

NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

PERCEPTIONS OF IMPACT OF CHRISTIAN RELIGIOUS  
EDUCATION ON THE MORAL DEVELOPMENT OF  
TEENAGE BOYS AT LUBINU BOYS SECONDARY  
SCHOOL

BY

ELKA MUSAFU MAGOMERE

A Thesis Submitted To The Graduate School in Partial  
Fulfillment of The Requirements for The Degree  
of Master of Arts in Christian Education.

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JULY, 2009

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**July, 2009**

DECLARATION

**PERCEPTIONS OF IMPACT OF CHRISTIAN RELIGIOUS EDUCATION  
ON THE MORAL DEVELOPMENT OF TEENAGE BOYS AT LUBINU  
BOYS SECONDARY SCHOOL**

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 here are not necessarily those of the Nairobi Evangelical Graduate School of Theology or the Examiners:

(Signed)



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Elka Musafu Magomere

July, 2009

## ABSTRACT

This study aimed at finding out the perceptions of teenagers on the impact of C.R.E. on their moral development. It specifically focused on teenagers at Lubinu Boys' Secondary School in Western Province in Kenya. The study was quantitative and data were gathered from the school. A questionnaire was designed to collect data from the teenagers. It was administered personally. Respondents included teenagers from thirteen years to twenty and from form two to form four. The researcher wanted to know the opinions of the teenagers on the impact of C.R.E. on their moral development, and whether these opinions were related to factors such as their attitude towards C.R.E., content taught, teacher's lifestyle, methodology used or peer influence.

The findings reveal that most teenagers perceived C.R.E. to have had a big impact on their moral development even though this was not related to their attitude towards it, or the demographics. However the perceptions were found to be related to the teaching style. The responses showed that greater focus should be put on how to make the lessons interesting and well understood. Moreover the respondents overwhelmingly felt that their teachers do not make efforts to know them.

Based on the data gathered, recommendations were made to teacher training institutes, policy makers, and C.R.E. teachers on seeking ways to personify the Christian moral values and norms and for better articulation of the same.

**TO**

Ruth Awinja, wife and friend

And

Onyx, Jasper, Joel, Jewel and Agate:

Our full quiver from the Lord and whose moral developments we desire

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## **CHAPTER ONE**

### **INTRODUCTION**

Moral behavior among teenagers in schools is a major concern for adults, educators, religious leaders and the government. Values such as humility, honesty, discipline, diligence, purity and responsibility are increasingly lacking among the youth. It has been rightly noted that “there is an outcry about the deterioration of moral values among the youth” (Bansikiza 2001, 50). There is a need to explore moral development among these youths. The focus of this study is on the teenagers at Lubinu Secondary School. Most students in this school are between 13 and 19 years old and are in forms one to four. Lubinu School is a provincial boys boarding school in Western Kenya. It is in Mumias District, East Wanga Division. Its particular location is about one kilometer from Shianda shopping center off the main Kakamega Mumias Road.

Morality is ethical. Among the subjects offered at Lubinu is Christian Religious Education (C.R.E). This is the subject expected to inculcate a moral sense or provide a moral compass to the teens while at school.

#### **Problem Statement**

Morals among the teenage group seem to be on the downward trend. This is evidenced by increase in substance abuse in schools, teenage pregnancies and sexual permissiveness, examination irregularities, heightened levels of misunderstandings with parents and general rise in indiscipline in schools. It looks like the onus rests on

the agents of moral development to arrest this trend. One such agent is Christian Religious Education (C.R.E.) taught as a subject within K.C.S.E. Syllabus. The investigation undertaken was to find out the impact of Christian Religious Education on the moral development of the boys in the school.

### Purpose Statement

The purpose of this study was to find out the perceived extent to which Christian Religious Education subject in Secondary Schools contributes to the development of morals in the youth. The study attempted to find out how teenagers at Lubinu viewed their moral development in relation to C.R.E. Specific facets of C.R.E. that the research investigated included content, teacher's lifestyle, teaching methods, student's attitude towards it and an extraneous force of peer influence. The findings are aimed at proposing several action points in the education of the youth through Christian Religious Education and particularly in enhancing and nurturing their moral development.

### Christian Religious Education

Christian Religious Education is one of the subjects currently offered within the Kenyan system of Education. It is among those considered as humanities alongside Geography and History. For most schools, it is compulsory in form one and form two but optional (elective) from form three. Its goals are within the general goals of Christian Education. These include reflective thinking, appreciation of culture, self-realization, economic efficiency, civic responsibility, creativity, moral and spiritual values...and effective citizenship (Ilori 2002, 107-111). In forming a Christian Education Curriculum, it should be both educational and spiritual, should provide

opportunity for a living encounter between teacher and pupil, should teach students about their heritage... and should help students to absorb correct moral attitudes relative to personal life and society (Ilori 2002, 151-152). These indeed are the goals and curriculum concerns of the C.R.E. syllabus in Kenya (K.I.E. C.R.E. syllabus, 2002). Moral development is therefore an objective of teaching C.R.E. in Kenyan secondary schools.

### Moral Development

Moralists define moral development as “the process through which children develop proper attitudes and behaviors toward other people in society, based on social and cultural norms, rules and laws” (Dianne 2009, 1) This then, means attaining a state where one can isolate between desirable behavior and undesirable behavior. This process of isolation as Bansikiza observes is “an internalization of moral norms and values giving rise to intrinsically motivated conformity of personal behavior to moral norms and values” (Bansikiza 2001, 6).

This suggests that there has to be societal norms and values which must be owned or personified. Because of this, agents of moral development must clearly articulate these norms and values as well as seek ways to personify them. As an agent of moral development, C.R.E. must clearly articulate the Christian morals as well as seek ways of personifying them. Do our teenagers think that norms and values are well articulated and personified through C.R.E.? Do they think C.R.E. is playing a role in their moral development? To find out the answers, three research questions were asked.

## Research Questions

1. To what extent does the attitude of teenagers at Lubinu Boys affect their perceptions on the impact of C.R.E. on their moral development?
2. To what extent does the content presentation of C.R.E. affect teenagers' perceptions on the impact of C.R.E. on their moral development?
3. To what extent does the growth in knowledge affect teenagers' perceptions on the impact of C.R.E. on their moral development?

These Research Questions led to the following three hypotheses stated in the null for statistical purposes.

### **Hypothesis 1.**

**H<sub>0</sub>** – There is no significant relationship between attitudes of Lubinu teenagers and their perceptions of the impact of C.R.E. on their moral development

### **Hypothesis 2**

**H<sub>0</sub>** – There is no significant relationship between the content presentation of C.R.E. and the teenagers' perceptions of the impact of C.R.E. on their moral development.

### **Hypothesis 3**

**H<sub>0</sub>** – There is no significant relationship between growth in knowledge of teenagers and their perceptions of the impact of C.R.E. on their moral development.

## Significance of the Study

This study is helpful to the education policy makers. Understanding the perceptions of the teenagers towards C.R.E. will enable them to estimate the value

they attach to C.R.E. in the syllabus. Ways of making the lessons interesting will be looked into. The teacher-student ratio will be reexamined to arrest the feeling that the teachers do not make efforts to know their students. By considering the responses, C.R.E. teachers can discover those that have a greater say on the moral development of the youth and effectively utilize them. Moreover, this study is significant to Christian Religious Education training colleges in preparing curriculum and selecting C.R.E teachers. The teachers will also benefit in understanding ways of making C.R.E impact positively on the youths.

#### Limitations

The research results cannot be generalized to girl's morality or to schools in other regions though they may produce significant insights into understanding the role of C.R.E. in the morality of teenagers of all ages, locations and gender. In addition, since the items were measuring perceptions of the teenagers, the reality and the perceptions may be different as perceptions may change significantly.

#### Delimitations

For the purpose of this study, the researcher considered the ages fourteen to eighteen as being representative of the teenage group at Lubinu. The research main focus was the perception from the students. It did not seek the perceptions from the teachers, policy makers or the church. The findings in this research are therefore limited to opinions of the teenagers. It does not claim to have investigated the impact of C.R.E. on the moral development of teenagers but rather the perceptions of the impact.

## **CHAPTER TWO**

### **SUBSTANTIVE LITERATURE REVIEW**

#### Introduction

Educators, parents, clergy and politicians consider it significant to be aware of the development of morality among the youth. In this research, we begin by a brief look at Christian Religious Education (C.R.E) and its entities followed by morality in general. Next is an understanding of the adolescents since our intention is to look into the moral development of adolescents. Then, views on moral development from scholars are engaged. An interactive discussion is pursued in relation to Kohlberg's experiment and his findings. This leads into moral education particularly for adolescents. The research concludes with a brief look at each of the key points that include content, teacher's lifestyle, curriculum, attitude and finally peer influence. It is hoped that these key points will provide strong evidence to stir need for more knowledge through research. The section ends with literature on methodology and design.

#### Christian Religious Education

Christian Religious Education is one of the subjects offered in the Kenya Certificate of Secondary School examinations. Ivorgba, a contemporary educationist says "Christian Religious Education refers to a process of developing a person's mind, in which the Christian religious teachings are incorporated and are indeed

central to all other aspects of knowledge or skills acquired in a particular setting” (2006, 2). This definition seems to stress on the mind of the learner as the recipient of the education. For Jusu, religious education is seen as “...an intentional, deliberate study of teaching and learning process as they relate to the faith and practices of a religious community” (2002, 28). In this respect, there has to be an intentional and deliberate relation with the faith of a community. This suggests a focus on the beliefs and practices within a given context.

### Christian Religious Education, the Church, the State and Education

In tracing the history of C.R.E., historians say that the Church played a major role. It is noted that “the Church was responsible for the system of schools even after Reformation. Only in the 18<sup>th</sup> century did the school system start to separate itself from its Christian roots and fall more and more under state control” (Jesusi.com 1999). Considering the Kenyan situation, Abagi also supports this view. He adds that “...development of formal western education in Kenya gives credit to the pioneering role of Christian missionaries in establishing basic education” (Abagi 2007, 17).

As a subject, C.R.E “traces its origins to the coming of the European missionaries, who taught it in order to gain Christian converts” (Onsongo 2008). It is argued that the approach was aimed at producing followers of Christ. Onsongo sees that “The missionary approach to the subject was confessional, that is, it was aimed at converting children to Christianity” (2008, 3). She further comments that the syllabus required a careful textual study of the Bible from which the students were required to relate what they studied to contemporary life.

Regarding the relationship with the state, many educationists have observed that “in many African countries government has taken complete control of the educational system, including nationalization of Church schools and colleges...” (Christian Action, 2007). The authors of this magazine found out that as the Religion and Education policy stands; it is a major loss of freedom in schools (despite claims to the contrary). These policies have bred conditions of tolerance and privileged secular humanism (Christian Action, 2007). This means that what was earlier stressed as non-negotiable moral standards do face stiff challenges from the secularist system.

### The Syllabus

According to the current requirements of the 8-4-4 system, (a Kenyan system of 8 primary years, 4 secondary and 4 university years of education) the subject is optional (an elective among humanity subjects). However for some Christian sponsored schools it remains a compulsory subject. Its focus has not changed in a significant way though. A Government of Kenya report of the presidential commission on the review of education said that “education, to a large extent has a colonial orientation, promotes rote learning and is still elitist” (Koech 1999). This therefore would indicate that the aim of CRE has not shifted from the earlier focus in a significant fashion.

### Christian Religious Education and Morality

Religious educationists believe that C.R.E. affects the morality of those learning it. According to Jusu (2002, 16), “...the missionary and colonial educational systems reveal religious education as touching on the behavior and moral life of the

students”. In any case he suggests that the “discipline was in the curriculum to develop the moral life of the students and not merely to teach him (sic) about religions and other things” (2002, 16). In agreement, Astley maintains that C.R.E ought to surpass mere transmission of theoretical knowledge about God to teaching values and attitudes. In this case focus in C.R.E. should address the lifestyles or affective domains of the learner (Astley 1994, 173). In my view, C.R.E. should address the whole person and so the mental, emotional, spiritual, social and moral aspects should be engaged.

### State of Youth Morality

Morality is an integral and significant issue in any family, society or nation. Good morals do not just happen. Each individual develops morally according to various factors. If the development is negative, a person exhibits character and values detestable and unacceptable within one’s environs. This research sought to find out moral development tenets in adolescent boys. Seeing that “More than one-third of all persons in the world are either teenagers or younger” (Rahn 2001, 220), it is important that much attention be given the group. Anthony has noticed a certain worrying characteristics of this group. He says that:

the effect of decades of eroding sexual standards, growing drug dependence, and epidemic violence which is now common place on the high school campus have each contributed toward an adolescent culture which is harder to understand and more difficult to reach. (Anthony 2003, 160)

It seems that a moral crisis is evident within this particular group of people. There is need to understand this group before one can sincerely set out to impact them positively.

## Understanding Adolescents

For the purpose of our discussion, adolescents and teenagers will be synonymous. This is a stage found in upper primary classes, the entire secondary school and some tertiary colleges. According to Dobson, “Adolescence is a cultural term meaning the age between childhood and adulthood in a particular society. It is the period of time when an individual neither has the privileges of childhood nor the freedom of adulthood” (1999, 165). Gibbs adds that “the adolescent mind is essentially a mind of moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child and the ethics to be developed by the adult” (1992, 270). We are therefore concerned with transition psychology. Tolbert observes that high school students are idealistic and have questions about God and their faith, and are critical of hypocrites or those who behave inconsistently with what they profess (Tolbert 2000, 153).

Fawcett sees adolescence as a “time of evaluation, decision making and commitment as youth carve out their place in the world. During this critical time they are forging a personal religious identity and belief system” (Fawcett 2000, 61). This is possible because “During these years there is a great improvement in the individual’s reasoning and critical powers. He (sic) relies less on imagery and becomes increasingly able to understand abstract ideas and reason about problems” (Derville 1981, 127). The adolescents therefore reject anything that they label “boring”. Tolbert notes, “...they struggle with peer pressure and have intense needs to belong. Capable of hypothetical thinking and understanding abstract concepts, they love talking and debating” (Tolbert 2000, 153). This means that they need to be understood and given time of expressing themselves. Fawcett also adds that “the mind

has developed its final adult thinking and ... it is logical and idealistic almost to the extreme” (Fawcett 2000, 58).

In terms of developmental tasks, Rich and Devitis have proposed several developmental tasks for the adolescents that include moral tasks such as desiring and achieving socially responsible behavior and acquiring a set of values and ethical system as a guide to behavior (Rich and Devitis 1985). This acquisition is made possible due to a heightened sense of self-consciousness. Bannett says “Teenagers think of themselves as always being on stage. They feel as if everyone is looking at them and paying attention to everything that they do, say and wear. This makes them extremely self-conscious” (Bannett 2005, 2). They therefore tend to form a clique of loyal peers who give a meaning to them. Their friends have a strong hold on them. Indeed “the opinion of his (sic) friends is extremely important to the teenager” (Leslie 1982, 58). This kind of loyalty is strong and jealously guarded. Erickson insists that adolescents adopt a particular kind of moral virtue i.e. fidelity or “the ability to sustain loyalties freely pledged in spite of the inevitable contradictions of value systems” (Erickson 1964, 125). In most cases, these loyalties build around heroes and heroines who appeal to them. We therefore conclude with Berger that adolescence is the “time of greatest upheaval in moral behavior as well as the period of most rapid development in moral reasoning” (Berger 1998, 422). We need to approach moral development from those studies already done and the responses elicited thereafter. A natural point to begin from is the Kohlberg’s ladder.

### **Kohlberg’s Ladder**

Lawrence Kohlberg proposes three levels of moral thinking. Pre-conventional level is the first of three levels of moral thinking; the second level is conventional, and the third is post-conventional or autonomous. At pre-conventional level, the child is

responsive to cultural rules and labels of good and bad, right and wrong, but interprets these labels in terms of either the physical or the hedonistic consequences of action.

This level is in two stages.

Stage 1: Punishment and obedience orientation

Stage 2: The instrumental Relativist orientation.

At conventional level, maintaining the expectations of the individual's family, group or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. Two stages at this level are

Stage 3: The interpersonal concordance or Good boy – Nice Girl orientation

Stage 4: Society maintaining orientation

At post conventional, Autonomous or principled level, Kohlberg proposes two stages

Stage 5: Social contract orientation

Stage 6: The Universal Ethical principle orientation.

Kohlberg also advanced that moral reasoning of the conventional kind or stage 3-4 never occurs before the pre-conventional stage 1-2 thought has taken place (Kohlberg 1969).

Sell simplified the stages. He saw that in stage 1 right action is based on who is bigger and in stage 2 right action is what satisfies the person's needs – and occasionally the needs of others as well. In Stage 3, right action comes out of the desire to be approved by others while in stage 4 it is determined by avoiding the violation of the rights of others. Stage 6 is where actions are determined by principles of justice a person has dedicated oneself to (Sell 1991). In brief, Kohlberg's moral development is based on three criteria: Structure criterion, sequence criterion and hierarchy criterion.

On structure, Kohlberg advanced that each stage represents a holistic structure, meaning that a relatively consistent form of reasoning is evident across varying contents and contexts. On sequence criterion, development was found to be progressive, one stage at a time. On hierarchy criterion, each successive stage represents a more complex organization of thought as it can handle more considerations or perspectives. Kohlberg reports that in the three divergent cultures that he studied, middle-class children were found to be more advanced in moral judgment than matched lower-class children (Kohlberg 1969, 24).

Carpendale and Lewis suggest that, “Kohlberg viewed the development of moral reasoning as the ability to grasp increasingly complex forms of reasoning. That moral reasoning is viewed as ideal perspective taking” (2006, 223). In this respect they observed that “A difficulty with just focusing on the reasoning process is that we neglect the issue of moral motivation” (Carpendale and Lewis 2006, 223). Sell contends that Kohlberg is not concerned with content, but rather with the structure behind the answer (of his Kohlberg dilemmas) and that his structures deal only with thinking. Hence emotions and religious beliefs are irrelevant to Kohlberg (Sell 1991, 94). To negate emotions and religion from moral development is however short sighted. Derville affirms that “Emotions give meaning to our experience. They enter into our judgments about people and things and they influence our decisions and actions” (Derville 1981, 70).

Finally, many psychologists say that moral development depends on the level of cognitive development. Attesting to this Sapp says that “... Cognitive development is a prerequisite for moral development” (Sapp 1986, 127). Huitt agrees too when he observes, “The cognitive component of character consists of both a knowledge base of right and wrong as well as the rational and creative processes

necessary to work with that knowledge base to make sound moral decisions” (Huitt 2004, 4). He therefore states that “competence allows character to be manifested in highest forms and vice versa” (Huitt 2004, 2).

### Moral Education in Adolescents

Having identified who adolescents are, stage three of Good Boy, Nice Girl orientation is typical of the adolescent stage. Here, morality means conforming to the expectations of others (Sell 1991, 94). Being a transition period the “task of balancing the past and the future brings to fore the fundamental question that defines the identity crisis, ‘who am I and where am I going?’” (Erickson 1963). The adolescent faces an identity crisis in which childhood values and adulthood values are to be chosen from. Here the “goal of moral development is to be able to make moral decisions based on internalized moral principles” (Fawcett 2000, 61). However, these moral principles need to be taught or modeled. We therefore need mediators or agents of this process. Bansikiza agrees that “... moral formation needs agents” (Bansikiza 2001, 22). In this matter, Kohlberg believed that teachers do have the responsibility in teaching values, but that they should not impose their own or any other set of values on the learners (Kohlberg 1969).

Fawcett argues that to effectively teach the teenage group, one needs to “allow them to ask their probing and difficult questions” (Fawcett 2000, 52). This can be enriched with methods of discovery as proposed by Nucci. He advises that “the educator must provide students with opportunities for personal discovery through problem solving, rather than indoctrinating students with norms” (Nucci 2007, 3). Perhaps this view is due to the approach used in indoctrination. On this, Ilori claims that “indoctrination approach springs from a sectarian approach that leads to the

disregard for, and even condemnation of, Christian traditions other than to which the teacher belongs” (Ilori 2002, 127). There is however need for some form of indoctrination in my view. Others feel that to help adolescents acquire values one should “recognize the role of identification and imitation and consequently, the use of biography can be influential source of value formation” (Rich and Devitis 1985, 55). Moreover, Rahn brings a new dimension to the methods of teaching the youth. He suggests,

Rather than insisting that young people immediately shift their priorities to reflect those of Jesus, we would do well to plan around that which is already important to teens. By acknowledging this we can harness the natural motivations that are so critical to real change. (Rahn 2001, 225)

In essence Rahn is proposing that a key to teaching young people is motivating them. Motivation affects their attitude. Informal settings provide a motivating environment to the teenagers. In reference to this age group, Tolbert observed that ‘hanging out’ with them and teaching informally is one of the most effective methods of teaching or discipleship (Tolbert 2000, 138). Through the informal process, leaders model the Christian lifestyle. As modeling is done the morals of the teenagers will be impacted tremendously. Informal setting can be formally enhanced through discussions. Class discussions should however be well planned and carried out to avoid wastage of time and to limit trivialities. As Gorman noted “the term ‘group discussion’ is more than simple unplanned conversation. It is focused, orderly exchange of verbalized ideas, opinions, experiences, and feelings in a collaborative setting” (Gorman 2001, 65).

In an interview with Barasa, a high school teacher and leader with Kenya Secondary Christian Fellowship (K.S.C.F) on teaching the youth, certain issues emerged. On dealing with the youth he responded that “we strive to allow student

participation through poems, skits, song presentations, recitation of verses, memorizing the Bible and group discussion during Bible study” (Barasa 2008). He concluded that “We actually vary our presentations”. This variation aims at making learning more enjoyable and motivating to the teenagers. Walsh adds discipline to moral development. He says “...education in its every aspect is fundamentally a moral activity. Discipline, is that which enables education to be fruitful and moral” (Walsh 1991, 143). He maintains that “there can be no morality without discipline and no discipline without morality. Morality is fundamentally a discipline process and discipline is fundamentally a moral process” (Walsh 1991, 145). Agreeing with him, we may conclude that a good moral life requires discipline towards the society’s values.

The role played by the word of God in moral development cannot be down played. While Kohlberg saw it as irrelevant (Carpendale and Lewis 2006), Bansikiza asserts that “there is no doubt that the word of God fosters moral formation. It reveals the law and rule of life. It acts by being a dynamic reality that changes people’s lives” (Bansikiza 2001, 37). This then suggests that the content taught should have a good percentage of the word of God.

From this discussion, moral development in teenagers seems to be affected by certain main variables. These can be gleaned from what we have interacted with from various researchers, moralists, educationists and moral agents. For the purpose of this research, the variables identified include the teacher’s lifestyle, content of the subject, peer influence, methodology and attitude of the teenagers in learning.

To relate what is taught and resultant behavior we assume that there is a relation between the two. Because of this, there has been a tacit assumption in our schools that, affirmed information will produce a corresponding change in a person’s

life (Belz 2005). Belz sees a need to challenge the assumption. The assumption means that there may be students who know a lot of what might be called ‘Bible trivia’, i.e. the name of Israel’s Kings, the names of Major Prophets or even a list of Jesus’ disciples. But they have not understood the Bible’s moral message. In this case, there may be students that get excellent grades in C.R.E examinations but may not be applying the knowledge to their living. It is possible to know a lot about the Bible and still not do its practices. This suggests that what is key in morality is reformation and not mere information.

There may be students living with varying degrees of hypocrisy. They know the moral message but for one reason or another it has not changed them. Part of this might be the attitudes of their friends. The people one associates with will significantly shape one’s thinking. On the one hand, those attitudes might reinforce biblical teaching or they could distort it. Belz asks a question that needs to be reflected upon by all C.R.E teachers. The question is this: “why is it, in contemporary parlance, that liberals are portrayed as the educators while conservatives get consigned to the role of indoctrinators?” (Belz 2005, 6). He continues to ask,

Where is the effective educator who has no mission? Where is the master teacher who hasn’t got a list of goals and aspirations for every student? What does it mean to instill those values and those standards in the thinking process of another human being? No matter how it’s done, isn’t it indoctrination? (Belz 2005, 7)

This argument concludes with a rather sobering and soul-searching statement. Belz (contends) that

Modern state education, pretending to be valueless, is one of the greatest – and most monolithic purveyors of a value system in all of human history. As such, while pretending to be open minded, it is also one of the greatest indoctrinators in all of history. That’s what education does. (Belz 2005, 7)

Having the same view as Belz, my opinion is that it is hard to teach or develop morality without indoctrination. The following are key points to consider from the literature:

### **Teachers' lifestyles**

The kind of life lived by the educators is paramount especially for the C.R.E teacher. Having established that it is through C.R.E that ethical and moral behavior is expected to be developed; the onus rests on the kind of modeling exhibited by the teachers. Do they believe in what they teach? Do they live a life that can be emulated? Do they lead through their lives? Teachers leave lasting impressions on their students. Danielson has observed that “teachers often hold the institutional memory; they are the custodians of the school culture” (Danielson 2007, 18). This suggests that much of the culture around the school is shaped, enhanced and promoted by the teachers. The students learn a lot from the surrounding. Ritchhart and Perkins note that “We learn from those around us and our engagement with them” (Ritchhart and Perkins 2008, 57). Because of this, “students find it all too easy to spot contradictions in the beliefs of their elders, and to explain all such discrepancies as instances of hypocrisy” (Metcalf and Hunt 1974, 138). Once contradictions have been spotted, the students will not desire to have interest in whatever is being stressed by the same elders. However, “students will model behavior of teachers they respect” (Haberman 2004, 67). Here is an element of Psychosocial development. The question is what is more important: What the teacher says as they teach or what they do; their lifestyle; the consistency of their life, etc?

## **The Curriculum: Content and Methodology**

The C.R.E curriculum refers to the content and activities offered in the subject. It begins from the philosophy or viewpoint of the curriculum developer. Commenting on the need for a holistic approach on curriculum Ndunde suggests that the “end result of a curriculum is for learning to take place that will involve the cognitive, affective and psychomotor domains of learning” (Ndunde 2008, 1). A good curriculum will therefore seek to touch the mind (cognitive) the heart (affective) and the body (Psychomotor). C.R.E as a subject must not just address the head but also the heart. Metcalfe and Hunt have observed that “Formal course work acquires relevance whenever it impinges upon what students believe and whenever it has the effect of producing a pattern of belief that is well grounded and internally consistent” (Metcalf and Hunt 1974, 136).

Curriculum must therefore begin with the values needed by the society. What does the society value? Does it value moral uprightness? Then how can this be enhanced? Is it only through content or also through methodology? Cole is steadfast that “curriculum matters are value oriented matters” (Cole 2001, 35). Eisner and Vallance add that “Both how and what students learn in school are of fundamental educational significance” (Eisner and Vallance 1974, 15). In support of the role of curriculum in the extent of learning, Oketch and Asiachi declare, “if learning is to proceed, at all, the attention of the learner must be secured. And this attention can be secured only through a direct or indirect appeal to his interests” (Oketch & Asiachi 1992, 24). One such way to appeal to their interests is for the teacher to be interested in the subject. Although “few of our schools are geared toward an apprenticeship model” (Shaw 2006, 61), great teachers see themselves as teachers of children as well

as of content. Star teachers want to encourage their students to become better people, not just higher achievers (Haberman 2004).

To do this, Lawson suggests that teaching should be interactive, incorporating ideas from many sources including debates, panels and hence ensuring participatory methods (Lawson 1988). Advocating that we model our teaching after Jesus, Downs suggests that Jesus seemed to be after something beyond the communication of new information (Downs 1994). He further noted that Jesus' purpose was to influence the experiences of his students so that their lives should be different. Therefore His objective as a teacher was to touch the lives of His students. A C.R.E teacher should therefore aim at touching the lives of his students. Downs (1994) observed that for lives to be touched, the close proximity of the teacher to the student in an informal or non-formal context tends to touch lives more effectively than the more distant relationship of the formal classroom. Therefore a curriculum that allows these to happen will be effective in affecting the lives of the student.

### **The Attitude of Learners**

Teaching does not take place unless pupils are learning. In order to know what we are teaching, we have to know what things our pupils are learning from us. All teachers know what they intend to teach, and some have a good knowledge of the subjects, but many are ignorant of what their pupils are learning (Derville 1981). The term 'attitude' is generally "an opinion which represents a person's overall inclination towards an object, idea or institution" (Child 2004, 310). Attitudes are formed depending on the way a pupil perceives a person or a subject. The way a teacher presents the lessons, the way other teachers talk about a subject or the content of the subject can affect a pupil's attitude toward learning. Derville comments that

“our likes and dislikes of people and things are not inborn, they are learnt from experience” (1981, 7). He continues to state that

If the learning of a subject has been a happy experience, we associate that subject with feeling happy and we develop a liking for it. If a person has treated us unkindly, we associate that person with the unhappiness he has caused us and we develop a dislike of him. (Derville 1981, 7)

In conclusion, Derville observed that learners tended to put more effort towards a subject whose success was demanded in the market. He therefore concluded that “if the learning of a subject is associated with success, he will have a favorable attitude towards it... if it is associated with failure he will have an unfavorable attitude towards it” (1981, 12). In my view people tend to like and choose subjects in which they have a positive self concept and self esteem. The assurance of success and acceptance is crucial in attitude formation. This means that C.R.E as a subject should be marketed to show how it leads into successful careers. If most presumed ‘prestigious jobs’ e.g. Engineering, Medicine, Architecture and Law do not require C.R.E as part of the needed subjects in their cluster groups, then the learners’ attitude towards it is likely to be unfavorable.

### **Peer influence**

The teenager has been seen to be heavily influenced by the peer group. Membership of such a group provides a boy with benefits that no adult person can give him, and teaches him things that no schoolteacher can teach him. Even though there may be a good relationship between a teacher and pupil, the teacher, because of his age and experience, is always in the position of being superior to the child. He cannot give the child the same feeling of confidence and security, which comes from being accepted by a group. Once a boy gains a recognized place in a group of friends, his opinion of himself (Self concept) will be affected by the way in which other

members of the group treat him. He will begin to see himself as they see him, and the more he values their opinion, the readier he will be to fit in with their customs and to take over their standards of conduct. Derville noted that “a child who has been brought up to believe that it is wrong to cheat at lessons, may begin to think that cheating is not really so wicked after all, when he finds that the other members of the group do so” (Derville 1981, 136).

It’s therefore important to harness the role of peers on the teenagers to be focused on positive moral development.

### Literature on Methodology and Design

Research is defined as “a diligent search for new knowledge” (Mugenda and Mugenda 2003, 197). This new knowledge however is meant to shed more light on a matter, or answer a question or give a solution to a problem. Others view it as “a method of study that through careful investigation of all evidence bearing on a definable problem, arrives at a solution” (Vyhmeister 2001, 1). Research may also be undertaken mainly to understand a phenomenon. The two modes of inquiry commonly used in some science research are quantitative and qualitative approaches. In quantitative research the researcher tests a theory by specifying narrow hypothesis and the collection of data to support or refute the hypothesis. Creswell says, “in quantitative research, the hypotheses and research questions are often based on theories that the researcher seeks to test” (Creswell 2003, 119).

Certain types of social research problems call for specific approaches. In choosing a quantitative approach one is guided by the knowledge that “if the problem is identifying factors that influence an outcome, the utility of an intervention, or understanding the best predictors of outcomes, then a quantitative approach is best”

(Creswell2003,22). This research went quantitative because it sought to understand whether some factors were involved in the perceptions of teenagers.

## **Sampling**

There are two methods of sampling; probability sampling and non-probability sampling. The first method is used when one wishes to find generalizations from a sample. For this, the sample is assumed to have characteristics of the population. The second method is applied when statistical accuracy of probability sampling is not required. For one anticipating probability and chance, “the sample should contain subjects with characteristics similar to the population as a whole: some old, some young, some tall, some short, some fit, some rich, some poor etc.” (Cohen & Manion 1994, 87).

For this to be done, random sampling is used. Random sampling is chosen because it is a technique used to ensure as far as possible – an unbiased representation of a population. Vyhmeister notes that “Random sampling may also be used with predefined segments of the population, especially if the demographics of the population are important to the results of the study” (Vyhmeister 2001, 131). Moreover, random sampling will help in inferring and generalization that is necessary at the end of the research. Creswell has also acknowledged that “with randomization, a representative sample from a population provides the ability to generalize to a population” (Creswell 2003, 156). The sample size needed to reflect the population value of a particular variable depends both on the size of the population and the amount of heterogeneity of the variable in the population. Generally, “for populations of equal heterogeneity, the larger the population, the larger the sample that must be drawn” (Cohen and Manion 1994, 90). Samples may include random samples and

stratification. A stratified sampling involves dividing the population into homogenous groups, containing each group subjects with similar characteristic

## **Instruments**

A research instrument is defined as “any technique or tool that a researcher uses” (Wellington 2000, 198). The instruments so designed may include interview guides or questionnaires. For a statistical method, the questionnaire is ideal. This can be mailed or administered personally. The advantage of personally administered questionnaire is that

- ⇒ it can establish rapport and motivate respondents
- ⇒ doubts can be clarified
- ⇒ it is less expensive when administered to groups of respondents.
- ⇒ almost 100% response rate is ensured
- ⇒ anonymity of respondent is high. (Sekaran 2003, 251)

In keeping with the hypothetical nature of the questions in quantitative research, closed-ended questions are appropriate. The choice of closed-ended questions also

Help the respondents to make quick decisions to choose among the several alternatives before them. They also help the researcher to code the information easily for subsequent analysis. Care has to be taken to ensure that the alternatives are mutually exclusive and collectively exhaustive. (Sekaran 2003, 239)

However the closed-ended questionnaire falls short of revealing the authentic response since the respondent is guided through choices. To measure items on a questionnaire, Creswell suggests two types of scales: the continuous scales and categorical scales (Creswell 2003). The continuous scales adopt a continuum e.g. from strongly agree to strongly disagree while the categorical scales adopt a Yes/No, or a rank from highest to lowest importance. To find out whether relationships exist between variables, the analysis of cross breaks in which data is graphically presented

and the Chi Square ( $\chi^2$ ) in cross tabulation procedure is used. 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 (Jusu 2002).

The  $\chi^2$  (chi square) test compares obtained results (**O**) with those to be expected on the basis of chance (**E**). The formula for  $\chi^2$  is

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

To use it, one has to set some critical values based on a  $\chi^2$  table. This is done by determining the level of significance and degrees of freedom. Levels of significance indicate the degree to which a researcher is willing to take risk in accepting or rejecting a hypothesis. For a level of significance of .05, a researcher agrees taking a 5 % risk of being wrong in his decision and sticking to it. To set degrees of freedom, we multiply (**c-1**) (**r-1**) where **c** is the number of columns and **r** is the number of rows. If the computed test statistic lies in the critical region, the null hypothesis is rejected (Ingule and Gatumu 1996, 135).

### Validity and Reliability

According to Preece, “Internal validity is the property of an investigation which means that the conclusions are correct within that particular investigation or experiment (Preece 1994, 105). This is a statistical term that means that a research actually measures what it purports to measure. One way to ensure this is random sampling . Such a sample is fairly representative of the population.

Reliability is a statistical term which means that the findings of a research can be repeated if the research is done again in similar conditions. To ensure reliability, piloting is done where the instrument is tested with a smaller group. Any corrections

required are made to ensure that the items actually measure that which is intended.

Instrument can also be subjected to a jury of expert researchers.

## **CHAPTER THREE**

### **METHODOLOGY**

The purpose of this study was to find out the perceived extent to which Christian Religious Education subject in Secondary Schools contribute to the development of morals in the youth. Since this research aimed at finding if perceptions were caused by demographic or pedagogical variables, a quantitative approach was best suited.

#### Entry

This study employed quantitative research to investigate the perceptions on what impact C.R.E had on moral development of teenage boys at Lubinu Boys Secondary School. The researcher had no problem with entry into the school since he was a member of the teaching staff at the time of the research. However it was still necessary to inform the authorities of the school and the C.R.E. teacher. The C.R.E. teacher helped in identifying the students of various classes.

#### Basic Research Design

This research adopted a survey method plan. The choice of this method was because the literature had made the researcher aware of possible homogeneity within the teenage group (similar characteristics) and so wanted to draw conclusions that could be useful to other similar contexts. Having a sample that is representative of the

population was to enable general conclusions to be made from the findings. In this case the findings would be devoid of bias. This was deemed possible because the researcher made an assumption that teenagers at Lubinu are typical of teenagers in other similar places in secondary schools in Kenya (since the school has boys from different districts). The advantage of this method was that of identifying attributes of a large population from a small group of individuals. The survey so employed was cross-sectional and not longitudinal since the data was collected the same time.

### Population

Lubinu boys has 735 students. Of these the research population comprised of 540 students. The population is drawn from forms two, three and four. It is spread in three classes of four streams each. Each stream had an average of 45 students making it twelve streams. The ages of these boys ranged between fourteen years and nineteen years (School Registers). This population was chosen with the assumption that it comprised of boys who have at least had a year of learning C.R.E. Having a population of 540 students and in line with a quantitative study, a large enough sample was required.

### Sample

In line with this, a random sampling method was appropriate. Form 1 class was not sampled as not much of the learning of C.R.E had taken place. In this study, the students were randomly sampled from their respective classes and in accordance to their streams. Since each class occupied its own block, the researcher was able to move from one class to the other with ease. Each class was made of four streams. Then a random sample was done systematically on every third member of the C.R.E.

student's class list. This was done by picking on the next name on the class list at an interval of three beginning with the third name on the list. This brought an average of five students per stream for the 12 streams. The total sample was therefore 60 students. Among these were 16 form twos, 27 form threes and 17 form fours. The number in form three was high because the class also had very many students taking C.R.E. than the rest of the classes at the time of the research.

The choice of random sampling was to ensure that the characteristic within a random population sample was in the same proportion as in the population (Creswell 2003). For this research, random sampling was aided by access to a stream register of C.R.E. students from their teachers. Also, most admissions in the streams had involved random placements and were not due to any demographic factors (School Admissions Book). Each stream therefore was represented by all categories of age. Sampling also involved randomly assigning individuals to different groups. These groups were made by selecting students with corresponding numbers on each stream register into one pool. In this case, individual 1 went to group1, individual 2 to group 2 and so on. This made a total of 5 groups of 12 members each. The idea was to have members from form 2, form3, and form 4 sharing a room. Such an arrangement enhanced the reliability and validity of the test as individual responses were independent of influences from ones classmates.

### Instrument Design

The data used in this research was obtained through questionnaires. These were made in line with the hypotheses and the research questions as shown below.

**RQ 1.** To what extent does the attitude of teenagers at Lubinu Boys affect their perceptions of the impact of C.R.E. on their moral development?

**Hypothesis 1.**

**H<sub>0</sub>**-There is no significant relationship between attitudes of Lubinu teenagers and their perceptions of the impact of C.R.E on their moral development.

Three variables were identified for use in testing this hypothesis. These were attitude due to the relevance of C.R.E., attitude due to peer influence and attitude due to the teacher's lifestyle. Items 1, 6, 11, 15, and 18 sought out attitude due to relevance of C.R.E., items 4, 9, and 14 sought out attitude due to the lifestyle of the teacher and items 5, and 10 sought attitude due to peer influence (Appendix 1).

**RQ 2.** To what extent does the content presentation of C.R.E. affect teenagers' perceptions of the impact of C.R.E. on their moral development?

**Hypothesis 2**

**H<sub>0</sub>**. There is no significant relationship between the content presentation of C.R.E. and the teenagers' perceptions of the impact of C.R.E. on their moral development.

Two variables of content and approach were used in testing this hypothesis. It was assumed that the content presentation depended on the content to be taught and the approaches used. Items 2, 7, 12, 16, and 19 tested content while items 3, 8, 13, 17, and 20 tested the approaches.

**RQ 3.** To what extent does the growth in knowledge affect teenagers' perceptions of the impact of C.R.E. on their moral development?

**Hypothesis 3**

**H<sub>0</sub>**-There is no significant relationship between growth in knowledge of teenagers and their perceptions of the impact of C.R.E. on their moral development.

Two variables of age group and class were used to test the hypothesis above. They were all demographic variables. It was assumed that as teenagers grow in age, they learn more hence increase in knowledge. The assumption was that older teenagers have more knowledge than younger teenagers. It was also assumed that as the teenagers move from one class to another, they increase in knowledge. In this case, form 4 students were deemed to be more knowledgeable than those in form 3 who in turn were more knowledgeable than those in form 2.

Because of accessibility to the respondents, the questionnaires were personally administered by the researcher. The instrument was made to measure perception of impact of C.R.E using both demographic (age and class) and pedagogical (attitude, content, methodology) variables. For this research, the dependent variable was perceptions of teenagers on impact of C.R.E. on their moral development while the independent variables were demographic and pedagogical. The pedagogical variables were content of C.R.E., teachers' lifestyles, methodology in teaching of C.R.E., and peer influence on C.R.E. The demographic independent variables were age and level of education.

The instrument was in three parts. Part one measured the demographic information of level of education and the age. Form 2 was considered of lower level of knowledge while form 4 of higher level of knowledge. Form 3 was of medium level of knowledge. Age group 13-16 was considered young teenagers while ages 17-20 were old teenagers. Part two sought to measure the perceived level of C.R.E.'s impact on moral development. Since this was attitudinal, it was stated in operational terms before it could be measured. Very great impact and great impact were rated highly while very little impact and little impact were rated lowly. The responses were then fitted on an ordinal scale of Low Raters (LoR) and High Raters (HiR). This part

was measured on a categorical scale. Part three had questions prepared on the continuous scale as this provided a wide enough range of choices for the respondents.

### Data Analysis Procedure

Of the questionnaires given out, all the 60 were collected. This gave a 100% return on the research instrument. The first task was to find out the number who rated C.R.E. highly as opposed to those who rated it low as per its impact on moral development. All those who ticked great impact and those who ticked very great impact were grouped as high raters (HiR) while those who ticked little impact and very little impact were low raters (LoR). The second procedure was to find the tallies of the responses on each of the 20 questions on the instrument. Each question tested a variable needed to make the researcher reject or accept the stated hypothesis. A cross tabulation involving HiR and LoR against each of the variables was done to see relationships. The tabulations showed percentages of responses in relation to the items and the respective chi square values. The responses were interpreted and the chi square values compared with standard ones. Rejection of the hypothesis was done if the values exceeded the critical standard ones. A rejection indicated a relationship between the perception and the item.

### Validity and Reliability

The choice of all streams in the sample was aimed at providing a representative of the population. The sample had students of low educational level to higher educational level, and young teen age to old teen age. The instrument was tested on three post graduate students who have studied research and writing at the Nairobi Evangelical Graduate School of Theology. The students are abreast with the

principles of designing instrument since they have taken two courses in post-graduate research at the institution. The researcher was also given expert advice on the instrument from two members of the faculty at NEGST. These acted as expert jurors on the instrument.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

The purpose of this research was to find the relationship between the teenage perceptions on the impact of C.R.E. and other variables necessitating a cross tabulation of data. For this, data were collected in three parts. The first data shows the demographics of the sample in terms of age and class (Form). Tables 1 and 2 show this.

#### Demographic Variables

Table 1. What is your form?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Form 2	16	26.7	26.7	26.7
	Form 3	27	45.0	45.0	71.7
	Form 4	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

Table 2. What is your age group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13-16 yrs	25	41.7	41.7	41.7
	17-20 yrs	35	58.3	58.3	100.0
	Total	60	100.0	100.0	

The data show that a total of 60 teenagers took part in this research. Of these, 16 (26.7%) were from form two, 27 (45%) were from form three and 17 (28.3%) were from form four. Within age groups, 25 (41.7%) were young teenagers (13-16yrs) while 35 (58.5%) were old teenagers (17-20yrs).

## Teenage perceptions

Part two of the instrument ( Appendix 1) tested the perceptions of the teenagers on the impact of C.R.E. on their moral development. Table 3 below shows the returns.

Table 3. Perception of impact of C.R.E. on moral development.

Class	Perception of impact		Frequency	%	Valid %
Form 2	Valid	Very little	2	12.5	12.5
		Little	1	6.3	6.3
		Great	7	43.8	43.8
		Very great	6	37.5	37.5
		Total	16	100.0	100.0
Form 3	Valid	Little	1	3.7	3.7
		Great	7	25.9	25.9
		Very great	19	70.4	70.4
		Total	27	100.0	100.0
Form 4	Valid	Great	10	58.8	58.8
		Very great	7	41.2	41.2
		Total	17	100.0	100.0

Table 3 reveals that 81.3% of form 2 teenagers, 96.3% of form 3 teenagers and 100% of form four teenagers perceived C.R.E. as having a high impact on their moral development. The table shows that there is a favorable attitude of students towards C.R.E. The above data was then used to group the information in terms of high raters (HiR), and low raters (LoR). Those who indicated great impact and very great impact were high raters while those who indicated little impact and very little impact were low raters. The summary of this was captured in table 4 as shown below:

Table 4. Rating per class and age group

		IMPACT Perceived (Re-grouped)		
		(HiR/LoR)		Total
		HiR	LoR	
FORM	Form 2	13	3	16
	Form 3	26	1	27
	Form 4	17	0	17
Total		56	4	60
		(HiR/LoR)		Total
		HiR	LoR	
		Age group	13-16 yrs	22
	17-20 yrs	34	1	35
Total		56	4	60

From these values the following was observed:

Demographic Variables

**RQ 3.** To what extent does the growth in knowledge affect teenagers' perceptions of the impact of C.R.E. on their moral development?

### Hypothesis 3

**H<sub>0</sub>**-There is no significant relationship between growth in knowledge of teenagers and their perceptions of the impact of C.R.E. on their moral development.

Two variables were used to test the hypothesis above. They were all demographic variables. It was assumed that as teenagers grow in age, they learn more hence increase in knowledge. The assumption was that older teenagers have more knowledge than younger teenagers. It was also assumed that as the teenagers move from one class to another, they increase in knowledge. In this case, students in form 4 were deemed more knowledgeable than those in form 3 who in turn were more knowledgeable than those in form 2. The responses of the classes and those of the age-groups were similar. Therefore the analysis done on the class was deemed representative of the age-group also. Table 5 shows returns per class.

In general Table 5 reveals that 56 (93.3%) of the teenagers perceived C.R.E. to have had a great impact in their moral development. Only 4 (6.7%) felt that the subject has less impact on their moral development. Equally interesting to note is that the form four teenagers were all of the opinion that the subject had great impact on their moral development. This rating therefore formed the basis on which responses on the various questions were asked.

Table 5. Class and impact

			What is your form?			Total
			Form 2	Form 3	Form 4	
Perceived Level of C.R.E. impact	HiR	Count	13	26	17	56
		% within	81.3%	96.3%	100.0%	93.3%
		% of Total	21.7%	43.3%	28.3%	93.3%
	LoR	Count	3	1	0	4
% within		18.8%	3.7%	.0%	6.7%	
% of Total		5.0%	1.7%	.0%	6.7%	
Total		Count	16	27	17	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	26.7%	45.0%	28.3%	100.0%

$$\chi^2 = 5.350 \quad df = 2 \quad \text{level of significance} = .05 \quad p < .069$$

A  $\chi^2$  test was performed whose value (5.350) is below the critical (5.9915 with  $df = 2$ ) required to reject the null hypothesis. The hypothesis was therefore not rejected. This shows that there is no significant variation in responses of both the HiR and the LoR. The perception of both groups was not influenced by the level of education.

This shows that no statistical significance in variation of responses between the HiR and the LoR existed. In essence the perceptions of teenagers on the impact of C.R.E on their moral development did not depend on their class. Therefore the research found out that there was no significant relationship between growth in

knowledge of teenagers and their perceptions on the impact of C.R.E on their moral development

Pedagogical Variables

**RQ 1.** To what extent does the attitude of teenagers at Lubinu Boys affect their perceptions of the impact of C.R.E. on their moral development?

**Hypothesis 1.**

**H<sub>0</sub>**-There is no significant relationship between attitudes of Lubinu teenagers and their perceptions of the impact of C.R.E on their moral development.

Three variables were identified in testing this hypothesis. These were attitudes as formed by relevance of C.R.E., peer influence and teacher's lifestyle. Items 1, 6, 11, 15, and 18 sought relevance of C.R.E., items 4, 9, and 14 sought out the lifestyle of the teacher and items 5, and 10 sought peer influence.

Relevance of C.R.E

Items 1, 11 and 15 gave responses with little variations. In this case almost all the responses were biased on one response (Appendix 2). The response shows that the teenagers agreed that C.R.E. is needed for good morals, it develops good standards of conduct and it enables one to make good moral decisions. All these make one a good citizen. Therefore the item on good citizenship was chosen for the analysis as shown below:

**Item 6) C.R.E. can make one a good citizen (table 6)**

The item 'C.R.E. can make one a good citizen' sought to discover the underlying attitude of the teenagers as to their opinions on the importance of the subject in fostering Nationhood. The returns indicate that 1 (1.7%) disagreed, 1 (1.7%) was not sure, and the rest 58 (96.7%) agreed. These returns clearly show that an overwhelming majority felt that C.R.E. is good for citizenship.

As seen from table 6, the  $\chi^2$  test gave a value of 0.148, which was below 5.9915 required to reject the null at a degree of freedom of 2 and level of significance of .05. The null hypothesis was therefore not rejected. No significant variations were observed between the two groups of respondents. The perceptions on the impact of C.R.E on moral development did not depend on the attitude towards the subject in relation to usefulness.

Table 6. C.R.E. can make one a good citizen

		C.R.E. can make one a good citizen			Total	
		Disagree	Not sure	Agree		
Perceived Level of C.R.E. impact	HiR	Count	1	1	54	56
		% within	100.0%	100.0%	93.1%	93.3%
		% of Total	1.7%	1.7%	90.0%	93.3%
LoR	Count	0	0	4	4	
	% within	.0%	.0%	6.9%	6.7%	
	% of Total	.0%	.0%	6.7%	6.7%	
Total	Count	1	1	58	60	
	% within	100.0%	100.0%	100.0%	100.0%	
	% of Total	1.7%	1.7%	96.7%	100.0%	

$\chi^2 = 0.148$        $df = 2$       level of significance = 0.05       $p < .929$   
 3 cells (75.0%) have expected count less than 5. The minimum expected count is .07.

#### Item 18) Studying C.R.E will help me get a good job in Kenya (table 7)

The item sought to unravel the underlying attitude of teenagers in relation to job placement on the market. Did they think C.R.E. would help them get a good job? On this, 8 (13.4%) disagreed. A further 7 (11.7%) were not sure while 45 (75%) agreed that C.R.E. would help them get a good job in Kenya.

The  $\chi^2$  test computed gave a value of 1.284. This value was below the critical needed (5.9917 with  $df = 2$ ) to reject the null hypothesis. The null was therefore not rejected. The perception of the teenagers on the impact of C.R.E was not affected by the ability of C.R.E to lead to job placement on the market.

For each item it can be seen that the null hypothesis was not rejected. This shows that the perception of the teenagers on the impact of C.R.E. on their moral development was not affected by their attitude on the relevance of C.R.E. in their lives.

Table 7. Studying C.R.E will help me get a good job in Kenya

		Studying C.R.E will help me get a good job in Kenya			Total	
		Disagree	Not sure	Agree		
Perceived Level of C.R.E. impact	HiR	Count	8	6	42	56
		% within	100.0%	85.7%	93.3%	93.3%
		% of Total	13.3%	10.0%	70.0%	93.3%
LoR		Count	0	1	3	4
		% within	.0%	14.3%	6.7%	6.7%
		% of Total	.0%	1.7%	5.0%	6.7%
Total		Count	8	7	45	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	13.3%	11.7%	75.0%	100.0%

$$\chi^2 = 1.224 \quad df = 2 \quad \text{level of significance} = .05 \quad p < .542$$

Note: 7 cells (70.0%) have expected count less than 5. The minimum expected count is .27.

### Teacher's lifestyle

For the teachers' lifestyle, items 4 and 9 tested mentorship by the teachers. The responses of item 4 were reported descriptively while those of item 9 were fully analyzed. This was because item 9 had more varied responses than item 4. The statement 'C.R.E. teacher is my model' (item 4) sought to find out whether the teenagers see their teacher as an inspiration. The responses (Appendix 2) show that 16 (36.7%) disagreed with the statement, and 44 (73.3%) agreed. Even though in general those who admire their teacher are more, the percentage that returned negative was high i.e. 16 (36.7%).

**Item 9) My behavior is influenced by the C.R.E. teacher (table 8)**

From the results in table 8, 23 (38.4%) disagreed, 5 (8.3%) were unsure and 32 (53.3%) agreed. The indication here is that more teenagers are influenced by their C.R.E. teacher. However those who feel not influenced by their teacher are a significant minority.

Table 8. My behavior is influenced by the C.R.E. teacher

			My behavior is influenced by the C.R.E. teacher			Total
			Disagree	Not sure	Agree	
Perceive Level of C.R.E. impact	HiR	Count	21	5	30	56
		% within	91.3%	100.0%	93.8%	93.3%
		% of Total	35.0%	8.3%	50.0%	93.3%
	LoR	Count	2	0	2	4
		% within	8.7%	.0%	6.3%	6.7%
		% of Total	3.3%	.0%	3.3%	6.7%
Total	Count	23	5	32	60	
	% within	100.0%	100.0%	100.0%	100.0%	
	% of Total	38.3%	8.3%	53.3%	100.0%	

$\chi^2 = 0.518$      $df = 2$     level of significance = .05     $p < .772$   
 4 cells (66.7%) have expected count less than 5. The minimum expected count is .33.

A  $\chi^2$  performed shows that the value (0.518) is below the required value (5.9915 with  $df = 2$ ) for rejecting the null hypothesis. The hypothesis was therefore not rejected. No significant variation existed between those who rated the impact high and those who rated it low in terms of the influence of the C.R.E. teachers on their behavior. Generally the students seem to agree that C.R.E. teachers influence them.

**Item 14) C.R.E teachers have integrity and are respected (table 9)**

Item 14 aimed at finding the effect of the teachers' lifestyle on the perceptions of the teenagers. The data shows that 7 (11.7%), agreed that C.R.E teachers lacked integrity and respect. A further 6 (10%) were unsure while 47 (78.3%) disagreed with

the statement that C.R.E. teachers lacked integrity and respect. Both categories of students generally perceived C.R.E. teachers to have influence on their behavior.

The  $\chi^2$  test performed had a value of 1.185 which at a level of significance of .05 is below the expected 5.9915 (for  $df = 2$ ) to reject the hypothesis. The null was therefore not rejected. In this case no statistical significance in the variation of the responses was found between the HiR and the LoR. Students' perception of C.R.E.'s impact had no significant relationship to their view on C.R.E teacher's display of integrity. In this case, both categories of students viewed C.R.E teachers with high integrity.

Table 9. C.R.E. Teachers have integrity and are respected

		C.R.E. teachers have integrity and are respected			Total	
		Disagree	Not sure	Agree		
Perceived Level of C.R.E. impact	HiR	Count	7	6	43	56
		% within	100.0%	100.0%	91.5%	93.3%
		% of Total	11.7%	10.0%	71.7%	93.3%
	LoR	Count	0	0	4	4
		% within	.0%	.0%	8.5%	6.7%
		% of Total	.0%	.0%	6.7%	6.7%
Total		Count	7	6	47	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	11.7%	10.0%	78.3%	100.0%

$\chi^2 = 1.185$        $df = 2$       level of significance = .05       $p < .553$   
 3 cells (50.0%) have expected count less than 5. The minimum expected count is .40.

The inference is that whether or not C.R.E. is thought to significantly impact the student does not affect perception on C.R.E teachers. Both categories of students generally perceived C.R.E teachers in a positive way.

Peer influence

**Item 5 ‘My best friends take C.R.E. (table 10)**

‘My best friends take C.R.E.’ aimed at seeking the effect of peer influence on the respondents. It was assumed that friends have an important influence on the teenagers. The data shows that 19 (31.7%) disagreed, 8 (13.3%) were not sure, and 33 (55%) agreed.

A computed  $\chi^2$  test gives the value of 0.943 which is below 5.9915 required to reject the null hypothesis at a significance level of .05 and 2 degrees of freedom. The hypothesis was therefore not rejected. There is no significant variation in the responses of both the groups in HiR and LoR. The conclusion is that whether or not a student rates C.R.E’s impact on his life highly did not affect the tendency that they also made friends who take C.R.E.

Table 10. My best friends take C.R.E.

		My best friends take C.R.E.			Total	
		Disagree	Not sure	Agree		
Perceived Level of C.R.E. impact	HiR	Count	18	8	30	56
		% within	94.7%	100.0%	90.9%	93.3%
		% of Total	30.0%	13.3%	50.0%	93.3%
	LoR	Count	1	0	3	4
		% within	5.3%	.0%	9.1%	6.7%
		% of Total	1.7%	.0%	5.0%	6.7%
Total		Count	19	8	33	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	31.7%	13.3%	55.0%	100.0%

$\chi^2=0.943$        $df=2$       level of significance =.05       $p<.624$

3 cells (50.0%) have expected count less than 5. The minimum expected count is .53.

### Item 10) C.R.E. has influenced my classmates' behavior (table 11)

On this item, 18 (30%) disagreed, 11 (18.3%) were not sure while 31 (51.6%) agreed that “C.R.E. has influenced my classmates' behavior”. Overall, the responses show that a high percentage of teenagers feel that C.R.E has influence on their classmates and how they behave.

The  $\chi^2$  test performed has a value (1.841) below 5.9915 (with  $df = 2$ ) required to reject the null hypothesis. The hypothesis was therefore not rejected. The conclusion is that how a student rated C.R.E's impact on his life did not affect the view that C.R.E. has some influence on their fellow classmates.

Table 11. C.R.E. has influenced my classmates' behavior

		C.R.E. has influenced my classmates' behavior			Total	
		Disagree	Not sure	Agree		
Perceived Level of C.R.E. impact	HiR	Count	18	10	28	56
		% within	100.0%	90.9%	90.3%	93.3%
		% of Total	30.0%	16.7%	46.7%	93.3%
LoR		Count	0	1	3	4
		% within	.0%	9.1%	9.7%	6.7%
		% of Total	.0%	1.7%	5.0%	6.7%
Total		Count	18	11	31	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	30.0%	18.3%	51.7%	100.0%

$\chi^2 = 1.841$      $df = 2$     level of significance = .05     $p < .398$   
 3 cells (50.0%) have expected count less than 5. The minimum expected count is .73.

#### Conclusion

Since all the items measuring attitude gave lower chi-square values than the required critical values, the null hypothesis on attitude was not rejected. The conclusion is that though C.R.E is highly rated by students, this rating is not related to

relevance and some pedagogical variables. Therefore, whether students rated C.R.E's impact on them to be high or low, they generally perceived C.R.E as a positive influence on moral development.

The second research question tested the perception of the teenagers in regard to the content presentation of C.R.E.

**RQ 2.** To what extent does the content presentation of C.R.E. affect teenagers' perceptions of the impact of C.R.E. on their moral development?

### **Hypothesis 2**

**H<sub>0</sub>.** There is no significant relationship between content presentation of C.R.E. and the teenagers' perceptions of the impact of C.R.E. on their moral development.

Two variables, content and approach were used in testing this hypothesis. It was assumed that the teaching style depended on the content to be taught and the methods used. Items 2, 7, 12, 16, and 19 tested content while items 3, 8, 13, 17, and 20 tested the methodology.

Content of C.R.E.

Items 2 and 19 were summarized in item 16. This was because the responses were almost similar. Item 2 reads 'C.R.E. teaches unimportant things' while item 19 reads 'C.R.E. teaches good behavior'. The responses from the two are mentioned raw. However, item 16 reads 'C.R.E. helps me understand my society values and norms'. In analyzing, the researcher opted to use item 16 as a more comprehensive and representative of opinions addressed by 2 and 19. Appendix 2 has all the responses from the items.

On the question ‘C.R.E. teaches unimportant things’, 5 (8.3%) agreed, while 55 (92.7%) disagreed. This means that the teenagers generally felt that C.R.E. teaches important things. Item 19 sought to find out whether good behavior was taught by C.R.E. The returns show that a majority, 59 (98.3%) affirmed, while 1 (1.7%) refuted. The overwhelming outcome indicates that, C.R.E. teaches good behavior.

**Item 7) C.R.E. is a difficult subject to understand (table 12)**

From the data it is observed that 2 (3.3%) agreed with the statement while 7 (11.7%), were not sure. Those who disagreed were 51(85%). Among the LoR 2 agreed while 2 strongly disagreed. Predominantly, the respondents opposed the statement, indicating that C.R.E. is not a difficult subject to understand.

The  $\chi^2$  test obtained in this cross tabulation was 29.118. This was beyond the critical value of 5.9915 required to reject the null at a significant level of .05 and degree of freedom of 2. The null hypothesis was therefore rejected. This shows that there is a statistically significant variation in the responses of both HiR and LoR. The responses are not due to chance or sampling error. In this case the perceptions of the teenagers were related to the statement ‘C.R.E. is a difficult subject to understand’. Those who perceived C.R.E as having great impact on their moral development are likely to see C.R.E. as not difficult while those who perceived it as having little impact are likely to be divided on this issue.

Table 12. C.R.E. Is a difficult subject to understand

		C.R.E. is a difficult subject to understand			Total	
		Agree	Not sure	Disagree		
Perceived Level of C.R.E. impact	HiR	Count	0	7	49	56
		% within	.0%	100.0%	96.1%	93.3%
		% of Total	.0%	11.7%	81.7%	93.3%
Total	LoR	Count	2	0	2	4
		% within	100.0%	.0%	3.9%	6.7%
		% of Total	3.3%	.0%	3.3%	6.7%
Total		Count	2	7	51	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	3.3%	11.7%	85.0%	100.0%

$\chi^2 = 29.118$        $df = 2$       level of significance = .05       $p < .000$

4 cells (66.7%) have expected count less than 5. The minimum expected count is .13.

### Item 12 C.R.E. has no application in my life (table 13)

Item 12 sought to find out whether the respondents thought that the content of C.R.E. had no value in their lives. On the contrary, 57 (95%) disagreed with the suggestion. Only 3 (5%) thought differently. The indication here is that most teenagers think that this subject has value in their lives.

Table 13. C.R.E. Has no application in my life

		C.R.E. has no application in my life			Total	
		Agree	Not sure	Disagree		
Perceived Level of C.R.E. impact	HiR	Count	1	2	53	56
		% within	100.0%	100.0%	93.0%	93.3%
		% of Total	1.7%	3.3%	88.3%	93.3%
	LoR	Count	0	0	4	4
		% within	.0%	.0%	7.0%	6.7%
		% of Total	.0%	.0%	6.7%	6.7%
Total	Count	1	2	57	60	
	% within	100.0%	100.0%	100.0%	100.0%	
	% of Total	1.7%	3.3%	95.0%	100.0%	

$\chi^2 = 0.226$      $df = 2$     level of significance = .05     $p < .893$

Note: 5 cells (83.3%) have expected count less than 5. The minimum expected count is .07.

The  $\chi^2$  value (0.226) is below the critical 5.9915 (with  $df = 2$ ) needed to reject the hypothesis. The null hypothesis was therefore not rejected. There is hence no statistical significance in the variations of the responses from both the HiR and the LoR. Both categories of students strongly felt C.R.E focuses on matters related to their lives.

#### **Item 16) C.R.E helps me understand my society values and norms (table 14)**

Item 16, sought to find out whether the content of C.R.E. was adequate in enabling the respondents understand their society with its values and norms. The returns reveal that only 2 (3.3%) were negative, 3(5%) were unsure and 55 (91.7%) were positive. The opinion was that C.R.E. helped the teenagers come to terms with their society.

Table 14. C.R.E. Helps me understand my society values and norms

		. C.R.E. helps me understand my society values and norms			Total	
		Disagree	Not sure	Agree		
Perceived Level of C.R.E. impact	HiR	Count	2	3	51	56
		% within	100.0%	100.0%	92.7%	93.3%
		% of Total	3.3%	5.0%	85.0%	93.3%
	LoR	Count	0	0	4	4
		% within	.0%	.0%	7.3%	6.7%
		% of Total	.0%	.0%	6.7%	6.7%
Total		Count	2	3	55	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	3.3%	5.0%	91.7%	100.0%

$$\chi^2 = 0.390$$

df = 2

level of significance = .05

p &lt; .8

Note: 5 cells (83.3%) have expected count less than 5. The minimum expected count is .13.

The  $\chi^2$  test for this item (0.390) was below the critical level required to reject the hypothesis (5.9915 with df = 2) at a level of significance of .05. Consequently the null hypothesis was not rejected. No significant variation exists between the HiR and the LoR. Both groups strongly felt C.R.E. was helpful for gaining understanding of societal values.

One item had the null hypotheses rejected from this category. Item 7 tested the difficulty level of C.R.E. The rejection meant that the perception of the teenagers had a bearing on the fact that there were varying opinions on the level of difficulty of C.R.E.

Approaches

### Item 3) C.R.E. lessons are not interesting (table 15)

The responses on this item of 'C.R.E. lessons are not interesting' indicate that 4(6.7%) agreed, 3 (5%) were not sure, and 53 (88.3%) disagreed. The revelation here is that a good portion of the teenagers feel that the lessons are interesting.

Table 15. C.R.E. Lessons are not interesting

		C.R.E. lessons are not interesting			Total	
		Agree	Not sure	Disagree		
Perceived Level of C.R.E. impact	HiR	Count	3	2	51	56
		% within	75.0%	66.7%	96.2%	93.3%
		% of Total	5.0%	3.3%	85.0%	93.3%
LoR		Count	1	1	2	4
		% within	25.0%	33.3%	3.8%	6.7%
		% of Total	1.7%	1.7%	3.3%	6.7%
Total		Count	4	3	53	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	6.7%	5.0%	88.3%	100.0%

$\chi^2 = 6.302$      $df = 2$     level of significance = .05     $p < .043$   
 5 cells (83.3%) have expected count less than 5. The minimum expected count is .20.

A  $\chi^2$  test computed yielded 6.302 which was above 5.9915 needed to reject the null hypothesis at a level of significance of .05 (with  $df=2$ ). The null hypothesis was therefore rejected. This indicates that there is a significant variation between the responses of the HiR and the LoR. The response to 'C.R.E. lessons are not interesting' did depend on the perceptions of its impact on moral development.

Those who perceived C.R.E. to have had great impact likely saw the lessons as interesting while those who felt C.R.E. had little impact were split on the issue.

#### **Item 8) C.R.E. teachers understand well what they teach (table 16)**

This item sought to know how the teenagers thought of their teachers' grasp of the subject.

Table 16. C.R.E Teachers understand well what they teach

		C.R.E teachers understand well what they teach			Total	
		Disagree	Not sure	Agree		
Perceived Level of C.R.E. impact	HiR	Count	5	8	43	56
		% within	100.0%	100.0%	91.5%	93.3%
		% of Total	8.3%	13.3%	71.7%	93.3%
	LoR	Count	0	0	4	4
		% within	.0%	.0%	8.5%	6.7%
		% of Total	.0%	.0%	6.7%	6.7%
Total	Count	5	8	47	60	
	% within	100.0%	100.0%	100.0%	100.0%	
	% of Total	8.3%	13.3%	78.3%	100.0%	

$$\chi^2 = 1.185 \quad df = 2 \quad \text{level of significance} = .05 \quad p < .553$$

Note; 4 cells (66.7%) have expected count less than 5. The minimum expected count is .33.

The statement 'C.R.E teachers understand well what they teach' received 5 (8.4%) disagreements, 8 (13.3%) uncertainty and 47 (78.4%) agreements. The general view here is that teenagers felt their teachers have a good command of what they teach.

A  $\chi^2$  test was performed whose value (1.185) was below the required (5.9915 with  $df = 2$ ) to reject the hypothesis. The hypothesis was therefore not rejected. Hence there exists no significant variation in the perceptions of the teenagers on impact of C.R.E. and the knowledge level of the teachers. Regardless of the perception students have of C.R.E's impact on their lives, they overwhelmingly perceived C.R.E. teachers to have a good grasp of the subject.

### Item 13) C.R.E. teachers make efforts to know students (table 17)

Item 13 (table 17) sought to find out whether teachers make efforts to know their students. On this item, 13 (21.7%) agreed, 7 (11.7%) were not sure and 40 (66.7%) disagreed. The responses show that the majority of the teenagers thought that teachers do not make efforts to know their students.

Table 17. C.R.E. Teachers make efforts to know students

		C.R.E. teachers make efforts to know students			Total	
		Agree	Not sure	Disagree		
Perceived Level of C.R.E. impact	HiR	Count	12	7	37	56
		% within	92.3%	100.0%	92.5%	93.3%
		% of Total	20.0%	11.7%	61.7%	93.3%
	LoR	Count	1	0	3	4
		% within	7.7%	.0%	7.5%	6.7%
		% of Total	1.7%	.0%	5.0%	6.7%
Total		Count	13	7	40	60
		% within	100.0%	100.0%	100.0%	100.0%
		% of Total	21.7%	11.7%	66.7%	100.0%

$\chi^2 = 0.567$      $df = 2$     level of significance = .05     $p < .753$   
 3 cells (50.0%) have expected count less than 5. The minimum expected count is .47.

The  $\chi^2$  test computed for this item revealed that the value (0.567) was below the required 5.9915 (for  $df = 2$ ) to reject the hypothesis at a level of significance of .05.

The null hypothesis was therefore not rejected. The implication of this is that there is no statistical significance in the variation of responses from both the HiR and the LoR. In this case both groups say C.R.E. teachers do not make efforts to know students.

#### **Item 17) C.R.E. teachers give me room to give my views in class (table 18)**

Item 17 was concerned with whether teachers gave room for varying views in the classroom. Here, 5 (8.3%) were negative, 1 (1.7%) unsure and the rest, 54 (90%) positive. Overall, the verdict was that teachers do give the teenagers room to express their views.

Table 18 C.R.E. Teachers give me room to give my views in class

			C.R.E. teachers give me room to give my views in class			Total
			Disagree	Not sure	Agree	
Perceived Level of C.R.E. impact	HiR	Count	5	1	50	56
		% within	100.0%	100.0%	92.6%	93.3%
	% of Total	8.3%	1.7%	83.3%	93.3%	
LoR	Count	Count	0	0	4	4
		% within	.0%	.0%	7.4%	6.7%
	% of Total	.0%	.0%	6.7%	6.7%	
Total	Count	Count	5	1	54	60
		% within	100.0%	100.0%	100.0%	100.0%
	% of Total	8.3%	1.7%	90.0%	100.0%	

$$\chi^2 = 0.476 \quad df = 2 \quad \text{level of significance} = .05 \quad p < .788$$

Note: 5 cells (83.3%) have expected count less than 5. The minimum expected count is .07.

A  $\chi^2$  test performed had a value of 0.476 which was below 5.9915 (for  $df = 2$ ) needed to reject the hypothesis at .05 level of significance. No statistical significance was therefore found in the responses from both the groups. Both groups agreed that the teachers gave them room for expressing their views in class.

Since item 20 tested the same value as item 17, the researcher gave it a brief descriptive analysis. Item 20 sought to find out more about the methodology used in C.R.E. Teenager's opinions in class were the subject of the statement. On 'C.R.E. teachers accept my opinions', 6 (10%) disagreed, 8 (13.3%) were not sure while 46 (76.7%) agreed. The general response is that the opinions of the respondents are accepted by their teachers.

### Summary of Findings

This section sought to highlight some of the responses that were interesting to the researcher. Six of them are hereby highlighted:

- 1) Item 3 reads 'C.R.E. lessons are not interesting'. The rejection of the hypothesis shows that there is divided opinion by the teenagers as to the exciting nature of the content or approach of the C.R.E. lessons.
- 2) Item 4 reads 'The C.R.E. teacher is my model'. The response shows that a meaningful percentage of teenagers (36.7%) disagreed with the statement.
- 3) Item 7 reads 'C.R.E. is a difficult subject to understand'. The rejection of the null hypothesis shows that there is a divided opinion as to the difficulty of the subject. Teachers should seek ways to diffuse this perception.
- 4) Item 9 reads 'My behavior is influenced by the C.R.E. teacher'. Both categories of students generally perceived C.R.E. teachers to have influence on their behavior.
- 5) Item 13 reads 'C.R.E. teachers make efforts to know their students'. The majority, (66.6%) disagreed. This means that for every 10 teenagers, 7 feel that their teachers do not make efforts to know them.
- 6) Item 19 reads 'C.R.E. teaches good behavior'. The rejection of the null hypothesis shows that among the teenagers some think that C.R.E. teaches good behavior while others do not think so.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

This chapter seeks to summarize the research and attempts to give the recommendations of the researcher. It begins with the statement of the problem which led to the present research. The next item will be the purpose of this research leading to the significance of the study. A summary of the findings will then be discussed before concluding the research with recommendations.

#### Problem Statement

Morals among the teenage group have seemed to be on the downward trend for a while. This has been evidenced by increased reports of substance abuse in schools, teenage pregnancies and sexual permissiveness, increased examination irregularities, heightened levels of misunderstandings with parents and general rise in indiscipline in schools. It looks like the onus rests on the agents of moral development to arrest this trend. One such agent is Christian Religious Education (C.R.E.) taught as a subject within K.C.S.E. Syllabus.

#### Purpose Statement

The purpose of this study was to find out the perceived extent to which Christian Religious Education subject in Secondary Schools contribute to the development of morals in the youth. The study attempted to find out how teenagers at Lubinu viewed their moral development in relation to C.R.E. Specific facets of

C.R.E. that the research investigated included content, teacher's lifestyle, teaching methods, student's attitude towards it and that of peer influence. The findings are aimed at proposing several action points in the education of the youth through Christian Religious Education and particularly in enhancing and nurturing their moral development.

### Significance of Study

This study is helpful to education policy makers. Understanding the perceptions of the teenagers towards C.R.E. will enable them to estimate the value they attach to C.R.E. in the syllabus. Ways of making the lessons interesting will be looked into. The teacher-student ratio will be reexamined to arrest the feeling that the teachers do not make efforts to know their students. By considering the responses, C.R.E. teachers can discover those that have a greater say on the moral development of the youth and effectively utilize them. Moreover, this study is significant to Christian Religious Education training colleges in preparing curriculum and selecting C.R.E teachers. The teachers themselves will also benefit in understanding ways of making C.R.E impact positively on the youths. In general, ways will be sought by all involved to clearly articulate the values and norms of Christianity as well as the best ways to model it.

### The Research

To find out more about teenagers' opinions on the issue, three research questions were posited:

1. To what extent does the attitude of teenagers at Lubinu Boys affect their perceptions of the impact of C.R.E. on their moral development?

2. To what extent does the content presentation affect teenagers' perceptions of the impact of C.R.E. on their moral development?
3. To what extent does the growth in knowledge affect teenagers' perceptions of the impact of C.R.E. on their moral development?

For RQ1, the following hypothesis was formulated

**Hypothesis 1.**

$H_0$  – There is no significant relationship between attitudes of Lubinu teenagers and their perceptions of the impact of C.R.E. on their moral development

The findings show that in this research, whether students rated C.R.E.'s impact on them to be high or low, they generally perceived C.R.E. as a positive influence on moral development. Morality can be developed and impacted through C.R.E. despite any attitudes towards it. The Christian educators should therefore be encouraged to continue developing better ways of teaching C.R.E. as this will help enhance moral development among teenagers.

For Research Question 2, the following hypothesis was formulated:

**Hypothesis 2**

$H_0$  – There is no significant relationship between the content presentation and the teenagers' perceptions of the impact of C.R.E. on their moral development.

The content presentation was tested under two variables of content and approach. This was because it was felt the presentation depends on both the content and the approach.

On content, overall, the teenagers felt that C.R.E. teaches important things, it can be understood; it is applicable in one's life, teaches good behavior and helps them understand their societal values and norms. Item 7 reads 'C.R.E. is a difficult subject

to understand'. The perception of the impact of C.R.E. on moral development was divided on this item within the content variable. This suggests that some teenagers feel that C.R.E is not being understood. Does it mean the lessons are not understood or the message or both? It is important that teachers make C.R.E. to be clear and well understood. Could it mean that conflicting messages come forth as C.R.E. is being taught? What makes C.R.E. difficult to understand? Is it the topics in general or specific ones in particular? Is it the medium of communication? Is it other subjects that may teach content contrary to what is in C.R.E.? Could it be the background or entry behavior where some content in C.R.E conflict with belief systems from childhood? These are pertinent questions to ponder. Could it be that there is actually no clear message that some teenagers get from the content offered in C.R.E? If C.R.E. content were to be condensed to one statement message, what would it be? Does such a message come out clearly from the content?

Regarding the approach variable, items 3, 8, 13, 17, and 20 were used. The response shows that teenagers are positive on the approaches used by their teachers. However, two items are worth consideration. Item 3 read 'C.R.E. lessons are not interesting'. The null hypothesis of this item was rejected. This shows that the opinions of the students were divided on whether or not lessons were interesting. If impact is related to lessons being interesting, then teachers should seek ways to address this. Are lessons 'boring' because of methods used? Are they boring because of failure to address individual learning styles? Are they boring because of the time they are taught from the timetable? Are they boring because of over reliance on only one method and hence monotonous? What makes the lessons not interesting? Do they engage the critical thinking of the teenage mind? Are the lessons remote from the teenager's needs?. So, C.R.E. teachers should seek to make lessons interesting.

Item 13 reads ‘C.R.E. teachers do not make efforts to know students’. Even though the perceptions on impact did not depend on this item, the responses were very meaningful. This is the only item that the response was negative overwhelmingly. Among the 60 respondents, 40 (66.7%) disagreed with the statement. This means that out of every three students, two feel they are not known by their teachers. This indicates a poor teacher-student relationship particularly within a subject that should inculcate moral values. Pretense is bound to increase if teachers do not know their students. Just why do teachers not make efforts to know their students? Is it the teacher-student ratio? Is it a mindset of the teachers not to bother their students? Is it lack of time? Are the teachers overloaded with work? Is it the school rules and routine that hinders teachers from knowing their students? Is it gender-based restrictions that make teachers of the opposite sex to fear knowing their students well? If indeed students feel their teachers do not make efforts to know them, is participation in class balanced? Do we have proper classroom control? These questions point to the need for teachers to know their students well.

For RQ3 the following hypothesis was formulated:

### **Hypothesis 3**

**H<sub>0</sub>** – There is no significant relationship between growth in knowledge of teenagers and their perceptions of the impact of C.R.E. on their moral development.

Data gathered showed that responses per class were the same as responses per age-group. In this case, responses per class were analyzed. The tests showed that perceptions were not related to the level of knowledge gained by the teenagers. The hypothesis was therefore not rejected. Learners of both age groups felt that C.R.E. was necessary for their moral development.

### Recommendations

- 1) Teachers' need to make C.R.E. more popular basing on the current favorable attitude towards it. The policymakers should make it mandatory in schools if morality in the country has to be cultivated at the adolescence stage.
- 2) The content presentation should be revised by all stakeholders. The teachers need to focus on making the lessons interesting. In line with these special in-service periods for the teachers would help in sharing ideas and learning from each other as teachers of moral values.
- 3) The content should be well articulated to make the message clear to the learners. A point for curriculum developers.
- 4) Teachers' involvement in informal settings with students should be enhanced. It is only through such that the teachers may begin to know the students.

### Areas of Further Research

Following the responses in this research, the researcher recommends three areas for further investigation:

- 1) A recommendation that a research is done to assess the actual impact of C.R.E. on the moral development of teenagers. This is because there may be differences between the perceptions and the reality.
- 2) A recommendation that a research on how to make C.R.E. lessons interesting to teenagers from their own perspective is made.
- 3) A recommendation that a research is made to find out why teachers do not make efforts to know their students or why students feel that such efforts are not being made. This is necessary because this research showed that majority of the teenagers feel that the teachers do not make efforts to know them.

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## APPENDIX 1

### Part 1:

Please put a tick (  ) in the box against the right response

- 1) What is your form? Form 2 (  ), Form 3 (  ), Form 4 (  ).
- 2) What is your age group? 13-16 (  ), 17-20 (  ).

### Part 2:

**Instruction:** In the spaces below, please tick the level to which you perceive C.R.E. to have impacted your moral development.

- 1) Very Great Impact (  )
- 2) Great Impact (  )
- 3) Little Impact (  )
- 4) Very Little Impact (  )

### Part 3:

Please feel free to answer the following questions to the best of your knowledge. You are required to tick the opinion that best describes your view on the question.

1. C.R.E. is needed for good morals  
Strongly Agree (  ) Agree (  ) Not sure (  ) Disagree (  ) Strongly Disagree (  )
2. C.R.E. teaches unimportant things  
Strongly Agree (  ) Agree (  ) Not sure (  ) Disagree (  ) Strongly Disagree (  )
3. C.R.E. lessons are not interesting  
Strongly Agree (  ) Agree (  ) Not sure (  ) Disagree (  ) Strongly Disagree (  )
4. The C.R.E. teacher is my model  
Strongly Agree (  ) Agree (  ) Not sure (  ) Disagree (  ) Strongly Disagree (  )
5. My best friends take C.R.E.  
Strongly Agree (  ) Agree (  ) Not sure (  ) Disagree (  ) Strongly Disagree (  )
6. C.R.E. can make one a good citizen  
Strongly Agree (  ) Agree (  ) Not sure (  ) Disagree (  ) Strongly Disagree (  )
7. C.R.E. is a difficult subject to understand  
Strongly Agree (  ) Agree (  ) Not sure (  ) Disagree (  ) Strongly Disagree (  )

8. C.R.E teachers understand well what they teach  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
9. My behavior is influenced by the C.R.E. teacher  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
10. C.R.E. has influenced my classmates' behavior  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
11. C.R.E. develops good standards of conduct in students  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
12. C.R.E. has no application in my life  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
13. C.R.E. teachers make efforts to know their students  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
14. C.R.E. teachers have integrity and are respected  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
15. C.R.E. enables one to make good moral decisions  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
16. C.R.E. helps me understand my society values and norms  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
17. C.R.E. teachers give me room to give my views in class  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
18. Studying C.R.E will help me get a good job in Kenya  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
19. C.R.E. teaches good behavior  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )
20. C.R.E. teachers accept my opinions  
Strongly Agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly Disagree ( )

## APPENDIX 2

### Frequency Tables

#### What is your form?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Form 2	16	26.7	26.7	26.7
	Form 3	27	45.0	45.0	71.7
	Form 4	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

#### What is your age group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13-16 yrs	25	41.7	41.7	41.7
	17-20 yrs	35	58.3	58.3	100.0
	Total	60	100.0	100.0	

#### Perceive C.R.E. to have impacted your moral development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very little impact	2	3.3	3.3	3.3
	Little impact	2	3.3	3.3	6.7
	Great impact	24	40.0	40.0	46.7
	Very great impact	32	53.3	53.3	100.0
	Total	60	100.0	100.0	

#### C.R.E. is needed for good morals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	1	1.7	1.7	1.7
	Agree	14	23.3	23.3	25.0
	Strongly agree	45	75.0	75.0	100.0
	Total	60	100.0	100.0	

**C.R.E. teaches unimportant things**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	8.3	8.3	8.3
	Disagree	9	15.0	15.0	23.3
	Strongly disagree	46	76.7	76.7	100.0
	Total	60	100.0	100.0	

**C.R.E. lessons are not interesting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	5.0	5.0	5.0
	Agree	1	1.7	1.7	6.7
	Not sure	3	5.0	5.0	11.7
	Disagree	14	23.3	23.3	35.0
	Strongly disagree	39	65.0	65.0	100.0
	Total	60	100.0	100.0	

**The C.R.E. teacher is my model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	10.0	10.0	10.0
	Disagree	10	16.7	16.7	26.7
	Agree	16	26.7	26.7	53.3
	Strongly agree	28	46.7	46.7	100.0
	Total	60	100.0	100.0	

**My best friends take C.R.E.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	15.0	15.0	15.0
	Disagree	10	16.7	16.7	31.7
	Not sure	8	13.3	13.3	45.0
	Agree	17	28.3	28.3	73.3
	Strongly Agree	16	26.7	26.7	100.0
	Total	60	100.0	100.0	

**C.R.E. can make one a good citizen**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.7	1.7	1.7
	Not sure	1	1.7	1.7	3.3
	Agree	9	15.0	15.0	18.3
	Strongly agree	49	81.7	81.7	100.0
	Total	60	100.0	100.0	

**C.R.E. is a difficult subject to understand**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	3.3	3.3	3.3
	Not sure	7	11.7	11.7	15.0
	Disagree	19	31.7	31.7	46.7
	Strongly disagree	32	53.3	53.3	100.0
	Total	60	100.0	100.0	

**C.R.E teachers understand well what they teach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.7	1.7	1.7
	Disagree	4	6.7	6.7	8.3
	Not sure	8	13.3	13.3	21.7
	Agree	17	28.3	28.3	50.0
	Strongly agree	30	50.0	50.0	100.0
Total	60	100.0	100.0		

**My behavior is influenced by the C.R.E. teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	11.7	11.7	11.7
	Disagree	16	26.7	26.7	38.3
	Not sure	5	8.3	8.3	46.7
	Agree	18	30.0	30.0	76.7
	Strongly agree	14	23.3	23.3	100.0
Total	60	100.0	100.0		

**C.R.E. has influenced my classmates' behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	10.0	10.0	10.0
	Disagree	12	20.0	20.0	30.0
	Not sure	11	18.3	18.3	48.3
	Agree	17	28.3	28.3	76.7
	Strongly agree	14	23.3	23.3	100.0
	Total	60	100.0	100.0	

**C.R.E. develops good standards of conduct**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.7	1.7	1.7
	Agree	18	30.0	30.0	31.7
	Strongly agree	41	68.3	68.3	100.0
	Total	60	100.0	100.0	

**C.R.E. has no application in my life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.7	1.7	1.7
	Not sure	2	3.3	3.3	5.0
	Disagree	13	21.7	21.7	26.7
	Strongly disagree	44	73.3	73.3	100.0
	Total	60	100.0	100.0	

**C.R.E. teachers make efforts to know students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	8.3	8.3	8.3
	Agree	8	13.3	13.3	21.7
	Not sure	7	11.7	11.7	33.3
	Disagree	20	33.3	33.3	66.7
	Strongly disagree	20	33.3	33.3	100.0
	Total	60	100.0	100.0	

**C.R.E. teachers have integrity and are respected**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.7	1.7	1.7
	Disagree	6	10.0	10.0	11.7
	Not sure	6	10.0	10.0	21.7
	Agree	17	28.3	28.3	50.0
	Strongly agree	30	50.0	50.0	100.0
	Total	60	100.0	100.0	

**C.R.E. enables one to make good moral decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	1	1.7	1.7	1.7
	Agree	17	28.3	28.3	30.0
	Strongly agree	42	70.0	70.0	100.0
	Total	60	100.0	100.0	

**C.R.E. helps me understand my society values and norms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.3	3.3	3.3
	Not sure	3	5.0	5.0	8.3
	Agree	16	26.7	26.7	35.0
	Strongly agree	39	65.0	65.0	100.0
	Total	60	100.0	100.0	

**C.R.E. teachers give me room to give my views in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	5.0	5.0	5.0
	Disagree	2	3.3	3.3	8.3
	Not sure	1	1.7	1.7	10.0
	Agree	21	35.0	35.0	45.0
	Strongly agree	33	55.0	55.0	100.0
	Total	60	100.0	100.0	

**Studying C.R.E will help me get a good job in Kenya**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	4	6.7	6.7	6.7
	2 Disagree	4	6.7	6.7	13.3
	3 Not sure	7	11.7	11.7	25.0
	4 Agree	18	30.0	30.0	55.0
	5 Strongly agree	27	45.0	45.0	100.0
Total		60	100.0	100.0	

**C.R.E. teaches good behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	1	1.7	1.7	1.7
	4 Agree	16	26.7	26.7	28.3
	5 Strongly agree	43	71.7	71.7	100.0
	Total	60	100.0	100.0	

**C.R.E. teachers accept my opinions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	2	3.3	3.3	3.3
	2 Disagree	4	6.7	6.7	10.0
	3 Not sure	8	13.3	13.3	23.3
	4 Agree	33	55.0	55.0	78.3
	5 Strongly agree	13	21.7	21.7	100.0
Total		60	100.0	100.0	