

**FACTORS INFLUENCING STUDENTS' CHOICE OF CHRISTIAN
RELIGIOUS EDUCATION IN PUBLIC SECONDARY SCHOOLS IN
MATUNGULU SUB-COUNTY, MACHAKOS COUNTY, KENYA**

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**A Research Project Submitted in Fulfillment of the Requirement for the Degree
of Master of Education in Curriculum Studies of South Eastern Kenya
University**

2020

DECLARATION

I understand that plagiarism is an offence and I declare therefore that this research project is my original work and has not been presented to any other institution for any other award.

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DEDICATION

This work is dedicated to my wife Beatrice Mwikali, our children; Kevin Muthama, Benson Muema and Chris Mumo.

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ABBREVIATIONS AND ACRONYMS

ANOVA	: Analysis of variance
CRE	: Christian Religious Education
DFID	: Department for International Development
FFA	: Future Farmers of America Organization
KCSE	: Kenya Certificate of Secondary Education
KICD	: Kenya Institute of Curriculum Development
KNEC	: Kenya National Examination Council
MCE	: Moral and Civic Education
MDG	: Millennium Development Goals
NACOSTI	: National Commission for Science, Technology and Innovation
RE	: Religious Education
RI	: Religious Instruction
RME	: Religious and Moral Education
SAE	: Supervised Agricultural Experience
SSPS	: Statistical Package for Social Sciences
TLM	: Teaching and Learning Materials
TLR	: Teaching and Learning Resources
UNESCO	: United Nations Educational Scientific and Cultural Organization
UNICEF	: United Nations Children's Fund
YFA	: Young Farmers Association

ABSTRACT

Curriculum flexibility is one of the important ingredients of curriculum development. This aspect allows students to make choices as to the subjects that they have to undertake after being exposed to the content of most subjects offered in the curriculum at lower levels. In Kenya's secondary education system, students at lower secondary are exposed to curriculum content that spans across 12 subject areas. After the lower secondary stage, the students are then supposed to choose subjects based on given clusters which have a bearing on the future careers of individuals. CRE as a subject is one of those optional subject areas that students choose among other subjects in the humanities cluster as the students advance to senior secondary level. The purpose of this study was therefore to investigate the factors influencing students' choice of Christian Religious Education as a subject in public secondary schools in Matungulu Sub-County, Machakos County, Kenya. The specific objectives of the study were to: Establish the influence of students' career aspirations on their choice of CRE, determine the influence of CRE teaching resources on students' choice of CRE, establish the influence of parental guidance on students' choice of CRE and to determine the influence of the students' previous performance in National Examinations on the choice of CRE. The study used descriptive research design and collected data from a sample of 432 respondents who were chosen from a total of 1202 respondents. Test re-test method was used in pilot testing to measure the reliability of the instruments. Questionnaires and interview schedules were used to collect data where 30 principals were interviewed, 72 CRE teachers and 330 Form Three students responded through questionnaires. Pearson's Product Moment Correlation was applied to calculate the co-efficient of correlation. Data was analyzed using SPSS version 22. The findings of the study revealed that students career aspirations $t(277) = 8.2; p \leq .05; \beta = .625$, CRE materials $t(279) = 2.67; p = .008; \beta = .107$, parental guidance $t(279) = 4.762; p \leq .05; \beta = .233$ and previous performance $t(279) = 4.697; p \leq .05; \beta = .212$ had a statistically significant influence on the choice of CRE as a subject. The study recommends among others that schools and parents should support learners by purchasing learning and teaching materials as they play an integral role in the performance of subjects and by extension the choice of subjects. The efforts made by the Ministry Of Education in ensuring each learner has a textbook should be supported by all stakeholders as this will significantly help learners in making informed subject choices. This study will be beneficial to teachers and parents and students as it offers insights on the factors that influence the choice of CRE among secondary school students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

For individuals to grow morally, spiritually and culturally religious knowledge should be imparted as part of a curriculum. An education curriculum should therefore contain content rich enough to impart knowledge and skills to the learners for attaining educational goals. According to Gabtree (2007) Religious Education (RE) is a statutory subject in the United Kingdom (UK) that all schools must teach for moral development of the entire society. Gabtree further argues that Religious Education (RE) has been retained in the British curriculum because it is perceived to make an important contribution towards the well-being of the society socially, morally, spiritually and culturally.

In a study on understanding and attitudes towards moral and civic Education among Primary School teachers in Hong Kong Yee (2009) observed that Moral and Civic Education (MCE) has been made a compulsory subject in the country because it is perceived to inculcate good morals to the learners and help them to eradicate social evils in the society. This could mean that inclusion of Religious and moral Education in the school curriculum would help to impart moral values to the learners. This also implies that the learning of Religious Education (RE) and Christian Religious Education (CRE) is important in inculcating moral values in individuals in the society. Golnal (2004) in a study in Iran on Religious Education and Identity in Iranian schools found that Religious Education (RE) plays an important role in the transmission of moral values to the youth. This study showed that most students in Iran take RE because they perceive it as being easy to pass.

Bansikiza (2001) in a study on Restoration of Moral Formation in Africa found that the negligence of moral development has greatly affected the African continent in terms of morality. Bansikiza further stated that, for morally formed members of any given society to be produced, value development should focus on core values such as honesty, justice, responsibility, chastity, hard work and respect for self and others. On the same note Lawal (2010) in a study on factors affecting academic achievement of students in Ethiopia found that Religious Education (RE) has been perceived as one of

the means to restore moral and social order in the society. This means that it is the learning of CRE that will help in inculcating good morals on students and the entire society.

Dinama (2012) in an article on Introducing Moral Education in Botswana Senior Secondary Schools asserts that moral education in the Botswana education system was first introduced as a subject in 1999 in junior secondary schools and in 2010 in senior secondary schools since it was perceived as the source of morality. This gives an implication that inculcation of good moral values in individuals is of great importance in the society and can be achieved by teaching Religious Education (RE) in public schools. Based on the existing literature it is evident that the teaching of CRE is important in improving students' morality. It is therefore expected that after interacting with CRE content, students will realize good morals in them in order to stamp out social evils.

Onyara (2013) asserts that Education is very essential in the development of the members of a society. An education curriculum should therefore contain suitable content to impart knowledge and skills to the learners for attaining education goals. Kombo (2005) asserts that students acquire the desired beliefs, values and practices of the society that enable them to live peacefully and in harmony with other members of the society through learning Religious Education. Munyari (2013) observed that in many secondary schools across the world it is mandatory for students to choose subjects from a given list of optional subjects out of which CRE is among. Munyari further argues that for a student to choose a certain optional subject they must have a certain reason for the choice, which could be personal, parental or institutional.

Kasomo (2011) advocates that the teaching and learning of Christian Religious Education (CRE) in Kenya has come a long way. Kasomo further observes that CRE was used by missionaries as a means to win converts and so it became a dominant subject during independent Kenyan school syllabus. Chemutai (2015) in an article on the Relationship between Students' Attitude and Performance in C.R.E in Secondary School Examinations observed that the local people were taught how to read and write using the Bible as the main reference book in the mission schools. Chemutai

further argued that schools were used as the main centers for winning converts as the teaching of the Bible was emphasized and that Religious Education (RE) was more important than anything else in these schools. This implies that learning of CRE acts as a person's moral guide.

The teaching and learning of Religious Education (RE) including Christian Religious Education (CRE) within the school curriculum are founded upon the need for value education (Mwaka, 2011). This is a form of education that stresses on the acquisition of living values by learners with the functions of Religious Education being moral guidance. Mwaka further showed that the learning of CRE provides a major source of public order which indicates what is right or wrong in human behaviour. According to Chesaro (2003) in a study on the role of CRE in moral development of secondary school students in Nakuru District, there is no society that can exist without morals for its welfare and that of the individual. Chesaro further argues that it is morals which build relationships between people and the world around them.

According to the Koech Commission's report of 1999 the teaching of CRE contributes to the inculcation of religious, social and ethical values among the youth. The report further states that the teaching of CRE is aimed at equipping the youth with the necessary tools for dealing with anti – social activities. One of the objectives in the revised curriculum of 2008 in Kenya (Republic of Kenya, 2008) is that learners who interact with the CRE content are expected to use the acquired social, spiritual and moral insights to think critically and make appropriate moral decisions in a rapidly changing society. To achieve this objective the syllabus has provided for the teaching and learning of critical thinking, social justice and morality for instilling the right attitude necessary for the training in social obligations and responsibilities among the youth. The 2008 revised curriculum further shows that the learners are expected to contribute positively to the transformation of self and the society as a whole after interacting with the CRE content in class.

Violence among students is a common occurrence in Kenyan secondary schools. This is evidenced by the fact that drug and substance abuse, sodomy, lesbianism, homosexuality and rape have all found their way into the learning institutions.

Burning of dormitories leading to maiming and death of some students is also a common phenomenon in Kenyan secondary schools (Jebungei, 2013). These vices are taking place in schools where CRE is being taught showing that the learning of CRE may not have been given the attention it deserves. This means that secondary schools in Kenya are gradually losing the moral standards and principles despite the fact that CRE is perceived as an important subject in shaping the character of the learners. Despite this, students who have chosen CRE do not seem to put to practice the moral skills acquired in the subject hence calling for the critical need for this study. The findings further show that students' indiscipline is still rampant in public secondary schools in Matungulu Sub – County despite the fact that one of the national goals of education advocates for promoting sound moral and religious values. Specifically education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self – disciplined, self-reliant and integrated citizens (KICD, 2008). This therefore implies that the choice of CRE should help learners to be disciplined and help them by inculcating good morals in them as it is advocated by the CRE curriculum. This study was therefore set out to establish factors influencing students' choice of CRE in public secondary schools in Matungulu Sub-County.

Staff, Harris, Sabates and Briddell (2010) in a study on uncertainty in early occupational aspirations found that students' aspirations influence their future career. This implies that high aspirations motivate students to study hard and try to achieve their goals. Ashby and Schoon (2010) on the same note argue that it is an occupation that influences students to choose a particular subject. This could mean that some students choose CRE to gain entry into certain occupations. According to Whiteley (2010) the policies that schools adapt to guide subject choice dictates the subject that a student is likely to pursue. While agreeing with whiteley (2010) Munyari (2013) argues that some school policies have made some optional subjects compulsory by blocking subjects in the block timetable to be taught at the same time. This is the case in Matungulu Sub –County public secondary schools where CRE though an optional humanity subject has been made compulsory in some public secondary schools. This has been affected by some school policies where History and Geography have been

blocked in the block time table to be taught at the same time. Rose and Baird (2013) argue that university and career requirements are important considerations for many students. Rose et al further assert that the more a student enjoys a certain subject the more it may be an important consideration when making their subject choices. Similarly, Kochung (2011) asserts that students' career choices are influenced by individual variants such as gender, personal interests, learning experiences, environmental factors and personal contacts. Kochung further states that a high number of students choose their subjects based on job availability. This implies that it is necessary to establish whether students' career aspirations have influenced the choice of CRE in public secondary schools in Matungulu Sub-County rather than the benefits that come with the study of the subject.

Lyons (2012) observed that learning is a complex activity that involves interplay of students' motivation, teaching resources, skills of teaching and curriculum demands. Lyons further stated that availability of learning materials promotes the effectiveness of schools since they are the basic resources that bring about good academic performance in the learners. This implies that resource materials should be provided in quality and quantity in schools for effective teaching-learning process. Omabe (2006) in a study on instructional materials for social studies in education in Nigeria found that resource materials are central in teaching and learning. Omabe further observed that effectiveness in lesson delivery cannot be guaranteed without the use of resource materials. Psacharopoulos (2008) on the same note argued that resource materials are central in teaching and learning because effectiveness in lesson delivery may not be guaranteed without using them. Psacharopoulos further argued that text books provision is a significant factor in academic achievement. This means that resource materials play an important role in influencing students' choice of subjects.

Adeyemi (2009) in a study on Teacher Character Education across the Curriculum and the Role of Stakeholders at Junior Secondary Level in Botswana observed that students should be given an opportunity to visit and collect relevant data from individuals in the society who are known for exemplary character. This means that for any academic achievement in students CRE resource materials should be provided adequately leading to their motivation to choosing a particular subject. Similarly Khan

and Iqbal (2012) showed that learning requires students' motivation and adequate school facilities such as instructional materials for the learners' development. According to Abobo (2012) the level of availability and adequacy of teaching learning facilities influence the teaching and learning of any subject. Likoko (2013) on the same note argued that the inadequacy of resource materials in schools is a major factor responsible for low transition learning outcome of students in public secondary schools in Kenya. This implies that there is need to establish the extent to which learning resources influence students to choose CRE.

Parents have a great say on what subjects their children must choose in the course of their study giving an implication that parental involvement in a student's choice of a subject cannot be overlooked. Adeyemi (2009) in a study on teacher character education across the curriculum and the role of stakeholders at junior secondary school level in Botswana found that students often look upon their parents and teachers as role models on matters of unity, honesty, justice and fairness, responsibility, caring, respect and trustworthiness. This means that students do not choose subjects independently without considering their parents' preferences.

In a study on factors influencing students' career choices among secondary school students in Kisumu municipality (Edwards, 2011) found that family members are more influential in students' career choice. This finding is in agreement with (Dryler, 2008) who observed that direct forms of parental influence such as the degree to which students see their parents choosing careers or having contact with technology, are motivators to train for technical jobs. This therefore means that parents play a very key role in their children's subject choice. Despite these findings the current study focused on the influence of parental guidance on students' choice of CRE in public secondary schools in Matungulu Sub - County.

Performance trends in subjects may also influence students to choose a subject. Mwangi and Nyagah, (2013) in a study on Determinants of Academic Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Kiambu County found that the performance of a particular student in the National

Examinations determined their future. Due to the concern of the countries around the globe about their citizen's future, education has become a major Centre of investment.

Itolondo (2012) in a study on the role and status of CRE in the school curriculum in Nairobi County in Kenya found that students may work hard to pass well in CRE simply to boost their overall performance in KCSE but fail to reflectively learn CRE in order to influence their moral behavior. This study further found that the inclusion of Christian Religious Education (CRE) in the school curriculum is meant to boost spiritual and moral development. Similarly, Kamau (2014) in a study on the role of CRE in transmitting moral values among secondary school students in Mathioya County found that the morals of students do not reflect the acquisition and practice of values the students learn in CRE. This then implies that students have varied reasons for choosing CRE as a subject choice which the current study sought to establish.

Kimosop (2008) asserts that CRE is a booster subject pursued by average students academically so as to boost their grades. This could mean that the attitude of both teachers and learners compromises the benefits that students could draw from the subject. Chemutai (2015) observes that there is a general believe that C.R.E. is an easy subject which can be passed with minimal effort. This belief has made the enrolment of students choosing CRE in Form Three in public secondary schools in Matungulu sub – County to increase but realizing low mean scores. Chemutai further observes that if a learner is performing well in a given subject, they require a positive reinforcement so that their performance and attitude towards the subject is maintained. Chemutai also observes that low performing students consider C.R.E to be easy but do not perform well in the subject just as shown in Table 1.1 below for Matungulu Sub-County public Secondary schools' KCSE CRE performance.

Table 1.1. Sub- County KCSE CRE performance

YEAR	2014	2015	2016	2017	2018
ENROLLMENT	1405	1551	1783	1887	2160
MEAN SCORE	5.957	4.419	5.692	3.864	3.603

Table 1.1 above indicates clearly that there has been unstable and inconsistent CRE performance for the last five years. It is observed that between 2014 and 2015, 2017 and 2018 CRE performance did not reflect improvement but a drop instead. This implies that for students to perform well in CRE must work hard and not uphold the belief that the subjects can be passed with minimal effort. This study wished to determine the influence of the students' previous performance in National Examinations on the choice of CRE in public secondary schools in Matungulu Sub - County. Thus, efforts were made to determine what was responsible for the choice of CRE since in Matungulu Sub-county KCSE CRE performance results from 2014 to 2018 showed a trend of performance decline (Matungulu Sub-County Education office, 2019).

According to Matungulu Sub-County Education office (2019) the 2018 CRE performance in public secondary schools in Matungulu Sub-County had registered the worst results ever of a mean score of 3.608 reflecting a very big mean score drop as shown in the Table 1.1 above. This study sought to find out whether students in public secondary schools in Matungulu Sub –County may have chosen CRE based on the past performance to use it as a booster subject for their grades. The high enrollment and drop in mean score raised the question as to whether there was any relationship between the choice of CRE and previous performance of the subject. Whiteley (2010) asserts that the policies that schools adapt to guide subject choice dictate the subject that a student is likely to pursue. Despite arguments that CRE should be studied as a booster subject and that it is easy to pass this study tried to establish the influence of previous performance of CRE in the national examinations on CRE choice by students in public secondary schools in Matungulu sub – county, Machakos County.

1.2 Statement of the Problem

In Kenya CRE is a compulsory subject in Form One and Two and most students take it up to Form Four. The role of CRE is to mould behavior and make a person more stable psychologically so as to be able to fit in the society. The learning of CRE should therefore make a person relate well with other people, tolerate others and cope with emerging issues of life. The study of CRE as a subject is also perceived as a

subject that would develop good morals and cater for spiritual growth of learners for positive change.

Despite the importance attached to CRE, reports from Matungulu Sub - County Education office show that although the number of students enrolling in CRE has been increasing, students' performance in the subject has been deteriorating. According to Matungulu Sub-County Education office (2019) the 2018 CRE performance in public secondary schools in Matungulu Sub-County had registered the worst results ever of a mean score of 3.608 reflecting a very big mean score drop as shown in Table 1.1. The records show that in 2014 there were 1405 out of 1496 students choosing CRE and realizing a mean score of 5.957; 2015, 1551 out of 1578 students with a mean score of 4.419, 2016, 1783 out of 1860 students with a mean score of 5.692, 2017, 1887 out of 1916 students with a mean score of 3.864 and 2018, 2160 out of 2170 Form Three students choosing CRE with a mean score of 3.603. This shows an increasing trend for students choosing CRE but a serious drop in performance. These increasing numbers with dismal performance imply that Students have other reasons that influence them to choose CRE other than performing well and reflectively learning the subject in order to influence their moral behavior as per the CRE curriculum syllabus (KICD, 2008) which the current study sought to establish. This then poses the question as to what factors influence students to choose CRE as a subject choice in public secondary schools in Matungulu Sub-County.

1.3. Objectives of the Study

To investigate the factors influencing students' choice of CRE in public secondary schools in Matungulu Sub – County, Machakos County, Kenya.

1.3.1 Specific objectives

In order to meet the purpose of the general objective, the study sought to address the following specific objectives;

- i. To establish the influence of students' career aspirations on their choice of CRE in public secondary schools in Matungulu Sub – County, Machakos County.

- ii. To determine the influence of CRE teaching resources on students' choice of CRE in public secondary schools in Matungulu Sub –County, Machakos County.
- iii. To establish the influence of parental guidance on students' choice of CRE in public secondary schools in Matungulu Sub – County Machakos.
- iv. To determine the influence of students' previous performance in National examinations on their choice of CRE in public secondary schools in Matungulu Sub – County, Machakos.

1.4 Research Hypotheses

The study was guided by the following research hypotheses which were tested at 0.05 level of significance.

H₀₁ There is no statistically significant relationship between career aspirations and students' choice of CRE in public secondary schools in Matungulu Sub – County.

H₀₂ There is no statistically significant relationship between CRE teaching resources and students' choice of CRE in public secondary schools in Matungulu Sub – County.

H₀₃ There is no statistically significant relationship between parental guidance and students' choice of CRE in Matungulu Sub – County.

H₀₄ There is no statistically significant relationship between students' previous performance in National Examinations and students' choice of CRE in Matungulu Sub – County.

1.5 Significance of the Study

The findings of this study could be used by the Ministry of Education, educational policy makers and planners and curriculum implementers towards making necessary adjustments and decisions to improve on the strategies to enhance adequate participation of students in CRE as they do in other subjects. The findings of the study could also be used by teachers to encourage students to consider CRE as an important subject that could help them to mould their behaviour. Principals being the heads of the learning institutions in secondary schools may use the findings of this study to sensitize students to choose CRE in order to develop a sense of self-respect and

respect for others. The findings of the study may be used by the career masters and teachers to assist the students to pursue CRE as a subject of specialization among others. The findings of this study could also inspire other scholars to conduct more research in this field to fill gaps exposed by the study.

1.6 Limitations of the Study

According to Mugenda and Mugenda (2003), a limitation is an aspect of research that may negatively affect the results but over which the researcher has no control. In this study, it was envisioned that some participants could conceal crucial information on students' behavior because of being afraid of victimization. This was addressed by establishing a rapport to make them understand clearly the rationale of the study and why they had to participate. The respondents were also assured of privacy and confidentiality of the information provided so as to increase accuracy of the findings. It was also envisioned that availability of principals could pose some limitations on data collection. However, this was mitigated by seeking prior appointment with them and this avoided delays in data collection as scheduled.

1.7 Delimitations of the Study

According to Orodho (2005), delimitations of a study refer to the boundaries of the study. This study was delimited to public secondary schools in Matungulu Sub-County. The findings were delimited to responses from the principals, CRE teachers and Form Three students who had chosen CRE in public secondary schools in Matungulu Sub - County. The findings were also delimited to responses from the Form Three students since it is at this level students were expected to choose the optional subjects out of which CRE is one of them. The study only investigated into factors influencing students' choice of CRE as a subject in public secondary schools in Matungulu sub – county, Machakos County.

1.8 Assumption of the Study

This study was carried out in selected public secondary schools in Matungulu Sub-County and the following assumptions were made:

- i. That all the respondents would be co-operative and would provide reliable information.

- ii. That the respondents were aware of the role of teaching CRE in Kenyan secondary schools.

1.9 Definition of Terms

The following are definitions of the terms and words used in the study;

Career aspiration: This refers the goals a student sets out to achieve in a particular profession for students in public secondary schools in Matungulu Sub- County.

CRE resources: This refers to the learning materials that will influence subject choice in public secondary schools in Matungulu Sub-County.

Influence: To cause effect or change on the students choosing CRE as a subject in public secondary schools in Matungulu Sub-County.

Principal: This refers to a person who is given the responsibility of leading and administering a secondary school in a public secondary school in Matungulu Sub-County.

Public secondary school: This refers to a learning institution that is sponsored by the government in terms of provision of resources such as teachers and other teaching/learning resources in Matungulu Sub-County.

Secondary School: Any post-primary educational institution that by the time of study had students in forms three in Matungulu Sub-County.

Student: A learner who is enrolled in a learning institution to acquire knowledge and skills in Matungulu Sub-County.

Teacher: refers to a person who instructs students in public secondary schools in Matungulu Sub-County.

1.10 Organization of the Study

The study is organized into six chapters. Chapter one consists of the background to the study, statement of the problem, objectives of the study, research hypotheses, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and organization of the study. Chapter two deals with the literature review which comprises of the past documented information about the factors influencing students' choice of CRE. The review also presents the theoretical and conceptual frameworks of the study. Chapter three focuses on research methodology which comprises of research design, target population, sample size and sampling procedure, research instruments, instrument validity and instrument reliability. It also includes data collection procedure and data analysis techniques. Data analysis and data interpretation are dealt with in Chapter Four. Chapter Five covers the discussions made in the study and Chapter six consists of the conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines the existing literature related to the factors influencing students' choice of CRE in public secondary schools. It focuses on the students' career aspirations, CRE teaching resources, parental guidance and students' previous performance in National examinations. It also includes the theory upon which the study is anchored and a conceptual frame work showing the inter-relationship between the study variables.

2.2. Students' Career Aspirations and Choice of Christian Religious Education

According to Rojeweski (2005) career aspirations are an individual's ambitions to a particular occupation. This implies that career prospects will determine which subjects a particular student will choose. Students' aspirations can therefore influence their future career whereby high aspirations motivate students to study hard and try to achieve their goals (Staff, Harris, Sabates and Briddell, 2010). While agreeing with Staff et al, (2010) Ashby and Schoon (2010) argued that it is an occupation that influences students to choose a particular subject. Hewitt (2010) in an article on factors influencing career choice asserted that choosing a career can either be intrinsic or extrinsic or both. This means that most people are influenced by careers that their educational choices have opened for them. Some choose to follow their passion regardless of how much or little it will make to them while others choose the careers that give high income. According to Mustapha et al (2007) the students who choose vocationally oriented subjects in USA tend to do it, having been fully exposed to the implications of their choices and having acquired a substantially better understanding of general educational skills in their future occupations.

Stebleton (2007) in a study on career choice in Ethiopia found that students believe that there are external factors which influence their career choices such as gender, personal interests and availability of jobs. Kochung (2011) in a study on Factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality, found that students' career choices are influenced by individual variants

such as gender, personal interests, learning experiences, environmental factors and personal contacts. The study further found that a high number of students choose their subjects based on job availability. This study was done in Kisumu municipality in Kenya and other parts of the world but the current study sought to establish the influence of students' career aspirations and subject choice in Matungulu sub – county, Machakos County and found that students are influence by their subject choice which enabled them to uphold ethical values required at work places.

2.3 CRE Learning Materials and Choice of CRE by Students

Owoko (2010) in an unpublished paper presented in Leonard Chesire Disability workshop in Kisumu on The Role of Advocacy in Enhancing Equalization of Opportunities for Disabled People described teaching resources as those methods and materials used in teaching. Owoko further observed that resource materials include textbooks, workbooks, charts, audio visual aids, chemicals, specimens and other relevant things that will attract students' attention. Lyons, (2012) stated that learning is a complex activity that requires students' motivation, teaching resources, and skills of teaching that a particular curriculum demands. Lyons further observed that availability of learning materials promotes the effectiveness of schools as they are the basic resources that bring about good academic performance among the learners. This implies that students' performance is influenced by the quality and quantity of teaching materials. Based on the findings it is clear that institutions with adequate teaching materials such as textbooks, charts, maps, audio visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder stand a better chance of performing well in examinations than poorly equipped ones and therefore it leads to high enrolment in CRE. This means that learning materials influence students to choose a certain subject and CRE for this matter.

The use of teaching materials is important because they motivate learners to learn. Adeogun, (2001) in a study on the principal and the financial management of public secondary schools in Osun state in Nigeria found that effective learning cannot take place within the classroom if basic instructional materials are not present. Similarly, Egbu (2012) observed that involving learners in classroom activities is what matters most as it makes teaching learner centered. Egbu further maintained that involving

learners in classroom activities helps learners to discover new knowledge and gain new insights. This implies that resource materials are central in teaching and learning because effectiveness in lesson delivery may not be guaranteed without using them. From the views of the scholars cited above, we can say that the place of instructional materials in the teaching of CRE is key in improving students' achievement hence the need for this study.

A study carried out in Ghana by Psacharopoulos (2008) on the relationship between textbooks and students' achievement concluded that text books provision is a significant factor in academic achievement. Similarly Adeyemi (2009) in a study in Botswana on Teacher Character Education across the Curriculum and the role of stakeholders at Junior Secondary Level observed that students should be given an opportunity to visit and collect relevant data from individuals in the society who are known for exemplary character. According to Laurillard (2013) in a study on effective teaching and learning technologies in Botswana, lack of relevant teaching materials cause dismal students' academic performance. The study also found that students' dismal academic achievement is mainly caused by lack of relevant textbooks and other print materials such as publications and handbooks. This implies that for good academic achievement in CRE, resource materials should be provided adequately.

Khan and Iqbal (2012) show that learning requires students' motivation and adequate school facilities such as instructional materials for the learners' development. While the existing studies show the influence of learning materials in students' performance, emphasis in the current study was laid on determining the influence of learning materials on students' choice of CRE in public secondary schools in Matungulu Sub-County. Ouma (2007) in a study on the impact of teaching aids on performance by students in Kisumu Municipality in Kenya found that learning resources encourage learners to participate in the learning process and motivates them to cater for individual differences. Similarly Likoko (2013) observed that the inadequacy of resource materials in schools is a major factor responsible for low learning outcome of students. This implies that, for a higher learning outcome of students there should be adequate learning resource materials. UNESCO (2012) reported that teaching and learning materials such as text books, teaching aids, chalk, chalk board and

stationeries can influence students' academic performance hence influencing students' choice of a subject. These studies did not assess how teaching materials influence students' choice of CRE which this study tried to establish.

Abobo (2012) in a study on challenges facing implementation of Life Skills in secondary schools in Trans – Nzoia West District found that the level of availability and adequacy of teaching learning facilities influence the teaching and learning of any subject. This could mean that there is need to establish the extent to which CRE resources influence students to choose CRE. All the above mentioned studies imply that teaching resources play a central role in the teaching and learning of CRE. The current study found that the higher the number of CRE learning materials the higher the number of students enrolling to CRE. Based on the findings of the current study therefore, it was established that CRE learning materials have a significant influence on the students' choice of CRE in public secondary schools in Matungulu Sub – County, Machakos County.

2.4. Parental Guidance and Choice of CRE Subject

Family role models have influence on what students major in while in school. Parents show support for certain careers to their children meaning that the influence and motivation on which students base their choice of career is greatly influenced by parental decisions that lead to their subject choice. Studies show that parents start influencing career decisions as soon as their children can pronounce their job title. For instance The Social Science Research Centre (2011) in Hong Kong observed that family involvement in career development is particularly salient among Chinese families. This means that Hong Kong parents are inclined to provision of strong guidance in their children's choice of academic track at their transition into senior secondary. The Research Centre further observed that young people in Hong Kong are likely to consult their parents for all major decisions including subject choices in school.

Li and Kerpelman (2007) stated that adolescents in many cases are reported to feel closely connected to their parents, and therefore willing to make decisions to fit with their parents' views. This implies that parents greatly influence their children's career

aspirations and subject choice. According to Goodman and Gregg (2010) parental expectations have great influence on young people's aspirations. On the same note Schoon (2010) observed that Children whose parents have higher expectations for them also tend to have higher aspirations for them. This could mean that parents play a principal role in students' aspirations and subject choice. Kumar (2016) observed that the quality of the relationship between Indian parents and their offspring is considered to influence the younger generation's preferences for their future careers. This means that the kind of relationship between the parents and their children has an impact on the subjects that they choose for their future career. The current study was carried out in Matungulu Sub-County to establish the influence of parental guidance on the choice of CRE in public secondary schools in the Sub-County. The study found that parental guidance had a statistically significant influence on students' choice of CRE.

Barker (2010) in a study on the influence of family background on the academic performance of secondary school students in Nigeria found that parents influence their children's career decision making. Similarly, Shumba (2012) in a study on Factors Influencing Students' Career Choice and Aspirations in South Africa found that the family and the ability of the students to identify preferred career choices is a major factor influencing career choice of the learners meaning that parents are greatly involved in the choice of subjects that students choose in line with their future careers.

Edwards (2011) in a study on Factors influencing students' career choices among secondary school students in Kisumu municipality found that family members are more influential in students' career choice. On the same note, Dryler (2008) asserted that direct forms of parental influence such as the degree to which students see their parents choosing careers or having contact with technology, are motivators to train for technical jobs. This therefore means that parents play a very key role in their children's subject choice. This study was conducted in Kisumu municipality whereas the current study was carried out in Matungulu Sub-County in Machakos County.

2.5 Students' Previous Performance in National Examinations and Choice of CRE Subject

Mwangi and Nyagah (2013) observed that a particular student's performance in the National Examinations determined their future. Due to the concern of the countries around the globe about their citizen's future, education has become a major Centre of investment. Achola (2001) however, observed that the learners may work hard to pass well in CRE simply to boost their overall performance in Kenya Certificate of Secondary Education (KCSE) but fail to study it reflectively in order to internalize it so that it can influence their moral behavior.

Chemutai (2015) observed that many students have a general belief that C.R.E is an easy subject which can be passed with minimal effort. This belief has made the enrolment of students choosing CRE in Form Three in public secondary schools in Matungulu Sub-County to increase but realize low mean scores. Chemutai further observed that if a learner is performing well in a given subject, they require a positive reinforcement so that their performance and attitude towards the subject is maintained. Chemutai also observed that low performing students consider CRE to be easy but they do not perform well in the subject as it purported. This has been found to be the case in public secondary schools in Matungulu Sub-County where the high enrolment in CRE and drop in mean scores raised the question as to whether there was any relationship between the choice of CRE and previous performance of the subject.. Thus, efforts were made to determine what factors influenced students to choose CRE as a subject choice in public secondary schools in Matungulu Sub-County.

Whitely (2010) asserted that the policies that schools adapt to guide subject choice dictated the subject that a student is likely to pursue. Despite arguments that CRE should be studied as a booster subject and that it is easy to pass, the current study tried to establish the influence of previous performance of CRE in the national examinations on CRE choice by students in public secondary schools in Matungulu Sub-County, Machakos County.

2.6 Summary of Review of Related Literature

The reviewed literature tried to show the influence of students' career aspirations on their choice of CRE in public secondary schools in Matungulu Sub- County. The reviewed literature tried to highlight how parental guidance influence students on the choice of CRE as an optional subject. It has also featured on how CRE resources influence students' choice of CRE in public secondary schools. The review highlights the role that CRE plays in an individual's life and reasons why learning institutions, government and religious organizations, policy makers and the Ministry of Education should emphasize the learning of CRE. Therefore, the kind of knowledge acquired in CRE is important implying that it should be internalized in the formation of one's character and consequently be applied in problem solving. However, not all students consider the subject for its moral teachings since some do it for the purpose of passing examinations only (Chemutai 2008). This is an alarming concern and therefore the current study aimed at establishing the factors influencing students' choice of CRE in public secondary schools in Matungulu Sub - County.

2.7 Theoretical Framework

The current study was guided by the Self - Determination Theory developed by Deci and Ray (2002). This theory states that individuals can be intrinsically or extrinsically motivated to carry out a task and that there is a dominant role extrinsic motivation plays in an individual's behaviour. It is concerned with the motivation behind choices people make without external influence and interference. It focuses on the degree to which an individual's behaviour is self-motivated and self-determined. According to the theory, extrinsic motivation varies considerably in its relative autonomy and therefore can either reflect external control or true self-regulation. However, they further observed that self-determination theory makes an important additional distinction that falls within the class of behaviours that are motivated unlike other theories. They argued that the theory distinguishes between self-determined and controlled types of intentional regulation. Intrinsic motivation therefore is used to refer to doing something because it is interesting or enjoyable while extrinsic motivation is doing something because it leads to an outward appealing outcome.

This theory was suitable for this study because CRE is taught to students to impart knowledge, inculcate faith in a supernatural God and learn to rely on Him. CRE helps them to be stable emotionally and be able to relate well with other people. Students are able to consult more whenever they have a problem hence get extrinsic help for their problems and not over react. This implies that their choice of CRE should be based on the need to be emotionally and morally stable. With the guidance of this theoretical framework therefore, the study sought to examine what influences students to choose CRE in public secondary schools in Matungulu Sub-County, Machakos County.

2.8 Conceptual Framework of the Study

The conceptual framework for the study is presented as shown in Figure 2.1.

Independent variable

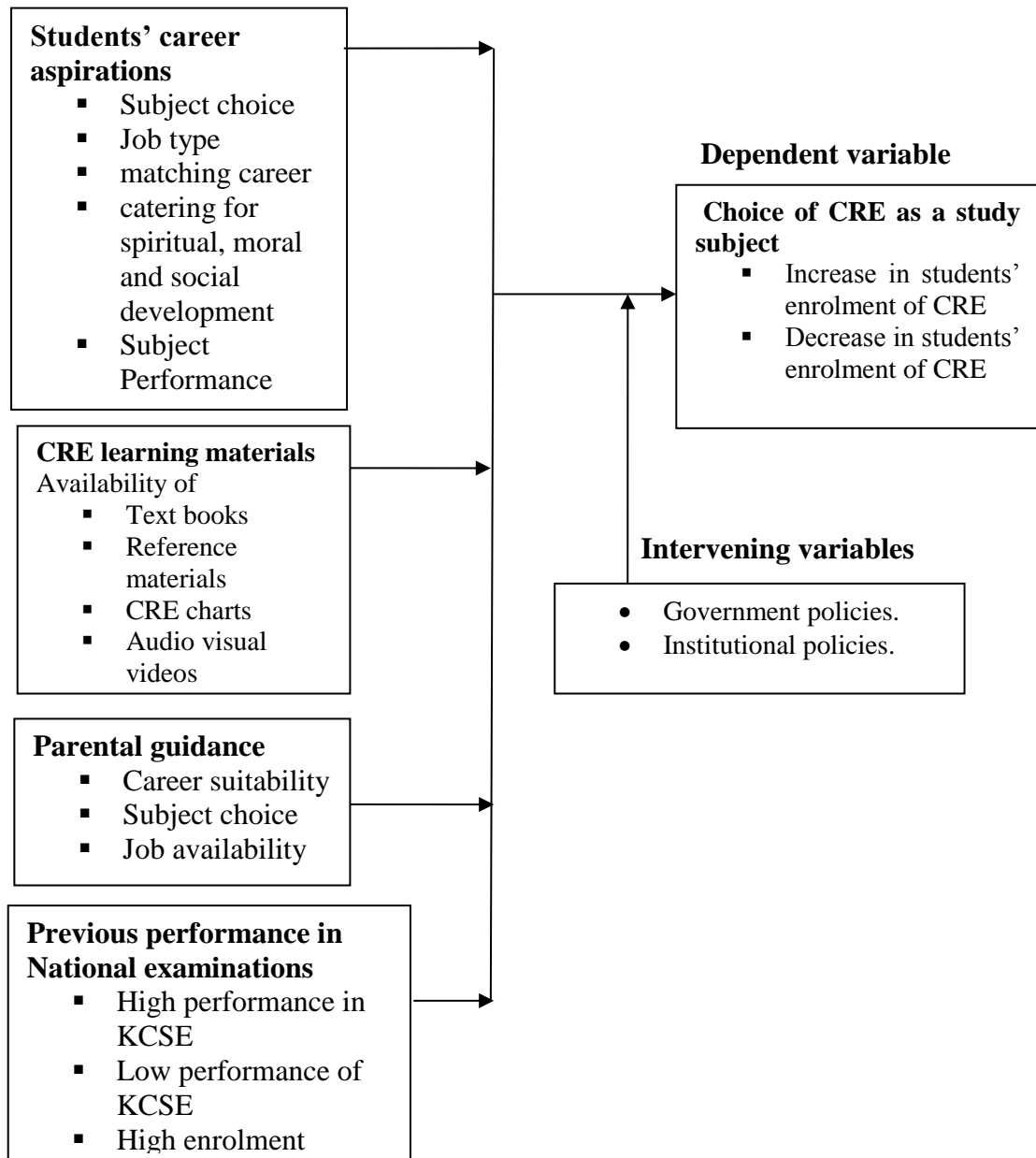


Figure 2.1 Inter - relationships between independent, intervening and dependent Variables

As depicted in Figure 2.1, which shows the inter - relationship between the independent, intervening and the dependent variables. Students' choice of CRE which is the dependent variable is influenced by independent variables which are students'

career aspirations, CRE teaching resources, parental guidance and previous performance in the National Examinations. The dependent variable which is the choice of CRE by students may be affected by the intervening variables which are government and institutional policies.

The conceptual frame work shows that students' career aspirations is depended on the subject choice and job type that a certain student would like to pursue. It also shows that the higher the number of CRE learning materials the higher the number of students choosing CRE implying that the availability of CRE learning materials influence students to choose CRE in high numbers. Parents also play a key role in determining which career their children would pursue leading to their subject choice. It is also evident that if a school has a culture of excellent performance in the National examinations there will be high enrolment in CRE subject.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the research design, the target population, sample size and sampling procedure and research instruments. It also includes validity of research instrument and reliability of research instruments and data collection procedure, data analysis techniques and ethical considerations.

3.2 Research Design

This study was carried out using a descriptive research design to collect qualitative and quantitative data from the Principals, CRE teachers and students. According to Rumberger (2012) descriptive research design is a present oriented methodology and is used to investigate population by selecting samples to analyze and discover occurrences where data obtained is used to determine specific characteristics of a group. Yin (2009) observed that the main purpose of descriptive survey design is to give a description of the state of affairs as they are at a current situation. The design was suitable for this study because it was used to explore in details the factors influencing students' choice of CRE in public secondary schools in Matungulu Sub-Country.

3.3 Target Population

Target population is the group from which information can be obtained and to which the results of the study are intended to apply (Mugenda and Mugenda, 2012). In this study, the target population consisted of 30 Principals in public secondary schools in Matungulu Sub-county, 72 CRE teachers and 1100 Form Three students who had chosen CRE as a subject of choice in the 30 public secondary schools in Matungulu Sub- County (Matungulu Sub - County Education Office, 2019). Form Three students were targeted for this study since it is at this level that they choose subjects. According to Kasomo (2011) the Form Three students have also benefited from two years exposure to the subject in Form One and Form Two. This implies that the students were able to evaluate and project whether the subject of CRE would fulfill their needs or not in their future lives.

3.4 Sample Size and Sampling Procedure

Bell (2010) observed that sampling is the selection of individuals from a population where every individual has an equal chance to be selected into the sample. Matungulu Sub-County has 35 public secondary schools. Out of the 35 public secondary schools, 5 schools were used for piloting where test-re-test method was used in testing the instruments to measure the reliability of the instruments used. This study targeted 30 public secondary schools and 30 Principals who were purposively selected to participate in the study. Similarly, purposive sampling was used to select 72 CRE teachers because the number was small as advocated by Morris (2008) who asserts that when the population size is less than 300 the entire population can be used. Form Three students were used for this study because they have been in school long enough and understand how subjects are chosen and were not as busy as Form Four students who were preparing for their National Examinations. Besides, the Form Three students had also benefited from the two years exposure to the subject in Form One and Form Two and as such they were able to indicate, evaluate and project whether CRE was fulfilling their needs or not. Simple random sampling was used to select 330 out of 1100 Form three students who had chosen CRE which is 30 percent according to Mugenda and Mugenda (2012) who say it is appropriate for the study. The overall total sample was therefore 432 as shown in the sampling frame in Table 3.1.

Table 3.1: Sample Frame

Respondents	Target population	Sample size	Percentage
Principals	30	30	100%
CRE teachers	72	72	100%
Form three students	1100	330	30%
Total	1202	432	

3.5 Research Instruments

This study used questionnaires and interview schedule as research instruments. Smith (2012) asserts that administration of questionnaires is a cheap and fast method of collecting data. Cozby (2005) defines an interview as an inter-subjective enterprise of two persons talking about some common themes. Mugenda and Mugenda (2012)

observed that interviews have an advantage over other tools of data collection because the interviewee can be probed further.

3.5.1 Questionnaires

Questionnaires were used in this study because they are easy to administer and economical to use in terms of time and finances since they often have standardized answers that make it simple to compute and analyze data (Begi, 2009). In this study, the questionnaires which were accompanied by a covering letter explaining the study intention were self-administered. The questionnaires for both teachers and students were administered and coordinated by the researcher with permission from the Principals. Both closed and open-ended questions were used to collect quantitative and qualitative data from CRE teachers and Form Three students who had chosen CRE in public secondary schools in Matungulu Sub – County. Open ended items were intended to allow the respondents the freedom to respond in their own words which may have consequently revealed hidden information, motivation, interests, feelings and decisions that may not have been captured in closed ended questions. An arrangement was then made to collect the filled questionnaires on a later date.

The students' questionnaire consisted of five sections; A, B, C, D and E. Section A consisted of demographic information where the respondents were required to indicate their background characteristics. Section B consisted of questions on students' career aspirations and the choice of CRE. Section C consisted of the C.R.E Learning Materials and the choice of CRE. Section D consisted of parental guidance and choice of CRE and section E consisted of information on the influence of KCSE CRE previous performance and the choice of CRE.

The Questionnaires for CRE teachers had brief instructions for them on how to respond to the questionnaire. The questionnaire for CRE teachers was made up of items which included demographic information and CRE resources and their experience in teaching CRE. The closed ended items had statements each rated on a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree.

3.5.2 Interview schedule

This study used interview guides on the justification that it gives one an opportunity for the researcher to get information about beliefs, perspectives and views from participants (Boudhah, 2011). Semi-structured interview guide was used to collect qualitative data from the Principals. The interview questions were confined to the objectives of the study. This guide helped in collecting information from the Principals in relation to the students' choice of CRE as a subject in relation to their career aspirations. Mugenda and Mugenda (2012) observed that interviews have an advantage over other tools of data collection since the interviewee can be probed to give more information concerning the study. Interview schedule was administered to the principals to collect data for this study.

3.5.3 Validity of Research Instruments

Validity is the degree to which results from the analysis of data actually represents a phenomenon under study. Orodho (2005) asserts that validity of a test represents the extent to which a test measures what it purports to measure. To enhance content validity, questionnaires were designed in consultation with the supervisors as research experts to confirm the appropriateness of the instruments to gather relevant information about the subject under study. The experts' contributions and suggestions were used to clarify ambiguous questions, added new questions and omitted questions that were irrelevant. Any information that was found unfit was omitted.

3.5.4 Reliability of Research Instruments

Mugenda and Mugenda (2012) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Mugenda and Mugenda further show that pre-testing is essential in that it helps in identifying errors found in a study instrument. This study therefore used the test-re-test method in pilot testing the instruments to measure their reliability. The questionnaires were administered to 20 students who had chosen CRE in five of the public secondary schools in Matungulu Sub-County and 6 teachers who were selected during pilot study. These respondents did not participate in the final study. This was repeated after two weeks after which the results were correlated to determine the reliability. The study applied the Pearson's Product Moment Correlation to calculate the co-efficient

of correlation where a split half-method was used to establish the co-efficiency of the internal consistency of the research instruments. This method involved splitting the items in one subset of halves (Odd and even numbered items). All odd numbered items were then placed in one subset while the even numbered items were placed in another subset. Each of the two subsets were then correlated using Pearson's Product Moment co-efficient which were taken as reliability as shown below.

$$r = \frac{\sum xy - (\sum x)(\sum y)/N}{\sqrt{(N\sum X^2 - (\sum X)^2/N)(N\sum y^2 - (\sum y)^2/N)}}$$

where r is the Pearson's coefficient of correlation index, N is the number of respondents, X is even- numbered items responded to as expected and y is the odd-numbered items responded to as expected.. From the pilot results, a reliability coefficient of .78 was obtained. This was higher than the benchmark of .7 (Mugenda and Mugenda, 2012). It is against this backdrop that the researcher concluded that the questionnaires were reliable and proceeded to collect data for this study.

3.6 Data Collection Procedure

Before data collection an introductory letter from the Board of Post Graduate Studies at South Eastern Kenya University was sought. A research permit from the National Commission for Science, Technology and Innovation (NACOSTI) was then obtained. Permission from the Deputy County commissioner in Machakos County and the Sub-County Director of Education in Matungulu Sub-County was also sought before visiting the schools. On visiting the schools, Principals of the selected schools and respondents including teachers were informed in advance. Identified schools for the research were visited where permission was sought from the concerned Principals to collect the required data. The questionnaires were issued to CRE teachers and Form Three students who had chosen CRE and arrangements made with them on the date for collecting the completed questionnaires. An interview schedule for the principals was also used to collect data related to the study.

3.7 Data Analysis Techniques

Kumar (2011) observed that data analysis includes bringing meaning to raw data that is collected. In this study, the data collected was processed, coded and analyzed to facilitate answering the research objectives and research questions. This study

generated quantitative and qualitative data which was arranged and aligned to particular research questions. The data was presented and analyzed in form of frequency distribution tables and percentages in line with the questionnaires. Descriptive statistics such as mean, median, mode and standard deviation were used where calculations on frequency distributions and measures of central tendency was presented in tables. Percentages were calculated from the responses out of the total study sample response per item. The study hypotheses were tested using ANOVA and simple linear regression analysis at the .05 level of significance to facilitate drawing of study conclusions. Qualitative data was analyzed based on narrative and study themes. The interpretation of the data was done within the frame of reference of the research objectives.

3.8 Ethical Considerations

Plano and Creswell (2010) stated that researchers have authority over the subjects they study by virtue of their training and legal authority. The researcher obtained a permit of authority from National commission for Science, Technology and Innovation (NACOSTI) to collect data and ensured the respondents that their identity would not be revealed and data would be used for research purposes only. This was made possible by explaining the research objectives verbally and in writing so that they were clearly understood. The results would be available to the respondents and others if need be. Honesty and truthfulness was encouraged from all respondents by assuring them that any information they that gave would be treated with utmost confidentiality.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This chapter presents the study results from the field as collected from the three main categories of respondents that is, the CRE teachers and students in public secondary schools in Matungulu Sub-County as well as the interview with the Principals. The chapter presents the questionnaire response rate and then goes on to give analyzed results of the demographics of the respondents and the data analysis in line with the study objectives. Finally, the chapter presents the findings in view of the research questions that were formulated along with the study objectives.

4.2 Response Rate

From the data collected, 280 student questionnaires out of 330 were duly filled and returned thus representing a response rate of 93.3 percent. All the 72 questionnaires issued to the CRE teachers were duly filled and returned thus representing a return rate of 100 percent. On the other hand, of the 30 principals who were scheduled to be interviewed 27 of them were available for interview representing a return rate of 90 percent. According to Mugenda and Mugenda (2003), a response rate of above 50 percent is considered ideal for data analysis in a descriptive survey research. Therefore the response rate of the principals, teachers and the students were found adequate for the purpose of this research.

4.3 Demographic characteristics of the respondents

Respondents' demographic characteristics in terms of gender, number of students taking CRE in teaching experience and professional qualification were sought from the respondents. Results of this analysis are as shown in sections 4.3.1 through 4.3.4

4.3.1 Respondents' gender

Respondents' gender was captured in terms of dichotomous responses as either male or female. The results of this parameter are presented as shown in Table 4.1.

Table 4.1: Respondents' gender

	Form Three Students		CRE Teachers	
	Frequency	Percent	Frequency	Percent
Male	124	44.3	27	37.5
Female	156	55.7	45	62.5
Total	280	100.0	72	100.0

Analysis of the responses from Table 4.1 shows that majority, 55.7 percent of the students in the study location were female while 44.3 percent of them were male. On the other hand, the table shows that CRE female teachers were more in the study location than male. In particular, there were 62.5 percent which was translated to 63 percent of CRE female teachers while male CRE teachers were 37.5 percent translated to 38 percent since we cannot have a fraction of a person in percentage. The number of CRE female teachers was high compared to that of male CRE teachers and this numbers seemed to match that of the female students taking CRE. This could imply that most male students do not choose CRE as they do not have adequate role models. This finding is likely to indicate that CRE subject is being feminized in schools. This could also mean that girls choose CRE subjects because it is considered easier for them while boys will strive to choose the harder subjects that are science based.

4.3.2 Number of Form Three Students Taking CRE

The study further sought to find out the number of students in the study location taking CRE. Analysis of this result is as presented in Tables 4.2 and 4.3.

Table 4.2: Students responses on the number of students taking CRE in Form Three

	N	Minimum	Maximum	Mean	Std. Deviation
Number taking CRE in Form Three	280	20	149	64.78	40.986
Valid N (list wise)	280				

From the results in Table 4.2, it was noted that the average number of students taking CRE in Form Three in the study location was 64.78 which was translated to 65 students per school since there could be no fraction of a student. The school which had the lowest number of students taking CRE had 20 students while the school with the highest had 149 students giving an average of 64.78 which was translated to 65 students since there are no fraction persons.

Table 4.3: Teachers response on the number of students taking CRE in Form Three

	N	Minimum	Maximum	Mean	Std. Deviation
Number of Form three Students taking CRE in 2019	72	20	149	68.99	43.087
Valid N (list wise)	72				

As can be observed from Table 4.3, the responses of CRE teachers on the number of students taking CRE were not that different from the responses of the students. The teachers said that the average number of students taking CRE in the study location was 68.99 which were translated to 69 since there is no fraction of a person and that the school which had the lowest number of students taking CRE had 20 students while the highest had 149 students.

4.3.3 Teachers' experience in teaching CRE Subject

The teaching experience of CRE teachers was measured as a categorical variable in which discrete mutually exclusive responses were designed by the researcher. Based on a class size of four categories, the responses were categorized as follows: Below 2 years, 2-5 years, 6-10 years and above 10 years.

Analysis in view of this variable was done and presented as shown in Table 4.4.

Table 4.4: Teaching experience of the Respondents

Number of Years	Frequency	Percent
Below 2 years	2	2.8
2-5 years	31	43.1
6-10 years	34	47.2
Over 10 years	5	6.9
Total	72	100.0

Results from Table 4.4 show that 47.2 percent of the CRE teachers translated to 47 CRE teachers had taught CRE as a subject for a period of 6-10 years followed by 43.1 percent of CRE teachers translated to 43 CRE teachers who had taught CRE for a period ranging 2-5 years. 6.9 percent translated to 7 percent owing to the fact that there is no fraction of a person had taught for more than 10 years while 2.8 percent translated to 3 percent had taught CRE for less than 2 years. It can therefore be deduced that nearly a half of the CRE teachers had taught CRE as a subject for more than 6 years. This implies that the teachers had adequate experience in teaching the subject in order to mentor and influence students to choose the subject if they wished to do so.

4.3.4 Professional training of teacher respondents

The basic categories in terms of professional training of the teacher respondents were categorized as Diploma in Education, Approved Teacher Status, Post Graduate Diploma in Education, Bachelors in Arts, Bachelors in Science and Bachelors in Education in that given order. The results of this analysis are presented in Table 4.5.

Table 4.5: Highest level of Professional Training of CRE Teachers

	Frequency	Percent
Diploma in Education	0	0
Approved Teacher Status	0	0
Post Graduate Diploma in Education	0	0
Bachelors of Arts	5	6.9
Bachelor in Science	0	0
Bachelors in Education	67	93.1
Total	72	100

From Table 4.5, it can be seen that majority that is, 93 percent of the CRE teachers had a Bachelor's degree in Education while 7 percent had Bachelor's degree in Arts. The table also shows, the CRE teachers with the lowest level of professional training in the study area had Bachelors in Arts. This implies that majority of CRE teachers had the necessary competencies to enable them discharge their duties as required including offering mentorship and guiding students on the choice of CRE as a subject.

4.4 Analysis in Line With Study Objectives

This study sought to achieve four main study objectives which were to: establish the influence of students' career aspirations on their choice of CRE in public secondary schools in Matungulu Sub-County; determine the influence of CRE teaching resources on students' choice of CRE in public secondary schools in Matungulu Sub-County; establish the influence of parental guidance on students' choice of CRE in public secondary schools in Matungulu Sub-County and determine the influence of the students' previous performance in National Examinations on the choice of CRE in public secondary schools in Matungulu Sub-County. Sections 4.4.1 through 4.4.4 present the descriptive and inferential analysis and presentation of the results in line with these objectives, based on the students, CRE teachers and Principals views.

4.4.1 Influence of Students' Career Aspirations on their Choice of CRE in Public Secondary Schools

The first research objective sought to establish the influence of students' career aspirations on their choice of CRE in public secondary schools in Matungulu Sub-County. In this case, the influence was measured through a variety of questions that were formulated to measure the extent to which career aspirations influenced choice of CRE and different indices were computed to that effect. Analysis of the findings in view of the students responses in line with this objective are presented in sections 4.4.1 and 4.4.2

4.4.2 Accessibility of Career advice

Students were asked if in their KCSE subject choice they received any career advice. These responses from the students were analyzed and results presented as shown in Table 4.6.

Table 4.6: Receiving of career advice on KCSE Subject Choice

	Frequency	Percent
Yes	222	79.3
No	58	20.7
Total	280	100.0

Table 4.6 shows that majority, 79.3 percent of the students had received career advice on their KCSE subject choice while 20.7 percent had not received career advice on their KCSE subject choice.

In addition, the students who said that they had received career advice on their KCSE subject choices were further asked to state the person who gave them the advice. The results are as shown in Table 4.7.

Table 4.7: students' adviser on Choice of subject

N=222	Frequency	Percent
Career Teacher	125	56.3
Fellow Student	21	9.5
Parent	76	34.2
Total	222	100.0

The results in Table 4.7 show that among the students who said that they had received career advice on their KCSE subject choice, 56.3 percent said they received the career advice from the career teacher, 34.2 percent said they received advice from their parents while 9.5 percent of the students received advice on subject choice from their fellow students. This finding signifies the role that the subject teacher plays in influencing students' choice of subjects in schools and by extension the careers they choose.

An open ended question was addressed to the students to state any other person who fronted the advice to them and some were of the opinion that the advice they received in their KCSE subject choice was fronted by the pastor (77%), mentor (24%), grandparent (14%) and counselors (10%). This indicates that other people also play a role in subject choice.

4.4.3 Influence of career aspirations on choice of CRE in Public Secondary Schools

The students' views were sought in establishment of the influence of career aspirations on choice of CRE in public secondary schools in Matungulu sub - County. The responses gathered were analyzed in percentage and mean indices generated for the various indicator areas that were designed to measure career aspirations related areas. Using a five point likert type of scale wherein descriptive measures regarding extent were assigned numerical measures. The calibration was done such that a numeral of 5 represented Strongly agree; 4 represented Agree; 3 represented Neutral; 2 represented Disagree; and 1 represented Strongly disagree. Table 4.8 shows this analysis and presentation of the results descriptively using percentages and mean indices.

Table 4.8: Responses of students on career aspirations and choice of CRE

N=280 Statement	SA %	A %	N %	D %	SD %	Mean
My future career requires the choice of CRE as a subject	36.8	28.2	13.9	14.3	6.8	3.74
People who have done CRE are trusted in their respective careers	16.1	26.4	16.8	28.2	12.5	3.05
CRE enables one to uphold ethical values which are required in the work place	47.1	36.1	7.1	8.6	1.1	4.20
CRE enables one to have good moral conduct	52.5	37.5	5.4	3.6	1.1	4.37
CRE teaches principles which are necessary for career growth	30.4	42.9	10	8.9	7.9	3.78

From Table 4.8, it can be noticed that 36.8 percent of the students strongly agreed that their future career requires the choice of CRE as a subject while 28.2 percent of them agreed. Based on the mean index of 3.74, it is therefore easier to deduce that most of the students felt that their future career requires the choice of CRE as a subject. With regard to whether people who have done CRE are trusted in their respective careers, about 28 percent of the students disagreed on the statement; about 26 percent agreed that people who have done CRE are trusted in their respective careers, 16.1 percent

strongly agreed, 12.5 percent strongly disagreed while 16.8 percent were neutral. In general, there was some level of neutrality established from the respondents with regard to whether people who have done CRE can be trusted which was indicated by a mean of 3.05.

The students were further asked to indicate their level at which they agree or disagree as to whether CRE enables one to uphold ethical values which are required in the work place. The findings show that most students agreed to the statement. This was indicated by a mean of 4.20. In particular, 47.1 percent of the students strongly agreed that CRE enables one to uphold ethical values which are required in the work place while 36.1 percent agreed. Majority (52.5%) of the Form Three students strongly agreed that CRE enables one to have good moral conduct while about 38 percent agreed. About 6 percent of them were neutral while 3.6 percent disagreed with the statement. Overall the extent to which CRE enables one to have good moral conduct was very strong. This was indicated by a mean of 4.37. On the statement that CRE teaches principles which are necessary for career growth, about 43 percent of the Form Three students agreed to the statement, 30 percent strongly agreed while 10 percent were neutral. Overall, most of the students expressed some agreement that the subject of CRE teachers' principles is necessary for career growth.

Finally, in order to establish the influence of students' career aspirations on their choice of CRE in public secondary schools within the study location, a regression analysis was conducted to determine whether career aspirations influenced choice of CRE in public secondary schools as depicted in Tables 4.9, 4.10, and 4.11.

Table 4.9: career aspirations and choice of CRE- Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.442a	0.195	0.192		4.175

a Predictors: (Constant), Career Aspirations

Regression results in Table 4.9 indicate that the relationship between career aspiration and choice of CRE as a subject was positive but moderate ($R = .442$). Further, an R square of 0.195 indicates that 19.5% of the variation in the choice of CRE in public

secondary schools in Matungulu Sub County could be explained by the career aspiration factors in the linear model.

To test whether this model was significant in enabling predictions, the overall model significance was established and analyzed in the ANOVA table presented in Table 4.10 below.

Table 4.10: ANOVA on Career Aspiratiions and choice of CRE

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1171.41	1	1171.41	67.213	.000b
	Residual	4827.63	277	17.428		
	Total	5999.039	278			

a Dependent Variable: Choice of CRE by Students

b Predictors: (Constant), Career Aspirations

The results in Table 4.10 show that the model identified in Table 4.9 were indeed significant at alpha level of .05 ($F_{(1,277)} = 67.213 ; P \leq .05$) this implies that career aspirations could significantly predict the choice of subject such as CRE in secondary schools in Matungulu Sub - County. Further, an analysis of the regression coefficients in Table 4.11 was conducted to establish the relative strength of prediction of the independent variable upon the dependent variable.

Table 4.11: Coefficients of the independent variable

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
1	(Constant)	10.853	1.481	Beta	7.329	.000
	Career Aspirations	0.625	0.076	0.442	8.198	.000

a Dependent Variable: Choice of CRE by Form Three Students

Table 4.11 shows the regression coefficients of the independent variable that is, career aspirations, based on standardized and unstandardized coefficients (beta). It can be revealed from the analysis that career aspirations had a significant predictive power on the choice of CRE as a subject of study by students; $t(277) = 8.2; p \leq .05 \beta = .625$.

This implies that for every unit increase in the career aspiration of students, the choice of CRE as a subject could increase by .625 points. This therefore means that the choice of CRE as a subject in schools is heavily dependent on the future career of a student hence the null hypothesis H_{01} which states that there is no statistically relationship between career aspirations and students' choice of CRE was rejected.

4.5 Influence of CRE Learning Materials and Choice of CRE in Public Secondary Schools

The second objective of this study sought to determine the influence of CRE teaching resources on students' choice of CRE in public secondary schools in Matungulu Sub-County. Data was collected from the students measuring the extent of the influence of CRE learning materials on student choice of CRE. Analysis of the findings in view of the students responses in line with this objective are presented in sections 4.5.1 and 4.5.2

4.5.1 Availability of CRE text books and Frequency of reading

First, the study sought to establish if the students had text books for CRE. The responses were analyzed and results presented as shown in Table 4.12.

Table 4.12: students' responses on availability of CRE text books

	Frequency	Percent
Yes	239	85.4
No	41	14.6
Total	280	100

Table 4.12 shows that 85.4 percent of the students said that CRE text books were available in class in the school while 14.6 percent did not have CRE text books.

For those students who said that they had CRE text books, a question was posed to find out the frequency with which they read those textbooks. The analyzed results in view of this are shown in Table 4.13. The same question was asked to the teachers. The responses show that 79.1 CRE teachers agreed that the school had adequate learning materials while 16.7 of them disagreed and 4.2 were neutral. These analyses are shown in Teachers' response Table 4.31. Similarly, principals were interviewed on adequacy of CRE learning materials. All the 27 principals who responded agreed

that the schools had adequate CRE teaching and learning materials. The responses from the principals, CRE teachers and the students agreed that all the sampled schools had adequate CRE teaching and learning materials.

Table 4.13: Students’ responses on the frequency of reading the text books

	Frequency	Percent
Once a week	23	9.6
After two days	85	35.6
Daily	111	46.4
Hardly	11	4.6
Not at all	9	3.2
Total	239	85.4

The results in Table 4.13 show that among the students who said that they had CRE text books, about 46.4 percent of them said that they read CRE text books daily, 35.6 percent said after two days, 9.6 percent said once a week, 4.6 percent said hardly while 3.2 percent said not at all.

For those who said no were asked to state the other textbooks they read and the reason as to why they read them. In view of this, the study revealed that 3.2 percent of the students read revision textbooks as a way of testing and preparing for examinations. Further, the study sought to establish from the students if they had knowledge of availability of other CRE resources and the results are as analyzed in Table 4.14.

Table 4.14: Responses of students on the availability of Other CRE Resources

	Frequency	Percent
Yes	210	75.0
No	70	25.0
Total	280	100

Majority (75%) of the students had knowledge of the availability of other CRE resources while 25 percent did not have any knowledge of the availability of other resources of CRE. Some of the resources that the students knew about include: global link, CRE Made familiar, the Bible, revision past papers, teachers’ notes and CRE A finder. As a follow up to the foregoing question, those students who had knowledge

about the availability of other CRE resources were prodded further to indicate the frequency of use of the resources and the results are as shown in Table 4.15.

Table 4.15: Responses of students on the Frequency of using other resources of CRE

	Frequency	Percent
Once a week	45	21.3
After two days	45	21.3
Daily	103	48.8
Hardly	8	3.8
Not at all	10	4.7
Total	211	

From Table 4.15 it was found out that those students who had knowledge about the availability of other resources for CRE, about 48.8 percent of them said that they read them daily, 21.3 percent said they read them after two days. Similarly another 21.3 percent said once a week, while about 3.8 percent said hardly and 4.7 percent said they did not read them at all.

The study further sought to establish how the CRE textbooks were distributed in a class. This was aimed at establishing the learner to textbook ratio. Results of this analysis are presented in Table 4.16.

Table 4.16: Responses of students on the distribution of CRE Textbooks in Class

	Frequency	Percent
Every learner has a text book	196	75.5
A text book is shared between two learners	17	6.5
More than two learners share a text book	30	11.5
We have one CRE text book in the class	17	6.5
Total	260	

Table 4.16 shows that majority 75.5 percent of the students expressed that every learner had a textbook, about 11.5 percent said that more than two learners share a textbook while 6.5 percent of them said a text book is shared between two learners and a similar percentage of students said they had one CRE text book in the class. Overall, it can be judged from the analysis that most students had textbooks for the subject thus the textbook to student ratio was almost 1:1. This is as a result of

government initiative of ensuring that each learner gets textbooks as a way of free basic education for all students as enshrined in the Kenyan Constitution of 2010.

4.5.2 Influence of CRE learning materials and choice of CRE as a subject

The views of students were sought regarding the influence of CRE learning materials on the choice of CRE in Public secondary schools. Measurement of the influence of CRE learning materials on the choice of CRE was done on a five point scale in the students' questionnaire where numerical indices were assigned various meanings as follows: 5 represented Strongly agree; 4 represented Agree; 3 represented Neutral; 2 represented Disagree; and 1 represented Strongly disagree. Analysis of this parameter is presented in form of percentages and mean indices in Table 4.17.

Table 4.17: Students responses on CRE Learning Materials and Choice of CRE

N=280 Statement	SA %	A %	N %	D %	SD %	Mean
My school has adequate students' text books for CRE.	40.4	33.2	4.6	8.6	13.2	3.79
CRE reference materials are easily available	24.3	41.4	12.5	11.1	10.7	3.57
It is easy to get support from the teachers when searching for CRE materials	34.3	42.5	8.2	7.9	7.1	3.89
My school has enough CRE teachers.	24.6	22.9	12.1	23.2	17.1	3.15
My school has enough CRE reference materials	19.6	26.1	13.9	25	15.4	3.10
Our school has a special CRE room for learning CRE lessons	3.2	3.2	8.2	27.1	58.2	1.66
There is a CRE library where CRE artifacts are stored for reference purposes	4.3	3.6	3.6	26.4	62.1	1.61
There are adequate charts and other support materials in my school.	5.4	16.4	7.9	26.1	44.3	2.13
There are video slides for teaching CRE in my school.	22.6	19.6	3.9	20.7	33.2	2.78

Results from Table 4.17 show that most schools had adequate students' text books for CRE. This was indicated by a mean = 3.79. This view was supported by 40.4 percent of the students who strongly agreed with the statement while 33.2 percent agreed. Similarly, a mean of 3.57 indicated that most of the respondents that is, Form Three students, were of the view that CRE reference materials are easily available. In particular, about 41.4 percent of the students agreed with the statement and 24.3 percent of them strongly agreed. In addition, a mean of 3.89 indicated that it is easy to get support from the teachers when searching for CRE materials. In view of this, about 43 percent and 34 percent of the students agreed and strongly agreed to the statement that it is easy to get support from the teachers when searching for CRE

materials. As to whether the school had enough CRE teachers, majority of the students 24.6 percent strongly agreed while 22.9 percent agreed. However based on the mean index, it is easier to see that schools had a moderate supply of CRE teachers indicated by a mean of 3.15.

Regarding whether the school had enough CRE reference materials, 26.1 percent of the students agreed that their school had enough CRE reference materials while about 20 percent strongly agreed. It can further be inferred that schools had fairly enough CRE reference materials though not as it should be. This was indicated by a mean of 3.10. Further, the study sought to determine whether the schools had a special CRE room for learning CRE lessons. From the findings it is noticeable that 58.2 percent of the students strongly disagreed with the view and 27.1 disagreed. From the mean index, it can be deduced that schools do not have special CRE rooms for learning CRE lessons indicated by a mean of 1.66.

Most students disagreed with the statement that there is a CRE library where CRE artifacts are stored for reference purposes indicated by a mean of 1.61. In this regard, 62.1 percent of the students strongly disagreed while 26.4 percent disagreed with the statement. As to whether there are adequate charts and other support materials in school, majority of the students disagreed with the statement given by a mean of 2.13 with 44.3 percent of the students disagreeing with the view while 26.1 percent strongly disagreed with the view. Finally, it was noticed that there were no video slides for teaching CRE in schools. This was indicated by a mean of 2.78 as supported by 33.2 percent of the students who strongly disagreed and about 21 percent who disagreed.

Finally, in order to establish the influence of CRE learning materials on choice of CRE as a subject in public secondary schools within the study location, a regression analysis was conducted and results are presented in Tables 4.18, 4.19 and 4.20

Table 4.18: Model Summary on the regression between CRE learning materials and the choice of CRE

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.158a	0.025	0.022	4.592

a Predictors: (Constant), CRE Learning Materials

Regression results in Table 4.18 indicate the goodness of fit for the regression between CRE learning materials and choice of CRE was satisfactory in the linear regression as the regression coefficient was greater than zero. Further the R value of .158 in the model depicts a positive but weak relationship between CRE learning materials and the choice of CRE as a subject in public secondary schools. An R squared of 0.025 indicates that 2.5 percent of the variances in the choice of CRE as a subject in public secondary schools in Matungulu Sub - County could be explained by CRE learning materials in the linear model.

As to whether the model in Table 4.18 was significant to enable the independent variable to predict the outcome variable, ANOVA results were obtained and are presented in Table 4.19.

Table 4.19: ANOVA Results on learning materials and choice of CRE

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	150.506	1	150.506	7.136	.008b
	Residual	5863.08	278	21.09		
	Total	6013.586	279			

a Dependent Variable: Choice of CRE by Students

b Predictors: (Constant), CRE Learning Materials

From Table 4.19, the results reveal that the model was statistically significant in enabling the predictor variable to determine the outcome variable; $F(1,278) = 7.136$; $P \leq 0.05$. This implies that CRE learning materials could statistically and significantly influence the choice of CRE in public secondary schools in Matungulu Sub - County.

In order to check the contribution of the independent variable in terms of predicting the outcome variable, analysis was done using the unstandardized coefficients. Table 4.20 shows the regression coefficients of the independent variable which was CRE learning materials.

Table 4.20: Coefficients on choice of CRE by learning materials

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.071	1.06		18.931	.000
	CRE Learning Materials	0.107	0.04	0.158	2.671	.008

a Dependent Variable: Choice of CRE by Students.

The results from Table 4.20 reveal that the unstandardized beta coefficient for the CRE learning materials was .107 implying that for every unit increase in the materials for teaching/learning CRE, the choice of CRE as a subject could increase by .107 units. Further the study shows that the availability of CRE materials significantly influenced the choice of CRE as a subject in secondary schools in Matungulu Sub-County, $t(279) = 2.67$; $p = .008$; $\beta = .107$. Therefore, in view of these results it can be concluded that the choice of CRE as a subject heavily depends on availability of learning/teaching materials for CRE. The Null hypothesis H₂ which states that there is no statistically significant relationship between CRE teaching resources and students' choice of CRE was therefore rejected.

4.6 Influence of Parental Guidance on Choice of CRE

The third objective of this study sought to establish the influence of parental guidance on students' choice of CRE in public secondary schools in Matungulu Sub-County. Views regarding this parameter were sought from students only as the main respondents in the study. Analysis of the responses from the respondents is presented in Table 4.21.

Table 4.21: Parental Guidance and Choice of CRE

N=280 Statement	SA %	A %	N %	D %	SD %	Mean
My parents influenced me to choose CRE	15.7	17.9	7.1	24.3	35	2.55
My parents are Christians therefore I chose CRE to please them	6.4	12.5	11.4	28.9	40.7	2.15
My parents tell me CRE is the best subject	11.8	27.1	13.9	27.1	20	2.84
CRE was a favorite subject to my parents therefore I chose it	5.7	10.7	12.1	32.5	38.9	2.12
My parents tell me to choose CRE because my siblings performed well in the subject	2.5	13.9	4.6	30.4	48.6	1.91
There are people known to my parents who did CRE and my parents advised me to emulate them	6.4	3.9	12.1	32.5	45	1.94

Table 4.21 shows that majority of the students disagreed with the statement that parents influence their children to choose CRE. This was indicated by a mean of 2.55. This view was supported by 59.3 percent of the students who when combined either disagreed or strongly disagreed. Similarly, majority of the students disagreed that the choice of CRE depended on their Christian parenthood being indicated by a mean of 2.15. In this regard, 40.7 percent of the students translated to 41 percent since there is no fraction of a person strongly disagreed with the statement and 28.9 percent translated to 29 percent disagreed. This means that parental upbringing did not have any bearing on the decisions of the students such as choice of subjects in school. A mean of 2.84 showed that majority of the respondents disagreed with the statement that their parents tell them that CRE is the best subject. This view was supported by about 27.1 percent translated to 27 percent of the students who disagreed with the statement while 20 percent strongly disagreed with the statement.

It can also be observed that majority disagreed with the view that CRE was a favorite subject to their parents therefore they chose it. This was indicated by a mean of 2.12.

38.9 percent of the students which can be translated 39 percent strongly disagreed with the statement while 32.5 percent translated to 33 percent disagreed. Regarding whether parents tell their children to choose CRE because their siblings performed well in the subject, majority of the students were of contrary opinion shown by a mean of 1.91. Indeed, about 49 percent of the students responded strongly disagree and 30.4 percent disagreed. Moreover, respondents were of negative view with regard to the statement that there are people known to their parents who did CRE and their parents advised them to emulate them. This view was indicated by a mean of 1.94. The view was also held by about 45 percent of the respondents who strongly disagreed and about 33 percent disagreed with the statement.

Generally, on the basis of the views gathered from the respondents it is easy to deduce that parental guidance did not have a greater influence on the choice of CRE by students. However, in order to find if the influence of parental guidance on student choice of CRE was significant, a regression analysis was conducted as shown in Tables 4.22, 4.23 and 4.24 respectively.

Table 4.22: Model Summary on parental guidance

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.275a	0.075	0.072		4.472

a Predictors: (Constant), Parental Guidance

Regression results in Table 4.22 indicate the goodness of fit for the regression between parental guidance and students' choice of CRE was satisfactory in the linear regression, considering that the regression coefficient was different from zero. Besides, the regression coefficient of .275 implies that the relationship between parental guidance and choice of CRE as a subject by students was positive but weak. An R square of 0.075 indicates that 7.5 percent of the variances in student choice of CRE in public secondary schools in Matungulu Sub - County can be explained by the variances in parental guidance in the linear model.

In order to ascertain whether the model depicted in Table 4.22 could be used to predict the dependent variable on the basis of the independent variable, an ANOVA table was generated and presented as shown in Table 4.23.

Table 4.23: ANOVA on parental guidance and Choice of CRE

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	453.592	1	453.592	22.68	.000b
	Residual	5559.994	278	20		
	Total	6013.586	279			

a Dependent Variable: Choice of CRE by Form Three Students

b Predictors: (Constant), Parental Guidance

Table 4.23 shows that the overall prediction model was statistically significant; $F(1,278) = 22.68$; $P \leq .05$. This implies that parental guidance could statistically and significantly influence the choice of CRE as a subject in public secondary schools in Matungulu Sub - County. In order to check the contribution of the independent variable in terms of predicting the outcome variable, analysis was done using the unstandardized coefficients. Table 4.25 shows the regression coefficients of the independent variable in this case parental guidance.

Table 4.24 shows the regression coefficients of the independent variable which is parental guidance.

Table 4.24: Coefficients on parental guidance and choice of CRE

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.654	0.714		27.526	.000
	Parental Guidance	0.233	0.049	0.275	4.762	.000

a Dependent Variable: Choice of CRE by Form Three Students

The results reveal that parental guidance is statistically significant in explaining students' CRE choice in public secondary schools in Matungulu Sub-County; $t(279) = 4.762$; $p \leq .05$; $\beta = .233$). The unstandardized beta coefficient of .233 means that for each unit increase in parental guidance, the choice of CRE by the student increases by .233 units which is significant as per the model. This therefore implies that parents play an important role in the choice of subjects by the students meaning that the

hypothesis Ho3 which states that there is no statistically significant relationship between parental guidance and students' choice of CRE was rejected.

4.7 Influence of Students Previous Performance in KCSE on Choice of CRE

The fourth and final objective of this study sought to determine the influence of the students' previous performance in National Examinations on the choice of CRE in public secondary schools in Matungulu Sub-County. In this regard, indicators of students' previous performance were formulated and measured on a five point scale. Results in view of this objective from students who were the main respondents are presented in Table 4.25.

Table 4.25: Previous Performance and Choice of CRE

N=280 Statement	SA %	A %	N %	D %	SD %	Mean
I always perform well in CRE	32.1	31.1	13.6	18.6	4.6	3.68
CRE performance in our school has always been the best	20	28.2	17.9	27.1	6.8	3.28
My CRE performance in form one was above average	33.9	46.1	10	6.8	3.2	4.01
My CRE performance in form two was above average	32.1	43.2	10.7	9.3	4.6	3.89
CRE has always enabled me boost my grade	38.2	28.6	10	15	8.2	3.74
Good CRE performance in our school influences me to choose CRE	16.8	19.3	8.9	36.4	18.6	2.79
Previous performance of CRE in KCSE national examinations has influenced me to choose CRE.	15	10	12.9	37.1	25	2.53

It is clearly noticeable from Table 4.25 that most of the students always performed well in CRE. This was indicated by a mean of 3.68. Specifically, 32.1 percent of the students strongly agreed with the statement that the students always performed well in CRE and 31.1 percent agreed. Similarly, a mean of 3.28 indicated that CRE performance in schools has always been the best. This view was supported by 28.2

percent who agreed and 20 percent who strongly agreed. The same question on performance was also asked to the teachers. From the teachers' analysis shown in teachers' response Table 4.30, it is clearly shown that CRE is in not an easy to perform subject. This implies that teachers disagreed with the students' view that they always perform well in CRE. The teachers' response shows that 62.5 percent of the CRE teachers disagreed with the view that CRE is an easy to perform subject, 33.3 percent agreed and 4.2 percent were neutral. However, majority of CRE teachers 76.4 percent agreed with the students that CRE is among the subjects that are best performed in schools in public secondary schools in Matungulu Sub – County. These analyses are shown in teachers' response Table 4.30.

Similarly, principals were interviewed and their comments sought on the influence of the previous performance of CRE in KCSE on the choice of CRE and whether CRE is an easy to perform subject. The principals commented that while the enrolment of students choosing CRE increased, performance of CRE in KCSE continued to decline. However, in cases where principals commented of good results in the performance of CRE as a subject it was their view that most students could opt to choose CRE because of good performance in KCSE. This therefore implied that the principals agreed with the teachers that CRE is not an easy to perform subject though it is among the best performed subjects in public secondary schools in Matungulu Sub – County.

Additionally, students' CRE performance in Form One was above average as supported by 46.1 percent who agreed and about 34 percent who strongly agreed being indicated by a mean of 4.01. Moreover, students CRE performance in Form Two was above average as was indicated by a mean of 3.89. This was supported by 43.2 percent of the students who agreed to the statement and 32.1 percent who strongly agreed. A mean of 3.74 indicated that Majority of the students also held the view that CRE has always enabled them to boost their grade. This was supported by nearly 67 percent of the combined respondents who either agreed or strongly agreed. On whether good CRE performance in the school influenced the students to choose CRE, majority of the respondents were almost indifferent which was indicated by a mean of 2.79. This was supported by 55 percent of the combined respondents who

either disagreed or strongly disagreed to the statement. Similarly, it was noticed that previous performance of CRE in KCSE National Examinations did not influence the students to choose CRE as was indicated by a mean of 2.53. This was supported by 62.1 percent of the respondents who either disagreed or strongly disagreed to the statement that previous performance of CRE in KCSE National Examinations has influenced me to choose CRE.

From the descriptive analysis of this fourth objective, it can be inferred that previous performance influenced students' choice of CRE. However, in order to find out if the influence of previous performance was significant, regression analysis was conducted and the results are presented and discussed respectively in tables 4.26, 4.27 and 4.28.

Table 4.26: Model Summary on the previous performance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.271a	0.074	0.07	4.477

a Predictors: (Constant), Previous Performance

Regression results in the model summary Table 4.26 indicate the goodness of fit for the regression between students' CRE choice and previous performance was satisfactory in the linear regression since the regression coefficient was different from zero (R=.271). This coefficient implies that the relationship between previous performance and choice of CRE as a subject was positive but weak. An R square of 0.074 indicates that 7.4% of the variances in students' choice of CRE in public secondary schools in Matungulu Sub - County can be explained by the previous performance in the linear model. In order to establish if the model in Table 4.27 was a good predictor, an ANOVA table was generated and analyzed as shown in Table 4.27.

Table 4.27: ANOVA on previous performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	442.161	1	442.161	22.063	.000b
	Residual	5571.425	278	20.041		
	Total	6013.586	279			

a Dependent Variable: Choice of CRE by Form Three Students

b Predictors: (Constant), Previous Performance

Table 4.27 shows that the overall prediction model was statistically significant; $F(1,278) = 22.06$; $P \leq .05$. This implies that previous performance could statistically and significantly influence the choice of CRE as a subject in public secondary schools in Matungulu Sub County.

In order to check the contribution of the independent variable in terms of predicting the outcome variable, analysis was done using the unstandardized coefficients. Table 4.28 shows the regression coefficients of the independent variable which is previous performance.

Table 4.28: Regression Coefficient –Previous performance on choice of CRE

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.735	1.112		15.942	.000
	previous Performance	0.212	0.045	0.271	4.697	.000

a Dependent Variable: Choice of CRE by Students

Table 4.28 displays the regression coefficients of the independent variable which is previous performance. The results reveal that previous performance is statistically significant in explaining students' CRE choice in public secondary schools in Matungulu Sub-County; $t(279) = 4.697$; $p \leq .05$; $\beta = .212$). The unstandardized beta coefficient of .212 means that for each unit increase in previous performance, the choice of CRE by the student increases by .212 units which is significant as per the model. This therefore implies that students score in a previous examination is an

integral determinant on the choice of subjects by the students meaning that the hypothesis Ho₄ which stated that there is no statistically significant relationship between students' previous performance in National Examinations and students' choice of CRE was therefore rejected.

4.7.1 Choice of CRE by Students

Finally, the study sought to determine the choice of CRE by students in public secondary schools in Matungulu Sub-County. This was the dependent variable and was measured by asking the respondents to respond to various statements describing the choice of CRE. A 5 point Likert scale ranging from; 1 representing Strongly disagree to 5 representing Strongly agree was used to measure the responses to the statements posed. These results are presented in Table 4.29 and Table 4.30 where Table 4.30 captures the view of students on their choice of CRE and Table 4.31 captures the view of CRE teachers on why students chose CRE.

Table 4.29: Students' response on their Choice of CRE

N=280						
Statement	SA %	A %	N %	D %	SD %	Mean
My future career depends on CRE as a subject	31.4	30.4	15	11.4	11.8	3.58
My teachers influenced me to choose CRE	8.2	13.2	8.9	36.1	33.6	2.26
It is easy to pass in CRE than other related subjects	35.7	25.4	13.6	15.4	10	3.65
I am a Christian and that is why I chose CRE	31.4	34.3	13.6	13.2	7.5	3.69
My parents wants me to do the subject	14.3	25.7	5.4	24.3	30.4	2.69
Most students perform well in CRE	17.5	22.1	20.7	28.9	10.7	3.07
CRE is my favorite subject	36.8	34.3	12.9	10.4	5.7	3.86

Results in Table 4.29 indicate that the students were of the view that their future career depended on CRE as a subject. This was indicated by a mean of 3.58 and

supported by 61.8 percent of the combined respondents which can be translated to 62 percent since there is no fraction of a person as indicated previously who either agreed or strongly agreed to the statement. A mean of 2.26 indicated that the respondents were of different opinion concerning their teachers influencing them to choose CRE. This was supported by nearly 70 percent of the respondents who either agreed or disagreed. The respondents were in disagreement on the statement that “It is easy to pass in CRE than other related subjects.” This was indicated by a mean of 3.65 and supported by 61.1 percent of the combined respondent who either agreed or strongly agreed. A mean of 3.69 indicated that majority of the students held that they are Christians and that is why they chose CRE. This was supported by about 66 percent of the combined respondents who either agreed or strongly agreed. Majority of the respondents disagreed with the statement that their parents wanted them to do the subject being indicated by a mean of 2.69. This was backed by 24.3 percent and 30.4 percent of the respondents who disagreed and strongly disagreed respectively. On whether most students performed well in CRE, results showed that the opinion was split nearly a half way between agree and disagree as was indicated by a mean of .07. About 40 percent of students accepted that students performed well in CRE while nearly another 40 percent were not in agreement with the statement. A mean of 3.86 indicated that majority of the students affirmed that CRE is their favorite subject. This was supported by about 71 percent of the combined respondents who either agreed or strongly agreed with the statement that said “CRE is my favorite subject”.

On the same parameter, teachers’ views were sought to establish the factors that influenced students’ choice of CRE. The results are analyzed in Table 4.31 shown below.

Table 4.30: Teachers View on why student Choose CRE

N=280 Statement	SA %	A %	N %	D %	SD %	Mean
The school administration compels them	59.7	27.8	0	6.9	5.6	4.29
Teachers compel the students to choose CRE	9.7	50	9.7	15.3	15.3	3.24
CRE is an easy to perform subject	6.9	26.4	4.2	55.6	6.9	2.71
Parents and guardians compel students to choose the subject	27.8	48.6	1.4	9.7	12.5	3.69
CRE is among the subject that are best performed in this school	15.3	37.5	1.4	41.7	4.2	3.18
CRE enables students get good careers	8.3	63.9	18.1	9.7	0	3.71
The school has a lot of Learning materials for CRE	9.7	69.4	4.2	13.9	2.8	3.69
The school policies which favour selection of the subject	25	66.7	0	4.2	4.2	4.04
The methodology employed by the teacher in teaching the subject is heuristic(learner centred)	50	45.8	1.4	0	2.8	4.40

Results from Table 4.30 show that the school administration compels the students to choose CRE at a mean of 4.29 as responded to by the majority showing 87.5 percent of the sampled respondents who either agreed or strongly agreed to the statement.

Similarly, it was noticed that the teachers compelled the students to choose CRE as shown by a mean of 3.24. This was supported by 59.7percent of the combined respondents translated to 60 percent who either agreed or strongly agreed. The CRE teachers disagreed that CRE is an easy to perform subject which was given by a mean of 2.71. This was affirmed by 55.6 percent and about 7 percent who disagreed and strongly disagreed with the statement. As to whether parents and guardians compel students to choose the subject, the findings showed indeed that parents and guardians compelled students to choose the subject as indicated by a mean of 3.69. This was supported by 76.4 percent of the combined respondents who either agreed or strongly agreed to the statement. A mean of 3.18 indicated that a slight majority of the CRE

teachers were of the view that CRE is among the subjects that are best performed in the school. This was affirmed by 52.8 percent of the aggregate of the respondents who agreed and strongly agreed. A mean of 3.71 showed that the CRE teachers were also of the view that CRE enables students get good careers. This was supported by about 64 percent of the respondents who agreed to the statement.

Additionally, a mean of 3.69 indicated that the CRE teachers were of the opinion that the school had a lot of learning materials for CRE. This was supported by 69.4 percent of the respondents who agreed to the statement. Moreover, a mean of 4.04 indicated that they were of the view that the school policies which favour selection of the subject made the students choose CRE. This was backed by nearly 67 percent of the respondents who agreed to the statement. Finally, it was observed that the reason why students chose CRE was because the methodology employed by the teacher in teaching the subject is heuristic (learner centered). This was indicated by a mean of 4.40 which was supported by 50 percent and about 49 percent of the respondents who strongly agreed and agreed to the statement.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF THE RESEARCH FINDINGS

5.1 Introduction

This study sought to achieve four objectives that is; to find the influence of career aspirations, CRE learning materials, parental guidance and previous performance on students' choice of CRE in public secondary schools in Matungulu Sub – County, Machakos County. This chapter therefore gives the discussion of the results in line with the objectives of the study. Further interpretation of the results is done in line with the existing literature as was discussed in chapter two.

5.2 Influence of Career aspirations on students' choice of CRE

This study found that career aspirations had a significant influence on students' choice of CRE at the 5 percent level of significance ($P < 0.05$, $F = 67.213$). This therefore implied that career aspirations influenced students' choice of CRE in public secondary schools in Matungulu Sub-County. As was established from the descriptive analysis of the results, many students were of the opinion that their future career required the choice of CRE as a subject as people who have done CRE are trusted in their respective careers since CRE enables one to uphold ethical values which are required in the work place. Similarly the view by majority was that CRE enables one to have good moral conduct and that it teaches principles which are necessary for career growth as shown in Table 4.8. This implied that most of the students were inspired by their career choices to make CRE a subject of choice in their education. Students' aspirations can influence their future career whereby high aspirations motivate students to study hard and try to achieve their goals (Staff et al, 2010). This study agrees with Staff et al (2010), Ashby and Schoon (2010) who argue that it is an occupation that influences students to choose a particular subject. Hewitt (2010) in his article on factors influencing career choice observed that career choice can either be intrinsic or extrinsic or both where intrinsic comes from within and extrinsic from an outward appeal. This sentiment is shared by the findings of this study which show that extrinsic factors such as parents, teachers and siblings influence students' career choice. The findings further agreed with self – determination theory of Deci and Ray (2002) which this study is anchored which states that individuals can be intrinsically

or extrinsically motivated to carry out a task so long as there is a motivation or reward expected. This means that most people are influenced by careers that their educational choices have opened for them while some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income.

5.3 Influence of CRE learning materials on students' choice of CRE

The study also established that CRE learning materials had a statistically significant influence on students' choice of CRE at the 5 percent level of significance ($P < 0.05$, $F = 7.136$). This therefore implies that CRE learning materials influenced students' choice of CRE in public secondary schools in Matungulu Sub-County. As was established from the descriptive analysis of the results, majority of the students were of the opinion that their schools had adequate students' text books for CRE, CRE reference materials were easily available and it was easy to get support from the teachers when searching for CRE materials. Further, the descriptive analysis showed that the schools had enough CRE teachers and that the schools had enough CRE reference materials. However, it was noted that most schools did not have a special CRE room for learning CRE lessons, there were no adequate charts and other support materials in schools and that there were few video slides for teaching CRE in school as shown in Table 4.18.

This finding agrees with that of Khan and Iqbal (2012) who found that learning requires students' motivation, adequate school facilities such as instructional materials for the learners' development. Ouma (2007) in a study on the impact of teaching aids on performance by students in Kisumu Municipality in Kenya found that learning resources encourage learners to participate in the learning process and motivates them to cater for individual differences. Similarly Likoko (2013) observed that the inadequacy of resource materials in schools is a major factor responsible for low learning outcome of students. This implies that, for a higher learning outcome of students there should be adequate learning resource materials. UNESCO (2012) reports that teaching and learning materials such as text books, teaching aids, chalk, chalk board and stationeries can influence students' academic performance hence influencing students' choice of a subject. Similarly, Abobo (2012) in a study on

challenges facing implementation of Life Skills in secondary schools in Trans-Nzoia West District found that the level of availability and adequacy of teaching learning facilities influence the teaching and learning of any subject. This could mean that there is need to establish the extent to which CRE resources influence students to choose CRE. All the above mentioned studies imply that teaching resources play a central role in the teaching and learning of CRE.

5.4 Influence of Parental guidance on students' choice of CRE

The study established that parental guidance had a statistically significant influence on students' choice of CRE at the 5 percent level of significance ($P < 0.05$, $F = 7.136$). This therefore implies that parental guidance influenced students' choice of CRE in public secondary schools in Matungulu Sub-County even though the results from the descriptive analysis seemed to show otherwise. Nevertheless, the relationship between parental guidance and choice of subject was found to be weak but positive. From the descriptive analysis findings, majority of the respondents' disagreed in most instances that parents have never influenced the students to choose CRE and that the students did not choose CRE to please their parents. In addition, it was revealed that students were never told by their parents that CRE is the best subject, and that students did not choose CRE because it was their parents' favorite subject. Similarly, respondents agreed that students never chose CRE because their parents told them to choose the subject on the basis of performance of their siblings. This finding agrees with that of Ferry (2006) in the United States of America (U.S.A) who found that parents show support for certain careers to their children. This means that the influence and motivation on which students base their choice of career is greatly influenced by parental decisions that lead to their subject choice.

Studies show that parents start influencing career decisions as soon as their children can pronounce their job title. For instance the Social Science Research Centre (2011) in Hong Kong observes that family involvement in career development is particularly salient among Chinese families. This means that Hong Kong parents are inclined to provision of strong guidance in their children's choice of academic track at their transition into senior secondary. The Research Centre further observes that young people in Hong Kong are likely to consult their parents for all major decisions

including subject choices in school. Li and Kerpelman (2007) state that adolescents in many cases, are reported to feel closely connected to their parents, and therefore willing to make decisions to fit with their parents' views. This implies that parents greatly influence their children's career aspirations and subject choice. According to Goodman and Gregg (2010) parental expectations have great influence on young people's aspirations. On the same note Schoon (2010) observed that Children whose parents have higher expectations for them also tend to have higher aspirations for them. This could mean that parents will play a principal role in students' aspirations and subject choice. Kumar (2016) observed that the quality of the relationship between Indian parents and their offspring is considered to influence the younger generation's preferences for their future careers. This indicates that the kind of relationship between the parents and their children has an impact on the subjects that they choose for their future career. Barker (2010) in a study on the influence of family background on the academic performance of secondary school students in Nigeria found that parents influence their children's career decision making. Similarly, Shumba (2012) in a study on Factors Influencing Students' Career Choice and Aspirations in South Africa found that the family and the ability of the student to identify preferred career choice is a major factor influencing career choice of the learners meaning that parents are greatly involved in the choice of subjects that students choose in line with their future careers.

Mudhovozi and Chireshe (2012) in South Africa found out in their study on socio-demographic factors that anchor career choice among psychology students that the participants are mainly influenced by parents, teachers and friends to choose psychology as a career. This implies that parents play a significant role in the occupational aspirations and career goal development of their children. It also means that without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities. Stebleton (2007) in a study on career choice in Ethiopia found that students believe that there are external factors which influence their career choices such as gender, personal interests and availability of jobs.

5.5 Influence of previous performance on students' choice of CRE

Finally, this study revealed at 5 percent level of significance, that there was a statistically significant influence of previous performance on students' choice of CRE ($P < 0.05$, $F = 22.063$). This therefore means that previous performance influenced students' choice of CRE in public secondary schools in Matungulu Sub-County. From the descriptive analysis it was clear that when students always performed well in CRE or when CRE performance in school was best, they tended to make it a subject of choice (Table 4.25). Mwangi and Nyagah (2013) observed that a particular student's performance in the National Examinations determines their future. Due to the concern of the countries around the globe about their citizen's future, education has become a major Centre of investment. Achola (2001) however, observed that the learners may work hard to pass well in CRE simply to boost their overall performance in Kenya Certificate of Secondary Education (KCSE) but fail to read it reflectively in order to internalize it so that it can influence their moral behavior. Chemutai (2015) observed that there is a general believe that C.R.E. is an easy subject which can be passed with minimal effort. She further observed that if a learner is performing well in a given subject, they require a positive reinforcement so that their performance and attitude towards the subject is maintained.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This section gives conclusions and recommendations of the study based on the formulated research objectives as was laid down in chapter one of this research project.

6.2 Study Conclusions

6.2.1 Influence of career aspirations on student choice of CRE

It is important to note that students' aspirations influence them in working hard at school to achieve their goals. This study found that career aspirations significantly influenced student choice of CRE in public secondary schools in Matungulu Sub-County. This therefore implies that the null hypothesis which had been formulated showing that career aspirations had no significant influence on the choice of the subject at the study area was rejected and the alternative one was supported. It can therefore be concluded that career aspirations have a direct influence on the choice of CRE and also that students may be influenced by their future career that requires the choice of CRE as a subject. . It is therefore noteworthy to say that one's future aspirations in terms of career have got a strong bearing on the subject to choose at secondary school level.

6.2.2 Influence of CRE learning materials on student choice of CRE

Learning materials do not only play a critical role in the passing of examinations but also in the selection of a subject or career. This study established a statistically and significant influence of learning materials and the choice of CRE in schools. This led to the rejection of the null hypothesis that stated that learning materials do not have a statistically significant influence on the choice of CRE as a subject. It can therefore be concluded that CRE learning materials significantly influence students' choice of CRE in public secondary schools in Matungulu Sub-County. It is also important to note that the higher the number of CRE learning materials the higher the number of students enrolling to learn CRE. It is also easy to conclude that when there is ease of

access to reference materials and adequate students' text books the number of students enrolling in the subject will increase significantly.

6.2.3 Influence of parental guidance on student choice of CRE

Parents play a pivotal role in the lives of children as they grow up. Most of the choices which children make in life have got a bearing from their parents or guardians as they play the role of "significant others". It is against this backdrop that most studies in the existing literature tend to attribute a relationship between parental guidance and choice of a career. The findings from this study revealed that parental guidance significantly influenced students' choice of CRE in the study area. This implies that the null hypothesis which stated that parental guidance has no statistically significant influence on students' choice of CRE as a subject was rejected and conclusion made that the choice of CRE was influenced by parental guidance. This therefore means that parents are able to influence their children in choosing certain subject especially if they enjoyed learning and passed it.

6.2.4 Influence of previous performance on student choice of CRE

Previous performance in a subject can be a significant predictor on future performance in a given area of interest. This study found that students' previous performance of CRE was integral in making them choose the subject for KCSE examinations. This implies that the Null hypothesis that had been formulated that pervious performance in CRE did not have an influence on the choice of CRE as a subject and conclusion meant that there is significant influence of previous performance on students' choice of CRE. This means that if a student used to perform well previously in Form One and in Form Two the student is likely to choose CRE as a subject of choice. Also previous performance of CRE in KCSE National Examinations in schools can influence a student to choose CRE at higher levels. This implies that a school that has developed a culture of good K.C.S.E performance can easily influence students to choose a particular subject that has been well performed. It also implies that overall, previous performance of a subject can greatly influence students to choose the subject since there is a higher probability that they will be able to perform the subject well.

6.3 Recommendations

Based on the findings and conclusions of the study, the current study makes the following recommendations.

1. On career aspirations, teachers and parents should inspire children at an early age on the choice of career so that they are aware of what subjects to choose as they grow in the education system.
2. On adequacy of CRE learning materials the study recommends that the government policy on distribution of text books according to students' population should be supported and principals must ensure the safety of the books supplied.
3. On performance, this study recommends that schools should ensure excellent performance culture to enhance better performance in subjects so that learners can be motivated to choose them.
4. Principals should always display national results on notice boards for the other students to see and get motivated to choose best performed subjects.

6.4 Suggestions for Further Study

One of the major delimitations of the study was that it was delimited to Matungulu Sub- County thus making generalizations to schools outside the study scope implausible. It is therefore suggested that;

- A similar study should be replicated to other sub - counties within the county or nationally.
- A study can be done on factors influencing students' choice of optional subjects in secondary schools in Kenya.

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APPENDIX I

LETTER OF INTRODUCTION

SOUTH EASTERN KENYA UNIVERSITY,
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING,
P.O. BOX 170 - 90200
KITUI.

THE PRINCIPAL,

..... SCHOOL

Dear Sir/ Madam,

RE: DATA COLLECTION FOR MASTER OF EDUCATION RESEARCH PROJECT

I am a post graduate student at the South Eastern Kenya University undertaking a Master of Education degree course. As part of my study, I am required to carry out research on **the factors influencing students' choice of C.R.E in public secondary schools in Matungulu Sub-county.**

I therefore request you to participate in this study by filling in the questionnaire provided or in answering the interview questions. The information you give will be used for research purposes only and with utmost confidentiality. Thank you for accepting to participate in the study.

Yours faithfully,

Stephen Mutua Mueke

SOUTH EASTERN KENYA UNIVERSITY

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to collect data on factors influencing students' choice of CRE in public secondary schools in Matungulu Sub-County. Kindly answer the questions by ticking where appropriate in the spaces provided. Do not write your name or the name of your school in this paper.

SECTION A: Demographic Information

1. Gender: Male Female

2. How many of you take CRE in Form Three?

3. Indicate below by ticking under the appropriate column to show the extent to which you agree with the following items on the choice of CRE using the scale below.

1. Strongly Agree (SA) 2. Agree (A) 3. Neutral (N)

4. Disagree (D) 5. Strongly Disagree (SD)

Choice of CRE by Form Three students

	SA	A	N	D	SD
I chose CRE because:					
My future career depends on CRE as a subject					
My teachers influenced me to choose CRE					
I am a Christian and that is why I chose CRE					
It is easy to pass in CRE than other related subjects					
My parents wants me to do the subject					
Most students perform well is CRE					
CRE is my favorite subject					

SECTION B: Career Aspirations and the Choice of CRE

1. In your KCSE subject choice, did you receive any career advice?

Yes No

If yes, who fronted the advice?

Career teacher

Fellow student

Parent

Any other (Specify).....

2. By ticking under the appropriate column indicate the extent to which you agree with the following statements on students career aspirations and the choice of CRE as an elective subject in the table below where;

1. Strongly Agree (SA) 2 Agree (A) 3. Neutral (N)

4. Disagree (D) 5. Strongly Disagree (SD)

Career Aspirations and Choice of CRE

	SA	A	N	D	SD
My future career requires the choice of CRE as a subject					
People who have done CRE are trusted in their respective careers					
CRE enables one to uphold ethical values which are required in the work place					
CRE enables one to have good moral conduct					
CRE teaches principles which are necessary for career growth					

SECTION C: CRE Learning Materials and the choice of CRE

1. Do you have text books for C.R.E? Yes No

2. If yes, how often do you read the text books?

a) Once a week

b) After two days

c) Daily

d) Hardly

e) Not at all

3.If no, which other text books do you read? Give reasons.....

4. Are there other resources of CRE? Yes No

5. Which ones if any?

6. If yes, how often do you use them?

a) Once a week

b) After two days

c) Daily

d) Hardly

e) Not at all

7. How are the books distributed in your class?

(i) Every learner has a text book.

(ii) A textbook is shared between two learners.

(iii) More than two learners share a text book.

(iv) We have one CRE textbook in the class.

8. Kindly indicate below how you rate the following statements about C.R.E resources by ticking under the appropriate column to show your extent of agreement using the words;

1. Strongly Agree (SA) 2. Agree (A) 3. Neutral (N)
4. Disagree (D) 5. Strongly disagree (SD)

	SA	A	N	D	SD
My school has adequate students' text books for CRE.					
CRE reference materials are easily available					
It is easy to get support from the teachers when searching for CRE materials					
My school has enough CRE teachers.					
My school has enough CRE reference materials.					
There is a CRE library where CRE artifacts are stored for reference purposes					
Our school has a special CRE room for learning CRE lessons.					
There are adequate charts and other support materials in my school.					
There are video slides for teaching CRE in my school.					

SECTION D: Parental Guidance and Choice of CRE

1. Kindly indicate below how you rate the following statements about parental guidance on the choice of CRE by ticking under the appropriate column to show your extent of agreement using the words;

1. Strongly Agree (SA) 2. Agree (A) 3. Neutral (N)
4. Disagree (D) 5. Strongly disagree (SD)

Parental Guidance and Choice of CRE

	SA	A	N	D	SD
My parents influenced me to choose CRE					
My parents are Christians therefore I chose CRE to please them					
My parents tell me CRE is the best subject					
CRE was a favorite subject to my parents therefore I chose it					
My parents tell me to choose CRE because my siblings performed well in the subject					
There are people known to my parents who did CRE and my parents advised me to emulate them					

SECTION E: Influence Of Previous Performance on the Choice of CRE

Kindly indicate by ticking under the appropriate column to show the extent to which you agree with the following items on previous performance and the choice of CRE.

- 1.Strongly Agree (SA) 2. Agree (A) 3.Neutral (N)
 4.Disagree (D) 5. Strongly disagree (SD)

	SA	A	N	D	SD
I always perform well in CRE					
CRE performance in our school has always been the best					
My CRE performance in form one was above average					
My CRE performance in form two was above average					
CRE has always enabled me boost my grade					
Good CRE performance in our school influences me to choose CRE					
Previous performance of CRE in KCSE national examinations has influence me to choose CRE.					

APPENDIX III

QUESTIONNAIRE FOR C.R.E TEACHERS

This questionnaire is intended to collect data on factors influencing students' choice of CRE in public secondary schools in Matungulu Sub-County. Kindly answer the questions by ticking where appropriate in the spaces provided. Do not write your name or the name of your school in this paper. The information you give will be kept confidential.

Demographic information

1. Please indicate your gender Male Female
2. How many Form Three students are taking C.R.E this year 2019?
3. How long have you taught C.R.E? (Tick as appropriate)
 - (a).Below two 2 years
 - (b).2-5 years
 - (c).6-10years
 - (d).Over ten years
4. Which of the following best indicates your highest level professional training?
 - (a). Diploma in education
 - (b). Approved Teacher Status
 - (c). Post Graduate Diploma in Education
 - (d). Bachelors in Arts
 - (e). Bachelors in Science
 - (f). Bachelors in Education
5. To what extent do you agree with the following statements about the choice of C.R.E? Kindly tick the most appropriate space to indicate your answer.
 1. Strongly Agree (SA)
 2. Agree (A)
 3. Neutral (N)
 5. Disagree (D)
 5. Strongly Disagree (SD)

	SA	A	N	D	SD
Students choose CRE because:					
The school administration compels them					
Teachers compel the students to choose CRE					
Parents and guardians compel students to choose the subject					
CRE enables students get good careers					
CRE is an easy to perform subject					
The school has a lot of Learning materials for CRE					
CRE is among the subject that are best performed in this school					
The school policies which favour selection of the subject					
The methodology employed by the teacher in teaching the subject is heuristic(learner centred)					

6. Please indicate other CRE teaching materials that are used in your school.

APPENDIX IV

INTERVIEW GUIDE FOR PRINCIPALS

1. How has your level of education and professional training helped you to manage your school in terms of subject choice?
2. What do you think influences students to choose CRE as an optional subject in your school?
3. What challenges do you face as the Principal during students' subject choice?
4. What is your comment on the trends of students' choice of CRE in your school for the last three years?
5. In which ways have you motivated students to choose CRE in big numbers owing to its importance in their moral lives?
6. What role does the Career Masters play in subject choice in your school?
7. What is your comment on the previous performance of CRE in KCSE and students' choice of CRE?

APENDIX V

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. foster nationalism, patriotism and promote national unity

Kenya's people belong to different ethnic groups, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation.

2. promote the social, economic, technological and industrial needs for national development

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of adequate domestic manpower.

c) Technological and Industrial Needs

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in the developed world. We can only be part of this development if our education system deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

3. promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.

4. promote sound moral and religious values

Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. promote social equality and responsibility

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: 254-20-2213471,
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When replying please quote

NACOSTI Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/96425/29647**

Date: **4th June, 2019.**

Stephen Mutua Mueke
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing students’ choice of CRE in Public Secondary Schools in Matungulu Sub-County, Machakos County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **4th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Machakos County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:
The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

**THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013**

**The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.**

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

National Commission for Science, Technology and innovation

P.O. Box 30623 - 00100, Nairobi, Kenya

TEL: 020 400 7000, 0713 788787, 0735 404245

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REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH LICENSE

Serial No.A 25125

CONDITIONS: see back page



THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: 21009 and 21983 - 90100
Email Address: countycommasaku@gmail.com
Fax No. 044 21999

OFFICE OF THE
County Commissioner
P.O. Box 1 - 90100
MACHAKOS.

When replying please quote:

REF NO.CC/ST/ADM5/9VOL.111/112

DATE: 1st July, 2019

The Deputy County Commissioner
MATUNGULU SUB COUNTY

RE: AUTHORIZATION RESEARCH - STEPHEN MUTUA MUEKE

The National Commission for Science, Technology and Innovation has authorized the below named researcher to carry out a research on "***Factors influencing students, choice of CRE in public Secondary Schools in Matungulu Sub county, Machakos County,***" in Kenya for the period ending **4th June, 2020.**

Please be notified and accord him the necessary assistance.


ELIJAH OMOYO
For: COUNTY COMMISSIONER
MACHAKOS

COUNTY COMMISSIONER
MACHAKOS
P.O. Box 1 MACHAKOS

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING
AND BASIC EDUCATION**

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos ()
Fax: Machakos
Email - cdemachakos@yahoo.com
When replying please quote



OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P.O. BOX 2666-90100,
MACHAKOS

MKS/ED/CDE/R/4/VOL.3/62

1ST July, 2019

Stephen Mutua Mueke
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION.

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: **NACOSTI/P/19/96425/29647** dated **4th June, 2019.**

You are hereby authorized to carry out your research on, "**Factors influencing students' choice of CRE in public Secondary Schools in Matungulu Sub- County, Machakos County Kenya**" for a period ending **4th June, 2020**

**SIMON NJIRU
FOR: COUNTY DIRECTOR OF EDUCATION
MACHAKOS**