

**ROLE OF CHRISTIAN RELIGIOUS EDUCATION SUBJECT ON STUDENT
BEHAVIOUR: A CASE OF DAY SECONDARY SCHOOLS IN NORTH
IMENTI MERU COUNTY, KENYA.**

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**A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of
Master of Religious Studies of Kenya Methodist University.**

JUNE, 2020

DECLARATION

I declare that this thesis is my original work and it has never been submitted for any academic award to any other institution.

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DEDICATION

To my parent Hannah, Lydia and Stephen, who planted a philosophy of hard work, excellence, integrity and value for education from my tender age.

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ABSTRACT

The Ministry of Education through the Kenya Institute of Curriculum Development have put a lot of effort in the implementation of CRE Subject. Unfortunately, its goals seem not to have been fully realized. The 8-4-4 CRE Subject has not been able to directly address emerging issues that would impact fully on students' behaviour change. The purpose of the study was to explore the effect of Christian Religious Education Subject, on Behavior Change in Day Secondary Schools in North Imenti, Meru County. The study tried to find out the effects CRE subject has on student behavior change, to investigate the effects of teaching methods on behavior change, to examine the effects of CRE teachers' attitudes on student behavior change and determine effects of teaching resources on behavior change of Day Secondary School students. The study adopted Curriculum Theory proposed by John Bobbitt's in 1918 and cited by Pinar (2004). The Cross-sectional descriptive study design was used and Target Population was 72 CRE Teachers of Day Secondary Schools, 48 Heads of Religious Education and 600 CRE students in Imenti North Sub County. The sample size was 144. The study adopted Construct Validity and Content Validity. Data was analysed using the Statistical Package for Social Sciences (SPSS version 23). Percentages and frequency counts were used to analyse the quantitative data obtained. The study findings showed that about 10 (7.63%) respondents agreed that CRE subject contributed positively to the transformation of self and the society as a whole, about 15 (11.45%) noted that the subject helped learners to gain insight into the unfolding of God's self-relation, while 10 (7.63%) respondents said the subject helped the students know more about Jesus and strengthened them. Apparently, 119 (90.5%) respondents admitted that teaching methods play a vital role in behavior change of students while 2 (9.5%) declined. The study found that about 120 (91.60%) of the respondents agreed that the attitude of CRE teachers influences behaviour change in students, while 11 (8.40%) indicated that the attitude of CRE teachers has no influence on behaviour change among students. About 18 (85.7%) respondents agreed that there were enough CRE teaching resources in various schools, while 3 (14.3%) indicated that teaching resources were not enough. Majority of the respondents (130, 99%) respondents showed that CRE subject, teaching methods, CRE teachers' attitudes and teaching resources positively impacted behaviour change among students. The study thus recommended a revision of the subject, embracing more teaching methods, maintaining teachers' positive attitude and purchasing more teaching materials to create more positive impact on student behaviour change. Regardless of this, as the study focused on Day Secondary Schools in North Imenti Meru County only, there was need for expansion of the study to boarding schools within and outside the county so as to generalize the results. Nonetheless, this study's findings may contribute in improving the CRE subject, revealing the methods used in teaching CRE subject, the materials needed in teaching CRE and the necessary resources impactful in developing behaviour change in Schools.

TABLE OF CONTENTS

DECLARATION	ii
COPYRIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	7
1.3 Objectives of the Study	8
1.3.1 General Objective.....	8
1.3.2 Specific Objectives of the Study	8
1.4 Research Questions	9
1.5 Justification of the Study.....	9
1.6. Limitation and Delimitations of the Study.....	10
1.7 Significance of the Study	11
1.8 Assumptions of the Study	11
1.9 Operational Definition of Key Terms	12
CHAPTER TWO LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Christian Religious Education in Kenya	13

2.3 CRE Subject Teaching Methods	20
2.4 CRE Teacher’s Attitudes.....	25
2.5 CRE Teaching Resources	27
2.6 Students Behavior Change	29
2.7 Theoretical and Conceptual Framework	30
2.7.1 Conceptual Framework	32
2.7.2 Operational Framework.....	34
CHAPTER THREE RESEARCH METHODOLOGY	35
3.1 Introduction	35
3.2 Research Design	35
3.4 Location of the study.....	36
3.5 Target Population	36
3.6 Sampling Techniques and Sample Size	37
3.6.1 Sampling Technique.....	37
3.6.2 Sample Size	37
3.6.3 Construction of Research Instruments	38
3.7 Pilot Study	38
3.7.1 Validity	38
3.7.2 Reliability	39
3.8 Data Collection Techniques	39
3.9 Logistical and Ethical Considerations.....	41
CHAPTER FOUR DATA PRESENTATION AND DISCUSSION OF THE FINDINGS	42
4.1 Introduction	42
4.2 Response Rate	42
4.3. Demographic Information	43

4.4 Effect of CRE Subject on Student Behavior Change in Day Secondary Schools.....	44
4.5 Impact of CRE Subject Teaching Methods on Students’ Behaviour Change.	51
4.6 Influence of CRE Teachers’ Attitude on Behaviour Change	59
4.7 Teaching Resources.....	62
4.8 Behavior Change	64
CHAPTER FIVE DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	76
5.1 Conclusions	76
5.2 Recommendations	78
5.3 Future Research.....	79
APPENDICES	86
Appendix I: References	86
Appendix II: Letter of Introduction.....	87
Appendix III: Questionnaire	87
Appendix IV: Research Licenses	105
Appendix V: Introduction Letter.....	106
Appendix VI: Ethical Clearance	107
Appendix VII: The Map of Study Area	109

LIST OF TABLES

Table 3.1 Target population Breakdown.....	36
Table 3.2 sample Breakdown.....	37
Table 3.3 pilot study	38
Table 4.1 Response Rate	43
Table 4.2 Demographic Characteristics.....	44
Table 4.3 CRE subject & student behaviour change	45
Table 4.4 Role played by CRE subject in the learner’s life.....	46
Table 4.5 Extent to which CRE content is designed to play a role in behavior change.....	47
Table 4.6 Teaching methods in CRE subject.....	49
Table 4.7 Role of CRE subject in addressing student behavior change in Schools.....	50
Table 4.8 Whether CRE subject teaching methods plays a role in behavior change... ..	52
Table 4.9 Opinion of teachers on CRE teaching methods on behaviour rchange.....	53
Table 4.10 Other methods of teaching CRE subject that help in behavior change.....	54
Table 4.11 Whether attitude of CRE subject teachers influence behavior change.....	59
Table 4.12 CRE teacher’s attitudes and its role in positive behaviour change.....	61
Table 4.13 Adequacy of teaching resources for CRE subject in the School.....	62
Table 4.14 Availability of CRE teaching content & role in changing learner behavior	63
Table 4.15 CRE subject students behave well and are motivated compared to others..	64
Table 4.16 CRE subject students have a better spiritual character compared to others.	66
Table 4.17 CRE subject students	66
Table 4.18 Improving teaching CRE subject to experience positive behavior change..	68
Table 4.19 Awareness of government guidelines and policies for behaviour change... ..	69
Table 4.20 Government and School’s policies	69
Table 4.21 How behavior change can be improved among students.....	71
Table 4.22 Chi-Square test.....	72
Table 4.23 Model Summary.....	73
Table 4.24 Results for ANOVA Analysis	73
Table 4.25 Coefficients.....	74

LIST OF FIGURES

Figure 1: Conceptual Framework.....	33
Figure 2: Operational Framework.....	34
Figure 3: Behavior Change	65

ABBREVIATIONS AND ACRONYMS

CRE:	Christian Religious Education
GoK:	Government of Kenya
KeMU:	Kenya Methodist University
KCSE:	Kenya Certificate of Secondary Education
KICD:	Kenya Institute of Curriculum of Development
MCK:	Methodist Church in Kenya
NACOSTI:	National Commission of Science, Technology and Innovation
NCFRE:	National Curriculum Framework for Religious Education
RECEW:	Religious Education Council of England and Wales
RE:	Religious Education
SPSS:	Statistical Package for Social Science
US:	United States
UNDP:	United Nations Development Program
UN:	United Nations
UU-UNO:	Unitarian Universalist United Nations Office
UK:	United Kingdom

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Religion plays a great role in an individual's moral development throughout the history of mankind by impacting of values and beliefs. Christian Religious Education (CRE) was introduced into Kenya's School Curriculum since the inception of formal education with the sole responsibility of inculcating in each generation those forms of knowledge, skills, values and attitudes which society needs to prosper. Despite the teaching of CRE in schools, however, there has been little positive change in behaviour among the students.

CRE subject has attained abundant philosophical evidence from numerous leaders and intellectuals from all places of the world. The former head of Catholic Church, Pope Benedict XVI noted that CRE subject provided instruction in Christian doctrine, faith and moral example in a School or College (O'Keefe, 2013). The Pope further added that it was the philosophy of a certain religion by its example that formed a specific nation through its customs, beliefs, doctrines, rites, and individual roles. In his preaching, he advised the young to keep away from all forms of radicalization, community and international conflicts, violence, discrimination, social injustice among other vices. The state of religious education of a country explains further the future of the nation; through the values taught. In western and secular culture, religious education suggests a different means of education which is largely isolated from academia, and which largely regards belief as important norm and operating modality (Owoyele & Toyobo, 2015).

In the United States (US), CRE subject has been provided in "Sunday School" where they refer it as a programme and allocate specific time for it - known as "the Hebrew School", or the Catechism Programs. It was communicated to the children and their families, including in the places of worship and done in a normal church service or during special time of the week. Most of the families believed in religious education and that is why they sent their children to private schools which were sponsored by a religious body or associated with a specific congregation (Jackson, 2013). This has been supported by most parents or families in US.

The government of UK believed that Christian education subject had a great role in shaping the nation, where, the pupils and students were made aware of peace keeping, behavioural development and community development (Government of UK, 2015). The main challenge of the subject was that its introduction was not in stages. The Council of England and Wales (RECEW) suggested a committee to help in review which was later assigned the directive to pinpoint the challenges and solutions to the problem cited. The study showed that there were no framework used during the subject delivery. In that regard, the RECEW published a paper in October 2013, presenting the analysis of the challenges and the context fronting CRE. The document was given over to the then education secretary of the state, Michael Gove. He applauded the framework "as a national benchmark paper for use by all RE users who included religious leaders and teachers (Government of UK, 2013).

In China, CRE subject had been banned except in the licensed schools and colleges like for example the Theology ones. Most of these colleges were supported by the

government and their numbers were small due to limited enrolments and budgets. In other cases, religious education subject happened in planned sessions in private homes. Religious instructors taught on weekly or monthly basis (Moore, 2007).

In Africa, CRE subject was outlined way back even before the coming of the Christian missionaries who deemed Africans as being uncivilized and heathens. Religion was an effective element with strong traditional backgrounds that influenced the living of the people (Michael, 2002). Religious teachings in Africa has been a key vehicle of inculcating moral standards (Amugune, 2005). In Africa, indigenous ethnic religious traditions were as diverse. As in other numerous traditional African societies, religion and education were also intimate. Every ethnic community was required to have its particular spiritual beliefs and practices.

In Nigeria, Christian Religious subject has been one of the vital subjects in the country's education system after the missionaries introduced schools in the 19th century. The subject was intended to help people to get knowledge and be of help to the goals of the colonial trinity. Teachers' performance was associated with the implementation of CRE Studies in the country (Rose, 2013).

In Kenya, despite the consistency in teaching of CRE subject, learners' morals can be described as upended or in other words affected to the point of being upset or flurried. The general conduct of many young people in the broader society has continued to reflect unskillfulness in social interaction. Unreasonable conduct has evidently reigned the character traits of the young people in the society and this has been taken to dispute their acquired knowledge in CRE. That has signified that the teaching of critical

thinking through CRE in the Kenyan education system could be challenged (Rose, 2013).

A study done by (Maloko, 2014) indicated that in Kenya, secondary school students have completely lost their morals and the Ministry of Education may need to do a critical review on basic CRE that is taught from form one to form four. More studies reveal that the teaching of CRE subject in Kenya alleged a key position since the coming of first missionaries in 1846 that started the first School (Stanfield, 2015). The main work of the Christian missionaries was to convert Africans to Christianity. Missionaries used schools as a means of recruiting mostly the young to go to the church. They were given gifts and teachings during the sessions (Brenda, 2013).

In the 1990s, the Koech Report (Republic of Kenya, 1999) observed that when RE was introduced, the education system in Kenya became more popular among students. According to the report it was noted that CRE subject students performed very well in their examination. The commission however, supported the report of teaching and learning of CRE subjects in all schools in Kenya. According to the report, CRE subject was considered by various religious organizations as not just another academic subject, but it was expected to impact on behavioural change among learners.

Thus, since CRE subject was introduced in secondary school curriculum in Kenya, its aims have only been partially accomplished. In Meru County schools for instance, some of the teachers of CRE subject measure the attainment of CRE subject objectives by the grades obtained by learners in the national examination (MOE, 2016).

The study done by (Momanyi, 2015), demonstrated that many of the learners chose to take CRE subject for the Kenya Certificate of Secondary Education (KCSE) as a booster in their performance. The study further, showed that majority of the students who had a positive attitude concerning CRE subject were not ready to continue with it in case they qualified for university education. The findings also showed that most of the CRE subject teachers were found to be discouraged as they did not get recognition from the national and county governments when compared to their counterparts in languages, mathematics and science. The study concluded that teachers blamed the government for undermining the implementation of CRE subject by failing to motivate and recognize them.

Various studies on CRE subject have been done but none has focused on the role of CRE subject in behaviour change. Therefore, this study provides information on the research questions concerning the effects of CRE subject, teaching methods, CRE subject teachers' attitudes and CRE subject teaching resources on the behaviour change of Day Secondary School Students.

In Kenya, there are three main religious traditions which have been adopted and have been described to have significant influence on the education system in the country and may contribute positively on behaviour change of the students. As identified by Bastide (2017), these traditions include: native ethnic religious traditions, alien ethnic religious traditions and overseas extended religious traditions.

Historically the teaching of CRE can be accredited to the arrival of Christianity which became the predominant missionary religion in Kenya. It was first introduced to Kenya

through Portuguese traders in the early sixteenth century. Despite their stay at the coast for nearly three centuries, their missionary efforts were not successful (Ochieng, 2017). The second phase of missionaries came towards the end of the first half of the Nineteenth Century following the arrival of Ludwig Krapf and Johann Rebmann, both of the Church Missionary Society (CMS) (Sifuna, 2015). The main reason of the two Christian missionaries coming was to evangelize the region. However, they came to realize that this was not possible without teaching how to read and write. They therefore set up schools which they used as vehicles for evangelization and spreading Western civilization (Ochieng, 2017). This was the beginning of Christianity and formal education in Kenya.

Christian Religious Education was known by different names and became one of the key subjects in School Curriculum. To ensure its success in achieving the intended objective of evangelization, CRE was taught by identified persons who had good morals and were practising Christians (Ochieng, 2017). Before and after the immediate post-independence years, Christian education was known by different names such as Religious Instruction (RI), Bible Knowledge (BK), Bible Study (BS) and Divinity among others (Chee & Leong-Yong, 2018). It was provided by two major Christian denominations in Kenya, namely Protestant and Catholic groups. The Protestant groups comprised of the: Anglican Church; Church of God; Seventh Day Adventist (SDA); Friends Mission; African Inland Church and Presbyterian Church. Some of the Catholic Missionaries were: Holy Ghost Fathers, Consolata Missionaries and Mary Hill Fathers (Ochieng, 2017).

CRE has been a subject of significance to the Kenyan education system. Potentially giving directions towards positive behaviour change in students. However, Successive syllabus changes have sought to move CRE subject away from divisive to something more inclusive ((Owoyele,2015). The hypothetical inclusiveness, however, is superficial, despite the Secondary Syllabus' general objective being to help learners develop awareness of their negative attitudes and promote behavior change. However, in training, these things have not been done and numerous Kenyan studies reveal that school leavers exit the system with none of those critical thinking skills that CRE subject claims to promote, and no ability to make considerable moral choices or internalize socially-acceptable behavior (Chee & Leong-Yong, 2018).

1.2 Statement of the Problem

The Ministry of Education through the Kenya Institute of Curriculum Development has put a lot of effort in the implementation of CRE subject. However, it has been observed that the goals of CRE subject towards changing the students' behaviour have not been achieved 100%. The academic aspect of religious education seems to be more amplified at the expense of moral and spiritual training which is one of the goals of teaching CRE. Student behaviour appear to remain uninfluenced by CRE. This is evidenced by rising numbers of school strikes and protests resulting in destruction of schools property, use of substance of abuse has also been on increase also contributing to the rise of indiscipline

Some studies on the role of CRE subject on student behaviour in schools have indicated that seventeen percent of the secondary schools in Central Kenya caused strikes in the year 1986 and 1991(Nasibi 2013). In 2008 the rate rose again from 13% to 26.8%. Learners' behaviour has continued to be a major fear to schools' management who may have been affected. Since 1999, juvenile delinquency has been quite alarming and quite a worrying trend in Meru county schools (Francis, 2011).

This study therefore sought to examine the importance attached to CRE in terms of its contribution towards the achievement of spiritual formation and positive behaviour change in students. The study hopes to fill the knowledge gap by investigating the role of CRE subject in Students' behaviour change in Day Secondary Schools in the sence that no other study of this nature has been done in this area.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to explore the effect of Christian Religious Education Subject on behaviour change in Day Secondary Schools in North Imenti, Meru County.

1.3.2 Specific Objectives of the Study

1. To examine the importance of CRE subject on student behavior change in Day Secondary Schools in North Imenti, Meru County.

2. To assess to what extent does CRE subject teaching methods impacts on students' behavior change in Day Secondary Schools in North Imenti Meru County.
3. To investigate the extent to which the attitude of CRE subject teachers influences behaviour change among students in Day Secondary Schools in North Imenti, Meru County.
4. To examine the relationship of CRE subject teaching resources and student behaviour change in Day Secondary Schools in North Imenti, Meru County.

1.4 Research Questions

1. What is the importance of CRE subject on behaviour change of Day Secondary School students in North Imenti, Meru County?
2. To what extent does CRE subject teaching methods impact on students' behavior change in Day Secondary Schools in North Imenti, Meru County?
3. To what extent does the attitude of CRE subject teachers' influence behaviour change among students in Day Secondary Schools in North Imenti, Meru County?
4. What is the relationship of CRE subject teaching resources and student behaviour change in Day Secondary Schools in North Imenti, Meru County?

1.5 Justification of the Study

The study's findings offer insights to CRE subject planners and designers into the role and status of CRE teaching in secondary schools in Meru and the role played by the subject in the spiritual and academic formation of the students towards behaviour

change. It may be vital to the administration of the organizations, government ministries such as the Ministry of Education (MOE) in their proposal to deal with behaviour change in schools and increase the standards of education. It helps the government through Kenya Institute of Curriculum Development (KICD) in developing a subject that will be used to progress the capacity of all the administrators, teachers, and the students in managing behaviour change in secondary schools. It proposes solutions to other learning institutions in Kenya prone to cases of misbehaviour.

The study results provide CRE subject teachers with an opportunity to review their methodologies of teaching CRE subject in regard to the curriculum implementation and behaviour change as well as guide and caution students against bad behaviours. The study provides a literature review to be used by future researchers in the field of CRE subject in secondary schools and other institutes of learning.

1.6. Limitation and Delimitations of the Study

Though there was good effort in the literature to determine the effect of CRE subject on behaviour change especially in Africa in general and Kenya in particular, the review of literature on the subject pointed out a global perspective as much as possible.

This study only focused on the effect of CRE subject on behaviour change. The researcher confined himself to the sub-County, since carrying out research outside the County demanded more finances. Thus in essence the study is limited in the generalization of the results. The study covered the influence of CRE subject, teaching methods, teachers' attitudes and CRE subject teaching resources in relation to behavior change. Thus the other variable attributed to behaviour change were not manipulated.

1.7 Significance of the Study

The findings of the study offered insights to curriculum planners and developers towards improved CRE teaching in secondary schools in Kenya. The results are also an acknowledgment of the role played by the subject in the spiritual and academic formation of the students towards behavior change. It is also important to management of organizations and Government ministries, especially the Ministry of Education, Science and Technology in their bid to deal with behavior in schools and improve the quality of education standards in the Country. The Kenya Institute of Curriculum Development can develop a curriculum to be used to enhance the capacity of the administrators, teachers and the students in handling negative behavior in Schools. The study proposed solutions that can be generalized to other learning institutions in Kenya prone to cases of misbehaviour. The study results provided CRE teachers with an opportunity to review their methodologies of teaching CRE in regard to curriculum implementation and behaviour change. The teachers may use the recommendations of the study to guide and caution students against bad behaviours.

1.8 Assumptions of the Study

The study assumed that there would be cooperation during the data collection from the school administration and teachers. The information obtained was reliable and it was used to determine the influence of CRE on student behavior. Lastly, it was assumed that the CRE teachers used the approved CRE Curriculum by the Ministry of education in Kenya.

1.9 Operational Definition of Key Terms

Attitudes: The learned tendency of behavior in day secondary school students.

Assess: Evaluating a variable through asked questions in the questionnaires.

Behavior: Refers to the way a learner conducts himself and herself.

Behavior change: Refers to the transformation of a student conduct from one way to another.

Christian Religious Education: a subject that is offered in schools which reflects Christian teachings.

Curriculum: Refers to the CRE guideline of what learners should be taught in Secondary School.

CRE Teaching Methods: refers to classroom activities lead by the CRE teachers during CRE lessons.

Discipline: System of rules and behavioural approaches in the regulation of student behaviours in schools.

Examine: To study a variable through asking questions in questionnaires.

Morals: Refers to the principles the schools regard as right in behavioural guidance.

Subject: Refers to a religious unit taken in secondary school in the arts category

Syllabus: Refers to the outline of the CRE course used in secondary school with regards to course objectives and expectations.

Performance: These are the grades a student has attained in course of school life.

Social violence: Act of violence that is concerned with acting against societal expectations and interferes with set standards.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section reviewed religious education and the role of Christian religious education subject in behavior change. It outlined the theoretical framework, research gaps, and conceptual frameworks.

2.2 Christian Religious Education in Kenya

The Christian Religious Education subject covered three key parts: The Bible (both Old & New Testaments), African religious culture and modern Christian living (Moore, 2018). The CRE subject's purpose is creating awareness in the learner's life and forging a connection with God. The style accepted for the study of these inclusive areas was thematic. This approach needed learning situations which connect the learner together with the teacher when someone wishes to critically analyse, evaluate situations, make judgments and determine the implications of the matters raised. The study of the subject was progressive in that it commenced with the establishment of the universe, the fall of man, the promise of salvation and its fulfilments in Jesus Christ (NIV, Bible).

The Kenya Institute of Curriculum Development (KICD) is a proven body which has played a significant role in CRE subject expansion (GoK, 2017). The Kenya Institute of Curriculum Development (2015) contended that CRE subject should target the inculcation of faith to the minds of the learners both in the current and future generation.

In case of the morals and spirituality of an individual soul, there should be an effective system put in place for the students to cover all that is necessary. The goals in the subject aim at the acquisition of knowledge, the combination of knowledge and work, faith and morality and the practical application of theory in life. The present study revealed that majority of the learners study CRE subject for academic success only at the cost of spiritual formation.

The aim of CRE subject was therefore, to impart the student or the pupil with the mental and spiritual capacity for devotion to the Almighty God, the base of all knowledge. In any country, CRE subject has been a description of what is right, outstanding and just. The Koech report observed that CRE subject had been considered by the church as important aspect of moral formation and not just another academic subject, therefore it is expected to influence behavioural change among the learners. As both an educational and spiritual subject, CRE subject was important for the moral development and deepening of personal religious commitment in the Christian belief. In that respect, the present study evaluated the role of secondary school Christian religious education subject in behavior change (Koech, 2014).

Historically, there has always been a close link between religion and education. For example, Roman education was rooted in the ideals of the Roman people. It endeavoured to shape the youth in such a way that they were able to fit in the Roman society (Shiundu & Omulando, 2014). In traditional African communities, initiation ceremonies like the removal of some teeth, tattooing, rituals, beliefs, habits and practices were both religious and educative in nature. For example, during initiation,

blood was left to flow into the soil which was believed to unite the initiate with the ancestors. The pain an initiate experienced during the initiation ceremony and the subsequent instructions during the seclusion period after the initiation were to instil, in the prospective adult, the virtue of endurance during times of hardship while the instructions were to prepare him/her for adult life. Regarding the Kenyan situation, Sifuna (2015) informed that although indigenous education in Kenya varied from one community to another, the goals were almost the same. Indigenous African Education was for living. It was concerned with the systematic socialization of the young generation into norms, beliefs, collective opinions of the wider society, practical skills and the acquisition of knowledge which was useful to the individual and the society as a whole. Sifuna's (2015) description of the role of Indigenous African Education had a lot of religious connotations and thus why religion and education could not be separated.

The description was a reflection of Mbiti (2019) who, in his book *African Religions and Philosophy*, expresses the difficulty in trying to define religion in the African context. He said: A man carries his religion everywhere: to the fields when planting seeds; into a funeral ceremony; into a beer party; and if he [she] is a student, into the examination room; or into the House of Parliament. Religion, therefore, indicates total view of life and separation would mean overlooking the dynamics of life. Thus in the African context, religion was defined as a way of looking at life.

Many countries were trying to maintain religious ideals under the umbrella of what was known as Religious Education (RE). For example, Bastide (2017) observed that when the Butler Education Act of 1944 made Religious Instruction compulsory in all state-

funded schools in Britain, it was only making mandatory what was a universal practice. The Education Act was re-addressed by the Education Reform Act of 1988 which changed RE to CRE to make it an inclusive subject of most religious faiths in Britain and, at the same time, enable learners to eventually make personal decisions on the faith they would have liked to belong to. According to the act, the National Curriculum would consist of RE and foundation subjects (English, Mathematics, Science, Technology, History, Geography, Music, Art and Physical Education).

The content of CRE consisted of the study of different religions, religious leaders, other religions and moral themes. It was paramount for the studies to investigate whether CRE as a subject was required to reflect the predominant place of Christianity in religious life and hence Christianity forming most of the CRE content. It was observed that the components of CRE subject ought to be studied in detail by both students and the teachers. School policies regarding teaching CRE should be highly prioritised. Ochieng, (2018) observed that all schools were required by their sponsors to provide a daily act of collective worship of which at least 51% was required to be Christian in basis over the course of the academic year (<http://www.opsi.gov.uk/acts/ukga>). The question was, how were the government and school policies affecting CRE subject and to what extent the impact of these policies on CRE subject affected behaviour change. CRE was treated as a unique subject because it was accorded a special status in the basic Kenyan National Curriculum. Though CRE has been given equal standing with the core subjects of the curriculum (English, Mathematics and Science), there were questions as to whether education policy should capture CRE subject to impact on

behavior change. Religious Education has been viewed as one of the means to restore moral and social order in the society. For example, after a lengthy description of the moral decay in Nigeria which is portrayed in rampant fraud, evidence of corruption in high and low places, bribery, stealing and robbery with violence, scandalous nepotism and political patronage and abuse of power, excessive materialism and general indiscipline, Iheomia (2015) concludes by saying: in the final analysis, what matters most to a nation's well-being was its spiritual and moral health. Everything else which a nation strived for depended on it, whether it was national integration, political stability, economic development or educational, scientific and technological progress.

Nigeria has been a nation morally and spiritually sick. A basic aim of moral education in Nigeria schools was to restore sanity to the nation's way of life through the entrenchment in peoples' psyche such values as honesty, discipline, respect and concern for others, justice and devotion to duty. If formal and direct moral education were to become a regular feature in the curriculum at all levels of educational institutions, it could enable schools, colleges and universities contribute significantly to the moral health of a nation.

In Kenya, the Report on Totally Integrated Quality Education and Training chaired by Koech (Republic of Kenya, 2014) devoted a whole chapter to discussing the secular, religious and ethical concerns of the society. The commission agreed with Mbiti (2008) by referring to religion as a way of life. It recommended that CRE continue to be taught and emphasized as part of the Basic Education Cycle and Teacher Training Curricula. According to the commission, CRE would contribute to the inculcation of religious,

social and ethical values to the youth. The programmes would be aimed at equipping the youth with the necessary tools for dealing with anti-social activities such as drug abuse, addiction, irresponsible sexual behaviour and indulgence in various cults that cherish anti-social activities such as devil worship. Incidentally, CRE has been one of the subjects that were axed from the secondary school curriculum in Kenya following the major recent changes in the school curriculum leaving RE with almost the exclusive responsibility of promoting moral development among the youth.

Formal education in Kenya is organized in a way that it just allows students to pass examinations and get certificates. The key purpose of any kind of education was intellectual growth and physical and spiritual advancement. Passing exams and getting certificates were just part of the education process (Gachathi Report, Republic of Kenya, 1976). The report continues to support CRE subject to be taught based on moral change. Teaching of CRE subject should be incorporated with an aim of enhancement of quality life. The two aims of the CRE subject were to make religious education more effective and relevant and also link CRE subject to the cultural background of the students. Therefore, the students' concerns were catered for in that aspect. With the introduction of the two syllabuses, a new phase of CRE subject in Kenya was realized (National curriculum handbook; Republic of Kenya, 2001).

The secondary school CRE subject established aimed at improving the spiritual and academic development of the learners. Most of its content was derived from the 8-4-4 curriculum which is currently being used but is under review to 2-6-3-3 system. That review was primed because there was a wide range of Christian topics that could be

offered in a CRE subject. Parents also recognized the importance of CRE subject in a class for the religious and moral training. As an academic subject, CRE was inadequate in scope concerning time distribution in the school timetable and therefore, could not exchange the entire content of religious and moral teachings offered in a CRE subject class (Craft, 2011). It should be assigned equal amount of teaching hours as the other art subjects (Ministry of Education Report, 2017).

A second probability was that the syllabus does not contain appropriate elements that enable students to obtain change in behavior. Emerging issues like radicalization, conflict resolution and dialogue were not well expressed in the teachings. The education system aims mainly to endorse morality and social justice through the inculcation of the accurate assertiveness required for training in both social and community responsibilities and duties among the youth (Republic of Kenya, 2016). The assumption has been that the teaching of Christian religious education was a serious component that empowered the school going person to obtain the above. In order to accomplish that, it was crucial that the government through the Ministry of Education ensured that academic practices were geared towards realizing that purpose of the subject. Students who learned and practiced CRE subject teachings were just critical minded persons and branded themselves with rational decisions based on individual and societal morality (Kingori, 2016). He expounded that a person who used common sense may perceive things differently. That was why in teaching CRE subject the learner must have been exposed to techniques that promote behavior change in Christian education (Kingori, 2016). The foundations of Christian Religious Education point out that the correction

must enable the learner to acquire serious thinking skills (Kenya Institute of Education, 2013). Thematic approach was adopted to enable effective learning of CRE subject. One of the objectives reflected was enabling the learners to get social, spiritual and moral insight to be able to creatively and critically think and make sound decisions in a society that was rapidly growing (KIE, 2012). Therefore, CRE subject was expected to give students spiritual, mental and social knowledge and skills.

The findings of the study also showed that students chose religious studies because they could score highly in the subject hence, attaining overall grades (Cochran, 2014). The study further showed that students did not want to study CRE subject because they thought they would get the knowledge from churches of worship. In the study the researcher was investigating the role of CRE subject in student behavior change. The status of CRE subject showed positive impact on people living together in harmony, reducing conflict and looking for resolutions; as well as an increase in student's mentorships, motivation and appreciation of good moral values.

2.3 CRE Subject Teaching Methods

Teaching has been an important part of the process of education, its special function being to impart knowledge and develop understanding and skill (Brown et al., 2014). Teaching and learning are opposite sides of the same coin; a lesson could not be learnt until it has been taught. Teaching could be thought of as a process that facilitates learning. One of the main objectives of the Secondary School 8-4-4 System in Kenya was to prepare students for self-reliance, training and further education. The Christian Religious Education curriculum was broad-based and built upon the concepts,

principles and skills established through the integrated relationship with other subjects and the learners' environment (Kenya Institute of Education [KIE], now Kenya Institute of Curriculum Development [KICD], 2019).

Christian Religious Education in secondary schools in Kenya occupies a key position in the 8-4-4 curriculum. It enabled the learner to integrate all subjects of the curriculum into a more mature view of self, their relationship with the environment, both physical and cultural, other people and God (KICD, 2019). One of the objectives of Christian Religious Education in Kenya was to help learners acquire social, spiritual and moral insights to help them make appropriate moral decisions in a rapidly changing society (KICD, 2019), yet observations of CRE students indicated that the objective was not being achieved. That could be attributed to the way the subject was taught. Like any other subject, CRE needs to be taught by use of audio-visual resources and the right methods for students to understand and for the subject to be relevant to their lives.

The Wangai Committee in the year 2001 was tasked with investigating student discipline and unrest in secondary schools and acknowledged that the decay in moral values and norms of the society to a great extent influenced behaviour and character of students. Despite acknowledging moral decay, the Wangai Committee (2001) never investigated whether or not CRE as a subject is achieving its intended purpose of inculcating moral values in learners. The Committee also never looked at an instructional approach of CRE that would help more effectively impart skills, knowledge and attitude to students which would help them during and after school life (Ochieng, 2018). In his studies, Ochieng further showed that the method used by the

teacher in class has an impact on behavior change. The gap created was that he did not show the extent to which teaching methods of CRE impacted on behavior change. The findings of his study indicated that development of modern technology was a key issue on teachers in teaching of CRE and teachers no longer had to rely solely on mere lectures to deliver their teaching content. There were a great variety of materials that could be used to make meaning more vivid and more interesting. These materials were often referred to as instructional aids; devices used to supplement or complement the teachers' task. The findings also indicated that just like any other subject, CRE content was made clearer, more interesting and relevant if audio-visual media were used in teaching. The subject of concern from the study was how these methods of teaching impacted on behavior change.

More of what was learnt was retained when audio-visual media was used during teaching. If CRE was taught by use of audio-visual media, the students could understand and retain more of what they learnt and that could likely have a positive moral impact in their lives (Ofoegbu, 2014). Based on research done in 1969 by Chiba Prefectural Education Centre in Japan, the Bishop observed that there were considerable educational advantages with the application of educational technology in lower secondary schools. If CRE was taught by use of modern technology, students could gain more than when taught by verbal communication only.

The findings were supported by UNESCO where the report indicated that nowadays, many countries around US, Asia, Europe and some African countries use some form of technological media in education to enhance learning (UNESCO, 2017). In Kenya,

however, few schools use technology in education. The report further indicated that where the student was the centre of attention, technology was a catalyst for educational change. Its absence would make a significant difference to the educational process because technology was an integral part of a well-thought-out system not merely a teacher's aid. According to UNESCO (2015), failure to use modern communication media within the educational system as tools of instruction was intimately related to the lack of recognition of communication outside the system. The report proposed that studies to be conducted to find out whether ignoring communication media fits into the tendency of preparing students for the world of the past rather than for the capacity to live with and to dominate the future. The current study was to seek out whether audio-visual aids currently have a place in education hence contributing towards behaviour change of the student.

In practice, CRE is one of the least visual subjects on the timetable and many excellent discussion lessons in Religious Education are possible without the use of any visual aids. Nevertheless, teachers must be creative to devise visual aids to help learners in conceptualizing concepts rendered through the lecture method and discussions (Kutto, 2013). He showed that CRE Teachers agreed that Kenya Film Corporation provided useful films that could be used to teach CRE. The study also pointed out that teachers are informed that Christian Churches Educational Association (CCEA) and the Kenya Catholic Secretariat have good catalogues that could be used for teaching CRE. Similarly, the Keswick Bookshop, the Catholic Bookshop in Nairobi and all the Catholic Diocesan Bookshops in Kenya sold a variety of CRE teaching aids, slides,

filmstrips and posters. These audio-visual resources could enhance the understanding of CRE content and make teaching and learning effective and relevant to the lives of learners (Kutto, 2013).

Instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that could be sought (Achola, et al., 2016). The quality of teaching of CRE in secondary schools in Kenya was thus partly determined by the instructional resources available. Time has been a resource that greatly influences the planning of instruction. Because there has never been enough time to instruct pupils on all important concepts and skills in a subject area, teachers must carefully match their instructional time against the instructional objectives. Each teacher's decision about what content to stress or omit was based upon instructional time available as well as their personal preferences regarding topics and methods of instruction. A number of studies have shown that a large part of the students' learning time and a large part of teachers' instructional time focuses on textbook use (Groenewegen, 2014).

Of all materials of instruction, textbooks have the most influence on teaching content and method. For many teachers it has been the 'be all and end all' of their instructional life. That was unfortunate because the textbook should be just one of the teaching tools. It was not supposed to be revered as the ultimate word (Oberg, 2017). Educational technology has expanded to include teaching machines and computers. These machines present teaching-learning programmes to students. Computer Assisted Instruction has been the most popular term used to describe the use of computers for instructional purposes. Computer Assisted Instruction could be purchased in form of diskettes,

cassettes & tapes and used for teaching and learning. CRE should be taught by use of Computer Assisted Instruction to make it achieve its objectives (Oberg, 2017).

In concurring with the assertion that CRE is in practice one of the least visual subjects on the timetable, Groenewegen (2014) observed that one of the reasons CRE lessons tend to be boring was that teachers made almost exclusive use of one communication channel, namely the auditory channel or speech and hearing. Nevertheless, the strength of audio-visual resources lies in the fact that they could present the closest thing to a real life experience. Therefore, the use of audio-visual aids in teaching could help make concepts more real to students and more applicable in their lives (Groenewegen, 2014). Though teachers could have the competence and positive attitudes, without sufficient resources, their efforts come to naught. That assertion was in line with the views of the German agency for technical cooperation (GTZ) report (2014) which noted that it was essential for teachers to be provided with the required materials early enough to facilitate good learning (Achola et al., 2016).

2.4 CRE Teacher's Attitudes

Teachers play a big role in the behavior change of students. A good teacher should be bright, with a superior command of the subject teaching and able to comprehend the development of a child (Diana, 2014). In a research done by Kutto (2013) on the challenges facing the teaching of CRE subject in Eldoret Municipality, it was found out that teachers and learner's negative behavior had an effect on the implementation of the CRE subject. These findings were supported by Ndarwa (2007), who found out that those stakeholders who have negative attitude influence the students in making the

wrong decisions especially when it comes to selection of subjects which could also generally affect their career progress. He further found out that moral degradation has increased due to negative attitudes by other agents like social media which psychosocially influences the life of students. This accentuates the need for parents, teachers and other stakeholders to have a positive attitude to be able to give students the morale of doing well in life.

Teachers had a role to play and they shared a stake in the moral transmissions of the students. They were the role models of the students and that should be seen practically happening (Buchner, 2017). The role modelling does not only come from teachers but also the parents. Teachers have exemplified negative attitudes towards giving content wholeheartedly due to poor salaries and allowances given to them. That has also lowered their morale in teaching and providing an environment for encouraging moral values. CRE being a key subject towards behavior change was avoided by students since they did not have adequate teachers with positive minds to guide them. This also showed that some CRE teachers did not even enjoy teaching it (Wekesa and Ongunya, 2016). His study recommended that innovation in the curriculum should be embedded towards creating a positive change which can be done by volunteers and not necessarily the government. The study recommended further studies on the extent the attitude of the teachers determined the effective implementation of the CRE subject.

In conclusion, CRE subject teachers should have objectives that are specific. A CRE subject teacher should always work effectively targeting to achieve both knowledge and attitudes for better objectives. Teachers' attitudes towards students create a suitable

environment that encourages development of moral and religious values (KIE, 2016). The study therefore was seeking to find out the extent to which attitude impacted on the behaviour change of the learner.

2.5 CRE Teaching Resources

Teaching resources or Teaching Aids were essential in making learning effective and meaningful to learners. Students learn best by making use of various means, like posters, charts, sketches, comics, radio and films among others. Keeping learners active through the use of different types of media makes learners understand the lesson better (Mujahid, 2007). Teachers have been encouraged to use teaching-learning resources not for mere illustrations, but for interactions, discussion and discovery.

A study on factors affecting students learning and home science in primary schools in Westlands in Kenya showed that learning resources warrant actual communication to the learners. Resources also increased the learner's motivation and concentration in classes (Munene, 2014). A CRE instructor needed to select the most appropriate teaching and learning resources to reinforce the lesson objective in school and achieve positive behavior change in the students (KIE, 2019).

In Kenya teaching resources were classified into three groups. Namely: resource persons, print media and electronic media. These resources were used in different levels of a lesson (Munene, 2014). A teacher could use a chart on the qualities of a good leader at the introductory stage of a lesson (KIE, 2006). Teaching learning materials included magazines, textbooks, newspapers and reference books, among others, while non-reading materials included audio-visual teaching aids such as films, tapes, radio

and charts among others (Munene, 2014). KIE (2019) on the other hand, notes that teachers' work mainly consisted of communicating experiences by sound and sight, adding that sound learning was limited because it consisted mainly of the spoken word which could eventually lead to verbalism or parrot learning. Munene's study indicated that learning by sight could make use of a much wider range of teaching aids than hearing, such as pictures, charts, films and models. He maintained that it was proved by many studies that when properly used, visual methods result in more effective learning than sound alone. Things heard must first be changed into visual impression before understanding and remembrance.

Teaching resources should comprise of both real objects of teaching and learning process (Groenewegen, 2015). Education should be associated with daily life experiences since it introduces learners to a great many visual experiences which the teacher could use for teaching (Farrant, 2011). For example, a visit to a marriage ceremony or a crusade would introduce the learners to various moral values being taught.

Learners must be given a chance to visit and collect information from individuals. These include traditional rulers, lawyers, clergy men and women, educators and those in business who have contributed to the moral upbringing of their society (Adeyemi (2014). Models and specimens have a distinct appeal to children and attracted their close attention better than a chart (Farrant, 2017). He argues that a three dimensional character gives a better concept of reality than two dimensional pictures. Teachers gave thought to anything that is likely to help learners especially the teaching aids. However,

it was noted with regret that teachers do not use teaching aids after they leave training colleges. Although teaching and learning resources have been useful in the teaching of CRE subject, it reflected that most schools did not have adequate resources. Schools did not have adequate resources in the teaching of CRE subject, which affected their performance in the national examinations (Daniel, 2013). The scholar recommended that the requisite quality and quantity of CRE subject learning resources be provided in schools. The reviewed literature on resources did however not show the extent to which they interfered with behavior change.

2.6 Students Behavior Change

Monitoring student behavior to dissuade deviance was key to creating a safe school environment. However, mere monitoring of students on school grounds did little to encourage compliance with community values while not on campus. Students who were not taught the basic values appreciated by society had little chance to learn them, especially if they lived in a toxic home environment. Values such as honesty, integrity, respect for others and loyalty form the foundation of a person's character and encouraged citizenship. These moral and ethical principles should be taught to students early in their academic career and reinforced whenever possible. Through the use of a class observation form record, student behaviour can be monitored at regular intervals using momentary time sampling; AE includes reading aloud, answering an academic question, asking an academic question, writing in response to teacher request, and silent reading (eye movements indicate student is scanning text). Teacher Rating Scale (TRS) has been a comprehensive measure of a student's behavior (both normal and

problematic) and adaptive functioning in the school setting. It has a form for each of 3 age levels: preschool (ages 2½–5), child (ages 6–11), and adolescent (ages 12–18). The TRS has descriptors of behavior that are rated by the teacher on a 4-point response scale of frequency, ranging from “Never” to “Almost Always.” The TRS requires about 10 to 20 minutes for completion. The TRS provides an assessment of clinical problems in the domains of externalizing problems, internalizing problems and school problems; adaptive skills; and the behavior symptoms index. The behavior symptoms index provides an analysis of the child's overall level of problematic behavior. It was assumed that positive attitude of the student towards CRE tended to change to positive behavior. Positive attitude of the student was further supported by Kutto (2013) who studied on the challenges facing the teaching of CRE subject in Eldoret Municipality. It was found out that teachers’ and learners’ negative behaviour had an effect on the implementation of the CRE subject. It was hoped that through good mentorship and motivation, it could promote togetherness in harmony and reduce conflict and increase acts of doing good. This study seek to identify the behaviour change of students. The findings of this study showed that CRE played a big role in shaping the behaviour of the students positively.

2.7 Theoretical and Conceptual Framework

The study adopted Curriculum theory which was first proposed by John Bobbitt’s in 1918. Later, Elliot W. Eisner (1967) explained that Curriculum theory (CT) which he stated that it was an academic discipline devoted to examining and shaping educational curricula. He argued that there were many interpretations of CT, being as narrow as the dynamics of the learning process of one child in a classroom to the lifelong learning

path an individual takes. That was motivated by the CRE subject or the teachers or even students themselves. That was an educational discipline devoted to the investigation and shaping of educational curricula. CT could be advanced from the informative, logical, emotional and sociological disciplines (Pinar, 2004).

The Theory explains CRE subject values which were expressed in the subject contents and the teaching methods used in CRE subject. Curriculum theory has been basically concerned with individual values (Kliebard, 1989). The historical analysis of curriculum in a way was viewed in current educational curriculum and policy decisions as well as theorized in the curricula of the future (Wallin, 2011). Curriculum theory has been defined as the effort needed to understand syllabus as symbolic representation (Pinar, 2004). The book of John Bobbitt's by the title "Curricula" in 1918 took the industrial radical concepts of experimental and application to the classroom. He believed that CRE subject should directly and precisely prepare learners for tasks in the adult world. He also believed that human life evolved in the performance of specific activities and education that prepares for life is one that prepares adequately for those particular activities (Smith, 2000).

Curriculum theory has been used widely by several researchers to help in determining how CRE teaching materials and teaching methods influenced students behaviour change. The theory has been also used to determine the extent to which attitude of the teachers influence behaviour change.

The Theory helped in reviewing of social media, timely coverage of the subject, audio-visual, text reading, discussion, singing and dancing, question and answer, project work,

negative attitude, positive attitude, feedbacks, library, number of teachers, books, computers and the internet and how they influence living together in harmony, conflict resolution, increased mentorships and motivations and moral values. In summary, CRE subject, teaching methods, teachers' attitudes and teaching resources showed influence on behavior change. The findings showed that curriculum theory contributed to this study to a great extent.

2.7.1 Conceptual Framework

The independent variables included CRE subject, teaching methods, CRE subject teachers' attitude and teaching resources, while the dependent variable was behaviour change. Independent variables influence others. The dependent variable in the study was known as positive behavior change (good character) in the learner. That could not happen without intervening/Moderating variables such as government policy and components of the CRE curriculum. School policies for the teaching of CRE subject, operational guidelines and other supplementary support for the teaching of CRE subject with the purposeful intention of ensuring positive behavior change. A curriculum has five major components: (i) a framework of assumptions about the learner and the society such as learners' capacity and ability, aptitudes and potential for learning, motivation, needs, interests and values as well as society's orientation to nurturing or using the individual gainfully. (ii) Aims and objectives (i.e., why education should be provided and towards what direction. (iii) Content or subject-matter with selection of what is to be taught and learnt, scope of the subject-matter and its sequence. (iv) Modes of transaction which deals with the process of teaching-learning including methodology

of teaching, learning experiences both within the institution and outside, learning environments, teachers' material as well as students' material and (v) Evaluation methods and techniques for students. CRE syllabus teaching methods, CRE teachers' attitudes and teaching resources were shown affecting student behavior.

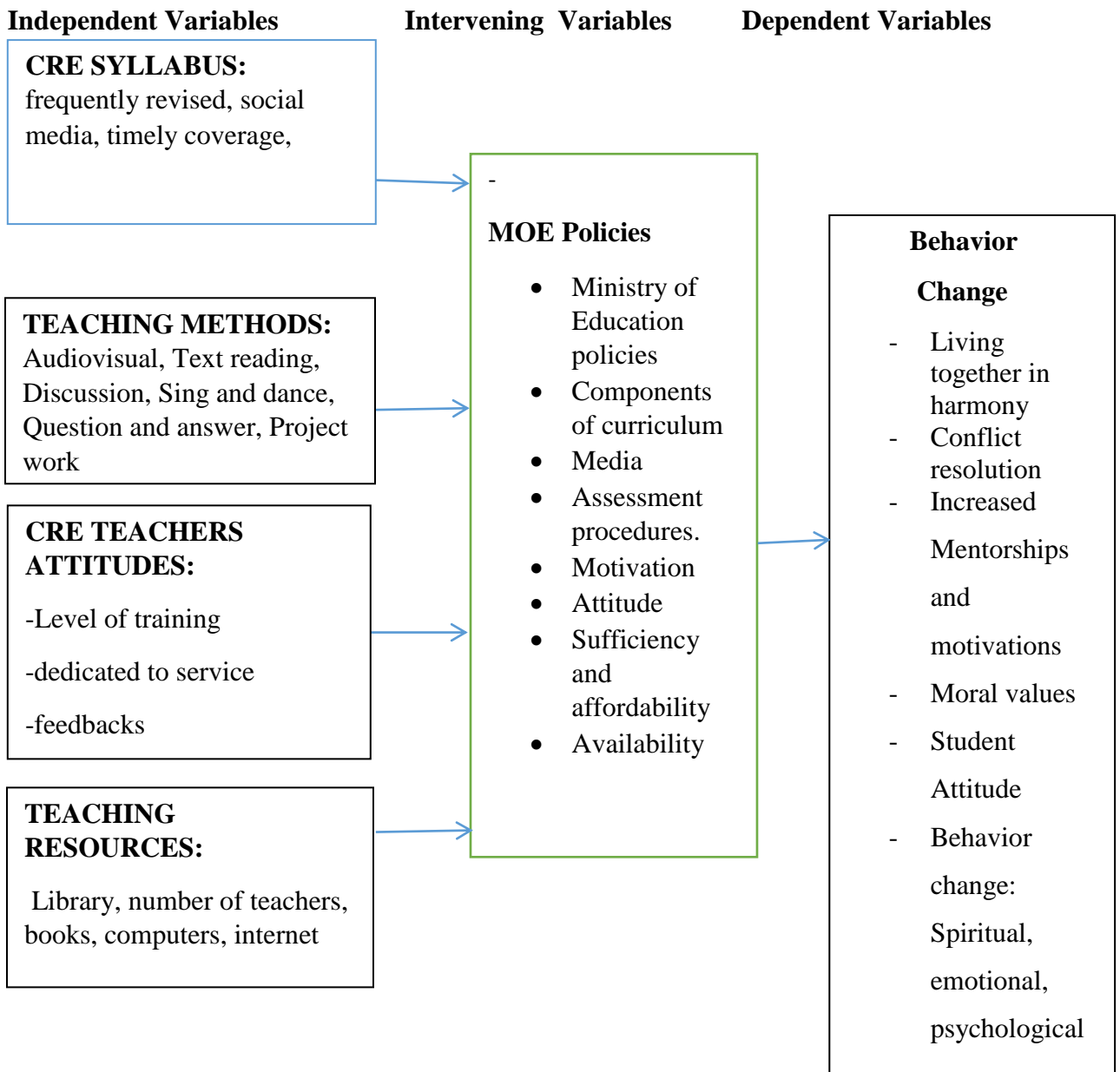


Figure 2.1 Independent Variables Intervening & Moderating Variables Dependent Variable

2.7.2 Operational Framework

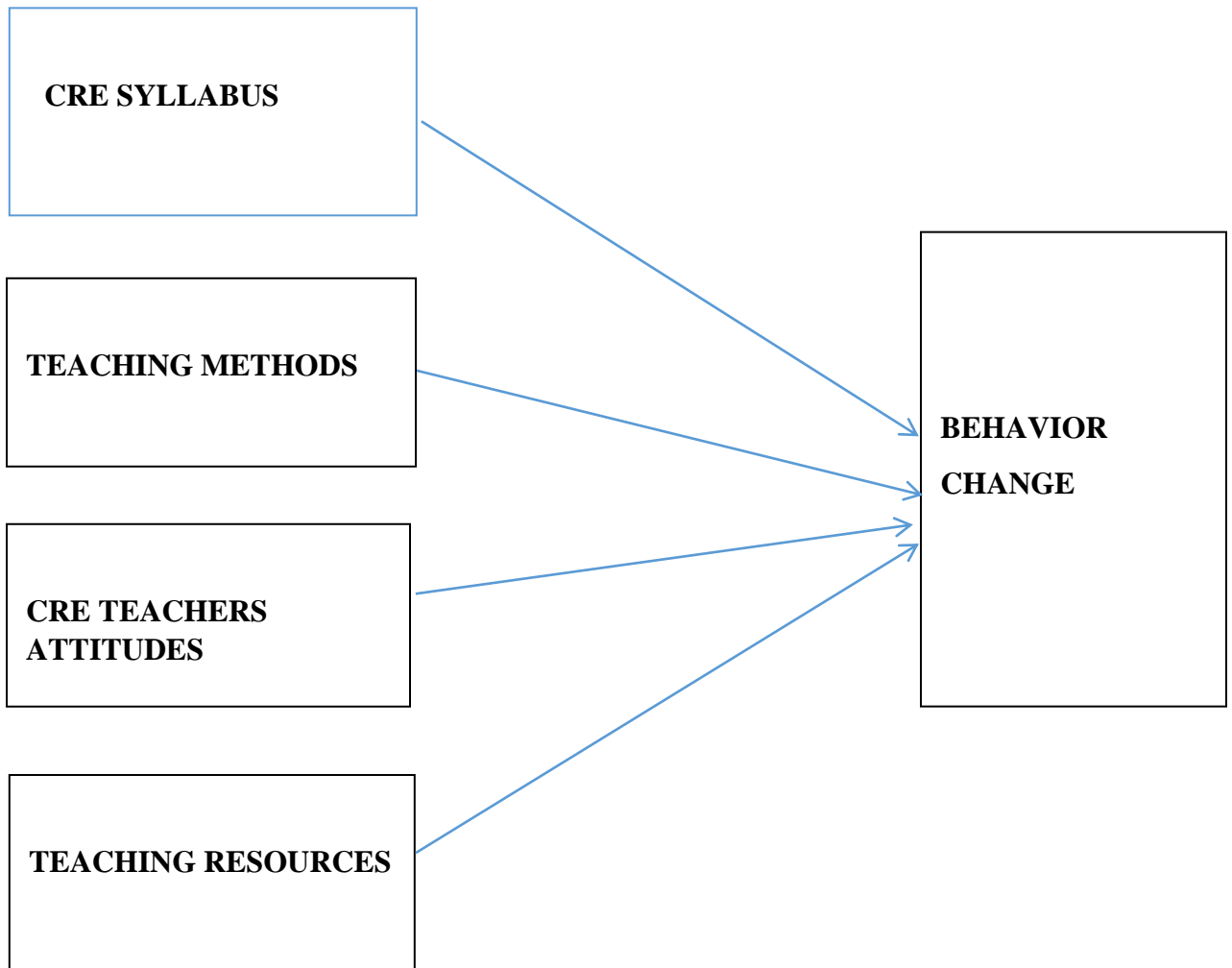


Figure 2.2 Operational Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter gave details regarding the procedures that were used in conducting the study for the project. It identified research design, location of the study, target population, sampling technique and sample size, sampling frame, validity and reliability, data collection and data analysis, as well as ethical issues observed during the study.

3.2 Research Design

Orodho (2010) defines research design as the scheme, outline or plan that is used to generate answers to research problems. According to Kothari (2004), it constitutes the blue print for the collection, measurements and analysis of data. The research design will be descriptive design. This design allows the researcher to collect information, summarize it, present it, and finally interpret the data that is obtained since this is appropriate.

The study embraced Cross-Sectional Descriptive study design. It aimed at unfolding the state of matters as they existed at that point in time. Descriptive study is where data collecting is done in order to answer questions concerning the current status of the subject (Gay, 2003). Cross-sectional descriptive study design is a technique of gathering data by questioning or administering questionnaires from some selected individuals (Orodho, 2009). A cross-sectional descriptive study design was suitable because it allowed the investigator to attain relevant and accurate data from the respondents.

3.3 Variables

The Independent variables of the study were: CRE subject, teaching methods, CRE subject teachers' attitudes and CRE teaching resources. The Dependent variable was behaviour change. Intervening & Moderating factors were MOE Policies.

3.4 Location of the study

The research was done in North Imenti sub-county in Meru County. Meru County is among the 47 counties in Republic of Kenya. It borders Isiolo County to its North, Tharaka Nithi to its south and Laikipia to its east. The location was chosen because of easy accessibility of the respondents by the researcher.

3.5 Target Population

This refers to the entire group the investigator focused on and the group from where the researcher drew conclusions from (Kothari, 2008). The target population for the study consisted of 720 respondents involving 72 CRE subject Teachers, 48 Heads of Religious Education and 600 form 1,2 and 3 CRE subject Students of Day Secondary Schools in Imenti North Sub County.

Table 3.1 Target population breakdown

Stratum	Observations
HOD CRE Department	48
CRE Teachers	72
CRE Students	
Form one	150
Form Two	150
Form Three	150
Form Four	150
Total	720

Source: Meru County Education Department, 2020.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Technique

The study adopted simple random sampling method that allowed every research participant in the population an equal chance of selection (Kothari, 2004). It also adopted stratified random sampling, a probability sampling technique which ensured the results were a true representation of the effect of Christian Religious Education subject on student behavior in the selected Day Secondary Schools in North Imenti Meru County. The county was divided into sub counties and then into schools and then schools into; teachers, heads of religious studies and students. The stratified sampling technique was grounded on the levels of responsibility of CRE subject teachers as shown in table 3.2. below.

Table 3.2 *Sample breakdown*

Stratum	Observations	Sample Size
HOD CRE Department	48	10
CRE Teachers	72	14
CRE Students	600	120
Total	720	144

Source: Meru County Education department

3.6.2 Sample Size

Target group for the research study was 72 CRE subject teachers of day secondary schools, 48 Heads of Religious Education and 600 CRE students in Imenti North Sub County. A sample size of 10-30% is sufficient to represent items in large populations (Mugenda, 2003). The study adopted 20%. The sample size was 10 HODs, 14 CRE

Subject Teachers and 120 form one, form two, form three and form four students totalling to 144 respondents.

3.6.3 Construction of Research Instruments

Data was collected using structured questionnaires. The questionnaire was based on opened headed question, closed headed question and likert scale. The questionnaire was prepared in accordance with the objective of the study and was divided into five sections. Section A of the questionnaire covered social demographic information, section B covered students approach, section C covered teacher's role, section D covered government support and section E covered environmental challenges of teaching CRE.

3.7 Pilot Study

It was imperative that the research instrument be fine-tuned before being piloted (Wiersma, 1999). Piloting was carried out in Tharaka Nithi County which involved two schools; 1 private day secondary school and 1 public day school and 1 teacher in each.

Table 3.3 Pilot study

School category	Students	Teachers	Total
Private school	1	1	2
Public school	1	1	2
Total	2	2	4

3.7.1 Validity

Validity denotes to whether a form measures what it reasons to measure (Eric, 2014).

Validity was described as the mark of congruence between explanations of the

phenomena and the truths of the world (McMillan & Schumacher, 2006). Validity could be tough to establish, demonstrating the validity of a developing measure has been very important in research (Bowling, 2014). The study used both construct validity and content validity. The questionnaire was separated into numerous segments. To safeguard each section data was assessed for every specific objective and ensured to be closely tied to the conceptual framework for the study.

3.7.2 Reliability

Test-retest reliability means a measure of reliability obtained by administering the same test twice over a period of time to a group of individuals. The scores from Time 1 and Time 2 was then correlated in order to evaluate the test for stability over time (Kombo, 2006). Test retest technique was used to measure reliability. Eight questions were given to the 5 respondents and after one month the same group of people were given the same questions. The two set of answers were taken and then analysed using Cronbach's alpha (Cronbach, 1971). After correlation between the first set of questions and the second questions, a value of 0.85 was obtained. Interpretation showed a Cronbach's coefficient value of 0.7 indicated the instrument was dependable; while < 0.7 means the collection instrument was not reliable. Hence the Cronbach's coefficient obtained was reliable.

3.8 Data Collection Techniques

The study employed a questionnaire to purposefully obtain first-hand information from CRE subject teachers, Head of department and students. A questionnaire includes questions given to respondents for the determination of data collection (Mugenda & Mugenda 2003). The tool was easy to use since it was respondent friendly and allowed

for easy data analysis. The study adopted the use of questionnaires by utilizing Google documents so as to make available the tool to the respondents without physical contact that is online/e-mail based questionnaires. In cases where the respondent was not online a physical copy was provided and picked back within 24 hours. The respondent was debriefed so as to self-administer questionnaire.

An introduction letter was sought from Kenya Methodist University authorities, which acted as an introduction to the respondents. Permission was sought from the National Council for Science and Technology (NACOSTI) to carry out the research. On receipt of the permit, the researcher proceeded to administer the questionnaires to CRE subject Teachers, Heads of department and Students. The investigator decided to do self-administered and collect the filled questionnaires so as to ensure maximum return rate.

After correcting the errors, the researcher formulated a coding scheme and the data was keyed into the computer for commencement of data analysis using Statistical Package for Social Sciences (SPSS version 23). Responses were arranged according to the research questions and objectives as qualitative data was explored. Quantitative data was obtained through evaluation of Percentages and frequency counts. When making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics (Bryman and Bell, 2003). The findings of the study were presented in bar charts, data frequency tables and percentages.

3.9 Logistical and Ethical Considerations

National Council of Science and Technology (NACOSTI) was consulted for Permission to undertake the study after clearance from the host department at Kenya Methodist University. The ethical and review committee was used to apply for a research permit from NACOSTI and director of Education Meru County office. The Head of departments, the CRE subject Teachers and Students were informed of the intended research by the researcher and the date for administering the questionnaires was arranged. The participants were asked to volunteer to participate in the study. Those who consented were allowed to participate and those who declined were not victimized. The questionnaire was not written the name of participant but only the unique number given. In the process of conducting the study, honesty was highly observed in reporting and the findings, whereby no manipulations or undue assumptions were practiced. The answers were treated with sureness to defend the privacy of the respondents. The research participants were assured the results would be used for academic purpose only.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The section dealt with the effect of CRE subject on behaviour change in Day Secondary Schools in North Imenti - Meru County. It covered data presentation, analysis, interpretation and findings which were created by the study. The data represented covered CRE syllabus, teaching methods, teachers' attitude and teaching resources and how they affect student behavior change.

The section relayed analysis and findings as set out in the research methodology and were presented showing the effects on student behavior change. The data was gathered exclusively from the semi-structured questionnaires and the research instrument constructed online. The findings were undertaken in frequency tables and discussions.

4.2 Response Rate

One hundred and twenty students, fourteen class teachers and ten CRE subject Heads of departments were targeted. A response rate of 50% should be adequate for analysis and reporting; a rate of 60% good and a response rate of 70% and over excellent (Mugenda & Mugenda, 2008). The study had 110 CRE students, 17 class teachers and 4 CRE subject HOD totalling to 131 respondents, who filled-in and returned the questionnaires making a response rate of 90.97%. Response rate obtained in the study was excellent for analysis & reporting. Table 4.1 shows the response rate.

Table 4.1 Response Rate

Target population	No	Target population	No
Students	120	Students	110
Class Teachers	14	Class Teachers	17
HOD	10	HOD	4
Total	240		131(90.97%)

4.3. Demographic Information

Table 4.2 - demographic characteristics: gender, age and categories of respondents. The majority 84(64.12%) were female while 47(35.88%) of the respondents were male. The age limit of the respondents focused by the study indicated that the majority were between 17-18 years 55(41.98%), below 14yrs 5(3.82%), 15-16yrs 42(32.06%), 19-20 years 8(6.11%) and above 21(16.03%). Respondents were categorized into teachers 21(16.3%) and students 110 (83.97%). Students were categorized in four main groups: form one, two, three and four. The results revealed that majority 74 (56.49%) of the respondents were in form 4, followed by form three 20(18.2%), 14(12.7%) form two and 2(1.8%) form one. On teachers working experience, majority 6 (28.6%) of the respondents had working experience of between 3-9 years while 3 (14.3%) was below 2 years. The study indicated that most of the teachers had completed an undergraduate course 18(85.7%), 2 had completed a master's program while 1 had completed diploma.

Table 4.2
Demographic Characteristics

Parameter	Indicators	Frequency	Percentages
Gender	Male	47	35.88
	Female	84	64.12
Age	15 -16 years	25	20.7
	17-18 years	60	49.6
	18-20years	36	29.8
	Above 21years	55	41.98
Main respondents categories	Teachers	21	16.03
	students	110	83.97
Students subcategories	Form one	2	1.8
	Form two	14	12.7
	Form three	20	18.2
	Form four	74	67.3
Work Experience of teachers	below 2yrs	3	14.3
	3-5years	6	28.6
	6-8 years	6	28.6
	9 years	6	28.6
Academic qualification	Diploma	1	4.8
	Degree	18	85.7
	Masters	2	9.5

4.4 Effect of CRE Subject on Student Behavior Change in Day Secondary Schools.

The researcher wanted to find out the effect of CRE subject on student behavior change in day secondary schools. An item was put in the questionnaire to find out whether the CRE subject has effects on student behavior change. It became apparent from Table 4.3 below that all 131(100%) of the respondents said CRE subject was designed to play a role in behavior change of a student. These findings are in line with the National curriculum handbook which explains that secondary school CRE subject was established aimed at improving spiritual as well as academic development of the learners.

Table 4.3
CRE Subject on Student Behavior Change

CRE subject	Frequency	Percent
Yes	131	100
Total	131	100.0

The data in Table 4.4 showed the role played by CRE subject in the learner’s life.

About 10 (7.63%) respondents said that CRE subject had contributed absolutely to the change of self and the society as a whole, about 15 (11.45%) noted it had helped students to gain understanding into the unfolding of God’s self-relation, while 10 (7.63%) respondents said students had known more about Jesus and have been strengthened. The findings further indicated that the chapter on faith and moral change was covered in form two. A section of 32 (24.43%) of the respondents indicated that the subject had also enabled the students to relate well with others. Nineteen (14.5%) of the respondents agreed that the subject enabled students to be focused; while 23 (17.56%) concurred with the fact that the subject helped in promoting international consciousness through the understanding of universal brotherhood and sisterhood. The opinion of the respondents verified that CRE subject contributed positively on their behavior change. The findings were supported by Chee & Leong-Yong (2018) who said that CRE subject claims to promote moral choices and the ability to make considered moral choices or internalize socially-acceptable behavior. The findings were also supported by Driessen (2011) who purports that outcomes-based education and the national curriculum with

regard to religion should be geared towards development of all dimensions including; cognitive, social, emotional, physical, spiritual and ethical dimensions of pupils.

Table 4.4
Role played by CRE subject in the learner's life

Items	Frequency	Percent
CRE subject contributes positively to the transformation of student and the society at large.	10	7.63
CRE subject helps learner to gain insight into understanding of God individually.	15	11.45
The students have known more about Jesus and it has strengthened their faith and they have changed morally according to form 2 work	10	7.63
CRE enables them to relate well with others	32	24.43
Makes them to make right decision	22	16.79
Enables the Learner to be focused	19	14.5
CRE promotes international consciousness through the understanding of universal brotherhood and sisterhood	23	17.56
Total	131	100.0

Data in table 4.5 was a reflection on the extent to which syllabus content was designed to play a role in behavior change. The findings demonstrated that 18 (40.7%) of the respondents were in agreement that syllabus content was designed to play a role in behavior change while 2 (9.6%) of the respondents disagreed. The disagreement may mean that syllabus content was designed to play a role in other purpose. The findings further demonstrated that 18(40.7%) of the respondents were in agreement that CRE subject teachers made consultation to ensure scheme of work developed had deliberate inclusion for positive and negative change. The percentage fell below fifty, clearly

pointing out that much more needed to be done. 14 (66.6%) agreed that the subject may need to be revised to include contents which reflected positive behavior. 17 (80.9%) confirmed that evaluation of the syllabus was done after teaching to check and ensure behavior change was effected. 16 (76.2%) accepted that CRE subject had specific topics which were deliberate. The finding were supported by (GoK report, 2017), where the ministry of education through (KICD) has played key role in CRE development. The KICD (2015) contends that CRE curriculum should target to inculcate faith in the minds and hearts of the upcoming and young generation, the adjustment of morals and the spiritual empathy of an individual soul.

Table 4.5

Extent to which syllabus content is designed to play a role in behavior change of learners.

Items	SD	D	N	A	SA
CRE subject content was designed to play a role in behavior change of a learner.	1(4.8%)	1(4.8%)	1(4.8%)	13(16.9%)	5(23.8%)
CRE teacher made consultation to ensure scheme of work developed had deliberate inclusion for positive and negative behaviour change.	1(4.8%)	0(0%)	2(9.5%)	13(61.9%)	5(23.8%)
CRE subject may need to be revised to include more contents which reflect positive behaviour change.		2(9.5%)	5(23.8%)	10(47.6%)	4(19.0%)
Evaluation was done after teaching to check and ensure the behavior change.		3(14.3%)	1(4.8%)	10(47.6%)	7(33.3%)
CRE subject has specific topics which are deliberate and intended to induce positive behavior change.		3(14.3%)	2(9.5%)	9(42.9%)	7(33.3%)

Table 4.6 reflected various teaching methods used during CRE lesson in curriculum.

The findings confirmed that 128 (97.71%) of the respondents had used lecturing in CRE subject teaching time while 3 (2.29%) did not. About 120 (91.6%) indicated that story telling contributed to behavior change in secondary schools as it was stipulated in the curriculum while 11 (8.40%) respondents disagreed. 105 (80.15%) of the respondents had attended lessons where audio visual presentation was used against 26 (19.85) who had not. About 125 (95.42%) of the respondents had used text reading method as the curriculum dictates, while 6 (4.58%) did not. 130 (99.24%) of the participants had used group discussion method during their CRE subject lessons while 1 (0.076%) did not. One hundred and ten (83.97%) of participants had used song & dance method during their CRE subject lesson while 21 (16.03%) did not. Various methods were hence being applied towards developing understanding and skills of the learners for positive behaviour change. These findings were supported by Farrant (2017), who explained that when different methods are used during class time the students tend to understand the concept better and it is more effective in learning. Daniel (2013) argued that lecturing, practical and audio visual presentations were among the best methods in teaching. With 19.6 indicating they had not used it in class, there was need to enhance it as it was appropriate to enable student to enhance understanding and to retain more of what they learnt for positive behaviour change.

Table 4.6***Teaching Methods in CRE Subject***

Teaching method in CRE curriculum	YES	NO
Lecturing method	128 (97.71%)	3 (2.29%)
Story telling	120 (91.6%)	11 (8.40%)
Audio visual presentation	105 (80.15%)	26 (19.85)
Text reading method	125 (95.42%)	6 (4.58)
Discussion method	130 (99.24%)	1 (0.076%)
Song & dance method	110 (83.97%)	21 (16.03%)
Question & answer method	130 (99.24%)	1 (0.076%)
Project work method	120 (91.6%)	11 (8.40%)

Data in Table 4.7 was a reflection of the role of CRE subject in addressing student behavior change in secondary schools. Majority 110 (83.97 %) of the respondents strongly agreed and 21 (16.03%) agreed that social media such as Christian websites play a role in student behavior change. Approximately 6 (4.58%) respondents strongly agreed that school management play a role in student behavior change, 115 (87.79%) respondents agreed, 5 (3.82%) of respondents were neutral and 6 (4.58%) respondents disagreed. Most respondents, 88 (67.18%) disagreed that social cultural was vital in student behavior change while 20 (15.27%) agreed. The results of the study differed with those published by Koech, 2014 where he had said that social cultural play a role in student behavior change because it improves quality of life and should be put under review to be incorporated in the curriculum. The two aims of the new syllabus were to make religious education more effective and relevant and also link CRE subject to the cultural background of the students. The findings also show that a big portion 109

(83.21%) of the respondents strongly agreed that parents and guardians play a role in student behavior change and 16 (12.21%) agreed while 5 (3.82%) disagreed. The findings were supported by (Craft, 2011) who found out that parents and guardians play a role in student behavior change. The findings also noted that 116 (88.55%) strongly agreed that the church as a sponsor plays a role in student behaviour change, 11 (8.40%) agreed, 2 (1.53%) were neutral but 2 (1.53%) disagreed. These results were in line with Baur's (2015) study, who found the school sponsors in Kenya also had a role to play through giving advice to the students, teachers and the government.

Table 4.7

Role of CRE subject in addressing student behavior change in secondary schools

Items	SA	A	UD	D
Social media has a role in student behavior change.	110 (83.97%)	21(16.03%)		
School management play a role in student behavior change	6 (4.58%)	115(87.79%)	5(3.82%)	6(4.58%)
Social cultural has a role in student behavior change		20(15.27%)	23(17.56%)	88(67.18%)
Parents play a role in student behavior change	109 (83.21%)	16 (12.21%)		5 (3.82%)
Church play a role in student behavior change	116(88.55%)	11(8.40%)	2(1.53%)	2 (1.53%)

The role CRE subject plays to the learner

Respondents indicated that CRE subject contributed to shaping the positive behaviour in students. For example, the students respected the teachers, non-teaching staff, fellow colleagues, parents and siblings among other people. It was revealed that CRE subject played a major role in transforming the individual through guidance, counselling, fostering high self-esteem and promoting positive behavior change. The findings indicated that CRE subject promoted the critical thinking skills of the students. Critical thinking skills that the teachers of Christian religious education developed in learners were vital. Lessons were observed to confirm that the teachers were using the skill of appeal to have consistency in argument on moral issues. In addition, the lessons were also observed in order to establish teachers' use of the rules and principles of reasoning in a bid to develop critical thinking in the learners.

4.5 Impact of CRE Subject Teaching Methods on Students' Behaviour Change.

The data on table 4.8 reflected whether CRE subject teaching methods impacts positively on students' behavior change. Apparently 19 (90.5%) indicated that teaching methods play a vital role in behavior change of students in secondary school while 2 (9.5%) declined. These findings concur with the findings by Nkatha (2014) who said that teaching methods applied by the teacher such as Lecturing method, Discussion method and Project work method determined change of behavior and contributed to the young people's and adults' religious and spiritual literacy. These findings differ with the findings by Moore (2007) who found that teaching methods do not impact positively on students' behavior change.

Table 4.8

Whether CRE subject teaching methods plays a role in behavior change of students in secondary school.

Teaching Methods	Frequency	Percent
Yes	19	90.5
No	2	9.5
Total	21	100.0

Information on table 4.9 showed the opinion of the teacher on the extent to which CRE subject teaching methods were deliberate in ensuring behavior change of the learner. About 18 (85.7%) of the respondents strongly agreed that CRE subject teaching methods were deliberate and ensure behavior change of the learner while 3 (14.3%) disagreed. The findings put into record that 18 (85.7%) agreed that teaching method ensure positive behavior change. However, 3 (14.3%) of the respondents disagreed. About 14 (66.7%) of the respondents agreed that lecture method is likely to ensure behavior change of the learner while 5 (23.8%) offered no comment. The findings also noted that 5 (23.8%) respondents indicated that story telling contributed to positive behavior change of the learner. All the respondents 21 (100%) indicated that audio-visual presentation as a method of teaching CRE was used to improve behavior change of the learner in secondary schools. That could be done by projectors, video teleconferencing, use of radio and television among others. On the other hand 12 (57.1%) respondents agreed that text reading as used during CRE lesson helped behavior change of the learner. On song and dance, 15(71.4%) respondents agreed and

2(9.5%) strongly agreed that it helped to contribute to behavior change. Finally, about 15 (71.4%) of the respondents agreed that use of questions and answers method of teaching CRE contributed to positive change of the learner while 3 (14.3%) disagreed and 2 (9.5%) did not mention anything on the subject matter. In conclusion the findings showed that all the methods under study adequately contributed towards the teaching of CRE as a subject.

Table 4.9 - Opinion of the teacher, on the extent to which CRE subject teaching methods ensure behavior change of the learner

Items	D	N	A	SA
Extent to which CRE subject are deliberate and ensure behavior change of the learner.	3(14.3%)			18(85.7%)
Extent to which CRE subject ensure positive behavior change	3(14.3%)		9(42.9%)	9(42.9%)
Extent to which CRE subject teaching methods like lectures was likely to ensure behavior change of the learner	1(4.8%)	5(23.8%)	14(66.7%)	1(4.8%)
Extent to which story telling contributed to positive behavior change of the learner	1(4.8%)	2(9.5%)	13(61.9%)	5(23.8%)
Extent to which audio-visual presentation as a method of teaching CRE improved behavior change of the learner			10(47.62%)	11(52.38%)
Extent to which sing and dance as a method of teaching CRE improved behavior change of the learner	4(19.0%)		15(71.4%)	2(9.5%)
Extent to which text reading in CRE helps behavior change of the learner	2(9.5%)	6(28.6%)	10(47.6%)	2(9.5%)
Extent to which questions and answers of teaching CRE contribute to positive change of the learner	3(14.3%)	2(9.5%)	13(61.9%)	2(9.5%)

The researcher wanted to find out other methods used to contribute to induction of positive change in the learner. 1(4.8%) showed demonstration and group discussion enabled learner's to see and internalize what they had learnt, 4(19%) of the respondents indicated Peer teaching and making use of radio or television programs helped students to absorb more of what had been taught. About 6 (28.6%) of the respondents showed that Reading the Bible as reference book may induce positive behavior of the learner. While 3 (14.3%) support use of resourceful persons or relevant people may induce positive behavior of the learner. Finally 2 (9.5%) of respondents believe that Use of religious magazine may help to induce positive behavior change.

Table 4.10
Showing other Methods of Teaching CRE subject that may help to induce Positive Behavior Change of a Learner

Items	Frequency	Percent
Demonstration enables learner's to see and internalize what they have learnt	1	4.8
Group discussion help learner's to acquire more of what is taught	1	4.8
Peer teaching help students to absorb more of what has been taught	4	19.0
Reading the bible as reference book	6	28.6
Use of resourceful persons	3	14.3
Making use of radio or television programs	4	19.0
Use of religious magazine	2	9.5
Total	21	100.0

Specific teaching methods used in CRE lesson.

The respondents indicated a number of specific teaching methods used in CRE lesson. Some apparently pointed out that lecturing method was used while others did not consider lecturing method as their best approach to CRE teaching. There was also use of audio visual presentation during CRE subject lesson. The findings showed that respondents had used text reading method during class time which included bible reading and Christian magazines.

The results also showed that respondents had participated in group discussions during CRE class. The study findings showed song & dance method was highly considered and used.

The results also showed that all the respondents indicated they had used Question & answer method in class while others used other methods such as project work, community servicing, and drama among others. The findings concluded that various methods were used in teaching CRE subject and therefore, the concept was understood by the learner well. That was supported by (Pas et al., 2010) who informed that song & dance method of teaching, play a significant role in behavior change of students in day secondary schools.

CRE subject teaching methods and their contributions to inducing positive behavior change in learners.

Using qualitative analysis method, the respondents reported to have participated in choir, folksong, dancing during music festivals. From these method, the students learnt of changing of character and behavior related to personal character. The students also indicated that the practice time for songs kept them busy hence they could not find time

to engage themselves in bad companies and activities. Respondents also reported to have used audio-visual methods of learning where they used video clips to watch Christianity stories like Jesus life and they learnt how to be good, forgiving, gentle, loving and caring. The students also learnt the fruits of the Holy Spirit; peace, patients, joy, love, kindness, goodness, faithfulness, gentleness and self-control. The respondents indicated that after watching these video relating to the fruits of Holy Spirit they started practicing accordingly. In their response they indicated that the method was the most influential to their behavior. The respondents also reported that they also used Text reading method in newspapers, magazines, articles, Bible and text books. All these sources of information showed that the readings explained how to be positive role model, agents of gospel of Jesus Christ, and the importance of changing from practicing vices to practicing good virtues. Several methods of teaching CRE subject were listed by the respondents. The first method was lecturing. In this method, teachers were present in class where they were involved in notes dictation. The second method was group discussion method where the teacher grouped the students in groups of five to ten students and who were given a topic to discuss and to be presented by one representative from the group. In this method respondents reported to have gotten skills of being good public speakers, researchers and group leaders. The respondents indicated that many schools teach character directly and have developed curricula and set aside class time to focus on issues of character. Again, although these CRE subject approaches may occasionally be beneficial, they argued that it was far more important that the teachers and entire school carry out activities designed to build character.

Furthermore, respondents stated that the overall conduct of students in the school should reflect a concern for character.

Positive behavior change that the respondents observed during CRE subject study time.

Positive reports in students,' that is, reduced or no cheating at all, improved self-discipline, educating people intellectually, teaching students, respect for individual rights, respect for the law, participation in public life voluntarily, and a concern for the common good, to be morally good and positive approach to schoolwork were some of the examples of positive behavior change that the respondents observed during CRE subject study time. Character change was an example of positive behavior change that the respondents observed during CRE subject study time. One set of respondents defined good character as the life of right conduct in relation to others and to oneself, another group of respondents indicated that character was the types of choices that people make. Finally, another group of respondents stated that good character was defined as moral knowing, moral feeling, and moral behavior. In other words, knowing the good, desiring the good, and doing the good was what constituted good character. Therefore, character has been based or judged on how one behaves through the choices or decisions he or she makes.

How CRE subject can be taught to enable positive behavior change in student

One method of teaching character in CRE subject is the Socratic Approach, which primarily involves discussion and simulation. The respondents described the Socratic Method as a technique by which the teacher asked a series of questions that led the students to examine the validity of the belief. The Socrates method forced individuals to

go to great extremes to defend a belief or truth. The individual would answer a series of what seemed to be innocent questions, which would lead the individual to a logical conclusion that was not compatible with the individual's stated belief. That method of teaching character is powerful because it would actively engage the student and force a critical analysis of ethics, values, and other character aspects.

The second mentioned major type of teaching positive behavior change in student by the respondents was the integrated program. Integrated character education is based on how students acted, both morally and academically. It went beyond the discussion and simulation of the Socratic approach and includes action. The main purpose in that type of program is to infuse character education throughout the school environment.

The third major type of teaching CRE subject is to enable positive behavior change in students based on service learning. Service learning is just that; students undertake some type of service project with the purpose typically to assist others or make the community a better place to live. The service activities range from feeding birds, to making decorations for nursing homes, to wrapping Christmas presents for the needy, to raising money for "Save the Children," to cooking and serving meals in a homeless shelter. The purpose of these activities is to develop social responsibility in the students; in other words, the development of good character. The program would allow students to earn service credits through activities sponsored by religious groups, social groups, community organizations, medical institutions, libraries, or school sponsored clubs and organizations. Teachers would prepare the students through class discussions, research projects, and written proposals. The purpose of this kind of service would be to develop

or reinforce community values such as justice, compassion, and civic responsibility as a part of character education.

4.6 Influence of CRE Teachers' Attitude on Behaviour Change

The researcher was interested in knowing whether attitude of CRE teachers influenced behavior change on students. This was included in the questionnaire to find the answers. The study found that about 120 (91.60%) of the respondents had shown that attitude of CRE subject teachers influenced behavior change on students while 11 (8.40%) of the respondents indicated that attitude of CRE subject teachers do not influence behavior change on students. The findings concluded that attitude of CRE subject teachers was vital toward behavior change of a student. The finding of the study agreed with those published by Ndarwa (2007), who found out that those stakeholders who had negative attitude influenced the students in making even wrong decisions especially when it came to selection of subjects and generally that affected their career progress.

Table 4.11

Whether attitude of CRE subject teachers influence behavior change on students

Teacher Attitude	Frequency	Percent
Yes	120	91.60
No	11	8.40
Total	131	100.0

Information on table 4.12 was an indication of CRE subject teacher's attitudes and the role it played in inducing positive behavior change. Apparently, all 21(100%) of the respondents said that attitude in teaching CRE subject helped in improving the learners happiness to a large extent. The study findings showed that 2 (9.6%) of the respondents disagreed that positive attitude in teaching CRE subject helped improve learners lesson attention while 18 (85.7%) of the respondents said positive attitude in teaching CRE subject helped in improvement of learners lesson attention. One respondent 1(4.8%) was neutral on the subject. The study further checked on the extent to which teachers' attitude in teaching CRE subject helped in improving learners' attitude towards the learning of CRE subject course for positive change. One of the major challenges of improving teacher's attitude was low salaries and allowances given to them. It was put into record that 9 (42.9%) of the respondents agreed, 10 (47.6%), strongly agreed, while 1(4.8%) disagreed. Buchner (2017) informs that teachers have a role to play and stake moral transmissions on the students. About 14 (66.7%) and 5(23.8%) of the respondents agreed that positive attitude in teaching CRE subject helped improve learners effectiveness in assimilation of CRE subject for positive change while 1(4.8%) of respondent did not support and 1(4.8%) did not comment. Teachers' role in modelling of the students should be seen practically happening and the role model does not only come from teachers but also from the parents.

Positive attitude while teaching CRE subject helped learners to develop self-efficiency. This was strongly agreed upon by 5(23.8%) and 14(66.7%) agreed, but 4 (19.1%) disagreed. Finally, the findings indicated 1 (4.8%) strongly disagreed, 3 (14.3%)

disagreed, 3 (14.3%) neutral 9 (42.9%) agreed and 5 (23.8%) strongly agreed that positive attitude while teaching CRE helped to improve learners personality.

Table 4.12

Extent of CRE subject teacher's attitudes and the role it plays in inducing positive behavior change

	SD	D	N	A	SA
Attitude in teaching CRE subject help improve learners happiness in class				10(47.62%)	11(52.38%)
Positive attitude in teaching CRE subject help improve learners lesson attention	1(4.8%)	1(4.8%)	1(4.8%)	8(38.1%)	10(47.6%)
Teacher's attitude in teaching CRE subject help in improving learners attitude towards the learning of CRE subject course for positive change		1(4.8%)	1(4.8%)	10(47.6%)	9(42.9%)
Positive attitude Teaching in CRE subject help improve learners effectiveness in assimilation of CRE subject for positive change		1(4.8%)	1(4.8%)	14(66.7%)	5(23.8%)
Positive attitude while teaching CRE subject help leaners develop self-efficiency		4(19.1%)	(0%)	11(52.4%)	6(28.6%)
Positive attitude while teaching CRE subject help to improve learners personality	1(4.8%)	3(14.3%)	3(14.3%)	9(42.9%)	5(23.8%)

4.7 Teaching Resources

Table 4.13 presented data on whether CRE subject teaching resources were enough in Schools. About 18 (85.7%) of the respondents agreed that there were enough CRE subject teaching resources in various schools while 3 (14.3%) said teaching resources were not enough. The findings concluded that most schools have enough CRE subject teaching resources.

Table 4.13

Whether there are enough teaching resources for CRE subject in your school

Teaching Resources	Frequency	Percentage
Yes	18	85.7
No	3	14.3
Total	21	100

Table 4.14 provided information on the extent of availability of CRE subject teaching resources and their involvement in changing learner behavior. The results showed that 12 (98.5%) of the respondents indicated that schools have availability of CRE subject teaching resources and that influenced learner behavior. However, 2(1.53%) of the respondents said there were no enough CRE subject teaching resources and therefore, they involved inadequate changing of learner behavior. These findings differs with the findings by Daniel (2013) where in his research on the effects of teaching CRE subject as non-compulsory subject on learners behavior found that schools lacked adequate resources and this affected their performance in the national examinations. A CRE subject teacher should always work effectively targeting to achieve both knowledge and attitudes for better objectives. About 120(91.98%) of the respondents indicated that

content in teaching resources enable learners to have positive behavior change while 11(8.4%) indicated that they were not necessarily involved in changing the learners behavior. About 130(99.2%) of the respondents were happy of availability and adequate of teaching material that contributed to behavior change. The finding of the study were in agreement with Feuter and Wegner (1983) who observed that students learn best by doing and by making use of posters, radio, film, charts, sketches and comics. Meaning that keeping learners active through use of different types of teaching media makes learners understand the lesson better. Teachers are therefore, encouraged to use teaching-learning resources not for mere illustrations, but for interactions, discussion and discovery.

Table 4.14
Extent of availability of CRE teaching content and involvement in changing learner behavior

	SD	D	N	A	SA
The school has availability of CRE teaching resources which are effective and are used to influence learner behavior	0(0.0%)	2(1.53%)	0(0.0%)	112(85.50%)	17(12.98%)
The content in teaching resources enable learners to have positive behavior change	0(0.0%)	0(0.0%)	0(0.0%)	11(8.4%)	120(91.6%)
CRE teachers and students are happy about availability and adequate of teaching material that contribute to behavior change	0(0.0%)	0(0.0%)	1(0.8%)	15(11.5%)	115(87.78%)

Table 4.15 showed whether CRE subject students behave well and are motivated by teaching materials. Majority 94 (71.76%) of the respondents indicated that CRE students behave well and are motivated while 37 (28.24%) indicated not true. Resources also increase the learner’s motivation and concentration in classes. KIE (2006) supported these findings by showing that a CRE subject teacher selected learning and teaching resources to reinforce attained positive change of both the attitude & behavior in the students.

Table 4.15

Shows whether CRE subject students behave well and are motivated compared to those not taking CRE subject

	Frequency	Percentage
Yes	94	71.76
No	37	28.24
	131	100

4.8 Behavior Change

The researcher wanted to find out whether CRE syllabus, teaching methods, CRE teachers’ attitude and teaching resources impact behavior change of a student. Majority 130 (99%) of the respondents showed that CRE syllabus, teaching methods, CRE teachers’ attitude and teaching resources impact behavior change of a student positively.

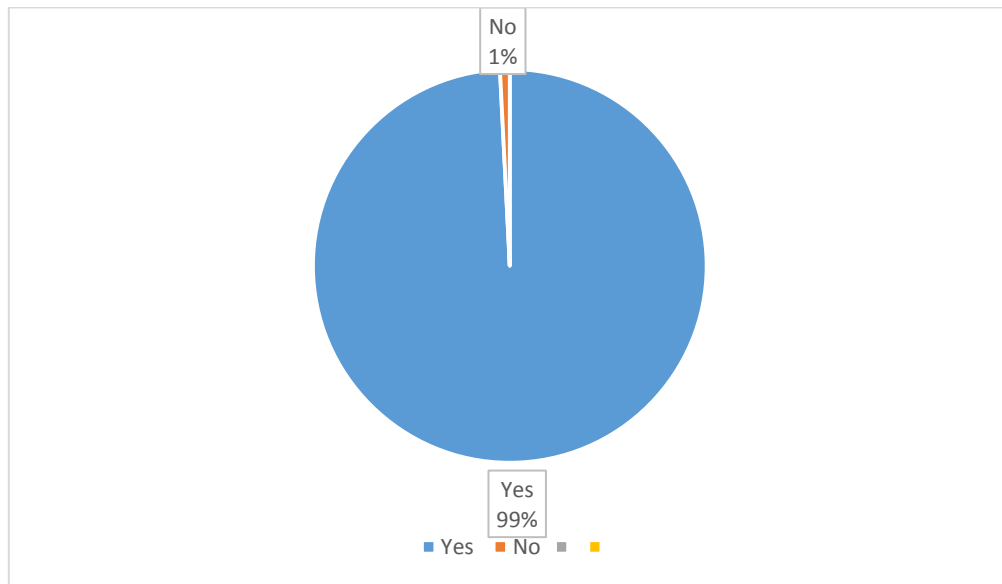


Figure 3.1 Behavior Change

The researcher wanted to find out examples of behavior change observed after taking CRE Subject. The study pointed out that there was reduction of drugs misuse in school and at home, reduction of sexual early behavior, reporting for classes early, volunteering for charity work, undertaking the assigned duties by their teachers, relating well with other students and developed passion for the subject. The researcher also found out how CRE subject could be taught to enable students develop positive change. A physical interview obtained the following information; Discussion between teachers and students, Dramatization, Use of video, Peer teaching, lecturing, assignment and Preaching.

Table 4.16 presented cross tabulation information regarding various character traits compared to other students who did not take CRE subject. The results indicated that students taking CRE had a better emotional character compared to others and vice versa and another category of respondents was unable to draw any conclusion.

Table 4.16

Extent to which CRE Subject Students had a better Spiritual Character compared to others -Cross tabulation.

		extent to which CRE students had a better emotional character compared to others					
		SD	D	N	A	SA	Total
extent to which CRE students have a better spiritual character compered to others	SD	3	0	0	0	0	3
	D	1	4	0	0	0	5
	N	0	0	3	0	1	4
	A	0	0	4	3	1	8
	SA	0	0	0	0	1	1
Total		4	4	7	3	3	21

Table 4.17 showed whether CRE subject students who are mentored, perform better and takes up responsibility compared to others who did not take CRE subject. The findings reflected that 60 (54.5%) of the respondents indicated that CRE subject students are mentored compared to others who did not take CRE subject while 50 (45.5%) indicated they were not. The findings concluded that CRE subject students were mentored compared to others who did not take CRE subject to certain extent.

Table 4.17

CRE subject students when mentored, perform better, and take up responsibility compared to others who did not take CRE

	FREQUENCY	PERCENTAGE
Yes	60	54.5
No	50	45.5
	110	100

Table 4.18 indicated how to improve teaching CRE subject so that learners can experience a positive behavior change. This included; enhancing more on e-learning, providing ICT methods of teaching, organizing symposium between classes and inter schools, outlining use of various teaching methods, educational tour to enhance learning of CRE subject, providing projectors or big screen TV where student watch Christianity movies, through covering well form 4 topics which deals with moral /principles and humans behaviour. The findings of the study were supported by Farrant (2017), who noted that teachers work mainly consisted of communicating experiences by sound and sight. Sound learning has been limited because it consisted mainly of the spoken word which could eventually lead to verbalism or parrot learning. The study indicated that learning by sight could make use of a much wider range of teaching aid than hearing could. These include pictures, charts, films and models. That has been proved by many studies that when properly used, visual methods result in more effective learning than sound.

Table 4.18
How to Improve Teaching CRE Subject so that Learners can experience Positive Behavior Change

Items	Frequency	Percent
Enhance more on e-learning	4	19.0
Providing ICT methods of teaching	7	33.3
Organizing symposium between classes and inter schools	2	9.5
Outline use of various teaching methods	3	14.3
Educational tour to enhance learning of CRE subject	1	4.8
Provision of projectors or big screen TV where student watch Christian movies	1	4.8
Through covering well form 4 topics which deals with moral /principles and humans behaviour	3	14.3
Total	21	100.0

Table 4.19 reflected awareness of government guidelines and policies in developing behavior change in learners. All 100% of the respondents indicated that they were aware of government guidelines and policies meant to ensure behavior change.

Table 4.19
Awareness of Government Guidelines and Policies to ensure Behavior Change

Government guidelines & Policy	Awareness	Percentage
Yes	21	100
No	0	0
Total	21	100

Table 4.20 reflected the extent to which government and school policies were considered. All 100% of the respondents said they highly considered school government and school policies. Further 17(57.14%) of the respondents indicated policies impacted behavior change and also policies advocated for the learners holistic behavior change.

Table 4.20
Government and Schools Policies

Items	Not considered	Sometimes considered	Moderately considered	Highly considered
Schools adhere to government and school policies	0(0.00%)	0(0.00%)	3(14.29%)	18(85.74%)
Policies impacts behavior change	1(4.76%)	3(14.29%)	6(28.57%)	11(28.57%)
Policies advocates the leaners holistic behavior change	0(0.00%)	1(4.76%)	4(19.05%)	16(76.19%)

Table 4.21 demonstrated how behavior change could be improved among students. That included; leaders training being conducted to CU officials, learners camps where Christianity could be taught, guidance and counselling team instituted for learners, proper coverage of the syllabus, making use of resource personnel like priests, making use of guidance and counselling programs regularly, reading bible verses and questions which appear in past exams, engaging students in life skill discussion during CRE subject lessons, teachers attending CRE subject workshops, CRE subject be made compulsory subject.

Table 4.21
Shows how behavior change could be improved among students

	Frequency	Percent
Leaders training be conducted to CU officials	3	14.3
Leaners camps where Christianity is taught	1	4.8
Guidance and counselling team should be instituted for learners	1	4.8
Proper coverage of the syllabus	2	9.5
Making use of resource personnel priests	3	14.3
Making use of guidance and counselling programs regularly	4	19.0
Reading Bible verses questions which appear in exams	2	9.5
Engaging students in life skill discussion during CRE subject lessons	2	9.5
Teachers attending CRE workshops to acquire new skills on how to teach the subjects	1	4.8
CRE subject being compulsory subject in respondents school	2	9.5
Total	21	100.0

Ways in which teaching of CRE subject in various school can be improved to ensure that the learners experience positive behavior change.

Respondents indicated that projectors or TV sets, more books should be bought because the students would use them during the study. The respondents further showed that more practical sessions should be incorporated during the study time. Practical work enabled the students to understand more and appreciate what is taught during class work. The study pointed out that teachers should adhere to government and school policies. The respondents requested that school management could be organizing symposia between classes and other schools, adopt use of various teaching methods for example lectures, project work, use of ICT, form group discussion, participate in community activities, going for educational tour to visit faith based institutions and sites to enhance learning of CRE subject.

Table 4.22
Chi-Square

			Behavior Change.
Chi-Square			400.089 ^a
Df			4
Asymp. Sig.			.000
Monte Carlo	Sig.		.000 ^e
Sig.	95% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

Five percent level of significance = P<0.05

Chi-square critical value

Where a = 0.05 & n = 131

$$\chi^2_a = 3.841$$

At the 95% confidence level and a degree of freedom of $= (3-1) (3-1) = 4$. Since χ^2 , 400 is more than $\chi^2_{\alpha=3.841}$, that means there was effect of Christian religious education subject in behavior change in day secondary schools. Hence it was concluded that there was sufficient evidence to suggest CRE subject, CRE subject teaching methods, attitude of CRE subject teachers and CRE teaching resources influences the behavior change.

Table 4.23 Explains.

Model	R	R Squared	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.659 ^a	.434	.423	.39526	1.934

The regression analysis showed a strong relationship $r = 0.65$ and r^2 which shows that 43.4% of the change/improvement in effect of Christian religious education curriculum in behavior change can be explained by the on-going activities of CRE subject, CRE teaching methods, attitude of CRE teachers and teaching resources. The relationship was not weak and could be used to explain or predict the rate of behavior change by studying their activities.

Table 4.24
Results for ANOVA Analysis of the effect of Christian Religious Education subject in Behavior Change in Day Secondary Schools North Imenti Meru County

Anova ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.601	7	6.229	39.868	.000 ^a
	Residual	56.868	364	.156		
	Total	100.469	371			

Table 4.25
Coefficients^a

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.392	.157		8.884	.000
	CRE subject.	.124	.030	.188	4.084	.000
	CRE subject teaching methods	.089	.033	.133	2.667	.008
	attitude of CRE subject teachers	.100	.031	.164	3.209	.001
	CRE teaching resources	.097	.032	.168	3.046	.002

a. Dependent Variable: behavior change

b. Independent variables: CRE subject, CRE subject teaching methods, attitude of CRE subject teachers and CRE teaching resources.

Further on the first beta coefficient of the resulting regression model $t=4.084$ indicated that the beta coefficient was significantly greater than 0, $p=0.000$ which was less than $p=0.05$ the test statistic. That confirmed that essentially there was a strong relationship between CRE subject on the students. It was, therefore, the conviction of the researcher that the content of CRE subject, Ministry of Education and school policies be aligned with the contents. That would help the students' behavior change since CRE subject contents i.e. frequently revised, social media, timely coverage would be enriched.

The second beta coefficient of the resulting regression model $t=2.667$ indicated that the beta coefficient was significantly greater than 0, $p=0.008$ which was less than $p=0.05$ the test statistic. That approved that essentially there was a strong relationship between CRE subject teaching methods on the students' behavior change. It was, therefore, the opinion of the researcher that the style of CRE subject teaching methods i.e. Audio-

visual, Text reading, discussion, Song and dance, Question and answer, project work should or could be aligned with the behavior change. All the media depend on availability of policies of the school pertaining school and the governance of board of management.

The third beta coefficient of the resulting regression model $t=3.209$, indicated that the beta coefficient was significantly greater than 0, $p=0.001$ which was less than $p=0.05$ the test statistic. That endorsed that essentially there was a strong relationship between attitude of CRE subject teachers on the student behavior change. It was, therefore, the persuasion of the researcher that attitude of CRE subject teachers could be aligned with behavior change if there was positive attitude and how students were motivated. That was achieved as the ultimate aim of the attitude of CRE subject teachers since the study established that the positive and negative attitudes had a lot of impact on behavior change.

The fourth beta coefficient of the resulting regression model $t=3.049$ indicated that the beta coefficient was significantly greater than 0, $p=0.002$ which was less than $p=0.05$ the test statistic. That confirmed that essentially there was a strong relationship between CRE teaching resources on behavior change. Hence conviction of the researcher that CRE teaching resources; library, number of teachers, books, computers, internet could be aligned with the behavior change. Assessment on availability of CRE teaching resources procedures could be made easier and simpler. It was through behavior Change that living together in harmony could be found, getting of Conflict resolution, Increased Mentorships and motivations and Moral values among the students.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The study concluded that CRE subject played a big role in changing students' behavior. For instance it contributed positively to the transformation of society via positively changing the behaviour of individual students. It helped learners to gain understanding of the unfolding of God's mysteries in their lives, know more about Jesus and enhance their faith hence their changed behavior. CRE Subject enabled students to relate well with others, be able to make the right decisions, be focused and promote international consciousness. Development of Christian Religious Education syllabus had enabled complete behavior change. In the syllabus, CRE subject teachers were allowed to make consultation with the stakeholders just before and after teaching. The teachers were supposed to evaluate the student through both oral and written examination. That was done to check and ensure the schemes of work developed had deliberate inclusion for positive change. Both teachers and students acknowledged that various teaching methods were used during CRE subject lesson as spelt in the curriculum. These methods included; lecturing, storytelling, use of audio visual presentation, text reading, group discussion, song & dance method, question & answer method and project work. The results also showed that the syllabus had incorporated Social cultural factors, school management, parents/guardian and church in playing different roles in the change of student behavior.

In conclusion, the study found that there were many teaching methods used during CRE subject lessons and were vital in student behavior change. These methods included; lecturing, storytelling, use of audio visual presentation, text reading, group discussion, song & dance method, question & answer method, project work and subject teaching methods were deliberately used to ensure positive behavior change. To a very large extent, the use of questions and answers, lectures and audio-visual presentation as methods of teaching CRE subject was used and found to impact behavior change of the learners. However, text reading and storytelling teaching methods were found impacting on the learners' behavior to an agreeable extent.

The attitude in CRE subject teachers influenced behavior change on students to a large extent as indicated. For instance, the attitude of CRE subject teachers helped to improve learners' happiness, lesson attention, assimilation of CRE subject and developed efficiency during time of study. The study also concluded that the teachers' attitude could help change or improve the students' positive attitude at an individual level. Further, the study noted that not all students were impacted by the teachers' attitude hence the students who change positively due to their teachers' positive attitude develop self-efficiency.

The study concluded that there were enough CRE subject teaching resources in a large number of schools. The availability of CRE subject teaching resources had influenced learner behavior. Teaching materials were essential for subject coverage. However, the study noted that not all schools had enough CRE subject teaching resources and therefore, they involved inadequately changing learner behavior. The availability of

adequate teaching material made teachers and students to be happy and be able to cover the syllabus well. Moreover both students and teachers behaved well and were motivated by the availability of teaching materials because they were a source of information on behavior change.

Finally, the study concluded that CRE subject, teaching methods, CRE subject teachers' attitudes and teaching resources impacted on behavior change positively. That included; reduction of drugs misuse in school and at home, reduction of early sexual behavior, reporting for classes early, volunteering for charity work, undertaking the assigned duties by their teachers, relating well with other students and developing a positive passion for the subject. To ensure behavior change in learners as they were taught CRE subject, school and government guidelines and policies were developed and highly observed.

5.2 Recommendations

The Ministry of Education should work together with teachers and parents to revise the syllabus so as to include more contents of students' specific sub-topics on positive behavior change. The CRE subject teachers through school management should organize for students' trainings, Christian Union officials' trainings and learners' camps where Christianity is taught as well as guidance and counselling. That would help learners in proper coverage of the subject. Teachers could embrace more other teaching methods such as lecturing, storytelling, use of audio visual presentation, text reading, group discussion, song & dance method, question & answer method and project work so as to impact student more on behavior change. Teaching materials need to be made

available as they are essential for CRE subject coverage, source of information and behavior change of students.

5.3 Future Research

There were certain limitations, for instance, time measurement for data collection and questionnaire survey that stood in the way of the study. The researcher therefore recommended that since the sector of curriculum was still growing, it was important for the institution to put into consideration the other aspects that influence positive behavior change in students through CRE subject learning. In that regard therefore the researcher recommended that additional studies be conducted on review and implementation of Christian religious education curriculum in behavior change.

That study focused on the impact of teaching methods used during CRE subject lessons. There was need to research on limitations of these teaching methods on behavior change. Further, the study focused on Day Secondary Schools. Therefore, the study needs to be extended to boarding schools within and outside the county so as to generalize the results.

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APPENDICES

Appendix II: Letter of Introduction

I am a post graduate student at Kenya Methodist University pursuing a master's degree in Religious Studies. The title of the study is: "*THE ROLE OF CHRISTIAN RELIGIOUS EDUCATION SUBJECT ON STUDENT BEHAVIOUR: A CASE OF DAY SECONDARY SCHOOLS IN NORTH IMENTI, MERU COUNTY.*"As part of the master's program requirement, I am supposed to collect data and would be grateful if you would consent to participate in this survey, through filling the questionnaire provided. The information provided will only be used for academic purposes only and will be treated with uttermost confidentiality.

Thank you for consenting to participate in this study.

Yours Sincerely,

Japhet Kiambi.

Appendix III: Students Questionnaire

Section A: General Information

1. **Age** : 14 years () 15- to 16 years () 17-18 () above 19
2. **Academic year** : **Form** One () Form Two () Form Three () Form Four ()
3. **Gender** : Male () female ()

Section B

Q1: TEACHING METHODS USED IN CHRISTIAN RELIGIOUS EDUCATION SUBJECT AND THE ROLE THEY PLAY TOWARDS THE BEHAVIOR CHANGE OF DAY SECONDARY SCHOOL STUDENTS

To what extent do you agree with these statements of teaching methods in Christian religious education subject and their roles towards the behavior change of day secondary school students?

Kindly respond to all statements, tick (V) in one of the assigned numbers in the boxes below.

Use the scale of strongly agree, Agree, Undecided, Disagree and strongly disagree.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
4	Lecturing method is used in CRE subject and plays a role in the behavior change of day secondary school students.					
5	Story telling method is used					

	in CRE subject and plays a role in the behavior change of day secondary school students.					
6	Audio-visual presentation is used in CRE subject and plays a role in the behavior change of day secondary school students.					
7	Text reading method is used in CRE subject and plays a role in the behavior change of day secondary school students.					
8	Discussion method is used in CRE subject and plays a role in the behavior change of day secondary school students.					
9	Song and dance method is used in CRE subject and plays a role in the behavior change of day secondary school students.					
10	Question and answer method is used in CRE subject and plays a role in the behavior change of day secondary school students.					
11	Project work method is used					

	in CRE subject and plays a role in the behavior change of day secondary school students.					
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Q2: ROLE OF CHRISTIAN RELIGIOUS EDUCATION SUBJECT IN ADDRESSING BEHAVIOR CHANGE OF DAY SECONDARY SCHOOL STUDENTS

To what extent do you agree with these statements on the role played by CRE subject in behavior change of day secondary school students?

Kindly respond to all statements, tick (V) in one of the assigned numbers in the boxes below.

Use the scale of strongly agree, Agree, Undecided, Disagree and strongly disagree

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
12	Social media play a role in the behavior change of day secondary school students and this is addressed in CRE subject					
13	School plays a role in behavior change of day secondary school and this is addressed in CRE subject					
14	Socio-cultural status plays a role in behavior change of day secondary school and this is addressed in CRE subject.					
15	Parents play a role in behavior					

	change of day secondary school and this is addressed in CRE subject.					
16	Church plays a role in behavior change of day secondary school and this is addressed in CRE subject.					
17	Home plays a role in behavior change of day secondary school and this is addressed in CRE subject					

Q3: CHALLENGES FACING CHRISTIAN RELIGIOUS EDUCATION SUBJECT THAT AFFECT THE ADDRESS OF BEHAVIOR CHANGE IN DAY SECONDARY SCHOOL STUDENTS

To what extent do you agree with these statements of challenges facing Christian religious education subject that affect the address of behavior change in day secondary school students

Kindly respond to all statements, tick (V) in one of the assigned numbers in the boxes below.

Use the scale of strongly agree, Agree, Undecided, Disagree and strongly disagree

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
18	Lack of sufficient teachers is a challenge in CRE subject and this affect the address of behavior change in day secondary school students.					
19	Lack of enthusiasm of					

	teachers is a challenge in CRE subject and this affect the address of behavior change in day secondary school students					
20	Inferiority feelings of teachers is a challenge in CRE subject and this affect the address of behavior change in day secondary school students					
21	Lack of subject innovation is a challenge in CRE subject and this affect the address of behavior change in day secondary school students					
22	Inadequate training of teachers is a challenge in CRE subject and this affect the address of behavior change in day secondary school students					
23	Landing in teaching CRE by “accident” (forcing oneself) is a challenge in CRE subject and this affect the address of behavior change in day secondary school students					

Q4: APPROACHES PROVIDED BY CHRISTIAN RELIGIOUS EDUCATION SUBJECT AND THE ROLE THEY HAVE IN BEHAVIOUR CHANGE OF DAY SECONDARY SCHOOL STUDENTS

To what extent do you agree with these statements of approaches provided by Christian religious education curriculum and the role they have in behavior change of day secondary school students?

Kindly respond to all statements, tick (V) in one of the assigned numbers in the boxes below.

Use the scale of strongly agree, Agree, Undecided, Disagree and strongly disagree

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
24	Learner centered approach e.g. discussion method is provided by CRE subject and it plays a role in behavior change of day secondary school students					
25	Experimental approach(need to understand the inner spiritual aspect of religion) is provided in CRE subject and plays a role in behavior change of day secondary school students					
26	Confessional approach (promoting one version of an issue leading to indoctrination) is provided by CRE subject and plays a					

	role in behavior change of day secondary school students.					
27	Ethnographic approach (the multiplicity of interpretation and expression within a faith) is provided by CRE subject and plays a role in behavior change of day secondary school students.					
28	Phenomenological approach (focuses on an individual's point of view as per their feelings, thought and experiences rather than the experience of others) is provided by CRE subject and plays a role in behavior change of day secondary school students.					
29	Thematic approach (teaching based on a theme) is appropriate and is provided by CRE subject and plays a role in behavior change of day secondary school students.					

TEACHERS QUESTIONNAIRE

Section A: General Information

1. Gender

Male Female

2. Highest academic qualification

Diploma

Degree

Masters

P.H.D

3. For how long have you been teaching in secondary school?

Below 2 years 3-5 years 6-8 years above 9 years

SECTION B: CRE SYLLABUS

4. To the best of your knowledge is the current CRE subject designed to play any role in behavioural change of students?

Yes No

5. If yes what role does CRE subject play in the learner?

6. Kindly respond to the following statements by indicating the extent to which you agree or disagree by ticking the box that defines your answer best.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) CRE subject is designed to play a role in behavioural change of the learner.					
b) CRE subject has content which is deliberately meant to play a role in behavior change of the learner.					
c, CRE teacher's in implementing the subject make consultation to ensure the scheme of work developed have deliberate inclusion for positive behaviour change in the learners					
d, The subject may need to be revised to include content which induce positive behavior (Good character) change in the learner					
e) Evaluations is done after teaching to check and ensure that behavior change is realized in the learner					
f) The subject has specific topics which are deliberate and intended to induce positive behaviour change in the learner.					

SECTION C: TEACHING METHODS

7. To the best of your knowledge is CRE subject / teaching methods deliberate in inducing positive behavior change in the learners?

Yes No

8. If yes in (8) above, do the teachers employ these subject methods to promote positive behavior change in the learner

Yes No

9. Kindly respond to the following statements by indicating the extent to which you agree or disagree using the Likert scale by ticking the box that defines your answer best.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) The CRE subject teaching methods are deliberate and ensure positive behavior change in the learner.					
b) The CRE subject method /approaches like lecture is deliberate to ensure positive behavior change in the learner.					
c) Storytelling as a CRE subject teaching method, contribute to positive behavior change in the learners.					
d) Audio-visual presentation as a method of teaching CRE subject helps to improve the positive behavior change of a learner?					

e) Text reading as a method of teaching CRE subject helps improve positive behavior change of a learner?					
f) Question and answer method of teaching CRE subject contribute to positive behavior change of the learners.					

10. Discuss other methods of teaching CRE subject and their contributions to inducing positive behavior change in learners.

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SECTION D: TEACHERS ATTITUDES

11. Do you agree with the statement that CRE subject Teacher’s attitude play a significant role in inducing positive behavior change in the learner?

Yes [] No []

12. If yes, kindly respond to the following statements by indicating the extent to which you agree or disagree using the Likert scale by ticking the box that defines your answer best.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) Positive attitude while teaching CRE subject helps improve learners’ happiness during the learning process for positive behavior change.					
b) Positive attitude while teaching CRE subject helps improve learners’ attitude toward the learning of CRE subject course for positive behavior change.					
c) Positive attitude while teaching CRE subject help improve learners’ effectiveness in assimilating CRE subject content for positive behavior change.					

d) Positive attitude while teaching CRE subject help improve learners' self-efficacy for positive behavior change.					
e) Positive attitude while teaching CRE subject help improve learners' personality for positive behavior change in their life performance.					

SECTION E: TEACHING RESOURCES

13. Are there enough teaching resources for CRE subject in your school?

Yes No

14. To the best of your knowledge are the CRE subject teaching resources available in your school sufficient in promoting behavior change?

Yes No

15. Kindly respond to the following statements by indicating the extent to which you agree or disagree using the Likert scale by ticking the box that defines your answer best.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) The school has availability of CRE subject teaching resources which are effective and are used to positively influence learners' positive behavior change.					

b) There are sufficient teaching resources for teaching CRE subject available for each teacher to effect positive behavior change in learners.					
c) To the best of my knowledge the content in the teaching resources enables the learner experience positive behavioural change.					
d) The CRE subject teachers are happy about the availability and quality of CRE subject teaching resource for effective positive behavior change in the learners.					

SECTION F: BEHAVIOUR CHANGE

16. Do you perceive that the teaching of CRE subject enable the learners develop positive behavior change?

Yes No

17. If your answer in 10 above is yes, what are some of the examples of positive behavior change you have observed in your CRE subject student as a results of their learning of the subject

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18. Highlight how CRE subject can be taught to enable positive behavior change in student.

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19. Kindly respond to the following statements by indicating the extent to which you agree or disagree using the Likert scale by ticking the box that defines your answer best.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) CRE subject students have a good spiritual character compared to others who do not take CRE subject					
b) CRE students have a good emotional character compared to others who do not take CRE subject					
c) CRE subject students are well behaved as compared to others who do not take CRE subject					

d) CRE subject students can be easily mentored to positive behavior compared to others who do not take CRE					
e) The CRE subject students are highly motivated compared to others who do not take CRE subject					
f)The CRE subject students generally perform better in their studies compared to others who do not take CRE subject					
g) The CRE subject students generally have a high self-esteem compared to others who do not take CRE subject					
h) The CRE subject students generally take up responsibility as compared to others who do not take CRE subject.					
i) The CRE subject students generally are mature and greatly experienced holistic growth compared to others who do not take CRE subject.					

20. Outline ways in which the teaching of CRE subject in your school can be improved to ensure that the learners experience positive behavior change.

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SECTION H: SCHOOL AND GOVERNMENT GUIDLINES AND POLICIES TO ENSURE BEHAVIOR CHANGE IN LEARNERS AS THEY ARE TOUGHT CRE

Place a check (√) mark in the relevant box below using the following scale(s)
1. Not considered at all 2. Sometimes considered 3.Considered 4. High priority 5.Prerequisite (Required)

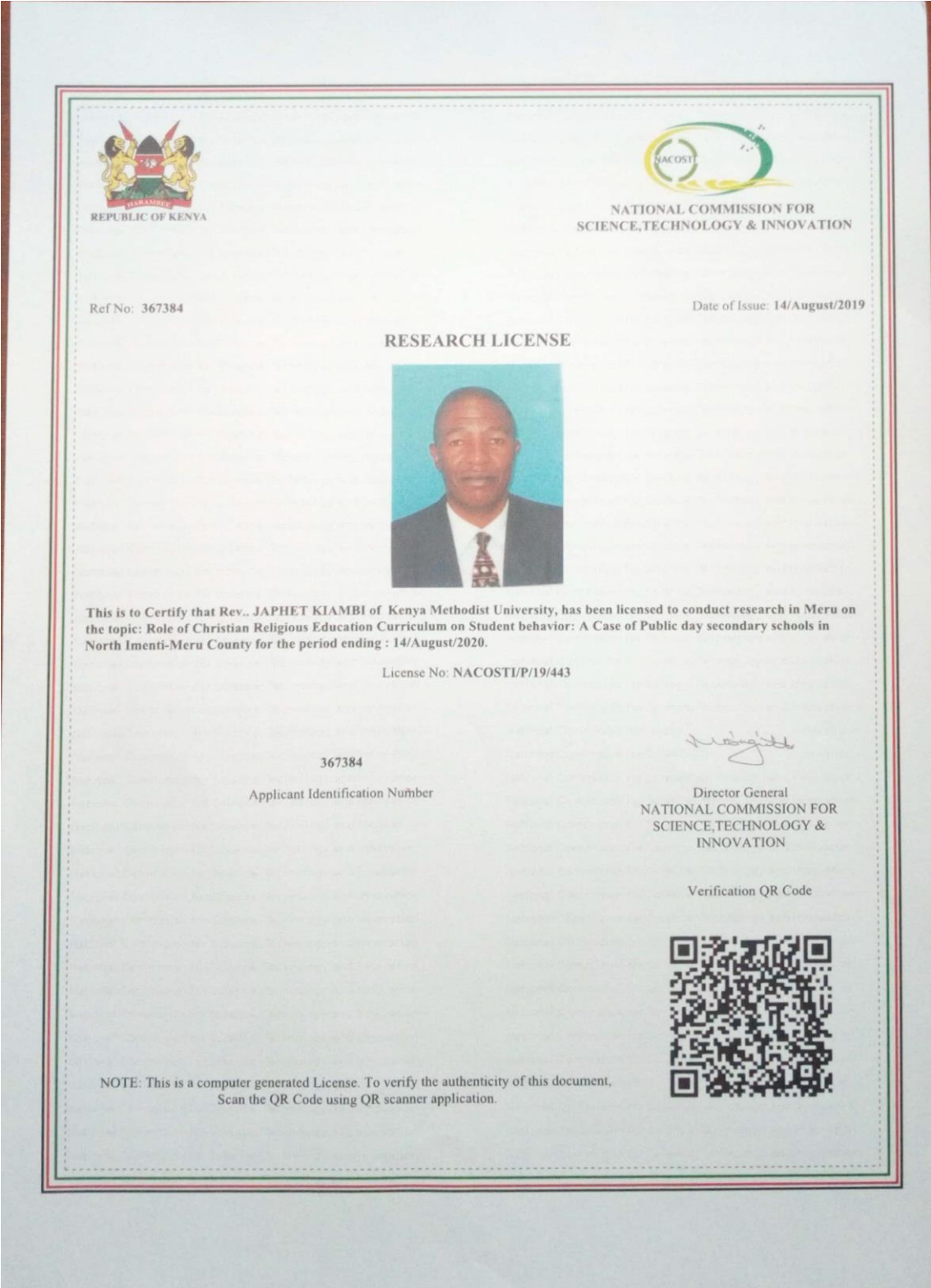
1. Are you aware of government and school policies that provide guidelines on how the teaching of CRE should influence behavior change in learners?

Yes	No

2. If yes respond to question below

Government & school Policies	Not considered at all	Sometimes considered	Considered	High priority	Prerequisite
a)Does your school adhere to government and school policies which advocate for teaching CRE in the school for the learner to experience positive behavioural change?					

Appendix IV: Research Licenses



Appendix V: Introduction Letter



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

23RD JULY, 2019

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

RE: JAPHET KIAMBI (MAR-3-0735-3/2015)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, School of Education and Social Sciences undertaking the Degree of Masters of Religious Studies. He is conducting research on, **Role of Christian Religious Education Curriculum on Student Behavior: A Case of Public Day Secondary Schools in North Imenti-Meru County.**

We confirm that this research proposal has been defended, reviewed for ethical clearance and approved by the University.

In this regard, we are requesting your office to issue a permit to enable him collect data for his research.

Any assistance accorded to him will be appreciated.

Thank you.



DR. JOHN MUCHIRI, PHD
DIRECTOR, POSTGRADUATE STUDIES

Appendix VI: Ethical Clearance



KENYA METHODIST UNIVERSITY

P. O. BOX 267 MERU - 60200, KENYA
TEL: 254-064-30301/31229/30367/31171

FAX: 254-64-30162
EMAIL: INFO@KEMU.AC.KE

23RD JULY, 2019

KeMU/SERC/MAR/62/2019

Japhet Kiambi
MAR-3-0735-3/2015

Kenya Methodist University

Dear Japhet,

SUBJECT: ETHICAL CLEARANCE OF A MASTERS' DEGREE RESEARCH THESIS

Your request for ethical clearance for your Masters' Degree Research Thesis titled "Role of Christian Religious Education Curriculum on Student Behavior: A Case of Public Day Secondary Schools in North Imenti- Meru County." has been provisionally granted to you in accordance with the content of your research thesis subject to tabling it in the full Board of Scientific and Ethics Review Committee (SERC) for ratification.

As Principal Investigator, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the thesis.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the SERC for re-review and approval prior to the activation of the changes. The Thesis number assigned to the thesis should be cited in any correspondence.
3. Adverse events should be reported to the SERC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for SERC review. The SERC and outside agencies must review the information to determine if the protocol should be modified, discontinued, or continued as originally approved.

4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The SERC may conduct audits of all study records, and consent documentation may be part of such audits.
5. SERC regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the SERC in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion will result in termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

Please note that any substantial changes on the scope of your research will require an approval.

Thank You

Dr. A. Wamachi
Chair, SERC
Cc: Dean, RD&PGS

Appendix VII: The Map of Study Area

Map of North Imenti

IEBC REVISED NORTH IMENTI CONSTITUENCY COUNTY ASSEMBLY WARDS

