moral content is just one part of what is needed. Effective moral education calls for helping students develop the ability to make moral judgments in the situations they face, accept their moral responsibility, and know how to develop a plan for moral action. Our task is much bigger than delivering moral content, as important as that content is (Stonehouse 1995, 73).

Stonehouse agreed with Cole in asserting that both the content and the structural approach should be considered in the teaching of religious education. The

teaching should not stop at the cognitive, in which knowledge about appropriate moral action is taught, but it must go beyond this to give an opportunity to the student to explain why certain actions are right and others are wrong. Christian morality should not only be concerned about the “right” answers, but should also be concerned with rationale (Issler and Habermas 1994, 145). The content and structural approaches to instructional methodologies are very crucial, but the real struggle in religious education is the means by which the content is taught.

A major issue in the discussion concerning the instructional methodologies used in religious education is contending with the accusation that religious education is indoctrinating. Indoctrination has been generally defined as the uncritical inculcation of subject matter into the minds of learners without allowing them to test the validity and applicability of the subject matter.

American and British philosophers of education are divided on what constitutes indoctrination. While the Americans see indoctrination from the perspective of methods; that is the process of inculcating materials into the children, the British see it from the perspective of the motive (what the teacher seeks to achieve). Snook, a British philosopher of education, cited by Astley, considered indoctrination to mean

any teaching that seeks the inculcation of doctrines regardless of the evidence, right across the board of religious beliefs and of the learner’s intellectual development. It occurs when the beliefs, attitudes, values, etc taught are held in such a way that they are no longer open to full rational assessment. When the teacher/learner interaction results in the learner believing what is taught to him/her non-critically (Astley 1994, 48).

According to Lines (1978, 148) indoctrination literally refers to the process of “putting things into persons or group of persons.” He sees indoctrination as denoting “an external source of information being imposed onto a subservient subject.” Hill sees indoctrination as a defective approach that limits the individual from appreciating the

true weight of the evidence available to support or disclaim issues, which are presented as true (Hill 1994, 128).

If the argument is accepted that the means of transmitting the content of religious education is merely by indoctrination, then the educational efficacy of religious education is at stake, as many are made to believe that:

- (a) rational and critical means are not employed to select the subject matter of religious education,
- (b) the methodology does not consider the development of the child,
- (c) the teacher actively desires that the students accept what he/she teaches regardless of the evidences and the consequences or outcomes that are inevitable.

It is the above characteristics that make indoctrination constrictive, conservative, conformative and one that enforces acquiescent behavior. Lines (1978, 227) further asserted that religious education, when perceived as mere transmission of truths and the proper recitation of the “right” answers or the mere outward conformity to ideals about religion, presupposes an external, dominant authority. It is the removal of this external dominant authority that allows, “relapse” to occur. This approach, he continues to say, eliminates “the possibility of emergent purposes and excludes authentic maturity, development and creativity.”

It is clear that indoctrination is not an appropriate instructional strategy, as it has the potential for “relapse” in the student at such a time when the influence of the external dominant authority is removed.

In the quest for a methodology, the teacher should know that subject matter is not all the same and so all subjects should not be taught in the same way. Rather the instructional approach should vary according to the structures and methods of the discipline concerned. For religious education, pedagogical excellence cannot be

obtained without the involvement of the teacher in the life of the students. Religious education involves life and it takes life to transform life.

Issler and Habermas believe that the best way to teach values and moral development is through the process of modeling – learning by example. Adapted from Richards, they proposed six strategies that teachers should use to appropriately model their students in the bid to attaining the ideals of Christian religious education. The six points are:

1. The teacher should have a frequent, long-time contact with the students.
2. The teacher must allow a warm, loving relationship to grow between him/herself and the students.
3. He/she should always, as the situation arises, allow the students to perceive his/her inner values and emotions. These, of course, are expected to be in conformity with what the teacher teaches and the desired outcomes of the teachings.
4. The students should have the opportunity to observe the teacher in various life settings and situations. The teacher is expected to be natural.
5. The teacher should be consistent in behavior.
6. The teacher should endeavor to explain or justify his lifestyle, along with accompanying life demonstrations (Issler and Habermas, 87).

While these writers, like all others, see the lifestyle of the teacher to be important in attitude formation, Lee observes that effective teaching does not reside in the teacher's personal holiness or the Holy Spirit, but in the "pedagogical competence of the teacher" (Lee 1977, 132). Lee's claim may mean to say that the personal lifestyle of the teacher is not important in teaching.

Lee's observation has made the preparation of religious education teachers to focus on the cognitive instead of the lifestyle of the teacher. The lifestyles of teachers

is viewed as unimportant. Only their knowledge of the subject matter is viewed as important. If there is any singular factor that militates against the relevance of Christian religious education in schools, it will be this observation by Lee. Christian religious education involves the transmission of life, which makes the affective domain of learning to be very crucial. In real life, it is not easy to separate affective development from personal influence of the teacher by his life style. If personal influence by the teacher is removed from the scope of Christian religious education, the subject will lack uniqueness and it will be like any other subject in the curriculum. Again, the content of Christian religious education is very special in that it must be built on the Word of and the life of Christ – this is what makes it Christian. The teacher who does not observe the role of the Holy Spirit in his life and is not submissive to the Bible as God's Word will not teach Christian religious education as required.

Contrary to Lee's claim that the lifestyle of the teacher does not matter in teaching, educationists including Bowen (1984, 95) have indicated that Africans learn effectively through the process of modeling. African students often desire to see a vivid link between content, methods and practice as shown in the personal lifestyle of the teacher. Once this link is not seen or these abrogate one another, the essence of the course tends to be lost and the students tend to develop disinterest in the course, evaluating it as unimportant, not challenging, boring and hypocritical.

The other thing determining the method used by teachers in teaching religious education is the mode of evaluation. Like all school subjects, religious education is examination-oriented. Religious education prepares students to pass examinations and not for life challenges. The teachers cannot be held entirely responsible for this menace caused by examinations as the content they teach and why they teach are guided by examination requirements.

Examinations have become a menace to religious education. Earlier, it was asserted that giving the right answers is not the goal for religious education, but a transformed life, which can hardly be tested. Cole says, “the present examinations-oriented system is clearly impotent in serving the ideal curriculum for Christian religious education” (237).

Teachers are in a very precarious situation in that they cannot handle the dissonance between the general teaching processes suitable and recommended by the examination-oriented curriculum and the processes capable of developing moral values in the students. Cole is one among several professionals who have acknowledged this menace and have suggested a tactful remedy. Cole proposed a combination of idealism and realism – giving unto Caesar what belongs to Caesar and to God what belongs to God. Religious educators should train their children to pass examinations as well as help them to develop character qualities that will enable them to fit into society (237). The capability to do this will depend on the teachers’ ability to make the right decisions concerning those issues involving the numerous teacher-related variables they manipulate to create a balance in and out of the class.

Textbooks and Christian Religious Education

Textbooks are the most ubiquitous resource material the teacher and students have for any school subject. Textbooks have tremendous influence on the content and methods of teaching and, consequently, are expected to influence the attitudes of students to school subjects. Callahan and Clark (1988, 447) see textbooks as very important because (1) they provide an organizational structure for the course; (2) they provide content; (3) they provide relevant activities and (4) they provide sources for other readings. However, the same authors indicated that often times these rich materials for instruction can be counter productive as (1) their construction does not

allow flexibility for application in novel situations; (2) they are dull and they discourage the reading of more profitable materials; (3) they are often superficial and above all (4) they do not allow for differences in students’ talents, interests and goals.

Apart from these inadequacies inherent in textbooks, Kung’u, in her research (1996), discovered that textbooks are not morally neutral. Doing her studies on the values portrayed in literature books used in Nairobi secondary schools, she found that literature textbooks portray values that are not wholesome as far as Christian values are concerned and that such values are based on traditional practices.

If Kung’u is taken seriously, as she ought to be, then there is need to ascertain the values and value-base for Christian religious education books. If a situation exists where the values these books portray are dissimilar to the values of the institutions, the faith communities or the students, the results may be disastrous. Such books may result in conflicts that might lead to the development of unhealthy attitudes towards the books and, hence, towards the course.

Further, following the negative economic trends in most African countries, local printing houses generally produce the textbooks used in African schools. It is, therefore, common to see these books poorly produced, difficult to read and with very low durability. All these factors could contribute towards the students’ perception of the books and, hence, the course. Christian religious education needs books and other instructional materials that are accurate, objective, honest, fair and interesting.

The School Environment in Christian Religious Education

Often times when modeling is suggested as a form of instructional methodology, the emphasis is on the teacher. For values to be properly taught, the school and everything therein must stand for the ideals of the society. It must model the ideal society for which it is training its students. If the society is democratic, the

school environment must demonstrate democracy; if the school is training students to demonstrate tolerance, goodwill, and good citizenship, these must be upheld and shown. It becomes a ridicule of reality when a school is undemocratically run, with indecency and undesirable relationships between teachers and students, rampant examination fraud, bribes to elevate examination marks, etc. and such a school is expected to inculcate into the children democratic values, honesty, decency and fair play in the community. Often times it is difficult to see these desirable values explicitly stated in school documents, but they, however, show up and influence students in what is normally referred to as the hidden curriculum. These have an immense impact on the formation of children's values.

The foregoing discussions have implications for the teaching style of the teacher and the community. It may suggest that in the development of moral values of the child, the school and the teacher can only play a part. Value is community based; therefore the entire community should share the responsibility of inculcating values in children. In the planning of the curriculum, the community should not be left out. There must be coordination between the school, the home and the larger community so that a united front can be presented to train up the child. This will ensure that conflicting values, which can lead to cognitive dissonance, are not presented to the child.

However, while the responsibility of moral development is overtly seen as the responsibility of the educational system, individual teachers can play a significant role in this matter in several ways not directly related to their regular teaching. The teacher can choose activities and methods to foster attributes such as independent thinking and self-reliance, tolerance, patriotism, flexibility and creativity. The teaching can also foster a true attitude towards learning and school subjects. Contents and teaching methods play a major role in helping youths gain right attitudes towards a subject;

they determine the pace for the acquisition of the appropriate knowledge, skills and attitudes required for moral development.

Teachers and school administrators must avoid making the error of assuming the role of the family and religious institutions in the moral and spiritual development of the child. Schools should be involved in teaching values. Values, no matter how they are obtained, have non-sectarian implications for the well being of the nation.

Summary

In this review, a very brief attempt has been made to present a panoramic view of issues pertaining to Christian religious education as an academic discipline in African educational systems. The influence of the educational systems of Western countries on the nomenclature and scope of the discipline was also discussed from both historical and present perspectives. Some time was spent to discuss the theoretical frameworks required for a scholarly inquiry into the discipline. To study the discipline, four perspectives for viewing the subject matter of religious education have been proposed. These are the traditional theological approach, the socio-cultural approach, the contemporary approach and the social science approach. All of these frameworks present guidelines for perceiving the aims, content, student, teacher and environment of religious education. These issues have great implications for curriculum theory and practice and, hence, are important to the current research.

The discussion focusing on the role of religion and education in religious education was also treated from both the historical and the current perspectives on the issue. It was discovered that religious education is an interdisciplinary subject and must be treated as such.

An attempt has also been made to highlight some of the factors that influence the attitudes of students to Christian religious education. These factors were treated in

two groups; namely 1) demographic or pupil-related variables of age, sex, church attendance, level of education and 2) pedagogical or school-related variables consisting of the role of Christian religious education in the curriculum, content selected, teaching style or approach, textbooks, and school environment.

Christian Religious Education and Attitude Formation

The foregoing discussion was meant to set into context the social environment in which Christian religious education occurs. While it is desired that the social environment of the school enable the learner to learn, the same environment can foster the formation of attitudes that can enhance or inhibit the explicit learning required.

Attitudes are often times linked with values in that “they are learned, emotionally toned predispositions to react in a consistent way towards a person, objects or ideas” (Klausmeier 1985, 375). Gahagan sees attitude as a psychological construct, an invention of the observer in an attempt to make sense of someone’s behavior (Gahagan 1980, 642, 643). An attitude, therefore, is an observed consistent behavior towards a category of persons, things or ideas across a large number of situations. In the present research, the attitude object is Christian religious education as a school subject in public schools.

According to Shaffer, attitudes are formed in the context of daily social interaction through direct experience with the object and verbal transmission of beliefs and evaluations about the object (Shaffer 1985, 82). Shaffer’s observation for the formation of attitudes may indicate that if wholesome experiences are not given to the child, if the child is distressed, tensed and made to have painful memories of a situation, he/she might develop a very negative attitude towards that experience, be it a school subject or not.

The onus of developing positive attitudes in students towards Christian religious education is on teachers who create daily learning experience for the students. Klausmeier (375) maintained that teachers and teaching-related activities are often times associated with student attitudes. These teacher-related activities he cited include classroom organization, planning of instructional units, attitudes towards students, expectations from the students, classroom management, instructional skills, and methods of controlling behavior. It is expected that students will foster a very positive attitude towards a school subject if all these are handled well within the context of teaching. On the contrary, poor self-concept and negative attitudes to school subjects and the teachers are fostered in students when (a) classrooms are disorganized with poorly planned instructional units, (b) teachers have negative attitudes towards students and are insensitive to students’ individuality (c) teachers maintain inappropriate expectations of the students and are oblivious of students’ readiness levels, inconsistent classroom management and (e) inappropriate methods of teaching.

Learning Readiness and Attitude Formation

The stage theorist observation that certain activities and content are not appropriate for certain developmental stages of life brings into focus the readiness level of the child in relation to particular behaviors. The teacher should know and decide when to teach and what to teach to a given set of students. If the materials presented to the student are below his/her level of development, stagnation might occur. If, on the other hand, the materials are beyond the level of competence of the student, frustration could occur. These two situations are found to contribute immensely to the formation of attitudes towards school subjects. Frustration is an emotional state that can easily allow an individual to feel guilty and hence has the

highest potential of enabling the individual to form negative attitudes towards the frustrating agent.

In line with readiness in attitude formation, is the concept of motivation—the inner drive to act in a specified manner and direction. It is common knowledge that pleasant situations or experiences can be powerful motivating agents while unpleasant factors can act as de-motivators. In learning, a school environment that is secure with lovely experiences can allow the learner to develop a positive attitude towards that school environment. On the other hand, if the environment is harsh, with unlovely people, the child will grow to abhor that environment leading to a negative attitude.

One school activity that creates fear and uncertainty in students is examinations. An overt emphasis on examination can actually de-motivate the students by instilling fear and frustration. Motivation can also be linked to textbooks. If textbooks are properly written with the correct vocabulary level and good illustrations and print, they will motivate the children to read them.

Glasser narrowed down motivation to learn to a single word “relevance.”

When relevance is absent from the curriculum, children do not gain the motivation to learn (Glasser 1969, 49). For Glasser, relevance is obtained in the curriculum when (a) the students are aware and appreciate the goals of learning; (b) when the content and methodologies designed to meet such goals are appropriate and at the right level of the students and (d) when the evaluation procedures are not intimidating. In other words, the nature of the learning materials can, in a very powerful way, determine the relevance of the subject and subsequent students’ attitudes towards that subject.

Another factor that can influence the formation of attitudes is cognitive dissonance. This occurs when an individual is presented with information that is contrary to ones held beliefs. Such information creates a dissonance and in the process of overcoming the dissonance, the individual will either adjust his held beliefs to

accommodate the new information, or the source of the new information can be completely abhorred by the recipient, thereby forming a negative attitude towards it.

Attitudes can be formed in these ways with speculative subjects such as religious education. Students come into the learning situation with a repertoire of experiences conditioned by values they had received at home, the church and also in the society. If the teacher in one way or the other presents information contrary to these experiences, the students may grow to accommodate the teacher’s information or they may hate it. Since Christian religious education deals with values, it is thus easy for teachers to present values that students do not conform to. Hence it is important for teachers to be aware of the various background issues that students bring into the learning situation.

Attitudes and Research Variables

Substantial research indicates that many variables influence attitude formation and attitude as a factor in effective learning. Sherman has classified these variables that influence effective learning, as “stable” and “controllable variables” (1985, 85-100). Sherman classed stable variables as those that can be used to predict academic success such as intelligence, socio-economic status, past experience and scores in standardized tests. He further classed controlled variables (referred to in this work as ‘curriculum-oriented’ variables) as those that include both ‘institutionally controlled variables’ and ‘learner controlled variables’.

Institutionally controlled variables are, in effect, those variables that can be controlled directly by the school or institution. In this work such variables are referred to as “school-related or pedagogical variables” and they are curriculum content, instructional methodologies, institutional standards, textbooks and the general school environment.

“Learner-controlled or demographic variables” composed of the general background characteristics of the learners involving age, gender, religion, denomination, church attendance, and involvement in the life of the church.

To investigate the relationship between the attitude of students towards Christian religious education and curriculum-oriented variables, the dependent variable was identified as the attitude of the students towards Christian religious education. The research sought to investigate how dependent this variable was on learner and institutional controlled variables. The learner and institutional controlled variables made up the independent variables of the research. The constructs that composed these variables have already been identified.

It is of interest to note that the natural relationship between attitudes and the pedagogical variables identified can be bi-directional. That is, attitudes can be dependent on pedagogical variables while at the same time pedagogical variables can also depend on attitude. In such a case, the researcher concerned must make an arbitrary decision to make one the dependent variable. The decision in this research was making attitude to be the dependent variable.

The foregoing discussions focusing the theoretical and perceptual views of the subject of religious education have provided the basis for the present research to develop a framework for understanding Christian religious education in schools. They have been able to shed light on the factors that influence the aims of Christian religious education, those factors that determine the selection of content, teaching style and the implication of these on the practice of Christian religious education in Kenyan secondary schools.

Design and Methodological Literature

This section will attempt to present a review of the various efforts researchers have made over the years to measure attitudes. The measurement of attitudes in general calls for a distinction between three dimensions. These are the cognitive, the affective and behavioral dimensions.

The cognitive dimension of attitudes consists of the beliefs that an individual holds with respect to the attitude object, the affective dimension consists of the feelings of the individual towards the attitude object, and the behavioral dimension consists of the tendency or disposition to react to an attitude object in a certain way.

Psychologists believe that there is consonance between these three dimensions as they reiterate that attitudes are products of social learning. They have, over the years, painstakingly tried to establish a relationship between the three dimensions mentioned above, especially between the cognitive and behavior dimensions. Based on the argument that behavior is an indicator of a given attitude, psychologists have often measured the attitude of an individual based on the individual's feelings (affective dimension), action (behavior dimensions) or thoughts (cognitive dimension) towards the attitude object or his/her evaluation of it.

The cognitive is the most used dimension to provide an attitude index. The concern of researchers has been the translation of the cognitive dimension of attitudes into measurable entities. This conversion has been done through verbal assertions, and perceptual responses. For example, Francis and Lewis (223-246), in measuring the attitudes of students towards school subjects, used the perception of the students about a given school subject. They allowed 16,411 nine and ten-year old pupils simply to state whether religious education should be taught in schools. They accepted the response of the students as an indication of their attitude towards the subject. In the

same research report, they identified seven main approaches that have been undertaken to quantify or rate the attitude of students towards religious education alongside other school subjects. Among the seven approaches, the one that is directly relevant to the present research is that in which students were asked to rank the subjects they were taking in order of popularity or preference.

The method of rating attitudes by allowing respondents to indicate their preferences through the ranking of school subjects is based on the theoretical foundation that perceptual responses can be used to measure attitudes. It is at this point that the present research is linked to other research done in the measurement of attitudes. Within its theoretical framework, the present research perceives attitude as an internal cognitive predisposition towards a specified object. Such cognitive predispositions can be measured from perceptions. Based on this, the present researcher measured attitude by perceptual responses in the cognitive domain. The researcher allowed respondents to rank subjects according to choice. The results of this exercise was used to determine the perception of students about the subject and, hence, their attitudes.

Several research designs have been used to investigate the attitude of people towards certain objects, opinions or issues. While a longitudinal design is the most appropriate in measuring the variation of attitudes over time, its many limitations have made the cross-sectional design more popular. In the cross-sectional design, two groups of subjects with varying ages, sex, backgrounds and educational experiences are required to respond to a number of questions about their attitude towards an issue, person or opinion. Unlike the longitudinal design, the cross-sectional design allows the attitude index to be administered to the two groups at the same time under similar conditions.

Cross-sectional designs are used in descriptive studies, especially as they relate to relationships between variables studied. One of the main problems identified by Frankfort-Nachmias and Nachmias (1996, 129) that researchers encounter in the use of the cross-sectional design in descriptive studies is the methodological limitations in relation to the internal validity of the instruments used. One way to overcome this problem is to ensure that there are no spurious effects, which may account for the relationships that may be evident in the analysis. The common techniques of cross-tabulation and bivariate percentage analysis are used to minimize spurious effects on the relationship of variables.

The second limitation that the cross-sectional design faces is its inability to indicate causal relationships between variables. All it indicates is that there is a relationship or there is no relationship.

The cross-sectional design together with the Likert Method had been extensively used to investigate relationships. The Likert Method allows for multiple questions to be asked on one issue and makes provision for the control of spurious effects through cross-tabulations.

Adopting the cross-sectional design permitted the researcher to investigate two groups of students with different attitudes towards CRE, and by the use of the Likert Method the researcher was empowered to find out variation of responses among the students in relation to the attitude object.

It is difficult to study attitudes by asking direct questions that touch on the attitude in question, as Francis and Lewis indicated in their review. It is therefore always measured as an ordinal variable using a group of questions. The group of questions is normally referred to as a composite index. An index is a cumulative measure made up of several nominal or ordinal variables, all of which measure in the

same direction. It is thus, common practice to see researchers intending to measure a single attitude design several questions for that purpose.

Biu (1993); Francis and Lewis (1996), have all used indirect questions to ascertain the attitudes of their respondents to the various phenomena they were investigating. They each developed an attitude index made up of several composite indices in which they presented sets of questions to their respondents. The assumption here was that the answers to the questions posed would indicate something about the attitude of the respondents. Francis and Lewis, as did Biu, used the Likert Method to measure attitudes towards school subjects. They assigned arbitrary numerical values (normally ranging from 1 – 5) to the response categories. Depending on the direction in which they coded the responses, the sum total of the indices indicated the attitude of the student. For example, if an attitude-related question had a response category of five indices coded positively, the highest score on a five-point range would be 25 and the lowest would be 5. Thus, 5 represented a positive attitude while 25 indicated a negative attitude. Between 5 and 25 other indicators existed which could indicate the attitude status of the respondents.

The problem, however, with this method was the arbitrariness of the assigned values of the response categories. It was in relation to this problem that the Likert-scaling gained popularity in the measurement of attitudes. To develop and use the Likert-scaling, the researcher does the following six things, according to Frankfurt-Nachmias and Nachmias (1996).

1. The researcher compiles a series of items that represent a wide range of attitudes from extremely positive to extremely negative. Often researchers like Biu (1993) have used five fixed-alternative expressions to investigate the attitudes of students. These expressions are “Strongly Disagree,” “Disagree,” “Not sure,” “Agree,” and “Strongly Agree.” These alternatives

are stated at the end of the question and the respondent is instructed to check the one that agrees with his/her views on the statement.

2. The researcher administers the items to a random sample of respondents. Prior to this the researcher can subject the items developed in step one to Juror Counsel to establish the validity of the instruments. Alternatively, this can be done during the processes of instrumentation in which a pilot test is required to provide the basis for internal consistence and validity of the items (that which the Jurors are often required to do) using statistical means.
3. The researcher computes the total score for each respondent. This is done through the addition of the values already assigned to the response categories.
4. Through some statistical manipulation, the researcher determines the discriminating power of the items. This is to ensure that the items used have the power to differentiate between the various attitude categories represented in the population in relation to the attitude object.
5. As a result of the exercise in determining the discriminating power of the items, the researcher selects those items with very high discrimination power as those that can truly discriminate between positive and negative attitudes.
6. The researcher further establishes the reliability of the items.

While this may seem a laborious process, computer statistical programs such as the Statistical Package for the Social Sciences (SPSS) can be used to establish the internal consistency of attitude indices after the instrument has been administered to a pilot or research group.

The internal consistency is measured accurately by statistical methods, but the task of ensuring internal validity is hard to accomplish. Mugenda and Mugenda suggest that validity can be ascertained by the use of professional or expert judgment in the field (1999, 102). This involves the use of Jurors whose expert judgment would be used by the researcher to establish the validity of the instrument.

Attitude is a construct, thus it needs to be stated in operational terms before it can be measured. Often times, attitude is made operational by the perceptual response of the individual to an attitude-related question. Such response is often required on a bipolar ordinal scale (like high or low as in the current research). A perceptual response of high often signals a positive attitude while a low will indicate a negative attitude. In many researches of like nature, the perceptual responses become the bases of testing attitude as a dependent variable.

Researchers who are desirous to find out whether relationships exist between variables have used the analysis of cross breaks in which the data is graphically presented and the Chi Square (χ^2) – in cross tabulation statistical procedure is used. This procedure compares the frequencies observed in each category with what would have been expected, under the assumption that the variables under consideration are independent of one another.

The Chi Square procedure provides four types of results to establish a relationship. The researcher, based on the scale used to collect the data and the scale used to analyse the data, would determine which of the results could be valid and applicable. For example, if the data collected is analyzed in nominal categories, the Pearson Chi Square result would be the most appropriate for all. Also, if the cells involved in the calculation are four-fold, the procedure runs the Yate's Continuity Correction. This technique provides the basis for the rejection or acceptance of a null hypothesis. If the frequency of what is observed greatly deviates from what is

expected, there would be ground to reject the null hypothesis at a given level of significance. To determine the significance of the test for relationships, the obtained Chi-square value is compared with a critical or table value. If the obtained value is greater than the table value, the null hypothesis is rejected. The procedure reports levels of significance based on the Bonferroni inequality.

This brief review on design and methodology, in conjunction with the theoretical frame of the research, has provided a basis for data analysis and the justification of the design adopted in the present research. The present research adopted a cross-sectional design, which has been deemed as the most appropriate design for research that seeks to establish whether a relationship exists between variables.

The instrument was developed based on the Likert Method, which permits the researcher to use several indirect questions to investigate the attitudes of students toward CRE. The SPSS student version 10 was used to analyse the data collected for the research. All these strategies perfectly conform to the theoretical frame of the research as has been shown by the review.

of the research to the heads of institutions in the sample. All of the heads of the institutions in the sample gave their consent for the research assistants to administer the questionnaires. The researcher supervised the administration of the Questionnaire (Appendix 1).

CHAPTER THREE

DESIGN AND METHODOLOGY

This work investigated the relationship between the attitudes of students towards Christian religious education (CRE) and certain curriculum-oriented variables. The curriculum-oriented variables or institutionally-controlled variables were investigated under two broad categories: (a) demographic or pupil-oriented variables of age, gender, level of education, church attendance and involvement in the life of the church and (b) pedagogical or school-oriented variables consisting of the role of CRE in the curriculum, content of CRE, teaching style or approach, and textbooks used.

The research was descriptive in nature. It reports the perception of students on a number of attitude-related statements. The statements were designed to bring out the students' attitude (whether positive or negative), towards Christian religious education. The type of attitudes discovered were examined in light of the relationship they might have with other variables related to the school. Juror opinions, pre-tests and statistical manipulations were used to establish the reliability and internal validity of the instrument.

Entry Procedures

Local research assistants with whom the researcher worked assiduously facilitated access to the research constituency. Being a foreigner, the use of accredited local research assistants was indispensable. The research assistants were all working on various projects for which the current research was to provide primary data. Having obtained access to the schools, the researcher personally explained the purpose

Description of the Population and Unit of Analysis

The population of study was composed of Forms 2 and 3 pupils in accredited secondary schools in Nairobi, that offer Christian religious education as a school subject in the local 8.4.4 system. The Kenyan system of secondary education accommodates other systems of education. Notably, there are private schools, which run the British and American curricula. These schools were not part of the population.

The students of Forms 2 and 3, doing CRE in 8.4.4 system schools constituted the units of analysis. The analyses concentrated on these students and their various characteristics instead of the individual schools they attended. The schools were only used in the sample to guarantee adequate representation.

According to figures from the Central Statistics Office in Nairobi, the total numbers of students during the 2000/2001 school year in Forms 2 and 3 in Nairobi were 4,663 and 4,558 respectively, attending 48 public schools and 105 private schools. (Current data is not available due to the sudden closure of the statistics wing of the Ministry of Education, Jogoo House in Nairobi).

Sample and Sampling Procedure

An attempt was made to ensure that the sample adequately represented the population. To facilitate generalization of the research results, a clear population was defined, which in this case was all the Forms 2 and 3 students offering Christian religious education in secondary schools administering the local 8.4.4 system of

education in Nairobi district. Further, to ensure that all elements in the defined population had equal access to be selected, the probability sampling procedure was employed in two phases. In the first phase, using the 2000 Kenya Education Directory, a sampling frame consisting of all the secondary schools administering the 8.4.4 system of education in Nairobi district was drawn. The frame consisted of ninety-two secondary schools. Using the SPSS Select Range procedure, the elements in the frame were clustered into five categories according to the nature of the elements. The categories were: Girls Public Schools, Girls Private Schools, Boys Public Schools, Mixed Private Schools, and Mixed Public Schools. The numbers of each of these categories within the frame are given in table 1.1.

Within these clusters, the SPSS Random Sample selection procedure was used to select randomly ten schools (2 from each stratum). The number of schools selected is given in table 1.1.

In the second phase, for each of the schools selected in the first phase of sampling, sampling frames of Forms 2 and 3 students were collected using the school registers. The estimated sample size was 600, that is, at least 60 students from each school in the sample (30 from Forms 2 and 30 from Form 3). The sampling frame for each of the schools did not have 60 students; hence no more sampling was done. All the students in the sampling frames participated in the research. These made up a sample size of 294 students. However, of this number, 72 elements were disqualified due to contamination of their questionnaires or the questionnaires were not returned. Thus, the sample for the research consisted of 222 students from seven secondary schools offering CRE in the 8.4.4 system in Nairobi.

The processes described above ensured that each Forms 2 and 3 student in an 8.4.4 system school in Nairobi district had an opportunity to be in the sample and ensured further that units in the sample were independent. That is, the inclusion of one

member did not alter the probability of any other person being included in the sample. This procedure empowered the researcher to generalize findings to all Forms 2 and 3 students in Nairobi Secondary schools offering CRE in the 8.4.4 system of education. It further helped in seeing the general trend in the attitude of students towards school and school subjects.

Table 1.1. Probability Sampling Results

Cluster of Schools	Number in Cluster	Number in Sample	Number of Students	Comments
Boys Public	10	2	77	42 not used
Girls Public	13	2	82	
Mixed Public	21	2	40	
Mixed Private	41	2	65	
Girls Private	7	2	30	30 not used
	92	10	294-72 = 222	72 not used

The Instrument Design: Scale and Index Construction

The purpose of the current research was to find the factors that influence the attitudes of Form 2 and 3 pupils towards Christian religious education in Nairobi secondary schools. An attitude scale containing thirty-six items was developed in the form of a questionnaire by the researcher. The items were developed in view of the following research variables.

- (a) Dependent Variable: The researcher decided on one dependent variable; namely the attitude of students towards Christian religious education. The position of CRE in preferential ranking of the subjects students are allowed to offer in schools was used as an indicator of attitude towards CRE. Thus, a high ranking of CRE in the preference list was given the value of “favorable” attitude while a low ranking in CRE was given the value of “unfavorable” attitude.

(b) Independent Variables: There were 10 independent categorical variables divided into two sets. The first set consisted of five demographic variables, which are: level of education, age, church attendance, involvement in church activities and gender. The second consisted of five pedagogical or school-related variables, which are: curriculum goals, content, teaching style or approach, and textbooks used in CRE.

The relationship between the five pedagogical variables and attitudes is one of mutual influence. Attitudes already established by the respondents towards CRE would influence the students' perception of the pedagogical variables. On the other hand, the pedagogical variables also would account for the attitudes students display towards CRE. When two variables can mutually influence one another, the researcher can decide on one to be the dependent variable. In this case, attitude was selected as the dependent variable.

Since there has been no existing attitude index to measure these variables as they relate to attitudes towards Christian religious education, the attitude index used in this research was developed from scratch, with insights from the attitude scale designed by Bui (1993) and Francis and Lewis (1996).

The attitude index (questionnaire) was made up of several composite indices each of which was meant to measure specific aspects of the independent variables. The index was developed in three parts: Part 1 was concerned with the demographic variables involving seven items each soliciting specific information relating to the individual's background. Part 2 was designed to allow the respondents to rate the subjects they take in the present school term according to preference. The position of CRE on that preference list was used as a measure of the student's attitude towards CRE. Part 3 was designed on an attitude index consisting of four composite indices.

For each composite index, several attitude statements were designed, each related to a particular hypothesis.

Hypothesis 1

H₀: Students in general have an unfavorable attitude towards Christian religious education.

Attitude was measured by the perception of students towards the relevance of Christian religious education. Relevance was further measured by the preference given to Christian religious education in a ranked list of school subjects. Part 2 of the scale was designed in response to this hypothesis. The position of CRE in the ranked list gives an indication of its relevance and, hence, the attitude of students towards it. Attitudes, like most constructs, are measured on the ordinal scale and, hence, in this work high ranking indicates a positive or favorable attitude and low ranking a negative or unfavorable attitude.

Hypothesis 2

H₀: There is no significant difference between the respondents' levels of education and attitudes towards Christian religious education.

The respondent's form or year of study was used as a measure of his/her educational level. The educational level of the respondents was treated as a dichotomous variable. The respondent's level of education was considered to be either Form 2 or Form 3. Part 1, item 1 of the scale was designed in response to this hypothesis.

Hypothesis 3

H₀: There is no significant relationship between the respondents' ages and attitudes towards Christian religious education.

Age was measured in years on the interval scale. The interval variable was put into two categories of 12-16 years and 17-21 years for analysis. The researcher, for convenience of analysis, arbitrarily assigned the age divisions, but was cautious to maintain equal age range in the two groups. Simple frequency counts were taken of the two categories.

Hypothesis 4

H₀: The frequency of church attendance has no relationship to the respondents' attitudes towards Christian religious education.

Frequency of church attendance was measured on the interval scale with variable attributes of days, weeks, months and years. Part 1, item 4 of the questionnaire was designed in response to this hypothesis. The interval scores obtained were put into two categories of "often" and "seldom". Weekly church attendance was classed as "often" while monthly, yearly or never attendances were classed as "seldom."

Hypothesis 5

H₀: There is no significant relationship between the involvement of the student in the life of his/her church and his/her attitude towards Christian religious education.

The information required in this case was whether the respondent was involved in any church activity or not. It was a simple "Yes" or "No" response, which were recorded as "involved" or "not involved." This variable was treated as a dichotomous nominal variable. Part 1, item 5 was designed in response to this hypothesis.

Hypothesis 6

H₀: There is no significant relationship between the gender of the student and attitudes towards Christian religious education.

Gender is a dichotomous nominal variable. Consequently respondents were simply asked in Part 1, item 3 to state whether they were male or female.

Hypotheses 7 to 10 focused on pedagogical factors that can influence the attitudes of students towards Christian religious education. As indicated earlier, attitude is an ordinal variable and was measured using a composite index or scale. Four composite indices (CoI₁ . . . CoI₄) were designed each in response to a hypothesis.

Hypothesis 7

H₀: There is no significant relationship between the students' perception of the role of CRE in the school curriculum and attitudes towards Christian religious education.

CoI₁ (Composite Index 1), which was designed to address the student's perception of the role of Christian religious education, consisted of eight items (Part 3, items 1- 8). Each item was designed to measure an aspect of the role of CRE in school curriculum.

Hypothesis 8

H₀: There is no significant relationship between the respondents' perception of the content of Christian religious education and attitudes towards Christian religious education.

CoI₂, designed to investigate the student's perception of what is taught in Christian religious education, consisted of six items (Part 3, items 9 – 14). Each item measured a specific aspect of the content of CRE.

Hypothesis 9

H₀: There is no significant relationship between the respondents' perception of the teaching style or teacher's approach to Christian religious education and attitudes towards Christian religious education.

CoI₃, consisted of eight items (Part 3, items 15-22). Each item, as in the other composite indices, measured specific aspects of the teaching style or approach to CRE. This scale measured the perception of students towards the teacher's approach in teaching CRE.

Hypothesis 10

H₀: There is no significant relationship between the respondents' perception of the textbooks used in CRE and attitudes towards Christian religious education.

CoI₄ was designed in response to this hypothesis. It consisted of eight items (Part 3, items 23 – 30). Each item measured a specific aspect of the variable.

Each question in the various composite indices was followed by five fixed-alternative response categories designed after the Likert-Method. The response categories included "Strongly Disagree," "Disagree," "Not Sure," "Agree," and "Strongly Agree." The respondent was required to check the one that best explains his or her reaction to the statement. These fixed-alternative expressions were given values of 1, 2, 3, 4, 5 or 5, 4, 3, 2, 1. The direction of these values depended on the favorableness or unfavorableness of the item. For a positive scale 1 was rated a favorable attitude and 5 an unfavorable attitude. If the item was coded negatively, 1 indicated a negative disposition and 5 indicated a positive disposition towards the issue.

Validity of the Instrument

Juror Procedure

Validity is concerned with the appropriateness of the research instrument in measuring what it was designed to measure. The prototype questionnaire was a pool of questions each of which was subjected to intelligent and careful judgment before inclusion in the final scale. The questions in the prototype instrument were carefully constructed, having in mind the theoretical concepts of the research. These questions were given to a number of specialists or jurors who gave their independent opinion on the suitability of the inclusion of any of the items in the final scale. Five jurors were chosen including curriculum experts and professionals in the area of curriculum practice. In terms of the curriculum experts, two graduate school lecturers were consulted and in terms of the professionals, two heads of secondary school institutions and a trained teacher were consulted. The judgment of the panel of jurors was influenced by (a) the clarity of the items (b) the level of difficulty and (c) the appropriateness of an item for the category in which it is put. The items that scored 95% for clarity, level of difficulty and appropriateness were included in the final scale.

Randomization

Already a randomization process was used to collect the sample for this work. A randomization process has been suggested in terms of collecting the sample required for the research to control for some extrinsic factors that may influence the outcomes of the statistical procedures. Frankfurt-Nachmias and Nachmias (131) indicated that random probability samples could increase the validity of a research and provide concrete basis for the generalization of findings.

Pilot Testing

The items cleared by the jurors as appropriate were pilot tested at the nearby Forest View Academy, which has comparable features with elements in the research sample. The exercise was done to allow the researcher to access a sample of the expected results. The results obtained were used to further establish the clarity, level of difficulty and appropriateness of the items. The results were further used in the reliability test procedure.

Reliability of the Instrument

Reliability analysis empowers the researcher to study the measurement scale and the items that make them up. The SPSS reliability analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationship between items in the scale. The analysis gives an idea of the extent to which items in the index are related to one another, provide an index of the repeatability or internal consistency of the scale as a whole and can help determine problem items that should be excluded from the scale.

In relation to the current research, since at least five items were used in any one composite index, it was logical enough to find out how these items related to one another, the level of repeatability or internal consistency of the items and which items should be excluded from the scale. To ensure these, the pilot research data and also the research data were subjected to Cronbach's Alpha analysis to determine the reliability of the items. The Alpha is a model of internal consistency based on the average inter-item correlation. The Cronbach's Alpha is a general form of the Kuder-Richardson (K-R) 20 formula, which is based on the split-half reliability of data from all possible halves of the instrument. A high coefficient (0.7 and above) implies that the items correlate highly among themselves.

Before this procedure was used, the negative items in the questionnaire were recoded so that all the items could read in the same positive direction. As a result **CoI₁** item 6, **CoI₂** items 9 and 10, and **CoI₃** item 15 were recoded. The Alpha values for all the composite indices used in the research were either equal to or more than 0.7. An Alpha value of 0.7 and better indicates that the items are favorably related to one another and they have high level of repeatability. Composite items whose alpha was low (items 2, 4, 6 and 22) were removed from further analyses. The above exercise produced the instrument included in Appendix 1.

During the course of analysis of the data, the cross-tabulation method was used extensively, but no attempt was made to control for spurious effects.

Administering the Instrument

The subjects of the current research were Forms 2 and 3 students (male and female) offering Christian religious education in Nairobi secondary schools operating the 8.4.4 system of education. The subjects were between ages 12 and 21 years, most of whom attended church and participate in church activities.

The questionnaire items were designed so that anyone at the educational level of the respondents could understand and complete them with minimum assistance. After establishing the validity and reliability of the index, the researcher, with the help of two research assistants, at various days went to the selected schools and delivered the questionnaires to the students. In cases where the routine of the schools did not allow the researcher or his assistants to administer the questionnaires, the questionnaires were left in the care of the head teacher or the Christian religious education teacher who administered them at a later date.

To determine the attitude of students to Christian religious education, a list of perception-related questions were given to the students who were required to indicate

whether they agreed or disagreed with the statements. They were required to respond on a fixed response scale ranging from “Strongly Disagree,” “Disagree,” “Not sure,” “Agree,” and “Strongly Agree.” A numerical value of 1 to 5 was given for all the responses meaning that a response of “Strongly Disagree” received a value of 5 and a response of “Strongly Agree” received a value of 1. Positive items were coded in this direction while negative items were coded in the reverse direction. Such coding methods required a recoding when establishing the validity and reliability of the instrument.

Data Analyses

Student Version 10.0 of the Statistical Package for Social Sciences (SPSS) was used to analyse the data for this research. This instrument is a comprehensive system for analyzing data involved in descriptive statistics.

The first step in using this program was to prepare the data for input into the system. Appendix 4 gives the codebook used to input data for the research into the computer system.

The data for this research was collected on three different types of scales including nominal, ordinal and interval. During analysis, the ordinal and interval scales were lumped into nominal categories to allow the analysis of groups of data. Simple frequency counts were taken for the nominal categories. Also, the composite indices contained items that required responses on a fixed five-point scale. For analysis of the results obtained by the questionnaire, the five response categories for each item were collapsed into three categories as follows:

“Strongly Disagree” and “Disagree” was reported as “Disagree”

“Not Sure” remained one category

“Strongly Agree” and “Agree” was reported as “Agree”

The cross tabulation procedure (analysis of cross breaks) was used to identify any relationships and the Chi Square test (in cross tabulation) procedure was used to indicate the significance of the relationships. The Chi Square is often used to test whether an observed distribution does or does not conform to the hypothesized distribution at a given level of significance.

The SPSS procedure availed to the researcher two types of cross tabulation Chi Square tests, which were used in the research. For all 2x2 tables (tables with 1 degree of freedom), the SPSS computed the Yates continuity correction. For all other tables (more than 1 degree of freedom), the Pearson Chi Square was computed. The significance level of accepting a relationship as statistically significant was set at 0.05, though the levels at which the Chi Square values are significant were also given. Chi Square values that were significant at the 0.001 level were referred to as “highly significant”, and at the 0.01 level they were referred to as “very significant.”

Thirty-six items were analyzed; five for demographic variables, 30 for curriculum or pedagogical related variables and one for the attitudes of the students to CRE based on their preference list. For each item analyzed, the simple frequency counts and the case-processing summary were given in Appendix 2 and Appendix 3 respectively.

In cases where significant relationships were not expected to be investigated, cross tabulations without statistical tests were done. Items 1-6 in Part 1 of the questionnaire were analyzed in this manner.

In **CoI₁**, . . . **CoI₄**, significant relationships were expected to be investigated. For items in these indices, the Chi-Square test was performed using a six-cell matrix with 2 degrees of freedom. For all such procedures, the Pearson χ^2 was used since all the data are in nominal categories.

The results of every analysis were reported in tabular form. The percentages in the bivariate tables were computed across the tables and the data were also read across. This method allows the examination of the variability of responses within each of the categories of respondent. In the tables, the dependent variable (attitude towards CRE measured in terms of high or low representing favorable and unfavorable respectively) occupies the rows and the independent variables occupy the columns. The attitude of students to CRE in this research is taken as the dependent variable because of the research interests. The researcher was interested in the variability of attributes of age, level of education, etc, and opinions on certain pedagogical issues between students who expressed different levels of attitudes towards Christian religious education. These variables were only classed in this manner and for this research. In actual life situation it is difficult to find pure dependent and independent variables

Attitude is a multidimensional variable; consequently, null hypotheses six to ten were tested through several other stringed variables. Related stringed variables were combined into composite indices. For example, the hypothesis stating that there is no relationship between the perceived role of CRE in the school curriculum and attitudes towards CRE was tested through five stringed variables in composite index 1. This is meant to say that components of the role of CRE in the curriculum were tested separately to find out how they each contribute to the development of attitudes. The composite variables were then collectively used to give a decision about the hypothesis.

CHAPTER FOUR

FINDINGS AND INTERPRETATION

The purpose of this research was to discover the factors that influence the attitudes of Form 2 and 3 students towards Christian religious education as a school subject. Two hundred and ninety-four questionnaires were administered in six secondary schools representing the category of schools operating the local 8.4.4 system and offering Christian religious education.

This chapter reports the analyses and results of data collected by the research instrument on the factors that influence the attitudes of students towards Christian religious education. Findings of this research are presented in three main parts. The first part reports the attitude of students towards Christian religious education as derived from their rating of the subject with other school subjects; the second part is concerned with the analysis of data obtained from the demographic information of students and how these relate to attitudes towards Christian religious education and the third part deals with the analysis of data obtained from the attitude scale designed by the researcher to investigate the response of students towards certain curriculum issues in the school system.

Questionnaire Returns

A total of 294 questionnaires were administered and 222 were determined appropriate for analysis. The outstanding 72 questionnaires were either not returned or, in the case where they were returned, the information they contained had already been contaminated and mixed-up.

The number of valid respondents from the selected schools is given in table 1.2 below.

Table 1.2. Respondents' School of Attendance

		Frequency	Percent
Valid	Boys Public	35	15.8
	Girls Public	82	36.9
	Mixed Public	40	18.0
	Mixed Private	65	29.3
	Total	222	100.0

Table 1.2 reports the profile of the respondents in terms of the type of schools they attended. It shows 35 (15.8%) of the respondents attended Boys public schools, 82 (36.9%) attended Girls public schools, 40 (18.0%) attended mixed public schools and 65 (29.3%) attended mixed private schools.

General Attitude of Students Towards Christian Religious Education

Part 2 of the questionnaire was designed to provide information about the general attitude of students towards Christian religious education. This part was designed to provide data that will answer research question 1.

R.Q.1. What is the attitude of pupils towards Christian religious education as a school subject?

The accompanying null hypothesis in response to this question was

Hypothesis 1

H₀: Students in general have an unfavorable attitude towards Christian religious education.

The findings indicated that the hypothesis was rejected as most students expressed a favorable attitude towards CRE.

For the purpose of this research, attitude was measured by the priority given to the subject of Christian religious education by the students. In this regard, Form 2 students were asked to rank order their preference for fourteen subjects while Form 3 students were asked to rank order their preference for eight subjects. Eight and Fourteen subjects were the minimum number of subjects Forms 2 and 3 students respectively were expected to take. Using the positional measure, that is, the median (fiftieth percentile) rating of all the courses given in Appendix 6, it was discovered (55) 50.9% of Form 3 students assigned Christian religious education at least the third rank position (top 37.5%) among eight subjects (i.e. CRE displaced five other courses) while (60) 52.6% of Form 2 students assigned CRE at least the fifth rank position (top 35.7%) among fourteen subjects (i.e. CRE displaced nine other subjects). Combining all the respondents together, 115 (51.8%) of 222 students indicated a favorable attitude towards CRE as compared to 107 (48.2%) of the same number who expressed an unfavorable attitude. Since majority of students expressed CRE as the subject of preference, the hypothesis was rejected. This result shows that generally, students have a favorable attitude towards Christian religious education.

The finding that students generally have a favorable attitude towards CRE provided the basis for testing hypotheses 2 to 10. For the purpose of analysis, the database of respondents was simply divided into two. The one group were those Form 2 and 3 students who ranked CRE as a subject of preference in the top 35.7% and 37.5% of subjects respectively – these were referred to as High Raters of CRE (HiR). The other were those Forms 2 and 3 students who ranked CRE in the bottom 64.3% and 62.5% of courses respectively – these were referred to as Low Raters of CRE (LoR). The distribution of these students is given in table 1.3 below.

Table 1.3. Summary of the Attitudes of Students towards CRE

Relevance of CRE

		Frequency	Percent
Valid	HiR	115	51.8
	LoR	107	48.2
	Total	222	100.0

The results of table 1.3 show that 115 (51.8%) are HiR of CRE compared to 107 (48.2%) LoR of CRE. This indicates that students generally have a favorable attitude towards CRE.

Attitude is measured on an ordinal scale, therefore High Raters (HiR) are considered to have more favorable attitude towards CRE than Low Raters (LoR). Having identified these two categories of respondents, the rest of the thesis became occupied with finding out the variability of the response patterns of these two groups to the statements related to the curriculum. The level of variability was used to determine the level of relationship between the items and the attitudes of students.

Factors that Influence the Attitude of Students towards Christian Religious Education

Parts 1 and 3 of the research instrument were designed to investigate the factors that may be related to the attitudes of students towards Christian religious education. Specifically, the researcher used these parts of the instrument to collect data relevant to research question 2 and the related hypotheses.

- R.Q. 2. What are the factors related to the attitude manifested by students towards Christian religious education?

Two kinds of factors were identified as having a possible relationship to the attitude of students towards CRE. The first set of factors involved student demographic variables and the second set of factors involved curriculum variables. These two variables were analyzed separately.

Analysis of Demographic Variables

Demographic Variable 1: Respondents' Level of Education

Hypothesis 2

H₀: There is no significant difference between the respondents' levels of education and attitudes towards Christian religious education.

Class or Form determined respondents' level of education. The simple frequency counts and the case-processing summary for the educational level of respondents are given in Appendices 2 and 3 respectively. The cross tabulation count of the respondents' educational level and the respondents' attitude towards CRE are given in table 2.1.

Reading table 2.1, (60) 52.2% of HiR are Form 2 students while 55 (47.8%) are Form 3 students. On the contrary, 54 (52.8%) of LoR are in Form 2 while 53 (49.5%) are in Form 3.

A χ^2 test was performed. The test result indicated a χ^2 value (.065), which is below the critical value (3.841 with 1 df) at 0.05 level of significance required to reject the null hypothesis. The hypothesis was therefore not rejected. The results indicate the level of education made no difference in the position rating of CRE as subject of preference. However, comparatively, there are slightly more HiR in Form 2 than there are in Form 3.

Table 2.1 Relevance of CRE and Level of Education

Crosstab

			Respondent's Level of Education		Total
			Form 2	Form 3	
Relevance of CRE	HiR	Count	60	55	115
		% within Relevance of CRE	52.2%	47.8%	100.0%
	LoR	Count	54	53	107
		% within Relevance of CRE	50.5%	49.5%	100.0%
Total		Count	114	108	222
		% within Relevance of CRE	51.4%	48.6%	100.0%

N = 222 $\chi^2 = .065$ df = 1 p < 0.799

Note: The statistical calculations are done for only a 2x2 table. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 52.05.

Demographic Variable 2: Age of Respondents

Hypothesis 3

H₀: There is no significant relationship between the respondents' age and attitudes towards CRE.

Item 2 of Part 1 of the questionnaire was used to collect information on the age of the respondents. These responses were categorized into two groups. Group one contained the age range of 12-16 years and Group two contained the age range of 17-21 years. Table 2.2 gives the cross tabulation between the ages of the respondents and their attitudes towards CRE. The desire was to ascertain age variation between the HiR and LoR and how this could be related to the attitude of students towards CRE.

Table 2.2 reveals that out of 115 HiR, 65 (56.5%) are between 12-16 years, while 50 (43.5%) are between 17-21 years. Of the 107 LoR, 66 (61.7%) are between 12-16 years, while 41 (38.3%) are between 17-21.

A χ^2 test performed obtained a value (0.610), which is below the critical value (3.841 with 1 df) required to reject the hypothesis at the 0.05 level of significance.

Consequently, the null hypothesis was not rejected. The result indicates that classifying the responses by age shows no statistically significant difference in preference of CRE as school subject.

Table 2.2. Relevance of CRE and Age

Crosstab

			Respondent's Age		Total
			12-16	17-21	
Relevance of CRE	HiR	Count	65	50	115
		% within Relevance of CRE	56.5%	43.5%	100.0%
		% of Total	29.3%	22.5%	51.8%
	LoR	Count	66	41	107
		% within Relevance of CRE	61.7%	38.3%	100.0%
		% of Total	29.7%	18.5%	48.2%
Total		Count	131	91	222
		% within Relevance of CRE	59.0%	41.0%	100.0%
		% of Total	59.0%	41.0%	100.0%

$\chi^2 = .610$ df = 1 p < 0.439.

Note: The statistical calculations were done for only a 2x2 table. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 43.86.

Demographic Variable 3: Frequency of Church Attendance

Hypothesis 4

H₀: The frequency of church attendance has no significant relationship to the respondents' attitudes towards Christian religious education.

The researcher used item 4 in Part 1 of the questionnaire in Appendix 1 to collect information about the frequency of church attendance. The responses obtained were grouped into two nominal categories and coded accordingly (Appendix 4). Table 2.3 below gives the cross tabulation count for the relationship between frequency of church attendance and attitude towards CRE.

Table 2.3. Relevance of CRE and Frequency of Church Attendance

Crosstab

			Church Attendance		Total
			Often	Seldom	
Relevance of CRE	HiR	Count	93	22	115
		% within Relevance of CRE	80.9%	19.1%	100.0%
		% of Total	41.9%	9.9%	51.8%
	LoR	Count	89	18	107
		% within Relevance of CRE	83.2%	16.8%	100.0%
		% of Total	40.1%	8.1%	48.2%
Total	Count	182	40	222	
	% within Relevance of CRE	82.0%	18.0%	100.0%	
	% of Total	82.0%	18.0%	100.0%	

N = 222 $\chi^2 = 0.200$ df = 2 p < 0.655

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.28.

Table 2.3 reveals that 93 (80.9%) of HiR attend church often while 22 (19.1%) seldom or never attend church. Of the LoR, 89 (83.2%) attend church regularly while 18 (16.8%) seldom or never attend church.

A χ^2 test was done to ascertain whether church attendance influenced the preference for CRE among the respondents. The test result obtained ($\chi^2 = 0.200$) is below the critical level (3.841 with 1 df) required to reject the null hypothesis at the 0.05 level of significance. The null hypothesis was not rejected. It was concluded that attitude (high or low) towards CRE is not related to the frequency of church attendance. Majority of the respondents attend church regularly.

Demographic Variable 4: Respondents' Involvement in the Life of the Church

Hypothesis 5

H₀: There is no significant relationship between the involvement of the student in the life of his/her church and his/her attitude towards CRE.

Items 5 and 6 in Part 1 of the questionnaire were used to investigate the involvement of the respondents in the life of the church. The responses were divided into two – involvement or non-involvement in church activities. These two types were coded in the codebook (Appendix 4). Table 2.4 gives the cross tabulation count for the relationship between the involvement of the respondents in the life of the church and attitude towards CRE.

Table 2.4. Relevance of CRE and Involvement in Church Activities

Crosstab

			Respondent's Church Activity		Total
			Involved	Not Involved	
Relevance of CRE	HiR	Count	58	57	115
		% within Relevance of CRE	50.4%	49.6%	100.0%
		% of Total	26.1%	25.7%	51.8%
	LoR	Count	53	54	107
		% within Relevance of CRE	49.5%	50.5%	100.0%
		% of Total	23.9%	24.3%	48.2%
Total	Count	111	111	222	
	% within Relevance of CRE	50.0%	50.0%	100.0%	
	% of Total	50.0%	50.0%	100.0%	

N = 222 $\chi^2 = 0.18$ df = 1 p < 0.893

Note: Calculations were done for a 2x2 table. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 53.50

Table 2.4 reveals that out of a total of 115 HiR, 58 (50.4%) are actively involved in church activities, 57 (49.6) are not actively involved. Of 107 LoR, 53

(49.5%) are involved in church activities and a further 54 (50.5%) are not actively involved.

A χ^2 test was performed. The value (0.18) obtained is below the critical χ^2 value (3.841 with 1 df) necessary to reject the null hypothesis at the 0.05 level of significance. The null hypothesis was not rejected. The result indicates there is no statistically significant relationship between the involvement in church-related activities and the preference for CRE over other school subjects. That is, involvement or non-involvement in church activities tends not to be related to the attitude of students towards CRE. The respondents are equally split over involvement and non-involvement in church activities.

Demographic Variable 5: Gender of Respondents

Hypothesis 6

H₀: There is no significant relationship between the gender of the student and attitudes towards CRE.

The gender of the respondents was coded as given in Appendix 4. Table 2.5 below gives the cross tabulation count for the relationship between gender and attitude towards CRE.

Reading table 2.5, 53 (46.1%) of HiR are males and 62 (53.9%) are females. In the category of LoR, 44 (41.1%) are males and 63 (58.9%) are females.

A χ^2 test was done. The result obtained (0.555) is far below the critical value (3.841 with 1 df) required to reject the null hypothesis at the 0.05 level of significance. Consequently, the null hypothesis was retained, indicating that statistically, there is no significant relationship between gender and CRE preference. However, comparatively, females rated CRE higher than their male counterparts.

Table 2.5. Relevance of CRE and Gender

Crosstab

		Respondent's Sex		Total	
		Male	Female		
Relevance of CRE	HiR	Count	53	62	115
		% within Relevance of CRE	46.1%	53.9%	100.0%
		% of Total	23.9%	27.9%	51.8%
	LoR	Count	44	63	107
		% within Relevance of CRE	41.1%	58.9%	100.0%
		% of Total	19.8%	28.4%	48.2%
Total	Count	97	125	222	
	% within Relevance of CRE	43.7%	56.3%	100.0%	
	% of Total	43.7%	56.3%	100.0%	

N= 222 $\chi^2 = .555$ df = 1 p < 0.456

Note: Calculations only for a 2x2 table. 0 cell (0.0%) have expected counts less than 5. The minimum expected count is 46.75.

Findings

Five demographic variables were tested for significant relationships to the attitude of students towards CRE. It was discovered that none of the variables namely; level of education, church attendance and involvement in church activities, gender and age had statistically significant relationships with attitude towards CRE.

The research, from theory, expected demographic factors to account for the low CRE preference among Form 2 and 3 students, but contrary to this expectation, level of education, frequency of church attendance, involvement in church activities, gender and age of the respondents did not prove to have any statistically significant relationship with the respondents' preference of CRE as a subject among others. Demographic factors made no difference on the preferential ranking of CRE by these students.

Analyses of Curriculum Variables

The previous section reported the analyses of data collected on five demographic variables, which were expected to have a relationship with the students' attitudes towards Christian religious education. In this section, the analyses focuses on pedagogical or curriculum variables and how they relate to the attitudes of students towards CRE.

Four curriculum-related variables were identified and assumed to have a relationship with the attitude of students towards CRE. These curriculum-related variables were (a) the students' perception of the role of CRE as a school subject, (b) the students' perception of the content of CRE, (c) the students' perception of the teacher and teaching style involved in CRE, and (d) the students' perception of the quality of CRE textbooks.

Curriculum Variable 1: Perception of the Role of CRE

Curriculum variable 1 was used to investigate the relationship between students' perception of the aims and objectives of CRE in the school curriculum and the students' preference for CRE as a school subject. **CoI₁** was designed with five social, moral and economic issues formulated into attitude-related items and presented to the students for their reaction (items 1, 3, 5, 7, 8 of Part 3 of the questionnaire). These items were individually tested to probe into the substantive assumption that a relationship exists between the students' perception of the role of CRE in the school curriculum and the students' attitude towards CRE. The results were strung together to give a composite measure of hypothesis 7. The justification for using several questions in the bid to assess an individual's attitude on a given issue has been

discussed in the methodological review. The case processing summary and frequency counts for all the items in **CoI₁** are given in Appendices 2 and 3.

Hypothesis 7

H₀: There is no significant relationship between the students' perception of the role of CRE in the school curriculum and attitudes towards Christian religious education.

Item 1: CRE is required for a happy and peaceful society

Item 1 in Part 3 of the questionnaire was used to investigate the relationship between the perception of the students on the role CRE plays in fostering a happy and peaceful society and the students' attitude towards CRE. To this effect, the HiR and LoR were asked to respond to the statement "CRE is required for a peaceful society." It was assumed that no significant variations would occur in their responses. The cross tabulation results of the responses are given in table 3.1 below.

Table 3.1. Relevance of CRE and Peaceful Society

		Crosstab			Total	
		CRE required for peaceful society				
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	13	3	99	115
		% within Relevance of CRE	11.3%	2.6%	86.1%	100.0%
		% of Total	5.9%	1.4%	44.8%	52.0%
	LoR	Count	8	6	92	106
		% within Relevance of CRE	7.5%	5.7%	86.8%	100.0%
		% of Total	3.6%	2.7%	41.6%	48.0%
Total		Count	21	9	191	221
		% within Relevance of CRE	9.5%	4.1%	86.4%	100.0%
		% of Total	9.5%	4.1%	86.4%	100.0%

N = 222 $\chi^2 = 2.084$ df = 2 p < 0.353

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 4.32.

Table 3.1 reveals that 13 (11.3 %) of HiR disagreed with the statement, 99 (86.1%) agreed, while a further 3 (2.6%) did not give an opinion. In the category of LoR, 8 (7.5%) disagreed with the statement, 92 (86.8%) agreed and a further 6 (5.7%) were not sure.

A χ^2 test was performed. The result (2.084) obtained is below the critical χ^2 value (5.991 at 2 df) required to reject the hypothesis at the 0.05 level of significance. The hypothesis was not rejected. This result indicates that statistically, no significant variation of opinion about the role of CRE in building a peaceful society exists between the HiR and LoR of CRE. Attitude towards CRE was not related to the perception of the role of CRE in building a happy and peaceful society. However, regardless of the attitudes expressed by the students towards CRE (favorable or unfavorable), the preponderance of opinion is that CRE is required for a happy and peaceful society.

Item 3: CRE can develop one into a good citizen

The two categories of respondents were requested to respond to Item 3 of Part 3 of the questionnaire designed to investigate the opinion of students about the statement, "CRE can develop one into a good citizen." The extent of variation of response in the two categories would give a measure of the influence of this statement on the attitude of students towards CRE. It was not however expected that the responses would vary. The responses of the students were cross tabulated and the report given in table 3.2.

According to table 3.2, 2 (1.8%) of HiR disagreed with the statement as compared to 107 (93.9%) of respondents who agreed with the statement in the same category. In the category of the LoR, 2 (1.9%) disagreed with the statement, 96 (91.4%) agreed and 7 (6.7%) did not give an opinion.

Table 3.2. Relevance of CRE and Good Citizenship

		CRE develops one into good citizen			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	2	5	107	114
		% within Relevance of CRE	1.8%	4.4%	93.9%	100.0%
		% of Total	.9%	2.3%	48.9%	52.1%
LoR		Count	2	7	96	105
		% within Relevance of CRE	1.9%	6.7%	91.4%	100.0%
		% of Total	.9%	3.2%	43.8%	47.9%
Total		Count	4	12	203	219
		% within Relevance of CRE	1.8%	5.5%	92.7%	100.0%
		% of Total	1.8%	5.5%	92.7%	100.0%

N = 222 $\chi^2 = 0.560$ df = 2 p < 0.756

Note: 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.92.

A χ^2 test performed yielded a χ^2 value of 0.560, which is below the critical value of 5.991 with 2 df at the 0.05 level of significance required to reject the statement. The hypothesis was not rejected. The result shows that there is statistically, no significant variation in the response patterns of HiR and LoR on the role of CRE in developing good citizens. Attitude towards CRE was not related to the perception that CRE was required to develop one into a good citizen. The prevalent opinion among the respondents, irrespective of their attitudes towards CRE, was that CRE develops one into a good citizen.

Item 5: CRE develops good standards of Conduct in students

Data collected from item 5 on the instrument was used to investigate the relationship between the perception of the students on the role of CRE in developing good standards of conduct in students and the students' preference for CRE as a school subject. The two categories of students, HiR and LoR were asked to respond to the item to ascertain their opinion about the statement. It was assumed that no significant

difference in opinion would exist between them. The following cross tabulation results (table 3.3) were obtained.

Table 3.3. Relevance of CRE and Good Conduct

		CRE develops good conduct			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	5	7	102	114
		% within Relevance of CRE	4.4%	6.1%	89.5%	100.0%
		% of Total	2.3%	3.2%	46.4%	51.8%
	LoR	Count	10	4	92	106
		% within Relevance of CRE	9.4%	3.8%	86.8%	100.0%
		% of Total	4.5%	1.8%	41.8%	48.2%
Total	Count	15	11	194	220	
	% within Relevance of CRE	6.8%	5.0%	88.2%	100.0%	
	% of Total	6.8%	5.0%	88.2%	100.0%	

N = 220 $\chi^2 = 2.713$ df = 2 p < 0.258

Note: 0 cell (0.0%) has expected count less than 5. The minimum expected count is 5.30.

Responding to the statement "CRE develops good standards of conduct in students," table 3.3 reveals 5 (4.4%) of HiR disagreed with the statement, 7 (6.1%) were not sure and 102 (89.5%) agreed with the statement. For the LoR, 10 (9.4%) disagreed with the statement, 4 (3.8%) were not sure and a further 92 (86.8%) agreed.

A χ^2 test performed reveals that the computed χ^2 value (2.713) is below the critical value (5.991 with 2 df) at 0.05 level of significance required to reject the statement. The hypothesis was not rejected. From this finding, it was concluded that no statistically significant difference exists between the responses of the two categories of students on their perception of the role of CRE in developing good citizens. The attitude of students towards CRE was not related to their perception of the role of CRE in developing good citizens. The dominant response irrespective of the attitude

displayed by students towards CRE was that CRE is important in developing good citizens.

Item 7: CRE helps to make good moral decisions

Item 7 on the questionnaire was designed to solicit information about the students' perception of the role of CRE in good moral decision-making processes and the attitude of students towards CRE. The HiR and LoR were asked to respond to the statement given in item 7. A cross tabulation of the responses is given in table 3.4.

Responding to the statement "CRE helps to make good decisions," table 3.4 indicates that only 1 (.9%) of HiR disagreed with the statement, 105 (93.8%) agreed and 6 (5.4%) were not sure. On the part of the LoR, 1 (.9%), 99 (93.4%) and 6 (5.7%) of respondents disagreed, agreed and were not sure respectively.

Table 3.4. Relevance of CRE and Good Moral Decision-Making

		CRE helps to make good decisions			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	1	6	105	112
		% within Relevance of CRE	.9%	5.4%	93.8%	100.0%
		% of Total	.5%	2.8%	48.2%	51.4%
	LoR	Count	1	6	99	106
		% within Relevance of CRE	.9%	5.7%	93.4%	100.0%
		% of Total	.5%	2.8%	45.4%	48.6%
Total	Count	2	12	204	218	
	% within Relevance of CRE	.9%	5.5%	93.6%	100.0%	
	% of Total	.9%	5.5%	93.6%	100.0%	

N = 218 $\chi^2 = 0.011$ df = 2 p < .994

Note: 2 cells (33.3%) had expected count less than 5. The minimum expected count is 0.97

The Chi Square procedure done gave the χ^2 value (0.011), which is below the critical value (5.991 with 2 df) required to reject the statement. The hypothesis was

not rejected. The result indicates that statistically, there exists no significant difference in the response of the HiR and LoR to the statement "CRE helps to make good moral decisions." The perception that CRE is required to make good moral decision was not related to the attitudes of students towards CRE. The preponderance of opinion is that CRE helps to make good moral decisions.

Item 8: Studying CRE will make me get a good job in the future

Item 8 of Part 3 of the instrument was designed to ascertain the opinion of the respondents to the statement "CRE will make me get a good job" and how this opinion related to the attitudes the students manifested towards CRE. No significant difference in their opinions was expected. The statement was presented to the two groups of students; their responses are given in the cross tabulation in table 3.5 below.

Table 3.5 Relevance of CRE and Future Job Placement

Crosstab

		CRE makes me get good jobs			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	54	25	32	111
		% within Relevance of CRE	48.6%	22.5%	28.8%	100.0%
		% of Total	24.8%	11.5%	14.7%	50.9%
	LoR	Count	46	37	24	107
		% within Relevance of CRE	43.0%	34.6%	22.4%	100.0%
		% of Total	21.1%	17.0%	11.0%	49.1%
Total	Count	100	62	56	218	
	% within Relevance of CRE	45.9%	28.4%	25.7%	100.0%	
	% of Total	45.9%	28.4%	25.7%	100.0%	

N = 218 $\chi^2 = 4.033$ df = 2 p < 0.133

Note: 0 cells (.0%) have expected count less than 5. The minimum expected count is 27.49.

Responses among the HiR to the statement given in table 3.5 varied as follows: 54 (48.6%) disagreed with the statement, 32 (28.8%) agreed, while 25 (22.5%) gave a

not sure response. Within the LoR category, the responses were as follows: 46 (43.0%) disagreed with the statement, 24 (22.4%) agreed, while 37 (34.6%) gave a "not sure" response.

The computed Chi Square value ($\chi^2 = 4.033$) obtained is below the critical value (5.991 with 2 df) at 0.05 level of significance required to reject the statement. The hypothesis was not rejected. The conclusion is that statistically, there is no significant variation in the response patterns of HiR and LoR to the statement, "CRE helps me to get good jobs." This means that perception of the role of CRE in future job placement was not related to the attitude expressed towards CRE by the students. The prevalent opinion among the respondents regardless of their attitudes towards CRE was that CRE does not help in getting good jobs.

Findings

The foregoing section gave an analysis of questionnaire items 1, 3, 5, 7 and 8 making up **CoI₁**. Items 2, 4, and 6 were not analyzed because of their poor scores in the Cronbach's reliability test. The items which were analyzed provided information required to determine whether any significant relationship existed between students' perception of the role of CRE in the school curriculum and their attitudes towards CRE. The required null hypothesis for this analysis is given below:

Hypothesis 7

H₀: There is no significant relationship between the students' perception of the role of CRE in the school curriculum and attitudes towards Christian religious education.

The hypothesis was not rejected. The results indicate that there is no significant relationship between the students' perception of the role of CRE and their general attitudes towards CRE.

The relationship between attitudes and cognitive perceptions has already been treated in the methodological literature. Statistical analyses of data collected revealed that perception or opinion on all five composite items did not vary significantly between the two categories of students. A summary of the χ^2 results at the appropriate levels of significance is given in table 3.6 below.

Table 3.6. Summary of Results of Relationship between Attitudes towards CRE and Intended Roles of CRE

Item No.	Item Statement (Attitude Statements)	df	χ^2	p<
1	Relevance of CRE and CRE is required for a happy and peaceful society	2	2.084	NS
3	Relevance of CRE and CRE can develop one into a good citizen	2	0.560	NS
5	Relevance of CRE and CRE develops good standards of conduct in students	2	2.713	NS
7	Relevance of CRE and CRE helps to make good moral-decisions	2	0.011	NS
8	Relevance of CRE and studying CRE will make me get a good job in the future	2	4.033	NS

NS = No Significance

Since all the items in **CoI₁** designed to test the hypothesis did not indicate any statistically significant variation in the response patterns of the HiR and LoR, the hypothesis was not rejected, meaning that there is no significant relationship between the students' perception of the role of CRE in the school curriculum and their general attitude towards Christian religious education at the 0.05 level of significance. Student expectations of the role of CRE in the school curriculum tend to correlate well with their attitude towards the subject.

The implication is that all the students have a fair knowledge about the role of CRE in the school curriculum. Those who ranked CRE lower in the preference list did not do so as a result of ignorance, since the results indicate that the role of CRE as a subject in the curriculum is well recognized and accepted by the students.

An individual analysis of the items in the composite index further revealed the following:

1. Students' opinion about the role of CRE in the school curriculum seems to correlate positively with their attitude towards the subject. The "no relationship" test observed indicated that the positive overall attitude to CRE observed did not differ (i.e. agrees with) from the positive role they assigned to the subject in the curriculum.
2. Positive or negative attitude towards CRE made no significant difference in the conclusion that CRE is useful for making happy and peaceful society.
3. Positive or negative attitude towards CRE made no significant difference in the conclusion that CRE helps to develop good citizens.
4. Positive or negative attitude towards CRE made no significant difference in the conclusion that CRE is important in developing good standards of conduct in students
5. Rating CRE high or low on the attitude scale made no significant difference in the conclusion that CRE is important in good moral decision-making processes.
6. Positive and negative attitudes towards CRE made no significant difference in the conclusion that CRE is not important in future job placements.

Curriculum Variable 2: Perception of the Content of Christian Religious Education

Items 9 – 14 on the instrument, which constituted CoI₂, were designed for use in collecting information regarding the substantive assumption that a relationship exists between the students' perception of the content of CRE and the attitudes of students towards CRE. The items were analyzed from the perception of the two

categories of HiR and LoR of CRE. The variation in the response patterns of these two categories became the basis for testing null hypothesis 8 stated below.

Hypothesis 8

H₀: There is no significant relationship between the respondents' perception of the content of Christian religious education and attitudes towards Christian religious education.

The Frequency counts of the responses and case-processing summaries of the five items related to this hypothesis are given in Appendices 2 and 3 respectively. Each item was analyzed separately but collectively assessed to determine the type of decision to be made in relation to the hypothesis.

Item 9: CRE teaches only Bible Stories which are not important.

Item 9 was utilized to investigate the relationship between students' perception of Bible stories and students' attitude towards CRE. The questionnaire item solicited information related to the attitude statement, "CRE teaches only Bible stories, which are unimportant." The information obtained by this item was used to explore how HiR and LoR differed in their opinion to the statement. The cross tabulation results are presented in table 4.1.

The data displayed in table 4.1 revealed that 105 (92.9%) of HiR disagreed with the statement, "CRE teaches Bible stories that are unimportant", 6 (5.3%) agreed, while 2 (1.8%) gave a "not sure" response. Ninety-seven (91.5%) disagreed among the LoR, 2 (1.9%) agreed with the statement, while 7 (6.6%) gave a "not sure" response.

Table 4.1. Relevance of CRE and Bible Stories

Crosstab

			CRE concerns unimportant Bible Stories			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	105	2	6	113
		% within Relevance of CRE	92.9%	1.8%	5.3%	100.0%
		% of Total	47.9%	.9%	2.7%	51.6%
	LoR	Count	97	7	2	106
		% within Relevance of CRE	91.5%	6.6%	1.9%	100.0%
		% of Total	44.3%	3.2%	.9%	48.4%
Total		Count	202	9	8	219
		% within Relevance of CRE	92.2%	4.1%	3.7%	100.0%
		% of Total	92.2%	4.1%	3.7%	100.0%

N = 219 $\chi^2 = 4.876$ df = 2 p < 0.087

Note: 4 cells (66.7%) have expected count less than 5. The minimum expected count is 3.87

The computed Chi Square value ($\chi^2 = 4.876$) obtained in testing for the significance of the differences in perception between the two groups is lower than the critical value (5.991 with 2 df) required to reject the statement at the 0.05 level of significance. The null hypothesis was not rejected. Thus, from the data, it is concluded that there is no statistically significant variation between the two groups' perception of Bible stories taught in CRE. That is to say, the attitude of students towards CRE is not related to the perception that CRE teaches unimportant Bible stories. The overall perception, regardless of the type of attitudes manifested towards CRE is that CRE teaches Bible stories that are important.

Item 10: CRE is a difficult subject to pass

The two categories of HiR and LoR were asked to respond to the statement "CRE is a difficult subject to pass." The point of interest was to investigate the opinion of the HiR and LoR to the statement and how this opinion was related to their

attitudes. It was not expected that significant variations would not occur in their opinions. The cross tabulation results obtained are given in table 4.2.

Responding to the statement “CRE is difficult to pass,” table 4.2 reveals 93 (80.9%) of HiR disagreed, 5 (4.3%) were not sure, and 17 (14.8%) agreed to the statement. Among the LoR, 47 (44.3%) disagreed, 8 (7.5%) were not sure, while 51 (48.1%) agreed with the statement.

The χ^2 test performed produced a χ^2 value (32.494) which is far above the critical value (5.991 with 2 df) required to reject the hypothesis. The hypothesis was rejected. The results indicate that there exists a high statistically significant variation between the opinion of the HiR and LoR of the difficulty level of the content of CRE.

This indicates that attitudes towards CRE show a significant effect on the tendency to perceive CRE as a difficult subject. Students with a positive attitude towards CRE were more likely to disagree that CRE is difficult to pass than those with a negative attitude.

Table 4.2. Relevance of CRE and Difficulty Level of CRE

Crosstab						
			CRE is difficult to pass			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	93	5	17	115
		% within Relevance of CRE	80.9%	4.3%	14.8%	100.0%
		% of Total	42.1%	2.3%	7.7%	52.0%
	LoR	Count	47	8	51	106
		% within Relevance of CRE	44.3%	7.5%	48.1%	100.0%
		% of Total	21.3%	3.6%	23.1%	48.0%
Total	Count	140	13	68	221	
	% within Relevance of CRE	63.3%	5.9%	30.8%	100.0%	
	% of Total	63.3%	5.9%	30.8%	100.0%	

N = 221 $\chi^2 = 32.494$ df = 2 p < 0.000

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.24.

Item 11: CRE makes me understand other religions

The concern in this case was to see if any relationship existed between the attitude of students towards CRE and how students perceive CRE in terms of understanding other religions. As a result, the HiR and LoR were asked to give their opinion on the statement, “CRE makes me understand other religions.” It was not expected that variations would occur in their responses. The results of the responses are cross tabulated in table 4.3 below.

Table 4.3. Relevance of CRE and Understanding other Religions and People

Crosstab						
			CRE makes one to understand others			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	16	12	87	115
		% within Relevance of CRE	13.9%	10.4%	75.7%	100.0%
		% of Total	7.2%	5.4%	39.4%	52.0%
	LoR	Count	34	7	65	106
		% within Relevance of CRE	32.1%	6.6%	61.3%	100.0%
		% of Total	15.4%	3.2%	29.4%	48.0%
Total	Count	50	19	152	221	
	% within Relevance of CRE	22.6%	8.6%	68.8%	100.0%	
	% of Total	22.6%	8.6%	68.8%	100.0%	

N = 221 $\chi^2 = 10.631$ df = 2 p < 0.005

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.11

According to table 4.3, 16 (13.9%) of HiR disagreed with the statement “CRE makes one to understand others,” 12 (10.4%) were not sure of the statement, while 87 (75.7%) agreed. In the category of the LoR, 34 (32.1%) disagreed with the statement, 7 (6.6%) were not sure, while 65 (61.3%) agreed.

The χ^2 analysis performed produced a value ($\chi^2 = 10.631$) which is above the critical value (5.991 with 2 df) required to reject the hypothesis at the 0.05 level of

significance. The hypothesis was rejected. A variation in response exists between the two categories of students in relation to the statement “CRE makes one to understand others.” This indicates that the attitude of students towards CRE is likely to influence the perception of the role of CRE in fostering understanding of other religions and peoples. Students with a positive attitude towards CRE are more likely to agree that CRE fosters understanding of other religions and peoples than students with a negative attitude towards CRE.

Item 12: CRE teaches about things that are real and useful to me.

Item 12 of Part 3 of the Instrument was used to collect data necessary for the analysis of the opinion of the students to the statement, “CRE teaches about things that are real and useful to me.” The response patterns of the students were examined to see any significant relationships with their attitudes towards CRE. It was assumed that no variations would occur in their responses. The result of the cross tabulation is given in table 4.4 below.

Table 4.4. Relevance of CRE and Real and Useful Things

Crosstab

		CRE teaches real and useful things			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	9	2	103	114
		% within Relevance of CRE	7.9%	1.8%	90.4%	100.0%
		% of Total	4.1%	.9%	46.8%	51.8%
	LoR	Count	16	8	82	106
		% within Relevance of CRE	15.1%	7.5%	77.4%	100.0%
		% of Total	7.3%	3.6%	37.3%	48.2%
Total	Count	25	10	185	220	
	% within Relevance of CRE	11.4%	4.5%	84.1%	100.0%	
	% of Total	11.4%	4.5%	84.1%	100.0%	

N = 220 $\chi^2 = 7.663$ df = 2 p < 0.022

Note: 1 cell (16.7%) has expected count less than 5. The minimum expected count is 4.82.

Table 4.4 revealed that 9 (7.9%) of HiR disagreed with the statement “CRE teaches real and useful things”, 2 (1.8%) were not sure, while a further 103 (90.4%) agreed with the statement. On the other hand, 16 (15.1%) of LoR disagreed with the statement, 8 (7.5%) were not sure, while a further 82 (77.4%) agreed with the statement.

The Chi Square test performed revealed a value (7.663), which is above the critical value (5.991 with 2 df) necessary to reject the hypothesis at the 0.05 level of significance. The null hypothesis was rejected. Statistically, a significant variation exists between the HiR and LoR in their response to the statement. The findings indicate that attitude towards CRE (High or Low) is significantly related to the tendency to perceive CRE as teaching real and useful things. Students who expressed a favorable attitude towards CRE tend to agree that CRE teaches real and useful things as opposed to those who expressed an unfavorable attitude towards CRE.

Item 13: Good behaviors are taught in CRE

Item 13 of Part 3 of the instrument was designed to solicit information required to investigate the relationship between teaching of ‘good behavior’ and the attitude of students towards CRE. The two categories of students were requested to respond to the statement, “Good behaviors are taught in CRE.” The desire was to investigate whether any significant differences would occur in the response patterns of these two categories of students to the statement. The cross tabulation results are reported in table 4.5.

Table 4.5. Relevance of CRE and Good Behavior

Crosstab

			CRE teaches good behavior			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	12	2	100	114
		% within Relevance of CRE	10.5%	1.8%	87.7%	100.0%
		% of Total	5.5%	.9%	45.7%	52.1%
	LoR	Count	10	9	86	105
		% within Relevance of CRE	9.5%	8.6%	81.9%	100.0%
		% of Total	4.6%	4.1%	39.3%	47.9%
Total	Count	22	11	186	219	
	% within Relevance of CRE	10.0%	5.0%	84.9%	100.0%	
	% of Total	10.0%	5.0%	84.9%	100.0%	

N = 219 $\chi^2 = 5.329$ df = 2 p < 0.070

Note: 0 cell (0.0%) have expected count less than 5. The minimum expected count is 5.27.

In relation to the statement "CRE teaches good behavior," table 4.5 reported responses within the HiR category as follows: 12 (10.5%) disagreed, 2 (1.8%) were not sure and 100 (87.7%) agreed. In the category of LoR, the responses are as follows: 10 (9.5%) disagree with the statement, 9 (8.6%) were not sure, while 86 (81.9%) agreed with the statement.

The computed Chi Square value (5.329) is slightly below the critical value (5.991 with 2 df) at 0.05 level of significance required to reject the null hypothesis.

The null hypothesis was not rejected. There is, statistically, no significant difference between the HiR and LoR in their responses to the statement. The prevalent opinion regardless of the attitudes expressed towards CRE (i.e. favorable or unfavorable) is that CRE teaches good behavior.

Item 14: The Topics covered in CRE cannot be covered in other subjects

Questionnaire item 14 was used to collect information related to the uniqueness of the content offered in CRE. This information was used to examine the response

patterns of the two categories of HiR and LoR for significant variations. Any significant variation would be attributed to the type of attitudes they have towards CRE. Thus, these two categories were requested to give their opinion on the statement, "The topics covered in CRE cannot be covered in any other subjects." It was not expected that any variations would occur in the response patterns of the two categories. The cross tabulation results are given in table 4.6 below.

Table 4.6. Relevance of CRE and Unique Topics

Crosstab

			CRE topics are unique			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	68	10	37	115
		% within Relevance of CRE	59.1%	8.7%	32.2%	100.0%
		% of Total	31.1%	4.6%	16.9%	52.5%
	LoR	Count	54	22	28	104
		% within Relevance of CRE	51.9%	21.2%	26.9%	100.0%
		% of Total	24.7%	10.0%	12.8%	47.5%
Total	Count	122	32	65	219	
	% within Relevance of CRE	55.7%	14.6%	29.7%	100.0%	
	% of Total	55.7%	14.6%	29.7%	100.0%	

N = 219 $\chi^2 = 6.817$ df = 2 p < 0.033

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.17

The data presented in table 4.6 reveals that 68 (59.1%) of HiR disagreed with the statement, 10 (8.7%) were not sure while 37 (32.2%) agreed with the statement. In the case of the LoR, 54 (51.9%) disagreed with the statement, 22 (21.2%) were not sure while 28 (26.9%) agreed with the statement.

A χ^2 test was performed. The test result obtained (6.817) is above the critical value (5.991 with 2 df) necessary to reject the null hypothesis at the 0.05 level of significance. The null hypothesis is rejected, indicating that a statistically significant relationship exists between the response patterns of the two categories of students to

the statement. The findings indicate that attitude towards CRE (favorable or unfavorable) is related to the students' perception of the uniqueness of CRE topics. Students with a favorable attitude towards CRE tend to disagree that CRE topics are unique in comparison to students with unfavorable attitudes.

Findings

To test the null hypothesis which states

H_0 : There is no significant relationship between the respondents' perception of the content of CRE and attitudes towards CRE.

Six items in **CoI₂** related to the nature of the content of CRE were designed and tested.

The results indicate that the null hypothesis was rejected. There is a significant relationship between the students' perception of the content of CRE and their attitudes towards CRE.

The response patterns of the HiR and LoR to the individual items were tested for any statistically significant variations. The results are summarized in table 4.7 below.

Table 4.7. Summary of Results of Relationship between Attitude towards CRE and Content of CRE

Item No.	Item Statement (Attitude Statements)	df	χ^2	p<
9	Relevance of CRE and CRE teaches Bible stories which are not important	2	4.876	NS
10	Relevance of CRE and CRE is a difficult subject to pass	2	32.492	0.000
11	Relevance of CRE and CRE makes me understand other Religions and Peoples	2	10.631	0.005
12	Relevance of CRE and CRE teaches about things that are Real and Useful to me	2	7.663	0.022
13	Relevance of CRE and Good Behaviors are taught in CRE	2	5.329	NS
14	Relevance of CRE and The Topics covered in CRE cannot be covered in other subjects	2	6.817	0.033

NS = No Significance

Four of the six items (Items 10, 11, 12, 14) contained in **CoI₂**, designed to test the null hypothesis returned very high χ^2 values which were significant at the 0.05 level. Consequently, these items provided enough grounds to reject the null hypothesis and conclude that there was a statistically significant relationship between the students' attitude towards CRE and their perception of the content of CRE. This indicated that a positive or negative attitude towards CRE is likely to influence how a student perceives the content of CRE. Rating CRE as a subject of preference can be related to the individual's perception of the content of CRE.

However, two items (items 9 and 13) deviated from this trend significantly. Rating CRE as a subject of preference among other school subjects is not related to the individuals' opinion of Bible stories and the opinion that CRE teaches good behaviors. The prevalent opinions, despite the attitudes displayed towards CRE, was that Bible stories are important and that CRE teaches good behavior.

Assessing the variables independently, the following was discovered:

The data summarized in table 4.7 revealed the following:

1. Generally, there is a significant relationship between the perception of CRE content and attitudes towards CRE. Students who rated CRE high have a more positive attitude towards the content of CRE as a school subject in the curriculum than students who rated CRE low.
2. Students who expressed a higher preference for CRE among other school subjects are more likely to disagree that it is difficult to pass, when compared to others who did not have CRE as a subject of preference.
3. Students who have a higher preference for CRE among other school subjects are much more likely to believe that CRE helps them to understand other peoples and religions than those who have a low preference for CRE.

4. Students with a positive attitude towards CRE are much more likely to believe that CRE teaches things that are real and useful than those who expressed an unfavorable attitude towards the subject.
5. Students who expressed a higher preference for CRE among other subjects are not likely to differ from LoR in believing that CRE teaches good behaviors. The two categories of students are more likely to agree that CRE teaches good behavior than they would disagree.
6. Students who have a higher preference for CRE among other school subjects are not likely to differ from LoR in their opinion that CRE teaches important and useful Bible stories. Both groups agreed more than they disagreed that CRE concerns important and useful Bible stories.
7. HiR are not likely to differ with LoR in their opinion that CRE topics are not unique. Both groups had a consensus that the topics in CRE are not unique.

Curriculum Variable 3: Perception of the teaching style of Christian Religious Education

CoI₃ is composed of items 15 to 22 on the instrument (Appendix 1). The index provided information required to investigate the substantive assumption that a relationship exists between the attitudes of students towards CRE and their perception of teachers and teaching style of CRE. The items were analyzed from the perception of the two categories of respondents. The variation or no variation in the response patterns of these two groups became the basis for testing the null hypothesis stated below:

Hypothesis 9

H₀: There is no significant relationship between the respondents' perception of teaching style or teacher's approach to Christian religious education and attitudes towards Christian religious education.

The items developed in relation to this hypothesis were analyzed separately.

Item 15: CRE class periods are boring

The two classes of respondents were asked to give their opinion about the statement "CRE class periods are boring" (Item 15 of the instrument). The aim was to determine how the two groups of respondents would respond to the statement and how the responses varied between the two groups. In line with the guiding hypothesis, it is assumed that no variations would occur between the two response categories in their perception of CRE classes. The response of these categories to the statement is given in table 5.1 below.

Table 5.1. Relevance of CRE and CRE Classes are Boring

			CRE class periods are boring			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	87	11	15	113
		% within Relevance of CRE	77.0%	9.7%	13.3%	100.0%
		% of Total	39.5%	5.0%	6.8%	51.4%
	LoR	Count	63	8	36	107
		% within Relevance of CRE	58.9%	7.5%	33.6%	100.0%
		% of Total	28.6%	3.6%	16.4%	48.6%
Total	Count	150	19	51	220	
	% within Relevance of CRE	68.2%	8.6%	23.2%	100.0%	
	% of Total	68.2%	8.6%	23.2%	100.0%	

N = 220 $\chi^2 = 12.807$ df = 2 p < 0.002

Note: 0 cell (0.0%) has expected count less than 5. The minimum expected count is 9.24

Reading from table 5.1, 87 (77.0%) of HiR disagreed with the statement, 11 (9.7%) were not sure while 15 (13.3%) agreed. With the LoR, 63 (58.9%) agreed with the statement, 8 (7.5%) were not sure while 36 (33.6%) agreed with the statement..

The Chi Square result (12.807) obtained from analysis is above the critical value of 5.991 with 2 degrees of freedom, necessary to reject the null hypothesis at 0.05 level of significance. The null hypothesis was rejected. The result shows that a very significant variation existed between the response patterns of the two categories of respondents to the statement. In other words, attitudes towards CRE affected the conclusion that CRE classes are boring. Students with a positive attitude towards CRE tend to agree more than students with a negative attitude that CRE classes are not boring.

Item 16: CRE teachers are honest and dependable

Item 16 was used to collect information about the students' perception of their teachers and how this perception related to the attitudes the students expressed towards CRE. The item was presented to HiR and LoR to ascertain their response patterns and how these would relate to their attitudes. It was assumed that no significant differences in response would exist. The cross tabulation count is given in table 5.2.

Table 5.2. Relevance of CRE and Teachers' Honesty

Crosstab

		CRE teachers are honest and			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	32	39	43	114
		% within Relevance of CRE	28.1%	34.2%	37.7%	100.0%
		% of Total	14.5%	17.7%	19.5%	51.8%
	LoR	Count	43	27	36	106
		% within Relevance of CRE	40.6%	25.5%	34.0%	100.0%
		% of Total	19.5%	12.3%	16.4%	48.2%
Total	Count	75	66	79	220	
	% within Relevance of CRE	34.1%	30.0%	35.9%	100.0%	
	% of Total	34.1%	30.0%	35.9%	100.0%	

N = 220 $\chi^2 = 4.130$ df = 2 p < 0.127

0 cell (0.0%) has expected count less than 5. The minimum expected count is 28.80.

The responses of the two categories presented in table 5.2 above indicate that 32 (28.1%) of the HiR disagreed with the statement, 43 (37.7%) agreed, while 34.2% were not sure of a response. On the side of the LoR, 43 (40.6%) of the respondents disagreed with the statement, 27 (25.5%) were not sure, while 36 (34.0%) agreed with the statement.

The χ^2 test performed produced a χ^2 value (4.130) which is below the critical value (5.991 with 2 df) necessary to reject the assumption. The null hypothesis was not rejected. The result indicates that statistically, no significant variation exists between the perceptions of the students on the honesty and dependability of the teachers and the rating of CRE as a subject of preference. The finding reveals that attitude towards CRE (High or Low) shows no significant difference in the tendency to perceive CRE teachers as dishonest and undependable. Despite the general favorable attitude students displayed towards CRE, most students do not see CRE teachers as honest and dependable or were unsure of their honesty and dependability.

Item 17: CRE teachers know their students

Item 17 was utilized to find out whether the teachers of CRE know their students well and how this affects students' attitudes towards CRE. The statement, "CRE teachers know their students" was therefore presented to the two categories of HiR and LoR. It was assumed that no significant variation existed between responses of the HiR and LoR in relation to the statement. The responses are given in table 5.3.

Table 5.3. Relevance of CRE and Teachers' Knowledge of Students

Crosstab						
		CRE teachers know their students			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	41	35	38	114
		% within Relevance of CRE	36.0%	30.7%	33.3%	100.0%
		% of Total	18.7%	16.0%	17.4%	52.1%
	LoR	Count	44	34	27	105
		% within Relevance of CRE	41.9%	32.4%	25.7%	100.0%
		% of Total	20.1%	15.5%	12.3%	47.9%
Total	Count	85	69	65	219	
	% within Relevance of CRE	38.8%	31.5%	29.7%	100.0%	
	% of Total	38.8%	31.5%	29.7%	100.0%	

N = 219 $\chi^2 = 1.615$ df = 2 p < 0.446

Note: 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.61

In response to the statement "CRE teachers know their students," table 5.3 shows that 41 (36.0%) of HiR disagreed with the statement, 35 (30.7%) were not sure and a further 38 (33.3%) agreed. In the category of LoR, 44 (41.9%) disagreed with the statement, 34 (32.4%) were not sure and 27 (25.7%) agreed with the statement.

A χ^2 test done resulted in a value of 1.615, which is below the critical value (5.991 with 2 df) required to reject the hypothesis at the 0.05 level of significance. The hypothesis was not rejected. This result means that a statistically significant variation

did not exist between the opinions of the HiR and LoR. The prevalent response, irrespective of the type of attitude expressed towards CRE (i.e. favorable or unfavorable), is CRE teachers do not know their students.

Item 18: CRE Teachers make the Lessons Understandable

Item 18 was used to acquire information about the students' perception of the efforts of CRE teachers in making the lessons understandable. An attempt was made to see how this perception was related to the attitudes students manifested towards CRE. The statement "CRE teachers make the lessons understandable" was given to the two categories of respondents (HiR and LoR) for their opinions. It was assumed that there would be no variation in opinions between the two categories. The results are given in table 5.4 below.

Table 5.4 Relevance of CRE and Understandability of Lessons

Crosstab						
		CRE teachers make lessons understandable			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	17	17	80	114
		% within Relevance of CRE	14.9%	14.9%	70.2%	100.0%
		% of Total	7.7%	7.7%	36.4%	51.8%
	LoR	Count	25	23	58	106
		% within Relevance of CRE	23.6%	21.7%	54.7%	100.0%
		% of Total	11.4%	10.5%	26.4%	48.2%
Total	Count	42	40	138	220	
	% within Relevance of CRE	19.1%	18.2%	62.7%	100.0%	
	% of Total	19.1%	18.2%	62.7%	100.0%	

N = 220 $\chi^2 = 5.648$ df = 2 p < 0.059

Note: 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.27.

From table 5.4 above, 17 (14.9%) of HiR disagreed with the statement that CRE teachers make lessons understandable, 80 (70.2%) agreed and 17 (14.9%) were

not sure. Among LoR, 25 (23.6%) disagreed, 58 (54.7%) agreed, while 23 (21.7%) were not sure.

A χ^2 test was performed. The result obtained (5.648) is slightly below the critical value (5.991 with 2 df) required to reject the hypothesis at the 0.05 level of significance. The hypothesis was not rejected. The results therefore indicated that there was no statistically significant difference in the opinion of HiR and LoR in relation to the statement. Students' attitudes towards CRE was not related to the opinion that CRE teachers make lessons understandable. The preponderance of opinion is consent to the statement, "CRE teachers make lessons understandable."

Item 19: My opinion is very important to my CRE teacher

This item was presented to the respondents to investigate their perception of the openness of the CRE teacher to students' opinion in discussions and matters that involve decision-making. The aim was to determine how this perception was related to the attitudes of students towards CRE. It was not expected that HiR and LoR would respond differently to the statement "My opinion is very important to my CRE teacher." The response is given in cross tabulation in table 5.5.

Table 5.5. Relevance of CRE and Respect of Opinions

		CRE teachers respect my opinions			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	13	14	87	114
		% within Relevance of CRE	11.4%	12.3%	76.3%	100.0%
		% of Total	5.9%	6.3%	39.4%	51.6%
	LoR	Count	15	25	67	107
		% within Relevance of CRE	14.0%	23.4%	62.6%	100.0%
		% of Total	6.8%	11.3%	30.3%	48.4%
Total	Count	28	39	154	221	
	% within Relevance of CRE	12.7%	17.6%	69.7%	100.0%	
	% of Total	12.7%	17.6%	69.7%	100.0%	

N = 221 $\chi^2 = 5.627$ df = 2 p < 0.060

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.56

Reading across table 5.5 13 (11.4%) of HiR disagreed with the statement, 14 (12.3%) were not sure, while a further 87 (76.3%) agreed. For LoR, 15 (14.0%) disagreed with the statement, 25 (23.4%) were not sure, while 67 (62.6%) agreed.

A χ^2 test performed resulted in a value of 5.627, which is below the critical value of 5.991 (with 2 degrees of freedom) required to reject the null hypothesis at the 0.05 level of significance. The null hypothesis was not rejected. The result indicates that there exists no statistically significant variation between the perception of HiR and LoR on the openness of CRE teachers to students' opinion in discussions and matters that involve decision-making. The findings reveal that attitudes towards CRE (i.e. favorable or unfavorable) show no significant difference in the tendency to believe that CRE teachers respect the opinion of students. The predominant opinion among students is that their opinions are respected.

Item 20: Students are free to express their views in CRE class

Item 20, like item 19, was utilized to investigate the opinion of students about the teacher's flexibility in allowing students' views in class discussions. The two categories of respondents were requested to give their response to the statement "Students are free to express their views in CRE class." The desire was to see whether any relationship existed between the type of response to the statement and the attitudes towards CRE. The responses are recorded in table 5.6.

Table 5.6. Relevance of CRE and Freedom to Express Views

Crosstab

			Students are free to express their views			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	18	7	88	113
		% within Relevance of CRE	15.9%	6.2%	77.9%	100.0%
		% of Total	8.3%	3.2%	40.4%	51.8%
	LoR	Count	29	2	74	105
		% within Relevance of CRE	27.6%	1.9%	70.5%	100.0%
		% of Total	13.3%	.9%	33.9%	48.2%
Total	Count	47	9	162	218	
	% within Relevance of CRE	21.6%	4.1%	74.3%	100.0%	
	% of Total	21.6%	4.1%	74.3%	100.0%	

N = 218 $\chi^2 = 6.277$ df = 2 p < 0.043

Note: 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.33.

Reading across table 5.6, the response pattern discovered for the two categories of respondents was as follows: For the HiR, 18 (15.9%) disagreed with the statement, 7 (6.2%) were not sure while 88 (77.9%) agreed. For the LoR 26 (27.6%) disagreed, 2 (1.9%) were not sure while 74 (70.5%) agreed to the statement.

A χ^2 test was performed. The result obtained (6.277), is slightly above the critical value (5.991 with 2 df) required to reject the null hypothesis. The null

hypothesis was rejected. The assumption that there was no significant variation in the response patterns of HiR and LoR was rejected. The test indicated that there exists a statistically significant difference between the opinions of the HiR and LoR in relation to item 20.

The findings revealed that attitude towards CRE could be related to the perception that students are free to express their views in CRE classes. Students with a positive attitude towards CRE are more convinced that they can express their opinion than students with a negative attitude towards CRE.

Item 21: CRE classes are well organized

The statement in Item 21 of the questionnaire (CRE classes are well organized) was posed to the HiR and LoR and their responses solicited. The quest was to ascertain how the two categories of respondents would respond to the statement and whether any variations in response would occur according to their attitudes towards CRE. The responses are given in cross tabulation in table 5.7 below.

In response to the statement, table 5.7 shows that 14 (12.2%) of HiR disagreed with the statement, 21 (18.3%) were not sure and 80 (69.6%) agreed. At the level of the LoR, 31 (29.2%) disagreed with the statement, 15 (14.2%) were not sure, while a further 60 (56.6%) agreed.

The Chi Square test result obtained (9.926) from analysis is above the critical value (5.991 with 2 df) at 0.05 level of significance required to reject the hypothesis. The null hypothesis was rejected. The results show that there exists a statistically significant difference in the response patterns or opinions of HiR and LoR in relation to the statement "CRE classes are well organized." This indicates that attitudes towards CRE had the tendency to relate to students' perception of class organization.

Students with a positive attitude towards CRE tend to agree more than those with a negative attitude that CRE classes are well organized.

Table 5.7. Relevance of CRE and Class Organization

Crosstab

		CRE classes are well organised			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	14	21	80	115
		% within Relevance of CRE	12.2%	18.3%	69.6%	100.0%
		% of Total	6.3%	9.5%	36.2%	52.0%
	LoR	Count	31	15	60	106
		% within Relevance of CRE	29.2%	14.2%	56.6%	100.0%
		% of Total	14.0%	6.8%	27.1%	48.0%
Total	Count	45	36	140	221	
	% within Relevance of CRE	20.4%	16.3%	63.3%	100.0%	
	% of Total	20.4%	16.3%	63.3%	100.0%	

N = 221 $\chi^2 = 9.926$ df = 2 p < 0.007

Note: 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.27.

Findings

In tables 5.1 to 5.7, students' perceptions of the teaching style or teacher's approach to CRE were cross tabulated with the attitudes of students towards CRE.

This was in response to hypothesis 9 below, which states

H₀: There is no significant relationship between the respondents' perception of teaching style or teacher's approach to CRE and attitudes towards CRE.

The findings of the study show that the hypothesis was rejected. Attitudes towards CRE correlate well with perception of teaching style or teachers' approach to Christian religious education.

CoI₃ was designed containing seven items (items 15-21) related to the nature of the teaching style of CRE. These items were individually tested to find how they

relate to students' attitudes towards CRE. The results are summarized in table 5.8 below.

Table 5.8. Summary of Results of Relationship between Attitudes towards CRE and Teaching Styles of CRE

Item No.	Item Statement (Attitude Statements)	df	χ^2	p <
15	Relevance of CRE and CRE classes are Boring	2	12.070	0.002
16	Relevance of CRE and CRE teachers are honest and dependable	2	4.130	NS
17	Relevance of CRE and CRE teachers know their students well	2	1.615	NS
18	Relevance of CRE and CRE teachers make the lessons understandable	2	5.648	NS
19	Relevance of CRE and My opinion is very important to my CRE teacher	2	5.627	NS
20	Relevance of CRE and Students are free to express their views in CRE class	2	6.277	0.043
21	Relevance of CRE and CRE classes are well organized	2	9.926	0.007

NS = No Significance

Table 5.8 displayed a clear pattern of relationship: students' perception of the teaching style is significantly associated with the attitudes of students towards CRE.

Three of the seven items (Items 15, 20 and 21) in CoI₄ have high χ^2 values that are significant at the 0.05 level. These items, including the boring nature of CRE classes, freedom to express opinions and organization of CRE classes generated significant variations in the response patterns of students. These results mean that there is a statistically significant relationship between the perception of the teaching style of CRE and students' attitudes towards CRE. In other words, there were statistically significant variations in the opinion of the HiR and LoR about the teaching style of CRE.

However, four items out of seven (items 16, 17, 18, and 19) deviated from this trend with a low χ^2 score, which were below the critical value, indicating a non-

significant relationship for those four items. Though these items did not generate significant variations in the response patterns of the students, students opinion on the issues raised by the items were generally uniform.

Taking the variables individually, the following response patterns and how they relate to attitudes were noticed:

1. There is a clear relationship between preference for CRE as a school subject and opinions about the teaching style of CRE. Students' attitudes are positively associated with their perception of the approach or teaching style of CRE.
2. Students who have a high preference for CRE are highly unlikely to perceive their CRE classes as boring when compared with those expressing a low preference for the subject.
3. There is no statistically significant variation between HiR and LoR on the perception of teachers' honesty and dependability. However, the preponderance of opinion is more towards uncertainty or outright disagreement with the honesty and dependability of CRE teachers.
4. There is no statistically significant variation in the opinions of HiR and LoR about the teachers' knowledge of their students. Students generally believed that teachers do not know them very well.
5. HiR did not vary significantly with LoR in their opinion about the efforts of teachers to make lessons understandable. Though students generally agree that teachers make lessons understandable, students who expressed a high preference for CRE are a little bit more likely to sustain this view than students who expressed a low preference for CRE.
6. HiR and LoR did not vary significantly on the issue of the importance of their opinion to the teachers. The prevailing response in this case is that the

opinion of the students is important to the teacher. However, fewer more HiR are likely to sustain this opinion than LoR.

7. A significant variation in the opinion of HiR and LoR on the freedom of students to express their views was recorded. Students with high CRE preference, when compared to students with low CRE preference, felt a little bit freer to express their views in class.
8. A significant variation was recorded in the opinion of HiR and LoR on the organization of CRE classes. Students who expressed a high preference for CRE are more likely than those with a low preference to conclude that their classes are well organized.

Curriculum Variable 4: Perception of the Textbooks used in Christian religious education

Items 23 – 30 constituting **CoI₄** were designed for use in collecting information regarding the substantive assumption that a relationship exists between the students' perception of the textbooks used for CRE and the attitude of students towards Christian religious education. The items were analyzed from the perceptions of the respondents. The variations or no variations in the perceptions of these two groups became the basis for testing the null hypothesis. The null hypothesis is

Hypothesis 10

H₀: There is no significant relationship between the respondents' perception of the textbooks used for CRE and attitudes towards Christian religious education.

Each of the eight items in the composite index was tested separately to ascertain how students' perception of the items would be related to their attitudes

towards CRE. The frequency counts of responses and case processing summary are given in Appendices 2 and 3 respectively. Analyses of the items obtained the following results.

Item 23: CRE textbooks are easy to read.

Item 23 on the questionnaire scale was designed to test the difficulty level of CRE books as perceived by the students. The statement “CRE textbooks are easy to read” was presented to the two groups of respondents. The interest was to find out the opinion of the two groups of respondents on the issue and how this opinion can be related to the attitudes expressed by the students. It was assumed that no differences would occur in the responses. The results obtained were cross tabulated and reported in table 6.1.

According to table 6.1, out of the total number of HiR, 20 (17.7%) disagreed with the statement, 11 (9.7%) were not sure, while 82 (72.6%) agreed with the statement. Of the number of LoR, 33 (30.8%) disagreed, 15 (14.0%) were not sure and 59 (26.8%) agreed with the statement.

A χ^2 test done resulted in a value of 7.398. This value is above the critical value of 5.991 with 2 df required to reject the null hypothesis. The null hypothesis was rejected. The results indicate that there exists a statistically significant variation between the opinions of HiR and LoR about the difficulty level of CRE books. The attitude manifested by the students was related to their perception of the difficulty level of CRE books. HiR found the books easier to read than LoR.

Table 6.1. Relevance of CRE and Ease to read CRE Books

		CRE texts are easy to read			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	20	11	82	113
		% within Relevance of CRE	17.7%	9.7%	72.6%	100.0%
		% of Total	9.1%	5.0%	37.3%	51.4%
LoR		Count	33	15	59	107
		% within Relevance of CRE	30.8%	14.0%	55.1%	100.0%
		% of Total	15.0%	6.8%	26.8%	48.6%
Total		Count	53	26	141	220
		% within Relevance of CRE	24.1%	11.8%	64.1%	100.0%
		% of Total	24.1%	11.8%	64.1%	100.0%

N = 220 $\chi^2 = 7.398$ df = 2 p < 0.025

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.65.

Item 24: CRE books are properly written and well organized.

The statement in item 24 of CoI₄ was presented to the students and their responses solicited. It was an attempt to ascertain the opinions of the two categories of students (HiR and LoR) to the statement and whether these opinions are significantly related to the attitudes of students towards CRE. It was assumed that no significant variations would occur in their responses. The responses of the two categories of students are given in table 6.2 below.

Responding to the statement (table 6.2), the response patterns between the HiR and LoR are as follows: Sixteen (14.2%) of HiR disagreed with the statement, 11 (9.7%) were not sure, while 86 (76.1%) agreed. Twenty-nine (27.1%) of LoR disagreed with the statement, 17 (15.9%) were not sure, while 61 (57.0%) agreed with the statement.

Table 6.2. Relevance of CRE and Quality of Textbooks

Crosstab						
			CRE textbooks are properly written			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	16	11	86	113
		% within Relevance of CRE	14.2%	9.7%	76.1%	100.0%
		% of Total	7.3%	5.0%	39.1%	51.4%
	LoR	Count	29	17	61	107
		% within Relevance of CRE	27.1%	15.9%	57.0%	100.0%
		% of Total	13.2%	7.7%	27.7%	48.6%
Total	Count	45	28	147	220	
	% within Relevance of CRE	20.5%	12.7%	66.8%	100.0%	
	% of Total	20.5%	12.7%	66.8%	100.0%	

N = 220 $\chi^2 = 9.136$ df = 2 p < 0.010

Note: 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.09.

The result of the χ^2 test produced a value (9.136), which is above the critical value (5.991 with 2 df) required to reject the hypothesis at the 0.05 level of significance. The hypothesis was rejected. The results indicate that there exists statistically, a highly significant variation between the opinions of HiR and LoR on the nature of CRE textbooks. Perception of the quality of CRE textbooks was related to the attitudes of students towards CRE. Students with a positive attitude towards CRE tend to agree more than students with a negative attitude that CRE textbooks are properly written.

Item 25: CRE books have useful illustrations and pictures

The statement "CRE books have useful illustrations and pictures" was posed to the two groups of students (HiR and LoR). Their responses are recorded in table 6.3 below. The item was used to investigate the opinion of the two groups about the statement and how that opinion was related to the attitudes students manifest towards CRE. The data was analyzed for significant variation of responses that would be

found between the HiR and LoR. It was assumed that no variations would occur in the opinions of HiR and LoR about the statement.

Table 6.3. Relevance of CRE and Illustration of CRE Textbooks

Crosstab						
			CRE textbooks are well illustrated			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	29	13	72	114
		% within Relevance of CRE	25.4%	11.4%	63.2%	100.0%
		% of Total	13.1%	5.9%	32.6%	51.6%
	LoR	Count	30	12	65	107
		% within Relevance of CRE	28.0%	11.2%	60.7%	100.0%
		% of Total	13.6%	5.4%	29.4%	48.4%
Total	Count	59	25	137	221	
	% within Relevance of CRE	26.7%	11.3%	62.0%	100.0%	
	% of Total	26.7%	11.3%	62.0%	100.0%	

N = 221 $\chi^2 = 0.193$ df = 2 p < 0.908

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.86

The response pattern of the two groups of respondents (HiR and LoR) as given in table 6.3 was as follows: In the category of HiR, 29 (25.4%) disagreed with the statement, 13 (11.4%) were not sure and 72 (63.2%) agreed. On the other hand, for the LoR, 30 (28.0%) disagreed with the statement, 12 (11.2%) were not sure and 65 (60.7%) agreed with the statement.

A χ^2 test performed revealed a value of 0.193, which is below the critical value of 5.991 with 2 df required to reject the hypothesis. The hypothesis was not rejected. The result means that there exists no statistically significant relationship between the opinions of HiR and LoR in relation to the illustrative nature of CRE textbooks. The attitude manifested by the students (i.e. favorable or unfavorable) towards CRE did not relate to the students' perception of the illustrative nature of CRE textbooks. However, the prevalence of opinion is that CRE textbooks have useful illustrations.

Item 26: CRE textbooks have good values

Item 26 of the instrument given in Appendix 1 was used to investigate the moral value inherent in CRE textbooks from the perception of the students. The aim was to ascertain the opinion the two groups of students would have about the statement in light of the attitudes they expressed towards CRE. Thus, the statement “CRE textbooks have good values” was posed to the HiR and LoR and their answers recorded in table 6.4. No variation was expected to occur in their responses.

Table 6.4. Relevance of CRE and Values of Textbooks

Crosstab

		CRE textbooks have good values			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	16	19	75	110
		% within Relevance of CRE	14.5%	17.3%	68.2%	100.0%
		% of Total	7.4%	8.8%	34.7%	50.9%
	LoR	Count	38	27	41	106
		% within Relevance of CRE	35.8%	25.5%	38.7%	100.0%
		% of Total	17.6%	12.5%	19.0%	49.1%
Total	Count	54	46	116	216	
	% within Relevance of CRE	25.0%	21.3%	53.7%	100.0%	
	% of Total	25.0%	21.3%	53.7%	100.0%	

N = 216 $\chi^2 = 20.253$ df = 2 p < 0.000

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.57

Responding to the statement “CRE textbooks have good values,” table 6.4 revealed that in the category of HiR, 16 (14.5%) of students disagreed with the statement, 19 (17.3%) were not sure and 75 (68.2%) consented to the statement. Unlike LoR, 38 (35.8%) disagreed with the statement, 27 (25.5%) were not sure, while a further 41 (38.7%) agreed with the statement.

A χ^2 test was done. The result obtained (20.253) is far above the critical value (5.991 with 2 df) required to reject the hypothesis at the 0.05 level of significance. The hypothesis was rejected. The results thus indicate that a statistically significant relationship exists between the opinion of HiR and LoR with regards to the moral values inherent in CRE textbooks. The results show that the attitude of students towards CRE (i.e. high or low) related to the conclusion that CRE textbooks have good moral values. Students who rated CRE high are more likely to agree that CRE textbooks have good moral values than students who rated CRE low.

Item 27: CRE teachers teach their children how to use CRE books

Item 27 was designed and presented to the two categories of respondents who were requested to give their opinion on the statement “CRE teachers teach their children how to use CRE books.” The opinion was analyzed to ascertain the relationship it would have with the attitude of students towards CRE. It was assumed that no differences would occur between the opinions of the two categories of HiR and LoR. The cross tabulation results are given below in table 6.5.

In response to the statement “CRE teachers teach their children how to use CRE books,” 46 (41.1%) of HiR disagreed with the statement, 8 (7.1%) were not sure, while 58 (51.8%) agreed. For the LoR, 62 (59.0%) disagreed, 8 (7.6%) were not sure, while a further 35 (33.3%) agreed with the statement.

Table 6.5. Relevance of CRE and Teaching how to use CRE Books

Crosstab

			CRE teachers teach how to use books			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	46	8	58	112
		% within Relevance of CRE	41.1%	7.1%	51.8%	100.0%
		% of Total	21.2%	3.7%	26.7%	51.6%
	LoR	Count	62	8	35	105
		% within Relevance of CRE	59.0%	7.6%	33.3%	100.0%
		% of Total	28.6%	3.7%	16.1%	48.4%
Total		Count	108	16	93	217
		% within Relevance of CRE	49.8%	7.4%	42.9%	100.0%
		% of Total	49.8%	7.4%	42.9%	100.0%

$N = 217$ $\chi^2 = 7.841$ $df = 2$ $p < 0.020$

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.47.

The Chi-Square result obtained ($\chi^2 = 7.841$) is above the critical value (5.991 with 2 df) required to reject the hypothesis at the 0.05 level of significance. The null hypothesis was rejected. The results indicated that there is a statistically significant difference between the opinion of the HiR and LoR in relation to the statement. The perception that CRE teachers teach students how to use CRE books was likely to be related to the attitude students manifested towards CRE. Students with a positive attitude towards CRE were more likely to agree that CRE teachers teach their students how to use CRE textbooks than those with a negative attitude towards CRE.

Item 28: I can easily understand the vocabulary and language of CRE textbooks

The two categories of respondents were asked to give their opinion about the statement "I can easily understand the vocabulary and language of CRE textbooks." The aim was to find out the opinion of the students towards the statement and how this opinion related to their attitudes towards CRE. The respondents' opinions were

assumed to be invariant in respect of the statement. The results of their responses are given in table 6.6 below.

Table 6.6. Relevance of CRE and Vocabulary and Language of Textbooks

Crosstab

			Vocabs in CRE books are understandable			Total
			Disagree	Not sure	Agree	
Relevance of CRE	HiR	Count	29	12	72	113
		% within Relevance of CRE	25.7%	10.6%	63.7%	100.0%
		% of Total	13.2%	5.5%	32.7%	51.4%
	LoR	Count	39	12	56	107
		% within Relevance of CRE	36.4%	11.2%	52.3%	100.0%
		% of Total	17.7%	5.5%	25.5%	48.6%
Total		Count	68	24	128	220
		% within Relevance of CRE	30.9%	10.9%	58.2%	100.0%
		% of Total	30.9%	10.9%	58.2%	100.0%

$N = 220$ $\chi^2 = 3.306$ $df = 2$ $p < 0.191$

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.67.

Responding to the statement in the category of HiR, 29 (25.7%) disagreed with the statement, 12 (10.6%) were not sure and 72 (63.7%) agreed with the statement. In the category of LoR, 39 (36.4%) disagreed, 12 (11.2%) were not sure and 56 (52.3%) agreed with the statement.

A Chi Square test was performed, the result obtained (3.306) is below the critical value (5.991 with 2 df) required to reject the hypothesis at 0.05 level of significance. The null hypothesis was not rejected. The results indicate that there exists no statistically significant difference between the responses of HiR and LoR to the statement. The attitude towards CRE was not related to the perception that the vocabulary and language in CRE textbooks are understandable. The dominant opinion is, the vocabulary of CRE books is understandable.

Item 29: CRE books are clear and readable

Item 29 of the instrument was used to find out the relationship between the perception that CRE books are clear and readable and the attitudes of students towards CRE. Consequently, the statement "CRE books are clear and readable" was presented to the two categories of students; their response patterns are reported in table 6.7.

Table 6.7. Relevance of CRE and Clarity of Books

Crosstab

		CRE books are clear and readable			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	12	7	95	114
		% within Relevance of CRE	10.5%	6.1%	83.3%	100.0%
		% of Total	5.4%	3.2%	43.0%	51.6%
	LoR	Count	28	12	67	107
		% within Relevance of CRE	26.2%	11.2%	62.6%	100.0%
		% of Total	12.7%	5.4%	30.3%	48.4%
Total	Count	40	19	162	221	
	% within Relevance of CRE	18.1%	8.6%	73.3%	100.0%	
	% of Total	18.1%	8.6%	73.3%	100.0%	

N = 221 $\chi^2 = 12.346$ df = 2 p < 0.002

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.20.

The responses to the statement "CRE books are clear and readable" recorded in table 6.7 indicated 12 (10.5%) of HiR disagreed with the statement, 7 (6.1%) were not sure, while 95 (83.3%) agreed with the statement. For the LoR, 28 (26.2%) disagreed with the statement, 12 (11.2%) were not sure, while 67 (62.6%) agreed with the statement.

The χ^2 test performed obtained a result (12.346), which is above the critical value (5.991 with 2 df) required to reject the null hypothesis at the 0.05 level of significance. The null hypothesis was rejected. The result indicates that there exists a

statistically significant difference in the opinion of HiR and LoR in their perception of the clarity and readability of CRE books. The finding shows that attitude and perception of the clarity and readability of CRE textbooks are related. Students with a favorable attitude towards CRE are more likely to agree that CRE books are clear and readable than students with a negative attitude.

Item 30: Reading CRE books is exciting

Item 30 was included in the instrument to enable the researcher test the appeal CRE books make to students. The response pattern of the two categories of respondents was used to investigate the relationship between students' perception of the statement in item 30 and the attitudes of students towards CRE. The response of the categories of students to the statement "Reading CRE books is exciting" is given in table 6.8 below.

Table 6.8. Relevance of CRE and Excitement in Reading Books

Crosstab

		Reading CRE books is exciting			Total	
		Disagree	Not sure	Agree		
Relevance of CRE	HiR	Count	17	11	86	114
		% within Relevance of CRE	14.9%	9.6%	75.4%	100.0%
		% of Total	7.7%	5.0%	39.1%	51.8%
	LoR	Count	30	11	65	106
		% within Relevance of CRE	28.3%	10.4%	61.3%	100.0%
		% of Total	13.6%	5.0%	29.5%	48.2%
Total	Count	47	22	151	220	
	% within Relevance of CRE	21.4%	10.0%	68.6%	100.0%	
	% of Total	21.4%	10.0%	68.6%	100.0%	

N = 220 $\chi^2 = 6.234$ df = 2 p < 0.044

Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.60

Table 6.8 indicates that 17 (14.9%), 11 (9.6%), and 86 (75.4%) of HiR disagreed, were not sure and agreed respectively with the statement. For the LoR, 30 (28.3%), 11 (10.4%) and 65 (61.3%) disagreed, were not sure and agreed respectively with the statement.

A χ^2 test was done. The result obtained (6.234) is above the critical value (5.991 with 2 df) required to reject the null hypothesis. The null hypothesis was rejected. The results indicate that there is a statistically significant relationship between the opinion of HiR and LoR in relation to the statement. The findings show that the type of attitude (High or Low) manifested by the students may likely relate to the perception that CRE books are exciting to read. HiR are more likely to agree that CRE textbooks are exciting to read than LoR.

Findings

Tables 6.1 to 6.8 represented cross tabulation results between the attitude of Forms 2 and 3 students towards CRE and the perception of these students about the quality of CRE textbooks they use in school. The cross tabulation was used to examine hypothesis 10, which states

H₀: There is no significant relationship between the respondents' perception of the textbooks used in CRE and attitudes towards CRE.

Generally, the results reveal that there is a significant relationship between attitudes to CRE and perception of the quality of CRE textbooks.

Composite index 4 (CoI₄) contained eight items (items 23-30). These items were used to investigate the variation in response about CRE books between two categories of students who rated CRE as either high or low among other school subjects.

For each item analyzed, the simple frequency counts and the case-processing summary are given in Appendices 2 and 3 respectively. The eight items were each tested separately and later on strung together to give collective information required to test the null hypothesis stated below.

Table 6.9 summarizes the cross tabulation and Chi Square results of the relationship between the attitude to CRE and perception of CRE textbooks.

Table 6.9. Relationship between attitudes towards CRE and Relevance of CRE Textbooks

Item No.	Item Statement (Attitude Statements)	N	df	χ^2	p<
23	Relevance of CRE and CRE textbooks are easy to read	220	2	7.398	0.025
24	Relevance of CRE and CRE textbooks are properly written and well organized	220	2	9.136	0.010
25	Relevance of CRE and CRE textbooks have useful illustrations	221	2	0.193	NS
26	Relevance of CRE and CRE textbooks have good values	216	2	20.253	0.000
27	Relevance of CRE and CRE teachers teach how to use CRE textbooks	217	2	7.841	0.020
28	Relevance of CRE and Vocabulary and language of CRE textbooks are understandable	220	2	3.306	NS
29	Relevance of CRE and CRE textbooks are clear and readable	221	2	12.346	0.002
30	Relevance of CRE and Reading CRE books is exciting	220	2	6.234	0.044

NS = No Significance

Table 6.9 displays a clear pattern of relationship: perception of the textbooks used in CRE is associated with the attitudes of students towards CRE.

Six of the eight items (items 23, 24, 26, 27, 29 and 30) designed to test the null hypothesis have high χ^2 values, which are statistically significant at the 0.05 level. Consequently, they collectively provide enough grounds to reject the null hypothesis and conclude generally that there is a significant statistical relationship between the

students' attitude towards CRE and students' perception of CRE textbooks. However, two items (items 25 and 28) deviated from this trend with a very low χ^2 score indicating a non-significant relationship for those two items.

Examining the items independently, the following were discovered:

1. Generally, students' attitudes towards CRE can be related to their opinion about the quality and readability of CRE textbooks. Students who expressed CRE as a subject of preference are more likely to demonstrate a positive attitude towards their CRE textbooks when compared to those who did not express CRE as a subject of preference.
2. Students with a high preference for CRE are more likely than LoR to rate their CRE textbooks as easy to read.
3. Students with a positive attitude towards CRE are highly inclined than LoR to perceive their textbooks as properly written and well organized.
4. Attitudes towards CRE (High or Low) show no significant difference in the tendency to perceive CRE textbooks as well illustrated. Most respondents see the CRE textbooks as well illustrated.
5. Students with a positive attitude towards CRE, unlike those with a negative attitude, are highly inclined to consider CRE books as having good moral values.
6. When compared to students rating CRE low, students rating CRE high are a bit more prone to say that their teachers help in teaching them to use CRE textbooks.
7. High raters are slightly more likely than low raters of CRE to believe that the vocabulary and language in CRE textbooks are understandable.
8. CRE high raters are more likely to perceive CRE books as clear and readable than low raters of CRE.
9. Students who expressed high rating for CRE are much more likely to perceive CRE textbooks as interesting, when compared to those who rated CRE low.

Interpretations of Findings and Discussions.

The purpose of the current research was to investigate the relationship between demographic and pedagogical factors on one hand, and the attitudes of the Forms 2 and 3 students towards CRE on the other hand. The following two research questions were posited:

1. What is the attitude of pupils towards Christian religious education as a school subject?
2. What are the factors related to the type of attitude manifested by students towards Christian religious education?

In response to research question 1, a lone hypothesis was generated which in its null form stated "students in general have an unfavorable attitude towards Christian religious education."

The findings of the research indicated that the hypothesis was rejected, as majority of the respondents expressed a favorable attitude towards CRE. The findings in respect of this hypothesis disagreed with the findings of Francis and Lewis (1996), Lewis (1974) and Williams and Finch (1968) who individually found out that secondary school students in England and Wales do not support the place of Christian religious education in schools. It is likely that cultural differences and worldview might account for this variance in findings.

The findings of the present research describe the favorable context in which CRE teachers work in secondary schools. Discovering that students have a favorable attitude towards CRE will require teachers to strive to sustain this attitude and harness it towards desirable goals.

In response to research question 2, two types of variables were identified as having relationship with the attitudes of students towards CRE. These variables were classed as *demographic and pedagogical variables*. Five research hypotheses

(hypothesis 2 to 6) treating demographic factors of age, level of education, church attendance, involvement in church activities and gender were tested. Four research hypotheses (hypothesis 7 to 10) treating pedagogical factors of role of CRE in the curriculum, content, teaching style, and textbooks were also tested.

Research hypothesis 2 to 6 investigated demographic factors and their relationship with the attitudes of students towards CRE. The findings of this research show that these hypotheses were all not rejected with the following conclusions:

- a) Level of education is not statistically associated with attitudes towards CRE (hypothesis 2). That is, the attitude manifested towards CRE was not influenced by year or Form in school.
- b) Age is not significantly related to the types of attitudes students in Forms 2 and 3 manifest towards CRE (hypothesis 3). That is, the attitude manifested towards CRE was not influenced by age.
- c) Frequency of church attendance does not influence attitudes towards CRE (hypothesis 4).
- d) Involvement in church activities is not significantly related to the type of attitudes students manifest towards CRE (hypothesis 5). That is, the attitude manifested towards CRE was not influenced by the respondents' involvement or non-involvement in church-related activities.
- e) Gender did not influence the attitudes of students towards CRE (hypothesis 6).

These findings in respect of the various hypotheses (hypothesis 2 to 6) did not agree with the findings of Francis and Lewis (1996), who discovered that gender, age, level of education and church attendance were significantly related to the attitude of Year nine and ten students in England and Wales towards religious education. Age is an attribute that produces significant variations in behavior in large sample size research. Since age is tied to experience, one cannot expect to find a relationship

between attitudes and levels of education (seen in terms of experience) where age has failed to produce a relationship. The results obtained from age and level of education supported each other. Perhaps a very significant observation is the one produced by the relationship between gender and attitude. In the present research, gender and attitude were not found to be related. Several researches including Francis and Lewis (1996), and Kay (1981b) conclude that gender is related to attitudes towards school subjects. However, other researchers including Johnson (1987) indicate that gender can only discriminate between attitudes towards a school subject if that school subject would lead to possible sex-appropriate occupation. CRE does not appear to lead to a specific gender-related occupation. Therefore, the finding that both male and female students in this study expressed an identical attitude towards CRE seems in order.

The result of this study has some implications for education. Since demographic factors appeared to be no determinant of attitudes towards CRE, it would be unnecessary to provide different curriculum materials and/or teaching strategies for any of the sexes or for students in the individual forms. Heterogeneous classes would prove to be appropriate in the teaching of CRE. Also, since Church attendance was positively related to attitudes towards CRE, the cooperation between church and school in teaching CRE must be encouraged with teachers willing to complement their teaching with the educational opportunities offered by the church.

Four research hypotheses (hypothesis 7 to 10) were posited to study the relationship between pedagogical variables and attitude towards CRE. For each of the four research hypotheses, a number of composite items were tested to provide a measure by which the hypothesis can be rejected or not rejected.

In relation to the role of CRE in the school curriculum, the null hypothesis was Hypothesis 7, which states "there is no significant relationship between the students' perception of the role of CRE in the school curriculum and attitudes towards CRE."

The findings of the study show that the null hypothesis was not rejected. The attitude of students towards CRE was not significantly related to the perception of the positive role of CRE in the school curriculum. The findings in respect of this hypothesis seem to agree with the observation of Clark and Starr (1967, 59) cited in the literature. They observed that once a pupil is aware of the end result of his learning and is convinced that the end results are worthwhile, he would usually be willing to participate positively in the learning process. In other words, awareness of worthwhile goals develops positive attitudes in students. The findings may have far-reaching implications. Since students are aware of the role of CRE in the school curriculum and have generally demonstrated a positive attitude towards those goals, their participation and cooperation in CRE classes are likely to be more effective. This will greatly enhance their learning. Teachers should endeavor to make CRE lessons more purposive and worthwhile for the learners. This finding suggests that CRE classes are likely to be quiet with well-behaved students in such classes.

The relationship between attitudes and perception of the contents of CRE was studied using hypothesis 8. In its null form, the hypothesis states “there is no significant relationship between the respondents’ perception of the content of CRE and attitudes towards CRE.”

After analysis, the testing of the hypothesis indicated that the null hypothesis was rejected. There is a statistically significant relationship between perception of the content of CRE and the attitude of students towards CRE. Six items, namely: Bible stories (item 9), difficulty level of CRE (item 10), other peoples and religions (item 11), real and useful things (item 12), good behavior (item 13) and uniqueness of CRE topics (item 14) were used as separate entities to test the hypothesis. Based on the findings of this study, positive attitudes towards CRE tend to be favorably related to the perception that CRE is not difficult to pass, that CRE teaches about other peoples

and religions, that CRE teaches real and useful things, and that CRE teaches good behavior.

The research has indicated that students respond differently to the content of CRE materials. Consequently, teachers would promote favorable attitudes towards CRE if the content they select to teach are at the appropriate difficulty level for the students, and if they are relevant. Teachers should not just teach anything that comes to their minds, they must be mindful of the issues that have been identified in this research in relation to the content of CRE.

Despite the favorable attitude these students expressed towards CRE, they are of the opinion that the content of CRE is not unique, meaning that CRE has nothing new to offer. If a subject’s content can be related to its method of teaching, the perception that CRE topics are not unique confirms the long standing view that CRE is taught in secondary schools like any other subject. Subject matter is not all the same and so all subjects should not be taught in the same way. Rather the teaching approach should vary according to the nature and methods of the disciplines concerned. This calls for a definite re-examination of the methodologies employed in teaching CRE. Given the nature of CRE, teachers should strive to harmonize goals, contents and approach to CRE for effective learning to take place.

Hypothesis 9 was used to study the relationship between the teaching style of CRE and the attitude of students towards CRE. In its null form the hypothesis states “there is no significant difference between respondents’ perception of the teaching style or teacher’s approach to teaching CRE and attitude towards CRE.” According to the findings, the null hypothesis was rejected. Attitude towards CRE correlates well with perception of teachers and teaching style.

Eight items related to the boring nature of CRE (item 15), the honesty and dependability of CRE teachers (item 16), knowledge of CRE teachers about their

students (item 17), teachers' attempt to make lessons understandable (item 18), teachers' reaction to student opinions (item 19), teachers' reaction to the feelings of students (item 20), and organization of CRE classes (item 21). The results of analyses reveal that students differed significantly in their opinions about the boring nature of CRE, the freedom of expression and the organizational nature of CRE classes.

Positive attitude towards CRE correlated favorably with the perception that CRE classes are well organized, the perception that students can express their opinions and the opinion that CRE classes are well organized. Since these factors affect students' attitudes towards CRE, it can be inferred that students' attitudes can be positively enhanced towards CRE if CRE classes are made more exciting than they are now, if they could be better organized and if an atmosphere of relative freedom of expression is created for the students.

Regardless of the favorable attitude of students towards CRE, students neither believed that their teachers knew them nor were they convinced that their teachers are honest and dependable. These signal a problem with interpersonal relationships. The implications of this scenario are worthy of serious attention. The perception that teachers are not honest and teachers do not know their students may imply that teachers actually teach CRE from a disinterested position and may not be competent enough to match goals, content and methodology together. The very nature of CRE with its goals and content require a context of mutual trust and cordiality for teaching and learning. These findings indicate that there may be a serious breach in the teacher-pupil relationship. These negative perceptions about the teacher may also account for the earlier observation that CRE is not unique, as CRE teachers might not be different from other teachers.

The perception that teachers make lessons understandable and that they respect the opinion of the students point to the pedagogical competence of the teachers. This

indicates that, at the cognitive level, teachers do handle CRE very well than they do at the affective level.

The influence of the textbooks used in CRE on attitudes was also examined. The related hypothesis was hypothesis 10, which states, "there is no significant relationship between the respondents' perception of the textbooks used for CRE and attitudes towards CRE." The findings show that the hypothesis was rejected. Students' perception of the textbooks used in CRE was related to the attitudes of students towards CRE. Eight items were also designed to investigate this hypothesis. These items related to readability index of the books (item 23), the style of writing (item 24), the quality of illustrations (item 25), the inherent values in the books (item 26), attempts of CRE teachers to make the books understandable (item 27), the vocabulary and language of the books (item 28), the clarity and understandability of the books (item 29) and the ability of the books to accord exciting reading (item 30). It was discovered that positive attitude towards CRE was related to the conclusion that CRE textbooks are easy to read, they are properly written, they have good moral values, they are clear, readable and interesting. With these types of perceptions towards CRE textbooks, it can be asserted that CRE textbooks are effective tools if their quality and readability are improved.

Contrary to the above, items 25 (quality of illustrations) and 28 (vocabulary and language of CRE textbooks) did not produce any variation between the responses of the two categories of HiR and LoR. This indicates these two variables did not significantly influence the attitudes of Forms 2 and 3 students towards CRE. The prevalent opinion on these two items were that students view the CRE books as having good illustrations and agreed that the vocabulary and language of CRE books were understandable.

Generally, this research reveals that attitudes towards CRE can be related to the attitude of students towards pedagogical variables. Conspicuously, the pedagogical competencies of the teachers were well attested to, but the interpersonal relationships, which are crucial in CRE, are not evident. Consequently, students perceived the course as not unique and their teachers not honest and dependable.

Overall, while acknowledging the competence of the teachers in teaching CRE as any other subject, that is, purely as an academic discipline, this research suggests that the affective domain (often times manifested by the approach, style and pupil-teacher interaction – research hypothesis 9) that is so crucial in CRE may be neglected. There is evidence that CRE is taught from a disinterested point of view, the teachers do not know their students well enough and the students cannot vow for the honesty and dependability of their teachers. It should be noted that the major justification for including CRE in the school curriculum is to promote honesty and dependability in the future leaders of the nation; if students do not see these things in their teachers, then the entire purpose for having CRE is defeated. Modeling and creating interpersonal relationships are virtually impossible in a situation like this.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The present study is summarized in this chapter. The chapter also reports the conclusions and recommendations of the research.

Research Problem and Purpose

There have been serious concerns over the efficacy of the national curriculum of Kenya in meeting the national ideals of education. The concerns came in the wake of students' poor performance in public examinations and the violent student unrest in schools over the years.

These undesirable incidents have been seen as manifestations of poor student attitude towards school. While there are many attempts to diagnose the educational problems in the bid to finding solutions, preemptive results have indicated among other things that the curriculum is faulty. The present study was an attempt to investigate the attitude of Forms 2 and 3 students in Nairobi 8.4.4 secondary schools towards CRE and the various demographic and pedagogical factors that may be related to such attitudes.

Research Questions

In view of the state of secondary school education in Nairobi and the attitudes of students towards school subjects, the attempt in this research was to find answers to two questions.

1. What is the attitude of pupils towards Christian religious education as a school subject?

2. What are the factors related to the type of attitudes manifested by students towards Christian religious education?

Research Hypotheses

A total of ten research hypotheses were statistically tested in this study.

Hypothesis 1 treated the type of attitudes students have towards Christian religious education. Hypotheses 2 – 6 dealt with students' demographic backgrounds and hypotheses 7 – 10 dealt with curriculum-related factors.

Significance of the Study

In this study, an attempt was made to determine the attitude students have towards Christian religious education and the factors that may be related to those attitudes.

The students in this research were Forms 2 and 3 students. These students have had at least a year or two of Christian religious education in selected private and public schools in Nairobi. The schools selected fulfilled the condition of offering CRE as an examinable subject within the local 8.4.4 system.

Information about the students' attitude towards CRE and the factors that may be related to those attitudes will prove very beneficial to curriculum decision makers and those who implement the curriculum. Firstly, the findings provide a general hint about what students think of CRE. Such information will guide the choice of content, methods, approach and materials to use in CRE. Secondly, the attitudes of students unveiled by the research provide insight into school problems as they relate to poor performance and unrest. Thirdly, though not an evaluative study, the findings have identified curriculum-related issues that may need reexamination, refinement or

adjustment. Such reassessment will facilitate a confluence of the needs of learners, society and school.

Research Assumptions

The present research was based on the psychosocial conception that behavior and attitude can influence and even predict one another. This conception implies that attitudes are formed as a result of the numerous interactions that an individual has with the attitude object. Thus, different experiences with the same attitude object across a group of people will produce different attitudes towards that object.

Students are subjected to different individualized experiences offered by the curriculum; it was assumed that the nature of such experiences would produce a specific attitude in the students towards school subjects. It was assumed that such attitudes could be manifested by perceptual response towards the attitude object.

Research Design

Attitude is an internal cognitive predisposition towards a specified object. This predisposition can either be negative or positive. Consequently, attitude is measured on an ordinal scale. The approach taken in the current research, therefore, was to measure attitudes through the aid of a cognitive response pattern. This pattern required the subjects to indicate their attitude towards CRE (the attitude objective), by their preferential ranking of CRE among other school subjects. The preferential ranking list provided two categories of respondents, namely: those who ranked CRE high and those who ranked CRE low. These two groups formed the subject categories among whom the dependent variable (attitude) was tested in relation to the independent variables.

The Sample

The sample of the research consisted of 222 Forms 2 and 3 students of mixed age and gender attending Nairobi secondary schools that offer CRE as an examinable subject within the local 8.4.4 system of education. To ensure representativeness of the sample, a stratified probability sampling procedure was done in which five categories of schools were randomly selected. The categories comprising of girls' public, boys public, mixed public and mixed private were randomly selected from a sample frame of all schools conforming to the defined population. The Forms 2 and 3 students in these schools were all allowed to participate in the research since there were fewer numbers of them doing CRE than expected. The individual students constituted the unit of analysis.

The Instrument

A thirty-six-item questionnaire or attitude index was designed to investigate the type of attitudes students manifest towards CRE. The index contained three parts. Part 1 measured the demographic background of the respondents, Part 2 measured the type of attitude students had towards CRE and Part 3 measured the perception of students towards certain curriculum or pedagogical variables.

Three steps were taken to design the instrument. In the first step, the researcher, from preliminary investigations, experience and literature designed a sixty-four-item questionnaire. In the second step, the sixty-four items were given to a set of five jurors for their professional advice on the clarity, appropriateness and difficulty level of the items. Fifty items survived this exercise. In step three, the items were pilot tested and the results subjected to a reliability analysis using the SPSS Cronbach reliability procedure. The items that survived Juror scrutiny and reliability analysis were those included in Appendix 1.

reliability procedure. The items that survived Juror scrutiny and reliability analysis were those included in Appendix 1.

The Research Approach

The dependent variable in this study was selected to be the attitude of students towards CRE. Attitude was measured on a bipolar ordinal scale of high or low (i.e. favorable or unfavorable attitude) with no mid points. Respondents were therefore divided into high raters of CRE (HiR) and low raters of CRE (LoR), depending on the type of attitude they manifested towards the subject.

Two types of independent variables were used in the research. One type consisted of demographic variables of age, level of education, gender, frequency of church attendance and involvement in church activities. The second type consisted of curriculum variables of role, content, approach to teaching and textbooks used.

The dependent variable was in simple bivariate cross-tabulations, matched against the independent variables in order to get the type of relationships that existed between the variables. The strategy was to investigate how attitude (High or Low) towards CRE was related to the perception of the respondents on the independent variables. The more variability experienced, the more association was expected between the dependent and independent variables

Major Findings

The purpose of the research was to investigate the attitude of students towards Christian religious education as a school subject. This was done in two parts. In the first part, the researcher ascertained the type of attitudes students had towards CRE and in the second part investigated the factors that might be related to the type of attitudes students demonstrated.

In this direction, two research questions were stated:

1. What is the attitude of pupils towards Christian religious education as a school subject?
2. What are the related factors to the type of attitudes manifested by students towards Christian religious education?

Attitude of Students towards Christian Religious Education

In relation to research question 1, a lone hypothesis was stated

Hypothesis 1

H₀: Students in general have an unfavorable attitude towards Christian religious education

The null hypothesis was rejected. The findings of the research reveal that generally, Forms 2 and 3 students have a favorable attitude towards CRE. This was revealed when 51.8% of students (from a probability sample of 222 students) rated CRE among the first 36% of subjects they take as a subject of preference.

Factors related to the Attitude of Students towards Christian Religious Education

In response to research question 2, which investigated the factors that may account for the attitude of students towards CRE, two factors were identified. These were demographic and curriculum-related factors.

Demographic Factors that Influence CRE

Four demographic variables consisting of the respondents' age, level of education, church attendance, involvement in church activities and gender were tested with the following results:

1. The respondents' Year or Form in school did not show any relationship to the type of attitude manifested towards CRE (Hypothesis 2 was not rejected).
2. The age of the respondents did not influence the type of attitude (i.e. favorable or unfavorable) manifested towards CRE (Hypothesis 3 was not rejected).
3. No significant relationship was found to exist between the frequency of church attendance and attitudes manifested towards CRE (Hypothesis 4 was not rejected).
4. No significant relationship was found to exist between the involvement of the respondents in church activities and their attitude towards CRE (Hypothesis 5 was not rejected).
5. Gender did not have any significant relationship with the attitude displayed towards CRE (Hypothesis 6 was not rejected).

Generally, the results reveal that the favorable attitude expressed towards CRE by the students was not related to demographic factors.

Pedagogical Factors that Relate to Attitudes towards CRE

Four pedagogical factors were identified as having a relationship with the attitude of students towards CRE. These were the role, content, approach of CRE, and textbooks used in CRE. For each of the following factors, a hypothesis was generated.

To test each hypothesis, several composite items were evaluated in terms of the response patterns generated by the respondents in reaction to the items.

1. The students' perception of the role of CRE in the school curriculum favorably relate to the attitudes they displayed towards CRE. Though the relationship was not significant, the positive overall attitude towards CRE observed did not differ from the positive perception of the roles of CRE by the students. Four items were used to investigate this relationship. Supporting the place of CRE

in schools, students believe that CRE is important in building a happy and peaceful society, that it is required in developing good citizens and good conduct in students, and that it is important in good moral decision making. However, despite the support for CRE, students believe that the subject is not important in future job placements.

2. The students' perception of the content matter of CRE in the school curriculum seems to be significantly related to their attitudes towards CRE. When compared to the students who expressed an unfavorable attitude towards CRE, students who demonstrated a positive attitude tend to believe that a) CRE is not difficult to pass, b) CRE helps students to understand other peoples and religions, c) CRE teaches things that are real and useful and d) CRE teaches good behavior. Regardless of the support given to CRE as a subject of preference, respondents are convinced that the content matter of CRE is not unique. In effect, due to the nature of CRE, the uniqueness of the subject lies in its affective outcomes.
3. The students' perception of the teaching style of CRE correlated well with the attitudes they displayed towards CRE. In contrast with students who expressed an unfavorable attitude towards CRE, students who gave CRE as a subject of preference are convinced that a) CRE classes are not boring b) they are free to express their opinions in CRE classes and e) their classes are well organized. In support of CRE, the students are overwhelmingly convinced that their teachers make CRE lessons understandable and that their opinions are important to their teachers. However, despite the support for CRE as a subject of preference, the students are either convinced or are uncertain that their teachers are dishonest and undependable. They are also convinced that their teachers do not know them well.

4. The students' perception of the textbooks used in CRE is positively associated with the attitudes they portrayed towards the subject. The findings reveal that generally, students' attitudes towards CRE can be related to their perception of the quality and readability of CRE textbooks. When compared to those who rated CRE low, students who rated CRE high are convinced that a) CRE textbooks are easy to read, b) CRE textbooks are properly written c) CRE textbooks have good morals d) CRE teachers teach students how to use CRE books, e) CRE textbooks are clear and readable and f) reading CRE textbooks is exciting. In support of the general positive attitudes of students towards CRE observed, students are convinced that CRE textbooks are well illustrated and the vocabulary and language in CRE textbooks are understandable.

Conclusions

The research was meant to identify the attitude of students towards Christian religious education and the multifaceted factors that relate to those attitudes. In respect of the findings, the following conclusions were arrived at:

1. The activities and dispositions of the teacher play a major part in influencing the attitudes of students towards CRE more than the social and biological characteristics of the students.
2. The context in which CRE is taught in secondary schools is favorable as students in Forms 2 and 3 in Nairobi schools expressed a positive attitude towards CRE as a subject in the school curriculum.
3. Mixed age and sex classes are appropriate for teaching religious education to Forms 2 and 3 students in 8.4.4 schools in Nairobi.
4. The teachers may not be presenting to the students appropriate models of honesty and dependability. Modeling as a form of instructional methodology

may not be used in teaching CRE. This may imply that students would go through secondary school without the appropriate models of honesty and dependability. A disparity is envisaged between what the teacher teaches and how the teacher lives and relates with the students. This might have a negative impact on the internalization of CRE life skills.

5. Relational skills, which are essential in teaching CRE seems lacking in the teachers of CRE. Students can neither confide nor relate well with their teachers. This may imply that the wrong methods are used to teach CRE in secondary schools.
6. Teachers appear better trained to cater for the cognitive needs of students than the affective needs of the students. It is probable that teachers are recruited more on the basis of cognitive competence than on lifestyle. In which case, anyone with a teaching certificate can be recruited to teach CRE
7. Students in CRE classes can easily be motivated to do self and independent studies since their textbooks are easy to read and to understand. They need not depend on teachers always.
8. Regardless of all these, students in CRE classes are willing to cooperate and participate effectively in their learning.

Recommendations

The Kenyan system of education desires ideals of patriotism, national unity and peaceful coexistence for its citizens. It is believed that one of the courses that will enhance the realization of these ideals is CRE. However, the present research has examined some of the issues that may need attention if CRE is going to realize these ideals. It is towards these issues that the following recommendations are made:

1. Extreme care should be taken in hiring or assigning CRE teachers. It is important that whoever is assigned to teach CRE be one with a passion for the children, one that the students will see as friendly and good. The teacher has to be someone who uses his lifestyle to teach. Often times CRE teachers are assigned arbitrarily, this must be avoided. Perhaps Faith communities and their training institutions could be relied upon to supply CRE teachers.
2. CRE teachers must reconsider their approach to teaching CRE. Most pedagogical strategies used in teaching other subjects are not appropriate for CRE. Teachers should learn how to use a more relational approach to teaching CRE. The content of CRE is geared towards the affective dimension of learning – changing lives and developing wholesome character in the students. These cannot be handled only at the cognitive domain, the affective component must also be included.
3. To improve the quality of CRE teachers, in-service teacher training program is recommended. Such training program should enhance the teachers' understanding of the relationship between religion and education and should equip such teachers with the relevant skills in teaching CRE.
4. The training given to CRE teachers must reflect the faith community of the teachers and the learners. What obtains in the universities and Teacher training colleges is geared towards producing the professional teacher, not necessarily a teacher that is competent to handle CRE, given the nature of the subject and its intended goals. Faith communities and their training institutions should consider seriously undertaking the training of CRE teachers or providing refresher courses for them. On the other hand, Faith communities must be involved in the designing of the Teacher training curriculum for CRE.

5. A cooperation between the school and the church is recommended so that these two institutions will reinforce one another in the religious education of the child.
6. An apparent disparity between the literature and the findings of the research was discovered for some of the variables, especially the demographic variables. This created a problem of interpretation for possibilities of direct application of the research findings. The disparity might have occurred as a result of the sample size, and the arbitrary level of significance adopted in this research. For any practical purpose related to these variables, it is recommended that a more comprehensive correlation research be carried out to shed more light on the relationships between attitudes and socio-psychological factors and to find out the direction of these relationships.

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APPENDIX 1

QUESTIONNAIRE (Attitude Index)

Introduction: The purpose of this research is to find out some of the factors that may be related to the attitude of students towards Christian religious education. To help me do this you have been chosen to help supply information that will be used for this purpose.

Please be assured that your information will be kept secret and will only be used for this research. I further kindly appeal to you to sincerely respond to the questions in a way that truly shows your opinion.

PART 1

Please put a tick () in the box against the right response and fill in the blanks where necessary.

1. What is your form? Form 1 () Form 3 ()
2. What is your Age Group _____
3. Sex Male () Female ()
4. How frequently do you go to church
 - a. At least once a week ()
 - b. At least once a month ()
 - c. At least once a year ()
 - d. Never ()
5. Are you involved in any activities in your church?
Yes () No ()
6. If Yes, what sort of activity is it (Specify)?

PART 2

Instruction: In the spaces below, please list the subjects you are taking this term. List them beginning with your best subjects to the ones you like the least.

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

PART 3

INSTRUCTION

Here are statements that express the feelings of some students towards Christian religious education as a school subject. You are kindly requested to agree or disagree with the statements according to your opinion.

Read the statements carefully and in the alternatives provided put a tick in the bracket that expresses your feelings about the statement.

1. CRE is required for a happy and peaceful society
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
2. I should spend more time on studying CRE*
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
3. CRE can develop one into a good citizen
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
4. CRE should be taken by all students*
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
5. CRE develops good standards of conduct in students
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
6. CRE only prepares one to become a pastor*
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
7. CRE helps to make good moral decisions
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
8. CRE can give one a very good job in the future
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
9. CRE is teaches only Bible Stories which are not important
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
10. CRE is a difficult subject to pass
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
11. CRE makes me understand other religions and people
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
12. CRE teaches about things that are not real and useful to me

- | | | |
|--|---|-----------------------------------|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Agree | |
13. Good behaviors are taught in CRE
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 14. The topics covered in CRE cannot be covered in other subjects
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 15. CRE class periods are boring
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 16. CRE teachers are honest and dependable
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 17. CRE teachers know their students
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 18. CRE teachers know their students well.
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 19. My opinion is very important to my CRE teacher
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 20. Students are free to express their views in CRE class
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 21. CRE classes are very well organized
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 22. CRE teachers are very friendly*
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 23. CRE textbooks are easy to read
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 24. CRE books are properly written and well organized
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree
 25. CRE books have useful illustrations and pictures
 Strongly Disagree Disagree Not Sure
 Agree Strongly Agree

26. CRE textbooks have good values

- Strongly Disagree Disagree Not Sure
 Agree Strongly Agree

27. CRE teachers teach their pupils how to use CRE textbooks

- Strongly Disagree Disagree Not Sure
 Agree Strongly Agree

28. I can easily understand the vocabulary and language of CRE textbooks

- Strongly Disagree Disagree Not Sure
 Agree Strongly Agree

29. CRE books are clear and readable

- Strongly Disagree Disagree Not Sure
 Agree Strongly Agree

30. Reading CRE books is boring

- Strongly Disagree Disagree Not Sure
 Agree Strongly Agree

* Items not analyzed.

APPENDIX TWO
SIMPLE FREQUENCY COUNTS OF RESPONSES

Respondent's school of attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boys Public	35	15.8	15.8	15.8
	Girls Public	82	36.9	36.9	52.7
	Mixed Public	40	18.0	18.0	70.7
	Mixed Private	65	29.3	29.3	100.0
	Total	222	100.0	100.0	

Respondent's Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Form 2	114	51.4	51.4	51.4
	Form 3	108	48.6	48.6	100.0
	Total	222	100.0	100.0	

Respondent's Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-16	131	59.0	59.0	59.0
	17-21	91	41.0	41.0	100.0
	Total	222	100.0	100.0	

Respondent's Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	97	43.7	43.7	43.7
	Female	125	56.3	56.3	100.0
	Total	222	100.0	100.0	

Church Attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	182	82.0	82.0	82.0
	Seldom	40	18.0	18.0	100.0
	Total	222	100.0	100.0	

Relevance of CRE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HiR	115	51.8	51.8	51.8
	LoR	107	48.2	48.2	100.0
	Total	222	100.0	100.0	

CRE required for peaceful society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	21	9.5	9.5	9.5
	Not sure	9	4.1	4.1	13.6
	Agree	191	86.0	86.4	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
Total		222	100.0		

More time to study CRE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	58	26.1	26.2	26.2
	Not sure	22	9.9	10.0	36.2
	Agree	141	63.5	63.8	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
Total		222	100.0		

CRE develops one into good citizen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	1.8	1.8	1.8
	Not sure	12	5.4	5.5	7.3
	Agree	203	91.4	92.7	100.0
	Total	219	98.6	100.0	
Missing	No response	3	1.4		
Total		222	100.0		

CRE should be taken by all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	104	46.8	47.5	47.5
	Not sure	35	15.8	16.0	63.5
	Agree	80	36.0	36.5	100.0
	Total	219	98.6	100.0	
Missing	No response	3	1.4		
Total		222	100.0		

CRE develops good conduct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	6.8	6.8	6.8
	Not sure	11	5.0	5.0	11.8
	Agree	194	87.4	88.2	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
Total		222	100.0		

CRE makes to become a pastor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	182	82.0	82.7	82.7
	Not sure	17	7.7	7.7	90.5
	Agree	21	9.5	9.5	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
Total		222	100.0		

CRE helps to make good decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	.9	.9	.9
	Not sure	12	5.4	5.5	6.4
	Agree	204	91.9	93.6	100.0
	Total	218	98.2	100.0	
Missing	No response	4	1.8		
Total		222	100.0		

CRE makes me get good jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	100	45.0	45.9	45.9
	Not sure	62	27.9	28.4	74.3
	Agree	56	25.2	25.7	100.0
	Total	218	98.2	100.0	
Missing	No response	4	1.8		
Total		222	100.0		

CRE concerns unimportant Bible Stories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	202	91.0	92.2	92.2
	Not sure	9	4.1	4.1	96.3
	Agree	8	3.6	3.7	100.0
	Total	219	98.6	100.0	
Missing	No response	2	.9		
	System	1	.5		
	Total	3	1.4		
Total		222	100.0		

CRE is difficult to pass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	140	63.1	63.3	63.3
	Not sure	13	5.9	5.9	69.2
	Agree	68	30.6	30.8	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
	Total	222	100.0		

CRE makes one to understand others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	50	22.5	22.6	22.6
	Not sure	19	8.6	8.6	31.2
	Agree	152	68.5	68.8	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
	Total	222	100.0		

CRE teaches real and useful things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	25	11.3	11.4	11.4
	Not sure	10	4.5	4.5	15.9
	Agree	185	83.3	84.1	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
	Total	222	100.0		

CRE teaches good behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	22	9.9	10.0	10.0
	Not sure	11	5.0	5.0	15.1
	Agree	186	83.8	84.9	100.0
	Total	219	98.6	100.0	
Missing	No response	3	1.4		
	Total	222	100.0		

CRE topics are unique

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	122	55.0	55.7	55.7
	Not sure	32	14.4	14.6	70.3
	Agree	65	29.3	29.7	100.0
	Total	219	98.6	100.0	
Missing	No response	3	1.4		
	Total	222	100.0		

CRE class periods are boring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	150	67.6	68.2	68.2
	Not sure	19	8.6	8.6	76.8
	Agree	51	23.0	23.2	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
	Total	222	100.0		

CRE teachers are honest and

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	75	33.8	34.1	34.1
	Not sure	66	29.7	30.0	64.1
	Agree	79	35.6	35.9	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
	Total	222	100.0		

CRE teachers know their students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	85	38.3	38.8	38.8
	Not sure	69	31.1	31.5	70.3
	Agree	65	29.3	29.7	100.0
	Total	219	98.6	100.0	
Missing	No response	3	1.4		
	Total	222	100.0		

CRE teachers make lessons understandable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	42	18.9	19.1	19.1
	Not sure	40	18.0	18.2	37.3
	Agree	138	62.2	62.7	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
Total		222	100.0		

CRE teachers respect my opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	28	12.6	12.7	12.7
	Not sure	39	17.6	17.6	30.3
	Agree	154	69.4	69.7	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
Total		222	100.0		

Students are free to express their views

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	47	21.2	21.6	21.6
	Not sure	9	4.1	4.1	25.7
	Agree	162	73.0	74.3	100.0
	Total	218	98.2	100.0	
Missing	No response	3	1.4		
	System	1	.5		
	Total	4	1.8		
Total		222	100.0		

CRE classes are well organised

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	45	20.3	20.4	20.4
	Not sure	36	16.2	16.3	36.7
	Agree	140	63.1	63.3	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
Total		222	100.0		

CRE teachers are friendly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	73	32.9	32.9	32.9
	Not sure	28	12.6	12.6	45.5
	Agree	121	54.5	54.5	100.0
	Total	222	100.0	100.0	

CRE texts are easy to read

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	53	23.9	24.1	24.1
	Not sure	26	11.7	11.8	35.9
	Agree	141	63.5	64.1	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
Total		222	100.0		

CRE textbooks are properly written

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	45	20.3	20.5	20.5
	Not sure	28	12.6	12.7	33.2
	Agree	147	66.2	66.8	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
Total		222	100.0		

CRE textbooks are well illustrated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	59	26.6	26.7	26.7
	Not sure	25	11.3	11.3	38.0
	Agree	137	61.7	62.0	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
Total		222	100.0		

CRE textbooks have good values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	54	24.3	25.0	25.0
	Not sure	46	20.7	21.3	46.3
	Agree	116	52.3	53.7	100.0
	Total	216	97.3	100.0	
Missing	No response	6	2.7		
Total		222	100.0		

CRE teachers teach how to use books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	108	48.6	49.8	49.8
	Not sure	16	7.2	7.4	57.1
	Agree	93	41.9	42.9	100.0
	Total	217	97.7	100.0	
Missing	No response	5	2.3		
Total		222	100.0		

Vocabs in CRE books are understandable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	68	30.6	30.9	30.9
	Not sure	24	10.8	10.9	41.8
	Agree	128	57.7	58.2	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
Total		222	100.0		

CRE books are clear and readable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	40	18.0	18.1	18.1
	Not sure	19	8.6	8.6	26.7
	Agree	162	73.0	73.3	100.0
	Total	221	99.5	100.0	
Missing	No response	1	.5		
Total		222	100.0		

Reading CRE books is exciting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	47	21.2	21.4	21.4
	Not sure	22	9.9	10.0	31.4
	Agree	151	68.0	68.6	100.0
	Total	220	99.1	100.0	
Missing	No response	2	.9		
Total		222	100.0		

**APPENDIX 3
CASE PROCESSING SUMMARY**

Relevance of CRE * Respondent's Level of Education Crosstabulation

Count

		Respondent's Level of Education		Total
		Form 2	Form 3	
Relevance of CRE	HiR	60	55	115
	LoR	54	53	107
Total		114	108	222

Relevance of CRE * Respondent's Age Crosstabulation

Count

		Respondent's Age		Total
		12-16	17-21	
Relevance of CRE	HiR	65	50	115
	LoR	66	41	107
Total		131	91	222

Relevance of CRE * Respondent's Sex Crosstabulation

Count

		Respondent's Sex		Total
		Male	Female	
Relevance of CRE	HiR	53	62	115
	LoR	44	63	107
Total		97	125	222

Relevance of CRE * Church Attendance Crosstabulation

Count

		Church Attendance		Total
		Often	Seldom	
Relevance of CRE	HiR	93	22	115
	LoR	89	18	107
Total		182	40	222

Relevance of CRE * Respondent's Church Activity Crosstabulation

Count

		Respondent's Church Activity		Total
		Involved	No	
Relevance of CRE	HiR	58	57	115
	LoR	53	54	107
Total		111	111	222

Relevance of CRE * CRE required for peaceful society Crosstabulation

Count

		CRE required for peaceful society			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	13	3	99	115
	LoR	8	6	92	106
Total		21	9	191	221

Relevance of CRE * CRE develops one into good citizen Crosstabulation

Count

		CRE develops one into good citizen			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	2	5	107	114
	LoR	2	7	96	105
Total		4	12	203	219

Relevance of CRE * CRE should be taken by all Crosstabulation

Count

		CRE should be taken by all			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	56	19	37	112
	LoR	48	16	43	107
Total		104	35	80	219

Relevance of CRE * CRE develops good conduct Crosstabulation

Count

		CRE develops good conduct			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	5	7	102	114
	LoR	10	4	92	106
Total		15	11	194	220

Relevance of CRE * CRE helps to make good decisions Crosstabulation

Count

		CRE helps to make good decisions			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	1	6	105	112
	LoR	1	6	99	106
Total		2	12	204	218

Relevance of CRE * CRE makes me get good jobs Crosstabulation

Count

		CRE makes me get good jobs			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	54	25	32	111
	LoR	46	37	24	107
Total		100	62	56	218

Relevance of CRE * CRE concerns unimportant Bible Stories Crosstabulation

Count

		CRE concerns unimportant Bible Stories			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	105	2	6	113
	LoR	97	7	2	106
Total		202	9	8	219

Relevance of CRE * CRE is difficult to pass Crosstabulation

Count

		CRE is difficult to pass			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	93	5	17	115
	LoR	47	8	51	106
Total		140	13	68	221

Relevance of CRE * CRE makes one to understand others Crosstabulation

Count

		CRE makes one to understand others			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	16	12	87	115
	LoR	34	7	65	106
Total		50	19	152	221

**Relevance of CRE * CRE teaches real and useful things
Crosstabulation**

Count		CRE teaches real and useful things			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	9	2	103	114
	LoR	16	8	82	106
Total		25	10	185	220

Relevance of CRE * CRE teaches good behavior Crosstabulation

Count		CRE teaches good behavior			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	12	2	100	114
	LoR	10	9	86	105
Total		22	11	186	219

Relevance of CRE * CRE topics are unique Crosstabulation

Count		CRE topics are unique			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	68	10	37	115
	LoR	54	22	28	104
Total		122	32	65	219

Relevance of CRE * CRE class periods are boring Crosstabulation

Count		CRE class periods are boring			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	87	11	15	113
	LoR	63	8	36	107
Total		150	19	51	220

Relevance of CRE * CRE teachers are honest and Crosstabulation

Count		CRE teachers are honest and			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	32	39	43	114
	LoR	43	27	36	106
Total		75	66	79	220

Relevance of CRE * CRE teachers know their students Crosstabulation

Count		CRE teachers know their students			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	41	35	38	114
	LoR	44	34	27	105
Total		85	69	65	219

**Relevance of CRE * CRE teachers make lessons understandable
Crosstabulation**

Count		CRE teachers make lessons understandable			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	17	17	80	114
	LoR	25	23	58	106
Total		42	40	138	220

Relevance of CRE * CRE teachers respect my opinions Crosstabulation

Count		CRE teachers respect my opinions			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	13	14	87	114
	LoR	15	25	67	107
Total		28	39	154	221

**Relevance of CRE * Students are free to express their views
Crosstabulation**

Count		Students are free to express their views			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	18	7	88	113
	LoR	29	2	74	105
Total		47	9	162	218

Relevance of CRE * CRE classes are well organised Crosstabulation

Count		CRE classes are well organised			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	14	21	80	115
	LoR	31	15	60	106
Total		45	36	140	221

Relevance of CRE * CRE teachers are friendly Crosstabulation

Count		CRE teachers are friendly			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	36	10	69	115
	LoR	37	18	52	107
Total		73	28	121	222

Relevance of CRE * CRE texts are easy to read Crosstabulation

Count

		CRE texts are easy to read			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	20	11	82	113
	LoR	33	15	59	107
Total		53	26	141	220

Relevance of CRE * CRE textbooks are properly written Crosstabulation

Count

		CRE textbooks are properly written			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	16	11	86	113
	LoR	29	17	61	107
Total		45	28	147	220

Relevance of CRE * CRE textbooks are well illustrated Crosstabulation

Count

		CRE textbooks are well illustrated			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	29	13	72	114
	LoR	30	12	65	107
Total		59	25	137	221

Relevance of CRE * CRE textbooks have good values Crosstabulation

Count

		CRE textbooks have good values			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	16	19	75	110
	LoR	38	27	41	106
Total		54	46	116	216

Relevance of CRE * CRE teachers teach how to use books Crosstabulation

Count

		CRE teachers teach how to use books			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	46	8	58	112
	LoR	62	8	35	105
Total		108	16	93	217

Relevance of CRE * Vocabs in CRE books are understandable Crosstabulation

Count

		Vocabs in CRE books are understandable			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	29	12	72	113
	LoR	39	12	56	107
Total		68	24	128	220

Relevance of CRE * CRE books are clear and readable Crosstabulation

Count

		CRE books are clear and readable			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	12	7	95	114
	LoR	28	12	67	107
Total		40	19	162	221

Relevance of CRE * Reading CRE books is exciting Crosstabulation

Count

		Reading CRE books is exciting			Total
		Disagree	Not sure	Agree	
Relevance of CRE	HiR	17	11	86	114
	LoR	30	11	65	106
Total		47	22	151	220

APPENDIX 4
CODEBOOK FOR CHRISTIAN RELIGIOUS EDUCATION
ATTITUDE SCALE

VARIABLE NAME	LABEL	COLUMN
ID	RESPONDENT ID NUMBER	1
STATUS	RESPONDENT'S SCHOOL	2
	Value Label	
	1 Public	
	2 Private	
FORM	RESPONDENT'S LEVEL OF EDUCATION	3
	Value Label	
	2 Form 2	
	3 Form 3	
AGE	RESPONDENT'S AGE	4
	Missing Value: 0	
	Value Label	
	1 10-14	
	2 15-19	
	3 Others	
GENDER	RESPONDENT'S SEX	5
	Value Label	
	1 Male	
	2 Female	
ATTEND	RESPONDENT'S ATTENDANCE	6
	Missing Values: 0	
	Value Label	
	1 Weekly	
	2 At least once a month	
	3 At least once a year	
	4 Never	
ACTIVE	RESPONDENT'S CHURCH ACTIVITY	7
	Value Label	
	1 Yes	
	2 No	
RELEVANCE	RELEVANCE OF CRE TO RESPONDENTS	8
	Value Label	
	1 High	
	2 Low	
PEACE	CRE REQUIRED FOR PEACE	9
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
TIME	MORE TIME TO STUDY CRE	10
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	

	5 Strongly Agree	
CITIZEN	CRE DEVELOPS GOOD CITIZENS	11
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
MANDATE	CRE SHOULD BE TAKEN BY ALL	12
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
CONDUCT	CRE DEVELOPS GOOD CONDUCT	13
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
PASTOR	CRE MAKES ONE BECOME A PASTOR	14
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
DECISION	CRE HELPS TO MAKE GOOD DECISIONS	15
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
CREJOB	CRE MAKES ME GET GOOD JOBS	16
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
BSTORIES	CRE CONCERNS UNIMPORTANT BIBLE STORIES	17
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
PASS	CRE IS DIFFICULT TO PASS	18
	Value Label	
	1 Strongly Disagree	
	2 Disagree	
	3 Not Sure	
	4 Agree	
	5 Strongly Agree	
OTHERS	CRE MAKES ME TO UNDERSTAND OTHERS	19
	Value Label	
	1 Strongly Disagree	
	2 Disagree	

	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
REAL	CRE TEACHES REAL AND USEFUL THINGS		20
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
BEHAVIOR	CRE TEACHERS GOOD BEHAVIOR		21
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
TOPICS	CRE TOPICS ARE UNIQUE		22
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
BORING	CRE CLASSES ARE BORING		23
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
HONESTY	CRE TEACHERS ARE HONEST AND DEPENDABLE		24
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
STUDENTS	CRE TEACHERS KNOW THEIR STUDENTS		25
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
LESSON	CRE TEACHERS MAKE LESSONS UNDERSTANDABLE		26
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
OPINION	MY OPINION IS IMPORTANT		27
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	

VIEWS	STUDENTS ARE FREE TO EXPRESS THEIR VIEWS		28
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
CLASSES	CLASSES ARE WELL ORGANISED		29
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
FRIENDLY	CRE TEACHERS ARE FRIENDLY		30
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
TEXTBOOK	CRE TEXTBOOKS ARE EACH TO READ		31
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
BOOKS	CRE TEXTBOOKS ARE PROPERLY WRITTEN		32
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
PICTURES	CRE BOOKS HAVE USEFUL ILLUSTRATION		33
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
VALUES	CRE TEXTBOOKS HAVE GOOD VALUES		34
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
USE	TEACHERS TEACH HOW TO USE BOOKS		35
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
VOCABULARY	VOCABS AND LANGUAGE ARE UNDERSTANDABLE		36
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	

	4	Agree	
	5	Strongly Agree	
READABLE		CRE BOOKS ARE CLEAR AND READABLE	37
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	
BOOKREAD		READING CRE BOOKS IS EXCITING	38
	Value	Label	
	1	Strongly Disagree	
	2	Disagree	
	3	Not Sure	
	4	Agree	
	5	Strongly Agree	

APPENDIX 5
LIST OF COURSES OFFERED IN SECONDARY SCHOOLS
IN KENYA

Options and Choices Form 1 & 2	Options and Choices Form 3 & 4
(c) Compulsory	Group 1: Compulsory
1. English	1. English
2. Kiswahili	2. Kiswahili
3. Mathematics	3. Mathematics
4. Biological Sciences	
5. Physical Sciences	Group 2: Sciences – Any Two
6. Geography	1. Biological Sciences
7. History and Government	2. Physical Sciences
8. religious education	3. Chemistry
9. Agriculture	
(d) Applied Science: Only One	Group 3: Humanities – At least one
1. Woodwork	1. Geography
2. Metalwork	2. History and Government
3. Power Mechanics	3. Christian religious education
4. Electricity	4. Islamic religious education
5. Building Construction	5. Hindu religious education
6. Drawing and Design	6. Social Education and Ethics
7. Home Science	
(e) ©One of the following	Group 4: Applied and Industrial Education – At least one
1. Music	1. Woodwork
2. Art and Design	2. Metalwork
3. Business Education	3. Agriculture
4. A Foreign Language	4. Aviation Technology
	5. Computer Studies
	6. Power Mechanics
(f) Social Education and Ethics	7. Electricity
	8. Building Construction
(f) Physical Education	9. Art and Design
	10. Drawing and Design
	11. Home Science
	Group 5: Foreign Languages and other Subjects – At least one
	1. French
	2. German
	3. Arabic
	4. Music
	5. Accounting
	6. Commerce
	7. Economics
	8. Typewriting with Office Practice

APPENDIX 6

POSITIONAL MEASURE OF CRE AMONG OTHER
SCHOOL SUBJECTS

1. Form 2 Students

RANK OF CRE	% RANK AMONG OTHER SUBJECTS	Frequency (f)	Cumulative Frequency	% of Cumulative Frequency
1	7.1	11	114	100
2	14.3	12	103	90.4
3	21.4	13	91	79.8
4	28.6	11	78	68.4
<u>5</u>	<u>35.7</u>	<u>13</u>	<u>67</u>	<u>58.8</u>
6	42.9	9	54	47.4
7	50.0	9	45	39.5
8	57.1	8	36	31.6
9	64.3	5	28	24.6
10	71.4	14	23	20.7
11	78.6	4	9	7.9
12	85.7	3	5	4.4
13	92.1	2	2	1.7
14	0.0	0	0	0
		N = 114		

Fiftieth Percentile (Median) = 5

2. Form 3 Students

RANK OF CRE	% RANK AMONG OTHER SUBJECTS	Frequency (f)	Cumulative Frequency	% of Cumulative Frequency
1	12.5	23	108	100
2	25.0	25	85	79.6
<u>3</u>	<u>37.5</u>	<u>7</u>	<u>60</u>	<u>55.6</u>
4	50.0	13	53	49.1
5	62.5	13	40	37.0
6	75.0	13	27	25
7	87.5	14	14	13
8	0	0	0	0
		N = 108		

Fiftieth Percentile (Median) = 3

John Kpaleh Jusu

Background

Marital Status: Married

No. of Children: 3 (Jodi, 10; John, 4 and Joan, 2)

Ordination Title: Reverend

Experience (School Based)

2000-2002 Nairobi Evan. Grad. Sch. of Theo. Kenya

- Assisting the DVC Academic Affairs
- Member – Editorial Committee of the 2002 NEGST Self Evaluation Report submitted to Accrediting Council for Theological Education in Africa
- Member- Educational Programmes Committee of the 2002 NEGST Self-Evaluation Report submitted to ACTEA

1996-2000 Evangelical College of Theology Sierra Leone

Lecturer/Chaplain/Student Dean/Librarian

- Expanded library holdings from 8,245 to 13,600 volumes
- Supervised two staff members.
- Designed and implemented a diploma and certificate course in computer studies.
- Designed and Implemented the Bachelor of Ministries Programme
- Worked on the curriculum and the Prospectus for accreditations
- Taught Research Methods, Psychology, Philosophy, Sociology of Education; Educational Administration, Camps and Retreats, Religious Education in Schools, Curriculum Studies, etc.

1992-1994 Evangelical College of Theology Sierra Leone

Assistant Librarian

- Acquisition and Accessioning (945 volumes)
- Updated Periodical and Reference Sections

1986-1992 Bumpe High School Sierra Leone

Assistant Teacher

- Taught Biology, Chemistry, Physics, and Bible Knowledge.
- Acting Head of Science Dept. (for two years)
- School Chaplain (for two years).
- Games Master (for three years).
- Staff Secretary

Experience (Church Based)

Church of the United Brethren in Christ Sierra Leone

- 1986-1992 Licentiate – Local Preacher
- 1999 Developed Trainer of Trainers Sunday School Materials
- 1998 Ordained Minister
- 1998-2000 Associate Pastor (Congregation of 800)

Education

2000-2002 Nairobi Evan. Grad. Sch. of Theo. Kenya

- Master of Philosophy in Educational Studies (Candidate)
- Thesis: Factors that influence the attitudes of adolescents towards Christian religious education in Nairobi Secondary Schools.

1994-1996 Nairobi Evan. Grad. Sch. of Theo. Kenya

- Master of Arts in Christian Education
- Thesis: An examination of the factors that influence the students' perception of relevance of the Christian Ministries Programme of the Nairobi Evangelical Graduate School of Theology

1982–1986 Njala University College (USL) Sierra Leone

- B.Sc. Ed., Chemistry Major; Biological Sciences Minor.
- Graduated Second Class
- Thesis: The Contribution of the Church of the United Brethren in Christ to the Development of Education in the Southern Region of Sierra Leone.

Interests

Drama, volleyball, lawn tennis, computers, reading.