FACTORS INFLUENCING CHOICE OF CHRISTIAN RELIGIOUS EDUCATION BY PUBLIC SECONDARY SCHOOL STUDENTS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA

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DEDICATION

I dedicate this work to my late mother Catherine Malinda Munyao and Father Jackson Munyao Kaluka, my wife Stella Nthenya and my children, Faith Mwende, Catherine Mumbua and Mathias Mutuku.

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ABBREVIATIONS AND ACRONYMS

BK	:	Bible Knowledge
BS	:	Bible Study
CRE	:	Christian Religious Education
CU	:	Christian Union
HRE	:	Hindu Religious Education
IRE	:	Islamic Religious Education
KCSE	:	Kenya Certificate of Secondary Education
KICD	:	Kenya Institute of Curriculum Development
KIE	:	Kenya Institute of Education
KNEC	:	Kenya National Examination Council
ME	:	Moral Education
RE	:	Religious Education
RI	:	Religious Instruction
SEE	:	Social Education and Ethics
STEM	:	Science Technology Engineering and Mathematics
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
YCS	:	Young Christian Society

ABSTRACT

The goal of this research study was to identify the variables that affect secondary school students' decisions regarding Christian religious education (C.R.E.) in Makueni Sub-County, Makueni County. The research was driven by four goals that centered on learning whether teachers' advice on subject selection influenced students' choices of subjects, whether future career prospects influenced students' choices of subjects, whether there were gender differences in students' choices of C.R.E among Kenya Certificate of Secondary Education students, and whether students' interest in other subjects influenced their choices of C.R.E. The study employed descriptive survey research design. The target population for this study was 34 public secondary schools in Makueni sub-county, 34 principals from the 34 schools, 102 C.R.E teachers and 34 career and guidance teachers. The sample size for the study was 14 principals 14 career guidance teachers selected using simple random sampling. Purposive sampling was used to select 14 C.R.E teachers, one from every selected school. The study used descriptive survey research design. Descriptive statistic was used in analysing quantitative data and then the results presented in Tables. Qualitative data was analysed using content analysis on the basis of the emerging themes and narrative form presented. The findings of this research indicated that a majority of the students' respondents as represented by 64.3% had chosen C.R.E as their humanity subject. Eighty-five percent of the respondents indicated that C.R.E prepared them well for their future careers. It was established that girls preferred subjects such as C.R.E which they perceive have value to them. Teachers emphasized that C.R.E helped in instilling good morals, preparing students for their future careers and for spiritual growth as Christians. The attitude of students with regards to other subjects affected their choice of C.R.E subject. Hypothesis testing was mainly done by way of Chi-square and Spearman rank correlation. The results from the two tools indicated that there were significant relationships in the variables identified. The study concluded that most students chose C.R.E for their specific future career prospects and also to boost their K.C.S.E grades. Based on findings of this study, the researcher recommends that the ministry of Education should make C.R.E a compulsory subject in all secondary schools so that all students can reap the benefits of the subject.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The purpose of secondary school education in many Nations in the world is to equip students for further education and specialization in many professional domains. This education level is seen as the basis for an individual person economic and social development. It increases a society's potential for production as well as its political, economic, and academic institutions. It contributes to poverty reduction by minimizing its impact on population, health, and nutrition (World Bank, 2003). In Britain, Religious Education (RE) is considered as a exceptional subject as it incorporates a special status in their basic National curriculum. Despite that RE is considered the same as the core subjects of the curriculum for instance English, Science and Mathematics) other feels that in Britain it ought to be a stronger subject having its own statutory status other than being among other subjects in the National curriculum (Theomia, 2005).

Making choice of an elective subject for students, globally, is not a light task. There are many considerations that go into it before students settle for a particular subject to be pursued by the students. Sometimes it requires parental involvement and a student's personal desires and or long-term goals, desires and aspirations. The study purpose was to investigating the factors that influence public secondary school students' choice of C.R.E in Makueni sub-county, Makueni County, Kenya.

Ever since the past, education and religion has been seen to have a close connection. For instance, Roman education was based on Roman people's core values. It aimed on shaping the youths in a way which would make them blend in with the Roman society (Shiundu & Omulando, 1992). Some cultural ceremonies in Traditional African communities for instance rituals, teeth removal, beliefs, habits and practices amongst others incorporated both educational and religious aspects. During initiation, for example, blood was left to flow into the soils as a symbol of the person being initiated connection to their ancestors. The pain an initiate endured during the initiation ceremony as well as the resulting advises given during the isolation time following the initiation were to cultivate to the now

becoming adult, the virtue of strength at time when he/she face hardship whereas the instructions were a preparation to adulthood.

Most countries are findings ways of keeping religious ideals within the umbrella of what is regarded as Religious Education (RE). So according Bastide (2005), the Butler Education Act of 1944 only became necessary a universal practice when it made Religious Instruction (RI) required in all state-funded schools in Britain. The Education Reform Act of 1988 updated the Education Act by changing RI to RE and making it a curriculum that is open to all major religions in Britain. It also gave students the ability to finally choose the faith to which they wish to belong.

In Britain, Basic Education Act, has provision for the National Curriculum consisting of foundation subjects such as (Mathematics, English, History, Geography, Music, Art, Technology, Science and physical education) and RE. RE contents entails the study of various religions, religious leaders, other religions and moral themes. The curriculum is expected to represent the dominating role of Christianity in religious life, thus Christianity accounts for the majority of the RE content. Furthermore, all schools are obliged by law to perform a daily act of group worship, with at least 51 percent of the worship being Christian in nature throughout the duration of the academic year (Ozioma, 2011).

In Nigeria, religious education has been utilized to combat unethical nepotism, misuse of power, over consumption of resources, and general indiscipline. Ozioma (2011) finds that a nation's spiritual and moral health is most important to its well-being. Any other thing that a nation aims at is contingent upon this, whether it is political stability, national integration, educational or economic development and technology advancement. Nigerian is a nation that is considered to me both spiritually and morally ill.

The key goal for moral education in Nigerian Schools ought to be restoration of sanity to its way of life by instilling people's qualities such as respect, discipline, honesty and care for others, justice and commitment to duty. The moral health of the country would be significantly influenced were the formal and direct moral education included in the

curriculum at the various educational level such as universities, colleges, tertiary and primary schools. Efforts aimed at disassociating Moral Education (ME) and RE by numerous education systems have always failed. This is due to the fact the RE and ME are interconnected and hard to delink them (Shiundu, 1990).

There are still unaddressed concerns regarding how to effectively integrate moral ideals into instruction in modern society due to the rampant moral deterioration. While this issue is global, our neighbours, Tanzania is not having its fair share of this moral decay. Specifically, in Lake Zone, moral decay is demonstrated by actions like the murder of albinos, corruption, and brutality against children. (Ingber, 2013; Gilgoff 2013; United Republic of Tanzania 2011 and Lindner, 2014). These occurrences are likely to jeopardize the peace, harmony, and tranquillity that are essential to both national and individual citizen development. Researchers, teachers, and other school stakeholders must devise methods that will ensure that students leave school in a disciplined manner in response to this predicament. In order to address this problem and develop informed recommendations that would reduce the problem of immoral acts in schools and society at large, this study examined the contribution of C.R.E to student discipline.

In secondary schools around the world, one of the academic courses taught is religious education. at Advanced Level of Secondary School (Form Five to form In Tanzania, for example, it is referred to as Bible Knowledge at Ordinary Level of secondary school (Form One to Form Four) and Divinity Six). In spite of being one among the academic courses in Tanzanian secondary schools, the subject is not taken into consideration when choosing students for higher education. Secondary school students are unable to take it seriously because of this scenario, (Ngussa & Role, 2015) despite the fact that it is loaded with moral principles. Since morality needs to be instilled in all populations, (Jain, 2012, *United Republic of Tanzania*, 2011). Kenyan case is not very different from the Tanzanian situation. This study has brought out the variables at play clearly. Therefore, it is necessary to incorporate religious education into both teaching and learning.

In Kenya, the education system at the secondary level is comprised of twenty subjects. The Kenya National Examination Council's (KNEC) guidelines has grouped the subjects in five main Groups. In the first Groups, the subjects are a must for all the candidates and this comprise of Mathematics, English and Kiswahili. The second groups is comprised of Science subjects which are chemistry, Physics and Biology which the candidates are given an option to choose any two at least. The third group is comprised of Geography, History and Government, C.R.E and other Religious Education (RE) where the candidate has an option of selecting one. The fourth groups consist of the subjects Agriculture, Computer science, Art and Design, home science and aviation technology and still candidate have an option of selecting one n this group. The fifth and the last group consists of Business studies, Germany, French, Music and Arabic (Kenya National Examination Council, 2010).

The 8-4-4 education system's goal in Kenya was to expose students to varied career pathways. The students are supposed to make choice of subjects which would drive them towards a given career of their ability and knowledge. Each of these subjects is unique and important on its own way (Kenya Sessional Paper No.2 of 2012). A career field associated with any subject can be attained by advancement in that subject. The students gain knowledge and gain interest and are mostly inclined to choose career based in the subjects in secondary school (Owoyele & Toyobo, 2010). In Kenya, secondary school learners are expected to select their courses in form two based on their post-secondary educational goals. A student cannot be allowed to take every subject offered at the conclusion of secondary level, therefore they must make informed choices. (KICD, 2012).

In Makueni county 2012 K.C.S.E subject ranking, C.R.E was the least chosen by the students compared to History & Government which was chosen by 95% of all candidates in the sub-county. Business Education and foreign languages like French and German also outweighed the C.R.E. (Kenya National Examinations Council, 2006).

This study covers four independent variables that included whether teachers' guidance on subject selection, future career prospects, gender differences and interest of students in

other subjects influenced students' choice of C.R.E as a subject. Future career prospects is one of the areas students consider in the selection of subjects. More over half of Form Four students in a secondary school (School S) in Trinidad expressed dissatisfaction with their subject selections, and there was proof of certain misalignment amongst students interest in careers and subject selection (Yamin-Ali, 2014).

Stables and Stables (1995) in a study in the UK indicates that significant gender variations exist in how students approach choosing A-level topics and how they view the subjects. The survey indicates gender inequalities in specific areas, implying a lack of confidence amongst some of the girls, regardless of the fact that the females are much more qualified for their A-level courses as a group than the boys. Such a lack of confidence should be taken into consideration by people providing advice to students in schools and colleges because it may have an impact on A-level selections, course success, and further course and career choices.

Secondary school teachers are expected to advise their students on choosing their courses, however studies have shown that teachers do not have the same level of influence over students' course or subject choices as parents, guardians, or peers. (Malgwi, Howe & Burnaby, 2005As a result, some teachers do exert greater control on a learner's decision to choose a subject than do guidance counsellors (Malgwi et al, 2005). However, other studies show that learners prefer taking advice from teachers that are passionate about their subjects, considerate, knowledgeable, and always willing to assist learners are preferable to those who are inflexible and unclear in their presentational style. (Curran & Rosen, 2006).

The superiority of French and History & Government over C.R.E in terms of preference is not in doubt; and, yet, they are all electives. Given its importance in society, one raises a number of questions. Why do students prefer these subjects at the expense of C.R.E? Is there something wrong with the teaching of the subject? Are there challenges in comprehending the topics covered in C.R.E syllabus? This is what makes this study a necessity. This is why it is worth noting that C.R.E should be given the priority it deserves

as compared to other subjects. There is need to find out the factors that influence students to choose C.R.E.

1.2 Statement of the Problem

Youth moral decadence in the county and in the country at large has everything to do with the training of the youth in schools and out of school. Although Science and Technology plays crucial in the country's development, Social Sciences, like R.E, have their place too. C.R.E, for instance, has a part to play in society's social cohesion, unity, and moral standing. The study of C.R.E. aims to foster moral development and to support students' spiritual development for lasting transformation. It also aims at guiding them towards making critical judgments and to enable them make intelligent choices (GOK, 1999). The Kenya National Examination Council (KNEC) Regulations and syllabuses (2006-2007) general objectives of C.R.E has also reinforced these goals.

The fulfilment of educational goals depends on learners making the right subject choices. If the third value of education moral and spiritual principle in interpersonal and human relations which the policy on education envisioned is to be actualized, motivation should be given by all stakeholders in education for students to select C.R.E as a subject to offer especially at the secondary school level. Given its importance in society, one raises a number of questions. Why do students prefer other subjects at the expense of C.R.E? Why is there a decline in numbers for students taking C.R.E as a subject? These are the issues that the current study has delved into. Compared with History, C.R.E falls short by almost half the number of students taking the Subject in Makueni Sub-County. Students give preference to these other choices at the expense of C.R.E. Most studies have been done outside Makueni County (Wainaina, 2007; Chesaro, 2003). In Makueni Sub-County, Kenya, just negligible studies have been undertaken in the causes of this. This study, therefore, aimed at establishing the factors that influenced students to choose C.R.E as a K.C.S.E examination subject in Makueni Sub County.

1.3 General objective

The purpose of this study was to find the factors influencing students' choice of Christian Religious Education by secondary school students in Makueni Sub-County, Makueni County.

1.3.1 Specific Objectives

The following specific objectives guided this study:

i. To find out whether students' interest in other subjects influenced choice of Christian Religious Education in Makueni Sub - County.

ii. To establish whether future career prospects influenced students' choice of Christian Religious Education in Makueni Sub - County.

iii. To determine whether there were gender differences in the choice of Christian Religious Education among students in Makueni Sub-County.

iv. To establish whether teachers' guidance on subject selection influenced students' choice of Christian Religious Education in Makueni Sub-County.

1.4. Research Hypotheses

To achieve these objectives, the study sought to test the following research hypotheses;

i. There is no significant relationship between students' interest in other subjects and their choice of Christian Religious Education.

ii. There is no significant relationship between future career prospects and their choice of Christian Religious Education.

iii. There is no significant relationship between students' gender differences and their choice of Christian Religious Education.

iv. There is no significant relationship between teachers' guidance to students on subject selection and their choice of Christian Religious Education.

1.5 Significance of the Study

The study shall be very beneficial to the students when choosing their subjects for their future prospects. The significance of constantly emphasizing to students the connection between what they learn and how it might be applied may be understood by teachers. This

research may be helpful to curriculum designers who want to provide recommendations for students' optional topic choices because it will draw attention to the constraints that students face while making their selections.

The results of this study may also be used in conferences and meetings for parents, educators, and educational officers to help them figure out their role in influencing students' decision-making. The study will also act as an eye opener to the career teachers encouraging the teachers to become more interested in looking for additional, pertinent information and training so that they may effectively advise students on subject choices The outcomes are in addition anticipated to motivate subject professors to look into the connection amongst their subjects and professional possibilities in order to motivate students to make intelligent and informed selections when selecting elective subjects.

1.6 Limitations of the Study

The researcher appreciates that the study might have beset with a number of limitations. Firstly, the respondent might not have had the time or dedication to finish the survey questionnaire precisely since the questionnaire was administered during normal working hours. This could have limited their full commitment to respond to the questionnaire. To remedy this, the researcher allowed more time for the respondents to attend to the questionnaire items. Secondly, some subject teachers were not willing to give information as to why many students fail to choose their subject as an elective subject. To remedy this, the subject teachers were assured of the confidentiality in this study. This made them comfortable to provide the requisite information.

Thirdly, since the study was school-based, the researcher asked for permission from the school administration and organized for a discussion forum with students and teachers to enlighten them on the importance of each subject, especially C.R.E. It was made clear to the subject teachers that the information they gave about their subjects would not be used for any other purpose except for this project work.

1.7 Delimitations of the Study

This represents the boundary in terms of scope of coverage related to the location, time, subject matter and unit of study. The study was conducted in both pure girls, pure boys and/or mixed secondary schools in Makueni Sub County. Only form three students were selected as respondents to this study. The study focused on investigating factors influencing choice of C.R.E by public secondary school Students in Makueni sub-county, Makueni County-Kenya.

1.8 Assumptions of the Study

The study made the following assumptions: First, that the respondents to this study gave honest opinions to all the questions raised to them. Secondly, that the sampled population did represent the entire student population in Makueni Sub County.

1.9 Definition of Key Terms

Christian Religious Education (C.R.E): An elective subject in the Kenya Secondary School curriculum and examined at the National Examination level.

Future Career Prospects: Hopes and aspirations by students for future vocational opportunities

Gender Differences : Refers to the biological characteristic of a person, either a boy or girls

Subject: Branch of knowledge studied in a Kenyan school for example C.R.E, Biology

Subject Choice: Refers to the subject the student selects to do against other alternatives

Student's Interest   : Student subject leaning or desire in school

Teacher Guidance   : The teacher advises to students in regards to subject choices.

1.10 Organization of the Study

The study is categorized into six chapter. Chapter one covers the background of the study followed by research problems, study purpose then followed by study objectives and the last sections included the research questions as well as the significance of the study, the limitation and delimitation of the study, basic assumptions and definition of operational terms and study organization.. Chapter two, deals with detailed review of related literature. Chapter three covers research methodology, research design, target population, sample size, sampling procedures, research instruments, instruments validity and reliability. It also describes the method of data collection, data analysis and ethical considerations of the survey. Chapter four deals with data analysis, and interpretation of the findings. Chapter five focuses on discussion of research findings of the study while Chapter six focuses on conclusions, recommendations and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter details a literature review that is related to the determinants of the choices of C,R,E in secondary schools and a focus on the conceptual framework adopted for the research project.

2.2. Student Interest in Other Subjects and the Choice of C.R.E

The argument about inter-subject preferences and comparability in the field of education has persisted for some time (Ofqual, 2015). Students have varied reasons why they prefer one subject over the other. The reasons vary based on their interests and perceptions over the subjects. In other circumstances, students choose one subject over the other depending on the subject clusters that the school offers. Subject clusters lead to particular professions at the university level and this may encourage a student to take a particular subject and vice versa (Tolegenova, 2017). For example, students who wish to pursue a law degree at the university are encouraged to take humanities and languages more seriously than other subjects.

Cuff (2017) investigated whether teachers' and learners' perceptions of subject difficulty influence the subjects picked by student in secondary school and if other aspects (e.g., usefulness and enjoyment of the subject) interact with this relationship in a study conducted in the Britain. To enable for a more in-depth investigation of these concerns, a qualitative study approach was used. One-on-one interviews with 49 instructors and focus groups with 112 students from 12 schools across England were conducted. The coded transcripts were analysed using thematic analysis, and the primary drivers of students' and teachers' behavior were identified. While professors often considered subject difficulty, the majority of their guidance was centred on what every student would like and find valuable for further study or career. Teachers concurred that a student's perception of a subject's difficulty depended heavily on his or her personal aptitudes (i.e. person- specific difficulty). These are the issues that the current study has undertaken to investigate.

In a study, Mueke, Cheloti and Maithya (2020) found that students career aspirations (277) = 8.2; p≤ .05 β = .625), and past performance in C.R.E (279) = 4.697; p ≤.05; β = .212) had a statistically notable impact on their decision to select C.R.E. as a subject. The current study targeted Makueni County. It will be interesting to see how these two counties relate in terms of student choice for the C.R.E subject.

More concerns have been raised concerning national skill gaps in STEM courses and modern languages. There is serious fear that less students might well be joining these fields since those subjects are commonly regarded to become one of the quite complex subjects, and that students might choose to study 'easy' subjects over 'difficult' subjects in order to maximize their likelihood of achieving better grades. Nevertheless, despite the fact that different sources have revealed that perceptions of difficulty (also referred to as the perceived possibility of performing well in a topic) appear to have an affect on decision making (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Brown, Brown, & Bibby, 2008; Jin, Muriel, & Sibieta, 2011; Tripney et al., 2010: Vidal Rodeiro, 2007), there is inadequate research concentrating precisely on these areas in depth. As a result, additional research ought to be conducted to see how students and schools are responding in response to their comprehension of this issue. Some students find the C.R.E to be abstract too. So, all these perceptions need to be interrogated further. The reasons as to why some subjects are preferred over the rest still inconclusive.

Likes and dislikes of a particular subject can boil down to the issue of interest and attitude. It is critical that we define the term "attitude." Attitude is a difficult idea to grasp. Any definition of attitude reveals which is a speculative construct which must be deduced from the experience or world (Gatumu, 2014). This means that attitude is a reflection of a person's ideas and feelings towards people, things, and environmental situations (Armitage, & Christian, 2003). Consequently, interests are important to better understand how people perceive their surroundings since they govern what a person will see, hear, think, and do, making them vital to life (Oppenheim, 2006). In this setting, defining and describing an individual's reaction to an object or situation relies heavily on attitude creation and change.

Various theories of attitude creation and change, such as functional theory (Fisher, 2010), have been proposed. This theory suggests that interest in something cannot be passed by inheritance but it is learnt, changed and might be investigated. It is frequently true that how students feel about a topic will have an impact on how well they perform in national exams. Nkosana (1997) draws attention to the fact that some professors don't prioritize teaching their topic because they believe it is unimportant. Therefore, it may not be the pupils' fault if they had the same impression. In a survey conducted in secondary schools in Nairobi by KIE (2009), it was discovered that students who had abandoned C.R.E. believed the topic was too challenging and immaterial for their grade level.

Tsikati (2019) carried out an investigation aimed on finding out the influence of choice of specialization subject by potential teachers in a teachers training college in Eswatini. The aim was to establish the factor that led to the choice of specialization subject by potential primary Teachers in the college. The study used a convergent or triangulation mixed method design with a pragmatism paradigm. This study involved 16 specialists from three teacher-training colleges and a population of 351 potential teachers from Eswatini who were later admitted to these teacher-training institutions for the Primary Teacher Department. To collect data, a modified Delphi technique and a survey questionnaire were utilized.

Descriptive statistics was applied in analysing quantitative date whereas qualitative data was analysed through use of thematic analysis. The study findings indicated the some of the factors which influence the prospective student's selection of specialization at the teacher's college included, nature of subject specialization, related exposure, attitude and impression, student interest and student interest. As a result, the research advised that tertiary colleges or institutes of higher education organize student expos to expose students to many vocations and areas of specialization in each career. The secondary school student's interest in choice of a particular subject need to be taken into consideration first before students are allowed to choose their subjects. In this case C.R.E in Kenyan schools should be relooked at.

A study by Theomia, (2005) uncovered that my CRE students, commonly have a positive attitude regarding CRE despite that in practice it is not shown. Notwithstanding the fact that most of the respondents considered CRE to be an quite important subject, they stated that could not undertake careers needing them to have CRE in case they qualified to university. Just 26.5 percent of those who qualified for university said they would continue learning C.R.E. Most of them said they would not pursue C.R.E for it never guaranteed employment. Other explanations included: they were confident of doing well in the sciences (41.8%), it was not in accordance with their job (29.7%), and they were certain of performing good in languages (12.5 percent). it was just a booster subject in performance in K.C.S.E (3.9%) and that the subject teachers were very discouraging.

Apart from most of the C.R.E students indicating that they are not willing to continue with C.R.E even if they qualified for university, a big number classified it a being the least important subjects amongst the chosen subjects being the second last. The ranking was as trails: Mathematics (84.3%): English (69.6%); Chemistry (59%); Biology (57.8%); Kiswahili (46.1%); History (46.1); C.R.E (43.4%) and Geography (39.3%). Regardless of the fact that it is among the most preferred elective subjects at the secondary school level in Kenya. It is also one of the most well-performed subjects in K.C.S.E. Mathematics was considered as the most important subject, followed by English and the two scientific courses, yet they were also the lowest performing subjects in K.C.S.E, according to KNEC rankings (2005; 2006; 2007). According to the outcomes of this study, just one student declined to rank the topics since all subjects were equally essential to him.

C.R.E. is amongst the disciplines in the school curriculum that is meant to accommodate for emotional domain learning. Nevertheless, when career and job possibilities are based on high performance in K.C.S.E. and no suitable methods are in place to assess if learning occurs in the emotional domain, odds are that learning of C.R.E will not extend beyond the cognitive domain. That might reflect why C.R.E has continually being amongst the most popular subjects in the school curriculum, as well as a subject with extremely high performance in Kenya's K.C.S.E.

There are other studies that show student interest to be a main factor influencing the student choice of specialization subject (Cannon & Broyles, 2006; Esters, 2007; Samela, 2010; Tsikati, Dlamini & Masuku, 2016). Baamphatlha and Koketso (2016) conducted a study to investigate student's academic performance in RE in three junior secondary schools of Gaborone in Botswana. The study sample was 2 parent representatives, 3 focus groups of students, 2 deputy head of schools and 7 RE teachers. The study embraced a qualitative methodology and a case study design which encompassed analysis of documents, observation and interviews. The outcomes of the study uncovered that some students had negative attitude and study habits concerning learning RE. For example, in Boasa JSS, some students were so uninterested in studying RE that they did not complete their homework and even disrupted the class. Malebogo stated, 'I do not enjoy the topic since there are no text books and I return back from home having not completed my project.' Nonofo also stated, 'There is too much disruption in the RE class owing to the usage of Facebook, which inhibits learning.' This is a learning attitude that can cause students to regard RE classes as places where they misbehave, making them unsuitable for learning. As a result, they may lose interest in the topic, resulting to poor academic achievement.

2.3 Students Career Prospects and their subject Choice

Secondary school level of education is the transition between elementary and higher education training and the world of work (Republic of Kenya, 2005). This is also the level when students are in the transition period between childhood and adulthood. It is a major selection point in life. It is at this level that the student makes decisions that have a strong bearing on their future. Students are required to make subject and career choices at this stage. Study of subjects enables a student to secure future career and hence the need for making correct choice.

In addition to preparing students for national examinations, secondary school is expected to create orientation among students towards career thoughts of highest priority to development (Keller, 2008). The school is also expected to acquaint students with information on the world of work and on themselves. Today, employment is largely

dependent on possession of skills required by the job market. Acquisition of these skills is a process that starts in secondary schools.

Kushner (1969) and Arnold (1996) assert there is too much complexity in today's society and there is tendency for much more specialization. This reduces the job opportunities available for person without any specialised training. Education ought to equip all children with the primary skills to enable them cope with the modern world and aid them in coming up with skills helpful to them in marketing themselves ad which they can apply to assists them secure job opportunities. Further he argues that one of the reason that quite a is big number of youths are unemployed every after completion of school is mainly due to the schools being unable to equip the students with the training required to match them with employment needs.

Okoth (2014) observes that C.R.E is said to be less prominent than it used to be because of the radical changes of 8-4-4 education system that has resulted to the subject considered as an elective in Form Three. Wahome, Egesah, & Wanyama (2015), support this by highlighting that due to labour market demands for specific skills in potential candidates, some subjects like C.R.E seems to be lowly rated by students. Thus, students would prefer to choose science-oriented subjects which are seemingly more marketable.

High school students are tasked with one responsibility of exploring and planning fir their post secondary career options. Super (1980) in the development theory of career development asserts that high school students are at the level of exploring their career development that entails forming and coming up with the preferred occupation and also making their primary decision concerning their career choice. Schools counsellors at this level also perform and important part in helping the student to develop their career since the high school students are much more deeply involved in the plan and implementation of post-secondary career options. It is important to equip the school counsellors with the information regarding the factors that influence the high school student career options and the approaches that would help the in their career decision making process as this would

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help the in achieving the mission of assisting student attain both the career and education goals in the modern social and cultural setting (Okeke, 2001).

College and career advisors and counselling programs has the goal of aiding hr students to decide on informed as well as better career and educational choices. Programs include information on high school course offers, career alternatives, the sort of academic and vocational training required to thrive in the profession, and post-secondary prospects related to their subject of interest, among other things. Programs frequently give information that teachers, administrators, and parents may utilize to promote students' career exploration and postsecondary educational options (Mabunda, 2003).

The activities undertaken during the period of career guidance and counselling normally entails; giving advise to parents and students on high school programs and academic curriculum, preparation on application and admission to college, enlightens students on the ways to finance their post-secondary education, giving special counselling and involvement services that with give the students with personal attention.

In China, in a study by Siann, Lightbody, Nicholson, Tait and Walsh (1997) an interview was done with a sample of 15 boys and 12 girls from Chinese backgrounds. The study population was 794 students from secondary schools. Interviews was undertaken and was focused on the subject choice or option and career aspirations. According to the results of this poll, Chinese students were more comparable in their replies to ethnic-majority students than to other ethnic-minority students. Students ascribed their selections to their fondness for the subject/teacher; (ii) the relationship between school topics and careers; and (iii) institutional frameworks, according to conversation analysis of the interviews. There was a notable lack of mention of racial or gender concerns.

As indicated by Ihanga and Kaundia (2010), different disciplines are ranked different for certain jobs. This indicates that teachers must constantly emphasize the connection between what is taught and its application in various jobs. Furthermore, instructors can

give students with opportunity to engage in various activities related to the subject matter that is taught to occupations (Moon and Mayes, 2010).

Owusu, Anderson, Kwakye, Bekoe, Ofori (2018), undertook a study whose purpose was examining the influencing factors on career choices of students in tertiary schools in Ghana. The study investigated the dimension of career choice determinants in the Ghanaian setting, as well as their level of effect on students' profession choices. A survey research design was applied while a questionnaire was applied as the data collection tool. The population studied was 354 undergraduate students in Ashesi University College in Ghana. The job choice components were subjected to factor analysis, and variations in response between scientific and business students were determined through use of an independent sample t-test. According to the study findings, students at Ghanaian universities place a higher priority on intrinsic worth and employability / financial possibility in their profession choice choices, and these criteria include anticipated working conditions and prestige. These findings are of value to the providers of tertiary education and policymakers who aims to study factors that impact career choice of students in university in Ghana. Okumbe (2008) states that the efficiency of a school is judged by how well it is has the potential of preparing the pupils for their anticipated responsibilities in the society. Should school leavers fail to fit in their new environment after completion of their education, then the school should bear the blame (Yorke and Knight, 2006). This leaves us with the notion that the school is responsible for students' welfare while in and after school.

An individual student can fit well in his role if they find a suitable career and this depends on how well the school prepares them for this. Career guidance services help students relate their situation to their future roles. Guidance services in school help a student achieve a life role in harmony with his aspiration and abilities (Ajowi and Simatwa, 2010; Lunenburg, 2010).

Chan's (1986) conducted a study where it recorded responses from 100 Chinese youths and most of the respondents indicate that most youths in china dreamt of joining one of the three profession that were accountancy, law or medicine. Parker (1995) through use of

questionnaire at the beginning and then an open discussion with 54 chinese youths so as to study the emerging British Chinese identities that were either working or students revealed his discussion of cultural identity in the context of Hall's (1992) dichotomization of identity formation. Parker identified an essentialist view of cultural identity when applying these to the Chinese population in the Britain. Identity, according to this viewpoint, begins with a predetermined set of traits that are essentially held by being Chinese.

Parker defines the second kind of identity as multidimensional and acknowledges subjective identity as hybrid. Chinese identity is merely one component of a larger network of ties. Within this identity formulation, the requirements of young Chinese people are rooted not just in social-class and regional factors, but also with the reality of being Chinese. Using this dichotomy to examine his own sample, Parker concluded that there was some evidence of a gain of understanding of a vital Chinese element of subjective identity, regardless of geographical scattering of the Chinese community in Britain and the comparatively modern onset of the majority of its members. Nonetheless, attempts to negotiate a connection for them inside British culture coexisted with this essentialist part of identity. Parker noted that his sample was comparatively cautious and protected in sharing parts of their Chinese identity, maybe due to the considerable difficulties they had in these conversations.

Yamin-Ali (2014) conducted research on topic choices in a secondary school (School S) at Trinidad. According to responses from 77 Form four students and 54 Lower six students, more than 50% of the students were dissatisfied with their subject choice, and there was some misalignment between students' job aspirations and topic selection. A considerable percentage of students at both levels relied on their parents for topic selection help. Lower Six pupils were more happy with their choices than Form Four students. In general, students agreed that there should be more academic alternatives. Some teachers believed that the procedures for Form Six entrance might be fairer and that the subject selection procedure needed to be more open. Current study delved on those factors that influence students to select C.R.E as a subject. The current study has made a contribution other than

the parents, students themselves and teachers' encouragement has contributed to students' choice of the C.R.E as a study subject.

Owino and Odundo (2016) conducted a student on the factor that influence choice of history as a career subject. The particular goals were to investigate the factors that impacted students' specialization in History as a career topic and to analyse students' attitudes on uncertaking a career in History after completing their university degree. A cross sectional survey design was used. 110 students at the University of Nairobi was the study population which a questionnaire was used in collecting data. SPSS was used in analysing data while tables were utilized in presenting the outcomes. The study findings indicate the parental guidance, personal interest, career guidance and lecture influence and future career anticipation all had an influence in choosing History as a career subject.

2.4. Students Gender Differences and their subject Choice

There is an inaccurate gender stereotypes that propagate the notion that humanities-subjects like History and C.R.E are soft subjects and therefore should be taken by female students (Alon & DiPrete, 2017: Aronson & McGlone, 2009). This thinking explains the male gender dominance for STEM subjects (Cunningham, Hoyer, Sparks, & Ralph. 2015: Cvencek, Meltzoff. & Greenwald, 2011: Debacker, & Nelson, 2000). Gender is the collection of features, structures, and functions (psychological, social, or behavioral) that allow living creatures to be classed as male, female, or same-sex hermaphrodite (Hawksworth, 2013). It can also relate to an individual's social and psychological characteristics. Gender influences behavior in both biological and social ways. This effect promotes one gender in one element of life while restraining the same gender in another. According to research, while the genders remain competitive in all aspects in general, if issues are examined separately, one gender will be more dominating (Wentzel, 2008).

Many gender dominating qualities, such as empathy (which is more prevalent in females) and a sense of accomplishment, are required for effective education and learning (mostly found in males). Together, these traits would make one gender more adaptable in the educational system, putting the other at a disadvantage. Based on education and

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learning, if one gender has generally dominating authority, the other gender suffers a disadvantage (Buckley, 2016). Individual abnormalities and challenges are not examined until they appear to be quite severe in most circumstances since education is collective learning. As a result, the handicapped gender is always playing catch-up and playing underdog and undervalued roles, culminating in academic malnourishment and failure.

According to Tella (2003), this failure would not be identified immediately since simple observations would yield contradictory statements, including males performing higher in Mathematics and females performing higher in English/languages. This would imply that genders in academic contexts are topic-based, and that one gender is more comfortable with a subject area than another. For example, males have been claimed to perform much better in science-related disciplines, whilst females do better in arts/humanities /management-related disciplines. It is a major issue since both genders are highly and evenly represented in the Kenyan population. As a result, the unintended neglect of a single gender at any stage or in any part of academics would be disastrous not only to the education sector, but also to the nation's labour force and future progress (Wikelund,2005).

Females typically select or prefer to work in traditionally female jobs such as teachers, nurses, secretaries, businesswomen, air hostesses, farmers, housework, and services. -focused positions (Dicke, Safavian, & Eccles, 2019) Males, like their female counterparts, prefer these vocations. Excluding physics and advanced placement science courses, recent data suggest that females and boys are equally represented in high school scientific classrooms (Oliver, Woods-McConney, Maor, 2017). Girls like to study subjects that they believe have worth, are related to people or other living things, and are relevant to their life. Science is sometimes taught without a focus on how it pertains to the "real" world. Boys are perceived to be less capable than girls in reading, and consequently in languages, humanities, and arts courses that are perceived to be feminine.

In reality, there are no substantial inherent barriers to gender equality in school because learning differential is based on the social context, which can be modified. Despite the fact that evidence reveals that the school system tries its best, the school system allows and

encourages significant variations in topic choices. According to Counc and Wendy (2000), boys pick Mathematics and Science with enthusiasm and expectation since science provides real practical learning that connects to myriad of the things that stimulate the imagination, for instance space, vehicles, and aircraft. Boys are drawn to the possibility of tinkering with chemicals, Bunsen burners, and experiments. Gender was possibly the greatest significant characteristic associated to students' interest in science and technology topics, according to Whitelaw, Milosevic, and Daniels (2007). Many research, like Francis and Greer (2003) and Jones, Howe, and Rua (2008), show that males are more interested in science and technology than girls.

The major draw of mathematics for males is that it is continually filled with short-term difficulties that attract to their competitiveness and the joy of achieving time-limited goals. Girls, on either hand, learn science with a practical approach, drawing on their everyday experiences and suggesting how science may better them. This implies that there is a correlation between enjoying a class and succeeding in the topic. According to Pratt and Nkosana (2009), when given an option, girls choose the humanities; languages and social science, whereas boys favour sciences, mathematics, and technology disciplines. Students are often assigned to traditional male and female topics.

Furthermore, Wasanga (2008) claims that male students are interested in all features of science, but female students are impacted by their insight of the issue as difficult, and their professors and literature. Because of the masculine image of science that is pushed in schools, it is an especially difficult decision. They concentrate on art-related concerns for young females seeking a feminine identity. She also says that females feel guys are more interested in scientific matters. Women are frequently under-represented in postsecondary education in contrast to men, particularly in science and mathematics, and Kenyan women have historically under-participated in these fields. Girls frequently fail in science and mathematics due to various three variables: how the disciplines are taught, their mindset toward the subjects, and social and cultural issues Gatumu (2014).

This implies that girls may need to have opportunities to observe role models in science and Mathematics in order for them to change their attitude towards the subject. According to Eshiwani (2008), there are extremely few female role models and mentors in science-related disciplines. Teachers' stereotypical interests in what subjects are appropriate and proper for males and females channel girls and boys into specific and often limited fields of study. This viewpoint is supported by List and Dweck (2007), who claim that the feedback that students typically receive in school influences their perceptions of success. This is because, in a decentralized system where significant decisions are made at the school and class levels, it looks democratically legitimate for people with a stake in a school to influence the nature of the choices made.

According to Kelly (2006), the stereotyped interests can overly influence an individual responsible for making choices. For example, it results to many females opting to study "girls' topics," restricting their options for future employment. Thus, Kelly calls channelling and not choosing, as students are landed into pre-determined paths. According to Salisbury and Ruddel (2009), teachers' attitudes and behaviours influence students' topic choices in a variety of ways. Several students will select a topic simply due to the fact that they like the tutor that might or might not be related to gender differences.

Furthermore, to the following to studies (Kelly, 2006; Salisbury & Ruddel, 2009), certain teachers may have preconceived notions regarding the acceptability of certain courses for males and females. Teachers have indeed been observed to convey their feelings about these issues in a variety of overt and covert methods. Because of the interests and behaviour of instructors, boys and girls may nevertheless have distinct experiences in different sections of the curriculum. Gender imbalance among teachers may also play a role in subject choice sex differentiation (Gatumu, 2014). Due to the lack of non-stereotypical role models, statistics from the Equal Opportunity Commission (2006) reveal that instructors' subject qualifications tend to support sex stereotyping in curriculum selections. Studies from Nigeria established that even parents themselves can act as stereotype actors at home Kissim, Omolade & Rachael, 2011). Koech report, (Republic of Kenya, 1999) notes that the commission received views from members of the public that they preferred to have

separate schools for boys and girls. Their thinking was that the girls perform better in a girls' school. They were justifying the continuation of single - sex schools. Furthermore, Sadker and Sadker (2006) notice that, in contrast to boys, most females are less aggressive and forceful when asking and replying to inquiries, expressing their opinions, or taking the lead in practical tasks. Therefore, girls tend to be side-lined, which leads them to drop some science subjects because of minimal participation (Stables, &Stables, 1995).

Some topic specialities have been linked to sexual orientation (Bathemi, 2010; Tsikati et al., 2016). This is clear since males control approximately majors whereas girls dominate others (Begs et al., 2008; Samela, 2010). Githaiga (2012) undertook a study in Kenya. The study endeavoured on studying the purpose which impact the selection of KCSE subject amongst form two boys and girls in the context of Kieni Division Nyeri North District. The researcher came up with the research question which were used in gathering data from a total number of 130 students where the responses gotten were 120.The results indicated that students were given the relevant information on K.CSE topic choices. The teachers provided the information. Gender does impact both boys' and girls' topic choices, it was found. The majority of students felt that there were subjects for both females and boys. Students' responses indicated that they felt art-based topics were for girls and science-based ones were for boys. This study was undertaken in Central Kenya and contributed to the findings of the study in the Eastern portion of Kenya.

Wainaina. (2007) undertook a study in Nyandurua seeking to establish reasons that made students pick C.R.E as a subject. The study's significant results were that the highest percentage of students picked C.R.E since it was perceived to be in accordance with their career goals. It was also discovered that the students' religious backgrounds affected their decision to choose C.R.E. Half of C.R.E students saw C.R.E as a means of spiritual progress as well as an academic subject. It was also demonstrated that tutors, friends, and parents influenced children to study C.R.E.

Knoblauchll (2017) undertook a study to see the connection amongst teachers training, religion, and gender socialization of a group of students registered in a pedagogy course in

Brazil. The period of study spanned 2012-2012 and the population of interest was study who joined the course in the year 2012. Written surveys were used as data collection tools. The study aimed on determining their motive for selecting pedagogy course, their socioeconomic profile and their habits in regards to their religious practices. The next stage was to interview six of these students, five of whom were religious and one who was not. Pierre Bourdieu's idea of habitus and Setton's concept of hybrid habitus and socialization served as the foundation for the investigation. It showed three perspectives on gender production, sexual orientation, and identity: a) the normalization of gender distinctions; b) the acknowledgement of social impositions and also the high emphasis placed on biologic determination; and c) the comprehension of gender as a social construct.

The standards of behavior and conduct promoted by various religions are highly valued in light of a variety of non-complementary socializing agents. These standards specify which viewpoints can be absorbed all through teacher training as well as which ones are rejected, resulting in a habitus with hybrid dispositions that are occasionally secular and occasionally religious.

2.5 Teachers' Influence in the Choice of C.R.E

Ndalichako and Komba (2014) found in their study that teachers have a significant role in either motivating or inhibiting students to participate in a topic and have a significant impact on students' interests in the subject. Students listed characteristics of professors including punctuality, kindness, hard effort, and teaching effectiveness as some of the reasons why they enjoy the subjects. The results demonstrate that students' enthusiasm to study their studies was undermined by professors who were not accessible and dedicated to their profession. The following comments from students demonstrate how teachers affect their preferences for subjects.

I enjoy biology as our instructor is kind. A student can follow the teacher, who is highly useful, if they don't grasp something. Student FGD at School B, 27 February 2014 I enjoy History since the instructor is knowledgeable and never skips a class. We accomplished all of the Form III courses and began several Form IV topics at that time. Additionally, the

instructor gives us enough testing to make sure that we fully comprehend the material. Then, upon grading, the teacher offers modifications in the areas where the majority of us were unable to supply the right answers (FGD, student, school F, 19/2/2014). I like chemistry and biology. She is really committed to her work and does a fantastic job of educating us, despite the fact that there is only one instructor for those areas at this school (FGD, student, school D, 18/2/2014). I like Physics since of how well our teacher taught us using a variety of reference materials. I can now respond to almost any physics inquiry with ease. I'm even positive that I will be able to respond to every question on the national exam (FGD, student, school B, 27/2/2014).

The results support the notion that teachers have an impact on students' motivation to learn a certain topic. This is in line with the findings of the study by Athanasou and Petoumenos (1998), which demonstrate that teachers may affect students' motivation through certain facets of their instruction but mostly through their orientation to the learner. On the other side, some students claimed that they disliked a particular topic because their professors had let them down:

Since the teacher doesn't employ interactive teaching strategies, I dislike Chemistry. Without assessing whether or not the learners are understanding, the instructor merely provides the content. When learners offer questions, the teacher simply ignores them and even uses nasty language to dissuade them (FGD, student). Geography and Chemistry are not my favorites. The chemistry teacher is unforgiving in the classroom and does a poor job of explaining the ideas. The geography instructor belittles the pupils. One of us was instructed to react to a question the teacher posed one day. When the student couldn't provide an accurate response, the instructor grabbed him and said, "Your head is full of milk" (FGD, student, school K, 24/2/2014). Because the teacher instructs us to duplicate notes from our Form IV peers, I don't like learning Kiswahili. We rarely comprehend the teacher's methods of instruction while he is trying to educate us. I don't understand how our geography teacher is teaching, and I truly dread the instructor. He discourages us if we ask questions by using harsh words (FGD, student). He enjoys posing questions and hopes for impromptu responses.Now the teacher delivers you strokes before you've even

considered the response. I don't comprehend the topic, and I think it's wrong to punish someone physically in this circumstance. You know, sometimes pupils have a tendency to forget what they have previously been taught. Before we even begin to recollect, we are already being penalized and accused of not understanding the material. I despise the topic (FGD. student school) because of this circumstance.

The results indicate that teaching method majorly affect the student interest in a subject. This findings are in tandem with Samuelsson, (2010) who argues that the interactions in classroom affect the students' chances of learning. Therefore, teacher doing their work effectively enhances their student's chances of learning while those who are poor teachers inhibits the learning of their student on a subject. In secondary schools, teachers have a notable impact on the total topic choices made by pupils. When students choose their K.C.S.E. topics, their motivation and morale are very important. The degree to which their professors inspire them to succeed in the topic they choose will determine that achievement. According to Manson (2010), teachers should sit down with each individual student to advise them on the significance of the disciplines they select in light of the professional prospects present in the labor market. Secondary school principals may guarantee that each student is guided in choosing the topics by working as a team, according to Nkosana (1998).

Many students are influenced by this to choose the ideal topics for their future career growth. They go on to suggest that administrators can suggest further topic selection advice to students and parents. In Botswana, Oyetunji (2009) suggests that principals, in order to improve the students' subject selection, ought to hold meetings with the students and the C.R.E subject teachers so as to sensitize them on the importance of C.R.E. subject as a choice. In the Kenya's Educational Policy Framework (2013) students should be given freedom of choice (Democracy) to choose C.R.E as a career subject. In Kenyan schools, teachers are also expected to teach C.R.E as a subject in the first two years the students are in school. This will act as guide for these students to gain interest in that subject and select it as an examination subject. This improves the students' performance in terms of the subject as well as their attitudes towards the C.R.E subject (Minishi, 2010).

Various research studies have been carried out on subject selection by secondary school students. Others see subject selection as a matter of individual preference (Rababah, 2016). Others feel that students should be guided when it comes to subject selection. Research by Eshiwani (2011) found out that students were declined to choosing subjects which they did not know the career attached to it. He failed to relate this to students' academic performance. Ogawa and Hart (2005) in their study determining the degree to that subject teachers influenced the students' choice of subjects found out that subject teachers have a significant influence on the choice of subjects by their students. Kathuri (2012) in his study of examining the correlation between gender and subject selection by students found out that a strong correlation existed between gender and the subjects the students choose for their final examination.

Omondi (2013) undertook a research, a case study of Lang'ata High school in Nairobi County, whose ultimate goal was to get a greater knowledge of the variables influencing the choice of scientific topics in Kenya's secondary education institutions. A descriptive research design was used whereas all students in Langata High school were the population of the study. The researcher sampled 150 students and 11 teachers from for, two to four. Questionnaire was the primary data collection tool used. Data used was both quantitative and qualitative and SPSS was used in analysing it for descriptive statistics. Content analysis was used in analysing for qualitative data.

From the study outcomes, it was discovered that students were encouraged by school to choose science subjects in the job market, science subjects are quite competitive. Students have paved a career path which they wish to endeavour to reach in life. The findings discovered that the teacher significantly influence the subject selection. Gender on the other hand had no effect on subject selection. Further, teacher were found to have an influence on science subjects. The study comes to the conclusion that giving students the freedom to select their own classes enhanced motivation and independence that consequently improve student performance. Students had established a professional path they aimed to follow or accomplish in life.

The attitude of students concerning a teacher to a greater extent affect the attitude towards the class. The choice of subject was impacted by how men and women view their aptitude and skill in that particular classes. The influence of schools on students' decision to study science is significant. The report advises students to approach science classes positively. The recommendation of the study is that student ought to have a positive attitude on the science subjects. When selecting subjects, they must take their hobbies and individual academic aspirations into account. Science disciplines ought to only be taught by competent and trained teachers.

Science teachers must make an effort to be passionate, informed, kind, and helpful. Students will be encouraged to avoid gender discrepancies. Women must be pushed to alter their beliefs about their aptitude and competence. When choosing their courses of study, students require parental assistance. Making decisions on academics and careers must be supported by the school.

2.6 Summary

In this chapter, the numerous factors influencing the boys and girls choices of optional subject in secondary schools is reviewed. These factors include gender influence, subject selection guidance; career influence and attitude towards C.R.E. Humanities are less prominent among students because of drastic changes of the 8-4-4 system of education which made them elective in Form three. Wahome et al (2015) supports this by saying that the job market has an increased demends for certain skills which are associated with the science subjects. This makes boys and girls to rate the subjects in humanities lowly. Young adolescents at school are supposed to have high expectations for themselves and to work hard to fulfill those dreams. Additionally, kids are taught about the prestige that comes with making a successful professional decision. In order to force the young teenager into preset occupations, economic incentives and gender stereotypes may occasionally be employed, regardless of the child's potential, true needs, and ego.

2.7 Theoretical framework

This research is guided by the Interaction Theory of conflict by Pollard, (1990). According to the conflict interaction theory, conflict arises when an individual's personality and the direction he receives from other parties interact. Opposing values, perceptions, attitudes and guidance from parties on which subject to choose are amongst factors that leading to students failure to choose the right subjects. Wong and Wong (1998) discusses at length teacher power and control in students' choice of subjects. He proposes that teacher/student interaction and conflict in selecting a certain subject is a result of the failure of teachers and student to relate to each other as persons.

Wong and Wong (1998) contend that when it comes to subject selection, teacher-student interactions that are solely based on the existence of formal power lead to conflict. Conflict is also brought about by the inadequacy of an equitable system, a lack of understanding about the working world, and the credibility of the other topics. Inability to confront classroom issues head-on and to have an open dialogue about them contributes to conflicts between the instructor and the students over the choice of subjects.

According to Pollard (1990:26), there is a fundamental conflict between the interests of instructors and students. He also argues that while writing on what he terms the "professional interests-at-hand" of these two groups, both instructors and students continue to place a great focus on the self, their personality, and their sense of identity. When both instructors and students are in risk, this goal is being achieved. A few of the problems the former face include inadequate facilities and support systems, large enrolment in some subjects, understanding of the career opportunities provided by each course selected, and the duty of overseeing the students. In addition to dealing with their personal issues, the latter group is evaluated by their professors. There is a demand to deal with the problem and a threat to both instructors' and students' self-images.

Pollard contends even farther that in accordance to the rules in the teacher-student friendship, a teacher has two options: either she or he can impose order by using his or her power, or she or he can negotiate order with students in order to come to a set of social

understandings that specify the subjects to choose. Teachers with a sense that their interests are being challenged and poor negotiation abilities would respond coercively. Students picking their topics will likely experience tension, worry, and dissatisfaction as a result of such pressure. They are likely to perceive it as the unfair imposition of instructor power. As a result, they could object to the teacher's suggestions. Students become more resistant as a result of teachers' overuse of authority, particularly when it comes to topic choice.

In Henderson, Sullivan, Anders, and Moulton (2018) opinion, These actions lead students to overvalue their independence, worry about their rights, resist teacher control, or submit to teacher authority, which leads them to choose subjects they are unfamiliar with. Conflict in subject choice is sparked by all of these reactions and actions. Gordon (2008) likewise makes important insights on the subjects that students choose. In order to gain the cooperation of the students and to achieve mutual benefits, he contends that the efficiency of the educator in developing a certain type of connection with them is essential. He sees teachers' jobs as primarily being helpful, non-judgmental facilitators who are fully committed to a child's capacity for problem-solving through reason. According to this viewpoint, conflict would occur when instructors impose their authority and ideals while ignoring the child's capacity for negotiation and problem-solving.

In a similar line, Open Public Services Network (2015) contends that students' difficulty in selecting their courses is due to institutions' inability to meet their demands. He contends that students strive to learning and wish to succeed. Even so, obstacles in the classroom, including not being directed in subject selection, being given unappealing class topics, learning by rote rather than experimentally or through discussion, and having to learn by rote instead are all factors that lead to misunderstanding of some subjects and conflict. As a result, school leaders must implement strategies for encouraging students to choose the subjects that will have the least negative effects on their self-esteem and sense of direction for their future careers.

2.8 Conceptual Framework

The framework for the variables influencing secondary school students' decisions on C.R.E. is provided below. The model focuses on the variables that influence secondary school students' decisions to choose C.R.E. The variables factored are students' attitudes towards different subjects, students' future career knowledge, students' gender difference and teachers' guidance on subject selection. Each variable affects the students' choice and awareness of optional subjects and each interacts with most of other variables.
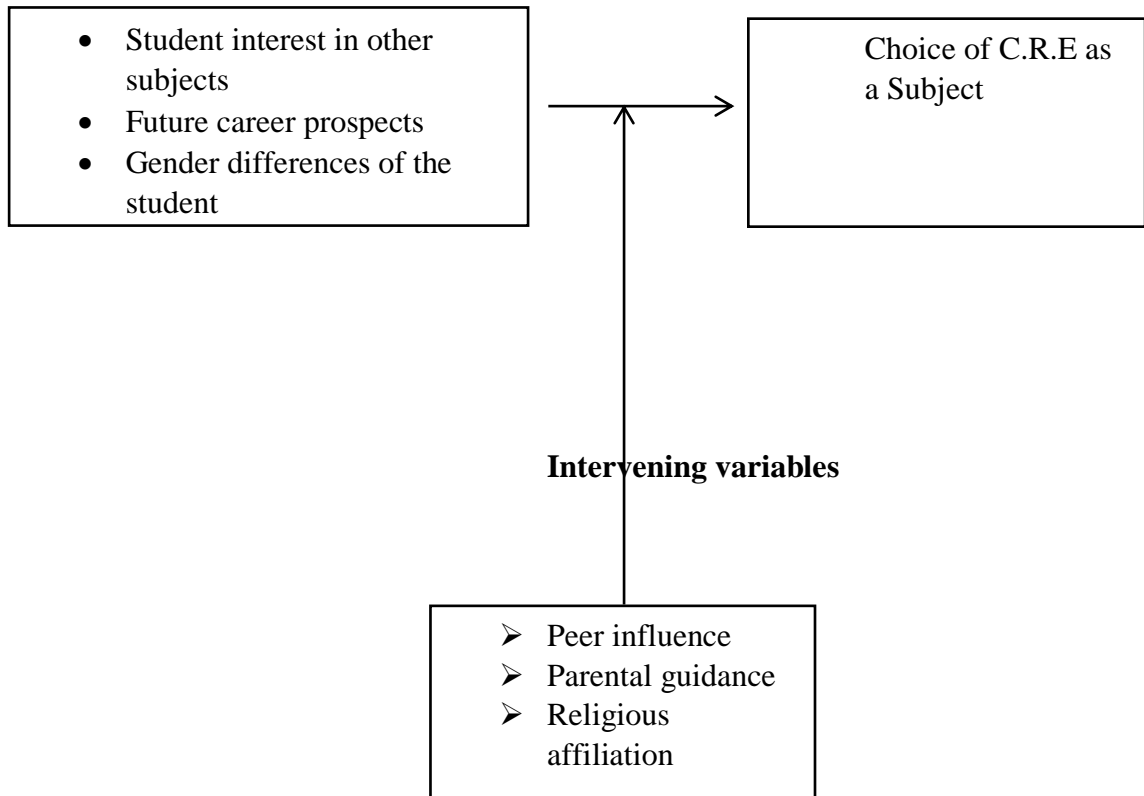
Figure 2.1: Conceptual Framework Showing Various Factors that influence the Choice of CRE as a Subject by Secondary School Students

The conceptual framework figure 2.1. Postulates that there were various factors (independent variables) that influenced the selection of C.R.E as a subject by secondary school students in Makueni sub-county (dependent variable). The independent variables were carefully selected based on the research objectives whereas the dependent variable was selected based on the main problem of the research project. The independent variables

have a direct relationship in determining whether a student chooses C.R.E as an examination subject.

These four factors/variables are directly associated with the students. For instance, the decision to take C.R.E was determined by the students' attitude towards the subject, whether the student is male or female, career guidance by the subject teacher. Future career interest by the student also influenced them to pick C.R.E as a subject. To clarify the causal connections between the independent and dependent variables, the fictitious variables referred to as the intervening variables are used. Based on this research, they could not be observed and hence the researcher had no control over their influence of the independent variables on the dependent variable. In this regard, peer influence, parental guidance and one's religious affiliation had an effect on the choice of C.R.E as an examination subject but the researcher didn't have control over them.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the study's design, target population, sample size and sampling method, research instrument validity and reliability, data collection, and data analysis.

3.2 Research Design

This study assumed a descriptive survey research design to examine the factors affecting the choice of C.R.E by secondary school students. Cohen, Manion, and Morrison (2000) refers research design to the organization of the ways data will be collected and analysed in a way which endeavours at coming up with relevant information about the issue at hand. Orodho (2005) further reveals that descriptive survey research are structured in a way acquire pertinent and accurate information pertaining the facts of a situation and when possible to derive valid general conclusions from the facts discovered. The researcher therefore used a descriptive survey research design to study the factors affecting choice of C.R.E in K.C.S.E. in Makueni County.

The descriptive survey research design was utilized for this study since it would help the researcher examine the situation without manipulations of variables (Cohen, Manion, and Morrison, 2000). This design is also very critical in reaching many of the students in this study easily. Because this study used human participants, it was impossible to modify the information. The researcher did not manipulate any variables while gathering data on the situation in the schools.

3.3 Target Population

Cynthia et al. (2016) asserts that a target population for a study is constituted by an entire set upon which the inferences can be made. Kothari (2019) adds that the geographical and temporal characteristics require to be clearly determined, as this increases homogeneity. Target population can be defined as a set of individuals, objects with similar observable characteristics of a given nature. Bullock, Little and Millham (2017) define population as a well-defined grouping of people, being investigated. This study target population

comprised of four hundred students(400) selected from 34 public secondary schools located in Makueni sub county which represent K.C.S.E candidates and 34 C.R.E teacher in the selected schools.

3.4 Sample Size and Sampling Procedures

Cohen, Manion, and Morrison, (2000) denotes that a sample is a share of the target population. Sampling is defined as the way of choosing a certain number of subject from a definite population as a representative of that population. Out of 34 secondary schools in Makueni Sub-County, the researcher applied a simple random sampling in selecting 30% of the schools, making a sample of 14 schools. According to Orodho (2003), a sample size of 10% is sufficient if the population is vast. If the population is small, though, a bigger sample can be taken. Because the population of 34 schools was modest in this situation, a sample size of 30% was employed. In all the samples schools purposive sampling was applied in selecting 1 senior C.R.E teacher making a sample of 14 C.R.E teachers from the schools sampled.

A total of 120 students (60 girls and 60 boys) through the use of random numbers in a systematic sampling technique and 10 C.R.E teachers were applied for the purpose of the study. They were drawn from various secondary schools as indicated in table 3.1.

Table 3.1: Sampling Frame

Respondents	Population	Sample	Percentage
Respondents	400	120	30%
C.R.E Teachers	34	14	30%
Total	**434**	**130**	**30%**

Source: Researcher 2019.

3.5 Research Instruments

Two set questionnaire was applied in data collection; one for the form three students who take C.R.E. as an elective subject and the other for the C.R.E teachers. Form three class was the most appropriate class for this study since they had already selected this subject of

study and were therefore deemed as appropriate to provide the requisite information. The teachers' questionnaire was categorized into three subsection: - A, B and C. Section A solicited for demographic data. Section B collected information on teacher's academic background while section C sought information on aspects of students' performance in C.R.E as a subject. The students' questionnaire was also divided into three sections A, B and C. Section A focused on respondents' demographic information while section B and C Addressed the criteria the students use to select C.R.E as a subject.

3.6 Piloting

The pilot study was undertaken from a random sample of twenty female students and twenty male students. Five career guidance teachers and five principals were also sampled for the piloting study. This guaranteed that the pilot test could examine the effectiveness of the questionnaires in getting data from all category of participants' primary involved in the study.

3.6.1 Validity of the Instruments

Validity refers to the accuracy and usefulness of inferences that are founded on the research outcomes. Otherwise stated, Validity is the extent that the outcomes obtained from the data analysis in real sense reflect those of the condition under study. As indicated by Orodho (2005), validity is the extent that a test measures what it claims to measure. According to Orodho (2005) instrument validity is increased by expert judgement. The content validity for this study was established through the expert judgment of the university supervisors of this study.

3.6.2 Reliability of the Instruments

Reliability of instrument is the measure of the extent that the instrument of research is able to generate same outcomes. In order to increase the instrument reliability, a pilot study was undertaken in a population same as the target population, though it was excluded from the final study. The purpose of pre-testing was to discover whether any of the items were ambiguous and whether the instruments produced the sort of data expected, (Bryman & Bell 2015).

This increased the dependability of the research tools. The researcher evaluated the clarity of the questionnaire items, and those that were judged to be insufficient or ambiguous were either removed or adjusted to increase the quality of the research instrument, hence boosting its dependability. Split-half method was used during pre-test to establish internal consistency. Items were divided into two groups of odd and even numbers after coding them to check consistency of response. The two sets of scores from the spilt-half were then correlated using Spearman's rank correlation co-efficient method. The results of the calculated correlation co-efficient was substantially high; $r = (0.67)$. This exhibited that the association was significant and therefore the research tool was reliable sufficient to be applied in this study.

3.7 Data Collection Procedures

The researcher went to all the ten schools to drop the questionnaires to the respondents. Both teachers and students' questionnaires were administered to the two groups of respondents. The students were requested to give their responses to the questions accordingly and submit the dully filled forms to the researcher. The researcher administered the questionnaires with the aid of the department heads. This personal participation was crucial in encouraging participating schools to answer more quickly than if the surveys had been delivered to them. The instruments were provided in the morning and collected in the afternoon to give respondents enough time to learn and reply accurately.

3.8 Data Analysis Techniques

Field data was checked for completeness and coherence before analysis and to ensure that all sections of the questionnaire were filled. Completeness and accuracy of data that fed into content validity was ensured by researcher where items that comprised study themes were checked for response, conceptual links and relationship (Haradhan, 2017). Data collected from the study was analysed through use of descriptive and inferential statistics. The information was extracted from the questionnaires edited, coded and entered into the computer to enable analysis. SPSS version 22 was utilize to aid in the analysis. Analysed data was interpreted and presented in prose explanative narration, percentages and tables.

For qualitative data, thematic analysis was applied in analysing qualitative data from open ended items in the questionnaires. The data collected in the questionnaire's open-ended items was grouped as per the topic relevant to the study objectives and was presented in narrative style utilizing description and quotes. The key findings were reported directly in chapter four and in italics for emphasis. Thematic analysis involved assessing and pinpointing patterns from the data obtained. The responses were presented using descriptive statistics like frequency distribution, calculating percentage and tabulation. The data was summarized, conclusions drawn, recommendations for further research given. Hypothesis testing was mainly done by way of Chi-square and Spearman rank correlation.

3.9 Ethical Considerations

Fleming (2018) has outlined the main ethical issues to be factored in research. These include obtaining informed permission from people, voluntary involvement, and secrecy. To make sure informed consent, meeting with teachers and the participating students was organized. During the data collection time, the instruments were administered to the respondents, the researcher wrote to them requesting for their acceptance to be participant in the study. The researcher informed them that their feedback would be handled with a lot of discretion. Their participation was completely voluntary. The participants were not expected to write their names in the questionnaires. All these measures were expected to guarantee the participants anonymity and confidentiality. The information got from the students was not used for administrative purposes but only for the research. Their responses were given to the authorities for analysis. The information collected was treated with discretion. Respondents were further guaranteed that the data collected from them could only be used for this study. Also, the school or anyone else was not going to be left with any information related to this research. And that no information will be stored or retrieved in any form either electronically of manually.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

Data was presented, examined, interpreted, and discussed in this chapter in relation to the body of previous work. The study objective was to critically examine the variables affecting students' decisions to enrol in C.R.E. as a secondary school subject in Makueni Sub-County. The purpose of the study was to determine whether students' interest in other disciplines affected their decision to pursue C.R.E. and whether their future career Prospects, gender disparities in the choosing of C.R.E., and instructors' advice on topic choices are all factors that may have an impact on students' decision to study C.R.E. The study had 120 pupils (60 boys and 60 girls) and 10 C.R.E. teachers. Both descriptive and inferential statistics were used to analyze the data.

4.2 Demographic Information

Descriptive statistics were used to evaluate the demographic data, creating frequency distribution tables and calculating percentages. Gender, age range, and kind of school were among the data that were examined in this study. The respondents' responses discussed in this section are 120 students (60 boys and 60 girls) and 10 C.R.E teachers.

4.2.1 Gender of Respondents

The respondents had to say what gender they were. This aided the researcher in determining if the study was sensitive to gender. Table 4.1 below indicate the responses recorded.

Table 4.1: Gender of the Respondents

Gender	Students		Teachers	
	Frequency	Percent	Frequency	Percentage
Female	60	50.0	6	60.0
Male	60	50.0	4	40.0
Total	**120**	**100.0**	**10**	**100.0**

From the above results it is shown that over 60% of the respondents were female while the counterpart male were 40%. Nonetheless, the gender for the students was balanced with 50% boys and 50% girls. This is acceptable given that most teachers in Kenyan schools are female teachers. Therefore, we have more female teachers in most basic education institutions than their male counterparts. Previous studies have confirmed that female teachers form upto 60 percent of the total number of teachers in Municipal schools in Kenya (Ombati, 2010).

4.2.2 Age Bracket of Respondents

To determine the age representation in the study, the respondents were requested to state their age range. Table 4.2 provides the findings.

Table 4. 2: Students Age Distribution

Age bracket	Frequency	Percent
10 – 15	5	4.2
16 – 20	115	95.8
21 – 25	0	0.00
Total	**120**	**100.0**

Table 4.2 indicate that majority (95.8%) of the students were between 16 and 20 years of age while 4.2% were aged 10-15 years. However, none of the students was in 21 - 25 age brackets. This is acceptable age bracket for this group of students. It means we do not have many cases of under and/or over age students. It also means that we have fewer cases of students repeating classes.

Table 4. 3: Teachers' Age Distribution

Age bracket	Frequency	Percent
Below 31	2	20.0
31 – 39	6	60.00
40 – 49	1	10.0
51 and above	1	10.0
Total	**120**	**100.0**

Table 4.3 shows that majority (60%) of C.R.E teachers were aged 31 - 39 years. This was followed by those aged below 31 years (20%). The least was those aged 40-49 and above 50 years each with 10%. This is a good indicator that most of the teachers are young and energetic and therefore able to undertake their teaching roles more effectively.

4.3 Students' Interest towards Choice of C.R.E

The first study objective was to determine whether students' interest in other courses affected their decision to study C.R.E. The students were asked to identify their selected Humanities subjects in order to accomplish this goal. History, geography, and C.R.E. were among the disciplines of the humanities. The answers were as shown in Table 4.4.

Table 4.4: Humanity subjects chosen by students

Subject	Frequency	Percent
History	33	27.5
Geography	22	18.3
C.R.E	65	64.2
Total	**120**	**100.0**

The majority (64.2 percent) of the students questioned for this study picked C.R.E. as their humanities topic, according to Table 4.4. This might be as a result of C.R.E. reportedly being a mandatory subject in some high schools. But at other schools, students were allowed to choose the subject they preferred since they thought it was simple in comparison to other subjects. C.R.E. was considered to as a "booster" topic by the majority

of students for their grades. The issue of booster subject has a long history. Clarke (1956) explained that there were subjects regarded as easy to learn as others. The C.R.E as a subject has been captured under the easy to learn category. This demonstrates that the students' attitude toward C.R.E. was favorable.

The researcher also requested the teachers to indicate the percentage of their candidates who choose C.R.E as an examination subject. The responses are as shown in Table 4.5.

Table 4.5: Teachers responses on choice of C.R.E subject by students

Percentage of students	Frequency	Percent
Below 25%	1	10.0
25 – 30	1	10.0
51 – 75	5	50.0
75 – 100	3	30.0
Total	**10**	**100.0**

Table 4.5 displays that majority (50%) of the teachers indicated that in their schools, 50%-75% of their students had chosen C.R.E as one of their Humanity subjects. This was followed by 30% who indicated that C.R.E was chosen by 75% - 100% of students in their schools. These results show that in most schools C.R.E was preferred to other Humanity subjects.

One of the teachers in the sampled schools said thus;
"Students make their own choices on the subject they wish to take, we as teachers have no control over their choices."

The researcher also looked into whether a correlation existed between student interest and the subjects they choose to study in humanities. Chi-square test for association with a 95% confidence level was used for this. These findings are shown in Table 4.6.

Table 4. 6: Chi-square Tests for Association between Students' Interests and Choice of C.R.E

	Value	Df	Asymp. Sig. (2-sided)
Spearman Rank Correlation	28.173[a]	4	.000
Likelihood Ratio	9.112	4	.000
Linear-by- Linear Association	19.243	1	.000
N of Valid Cases	**120**		

a. 8 cells (80.0%) have expected count less than 5. The minimum expected count is .05.

Table 4.6 helped to answer hypothesis one. The first hypothesis read, there's no significant relationship between students' interest in other subjects and their choice of C.R.E. This null hypothesis was rejected χ2 (1,4) = 28.173, p< 0.05). This therefore helped to conclude that there's a relationship between students' interest and their choice of C.R.E subject. The significant level was 0.000 which is less than 0.05 meaning the association between student's interest and their choice of C.R.E subject is significant. This indicates that the decision to take C.R.E. was affected by the other topics, which appeared to be a little more difficult than C.R.E. This implies that the choice of C.R.E as a subject is done after thinking about other subjects on offer in the school.

4.4 Future Career Prospects and Choice of CRE

To determine whether future career possibilities have an impact on students' decision to pursue C.R.E. was the second goal of this study. The respondents were asked to rate how well C.R.E. prepared them for potential careers in order to meet this goal. The responses are shown in Table 4.7 as received.

Table 4.7: Teachers responses on the Extent to which Career aspiration influence Choice of CRE

Extent	Frequency	Percent
Very great extent	6	60.0
Some extent	3	30.0
No extent	1	10.0
Total	**10**	**100.0**

Table 4.6 shows that a majority (60%) of the respondents felt that career aspiration influence choice of C.R.E to a great extent. This is due to the reason that the most of students reported doing better in C.R.E., which enabled them to get the minimal grades needed to enroll in university, resulting in a better career. One of the sampled teachers had this to say;

"Students are knowledgeable, they know what they want, they choose subjects based on their future career aspirations. They mostly think along Humanities and the associated careers such as Law"

Therefore, teachers have a feeling on the career aspirations of the students especially in regard to future job opening and their influence on the subject choice. To test the strength of a relationship amongst students' choice of C.R.E and the future career, the researcher used the Spearman rank correlation coefficient. The outcomes were shown in Table 4.8.

Students were asked whether their choice of C.R.E was for future career prospects. A majority of the students said Yes 102 (85%) while a minority 18(15%) said No. This is a clear demonstration that the students knew what they wanted in the choice of subjects. They were fully aware that by choosing C.R.E, it could lead them to the future career prospects of their choice. This is an outstanding finding in this study since it shows that students at secondary school level are of age and therefore, able to make decisions about their subject choices. From the open question responses, one of the students had this to say:

"I want to be a lawyer; I have to take C.R.E since it is one of the requirements in the cluster subjects for the law degree."

Table 4.8: Correlation between Students' Choice of C.R.E and the Future Career

		Choice of C.R.E	Future Career
Choice of C.R.E	Spearman rank Correlation	1	0.12
	Sig. (2-tailed)		0.000
	N	120	120
Future career	Spearman rank Correlation	0.12	1
	Sig. (2- tailed)	0.000	
	N	**120**	**120**

For triangulation purposes, the study undertook a correlation analysis for this objective. The results confirm the students' choice for C.R.E as aiding their ambitions in future career prospects. Results in table 4.8, confirms that choice of C.R.E is informed by their wish to pursue a career prospect. There is a positive linear association amongst students' choice of C.R.E and their chances for the future careers, with $r(120) = 0.12$, $(p0.05)$. This demonstrates how the topics chosen in this case—C.R.E.—determine the future career. The majority of students selected C.R.E to help them raise their mean score so they may pursue their desired vocations, according to the open question replies. One of the pupils remarked; *"My only interest in pursuing C.R.E is to help me boost my grades at K.C.S.E, and enable me pursue my Law Studies ambition. I know I will score highly in this subject"*

This affirms previous studies that saw C.R.E as a booster subject to some of the students (Clarke, 1956).

4.5 Gender Differences and Choice of CRE

The third objective for this study established the influence of gender in the choice of C.R.E. The students were asked to indicate whether there were subjects for either boys or girls. Table 4.9 presents the responses.

Table 4. 9: Subjects and Gender

Category	Frequency	Percentage
Yes	98	81.7
No	22	18.3
Total	**120**	**120**

Table 4.9 reveals that the most of respondents (81.7%) agreed that gender differences affected C.R.E. choice, with more girls picking the subject than boys. One of the students had this to say;

"Yes. They say that C.R.E is a subject for girls, I don't mind because I know what I want, I want to become a lawyer in the future and this is the subject to enable me become one"

Chi-square test was also applied in determining whether there was a connection between gender and choice of C.R.E. The results were presented in the following table.

Table 4. 10: Chi-square Tests for Association between Gender and Choice of C.R.E

	Value	df	Asymp. Sig. (2-sided)
Spearman Rank Correlation	32.21[a]	4	.000
Likelihood Ratio	8.222	4	.000
Linear-by-linear Association	20.111	1	.000
N of Valid Cases	**120**		

a. 8 cells (80.0%) have expected count less than 5. The minimum expected count is .05.

From Table 4.10, there is a significant association χ^2 (1, 4) = 32.21, p< 0.05) between gender and choice of C.R.E subject. This indicates that gender had a big impact on C.R.E's decision. It was revealed that girls were more likely than boys to select C.R.E. as an exam subject. The open questions reveal that the majority of boys wanted to study science and math.

4.6 Teachers' Guidance and Students' Choice of CRE.

The final objectives of this paper was to determine whether or not students' choice of C.R.E. was impacted by teachers' advice on subject choices. The researcher asked the

students to identify whether their teachers had communicated the significance of C.R.E. to them in order to accomplish this goal. The answers were displayed in table 4.11.

Table 4. 11: Teachers Encouragement to Students to Take Other Subjects

Category	Frequency	Percent
Yes	65	54.2
No	55	45.8
Total	120	100.0

Table 4.11 reveals that the most of respondents (54.2%) said their C.R.E. teachers had conveyed the value of C.R.E. to them. The significance was stated as helping children develop strong values, preparing them for future careers, and fostering spiritual development, among other things.

One of the pupils stated the following:

"Our Guidance and counseling teacher told us that there's no course that is useless. All subjects are important. Each subject plays a role in the life of a learner. I believed him and I know this subject will help me"

Further information on whether instructors supported students' choices of their topic in form two was asked from the respondents by the researcher. Table 4.12 below shows the responses.

Table 4.12: Teachers Encouragement to Students to Take C.R.E

Category	Frequency	Percent
Yes	102	85.0
No	18	15.0
Total	120	100.0

According to Table 4.12, the highest perenctage of teachers (85%) concur that they encouraged form two pupils to pursue their C.R.E. decision. This came after the teachers

had emphasized the value of C.R.E. to them. The strength of this association was further assessed by the researcher using the Spearman rank correlation coefficient, which is shown in Table 4.13.

Table 4.13: Correlation between Teachers Encouragement and Students Choice of C.R.E

		Choice of C.R.E	Teacher encouragement
Choice of C.R.E	Spearman rank Correlation	1	0.63
	Sig. (2-tailed)		0.000
	N	120	120
Teacher Encouragment	Spearman rank Correlation	0.63	1
	Sig. (2- tailed)	0.000	
	N	**120**	**120**

According to Table 4.13, there is a significant positive association between instructors' support and students' preference for C.R.E. (r(120) = 0.63, p 0.05). This demonstrates how teachers' encouragement had a big impact on students' decision to study C.R.E. in school. Subject teachers have varied reasons for encouraging students to take their subjects. Perhaps the most significant reason could be relevance and mean score considerations. Teachers wish to have more bright students taking their subjects so as to remain relevant in the school and perform well in terms of Means Standard scores (Mokalake, 2005).

CHAPTER FIVE

5.0 DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

This chapter presents the discussion of the study finding following research objectives.

5.2 Summary of Findings

This study examined the factors which influence the student choice of the CRE as a subject in Secondary schools in Makueni Sub County. The population studied was 120 students 60 girls and 60 boys and 10 C.R.E teachers. Both inferential and descriptive statistics were used in analysing data.

5.2.1 Students' Interest and Choice of C.R.E

The study's first research question was, "Does students' interest in other subject's impact their choice of C.R.E as a subject?"

It was determined that the a large percentage of students surveyed (64.3%) had a favorable attitude regarding C.R.E. and selected it as their top choice for a humanities subject. Additionally, it was shown that there was a substantial correlation between students' attitudes about other humanities courses and their choice of C.R.E topic (x? (1, 4) = 28.173, p 0.05). These outcomes are consistent with a 2005 research by Theomia, which found that although this attitude is not mirrored in practice, the majority of C.R.E. students typically have a good attitude about the subject. Even though the vast majority of respondents firmly felt that C.R.E. is a highly essential topic, many said they would stop studying it if they were accepted to university. Only 26.5% of those who were admitted to university said they will continue their studies in C.R.E. This implies that the choice of C.R.E as a subject is done after thinking about other subjects on offer in secondary school.

5.2.2 Future career knowledge and students' choice of C.R.E

The second study question was, "Is future career knowledge a factor that influences students' choice of C.R.E?" The highest percentage of respondents (85%) to the research believed that C.R.E. equiped them for the vocation they were aiming to follow.

Additionally, it was shown that there is a marginally positive association ($r(120) = 0.12$, p 0.05) between students' preference for C.R.E. and their intended job. This demonstrates how poorly the prospective career informed the C.R.E topic choice. These outcomes resound with those of the researchers Achterberg, Houtman, Aupers, de Koster, Mascini, and Waal (2009) contend that C.RE is no longer as prevalent as it formerly was. This resulted from the radical reforms of the 8-4-4 educational systems that turned the subject into an elective in Form Three. Wahome et al (2015) supports this by saying that due to labor market demands for specific skills in potential candidates, some subjects like C.R.E seem to be rated lowly by students. Thus, students would prefer to choose science-oriented subjects which are marketable. Perhaps these arguments do not resonate with the view that Humanities generally are compulsory for professions like law, administration and management.

5.2.3 Gender Differences and Students' Choice of C.R.E

The third study question was, "Are there gender variations in the students' choice of C.R.E?" It was noticed that a lot of respondents (81.7%) believed that gender differences affected students' choice of C.R.E., with more girls than boys opting for the subject. Additionally, it was shown that there is a strong association amongst gender and the choice of C.R.E subject ($x?$ (1, 4) = 32.21, p 0.05). This indicates that C.R.E.'s decision was considerably impacted by gender disparities. These findings are consistent with Scantlebury's (2006) contention that females like studying subjects they believe to be worthwhile, linked to people or other living things, and relevant to their own life. Science is frequently taught without a focus on how the subject relates to the "real." World . When it comes to traditionally feminine areas like reading, language, and the arts, boys are thought to be less capable than females. Whitelaw, Milosevic, and Daniels (2007) stated that gender was likely the most significant factor influencing students' interest in science and technology-related topics. Numerous research, like Francis and Greer (1996 and Jones, Howe, and Rua (2000), show that male students are more positively inclined toward science and technology courses than female students.

5.2.4 Career guidance teachers and students' choice of C.R.E

The study's final research question was, Do career guidance teachers affect students' C.R.E. choices? It was determined that the majority of respondents (54.2 percent) said their C.R.E. teachers had conveyed the value of C.R.E. to them. Additionally, it was shown that there is a significant positive link between teachers' promotion of students' choice of C.R.E. and their grades, with $r(120) = 0.63$, (p 0.05). This demonstrates that choosing to study C.R.E was greatly influenced by the professors' support. These outcomes support Manson (2010) contends that secondary school teachers perform a substantial effect in the total subject choices made by students. When choosing their K.C.S.E. subjects, students' morale and drive are vital. The motivation they receive from their tutors will determine how well they do in the subject they choose. As per Manson (2010), teachers must sit down with each individual student to advise them on the significance of the disciplines they select in light of the professional prospects present in the labor market. Many students are influenced by this to choose the ideal topics for their future professional growth. They go on to say that principals can include students and parents in helping them choose their courses.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions, recommendations of the study and suggestions for further research.

6.2 Conclusions of the Study

Following the study findings, the researcher derived the subsequent conclusions. As the first objective, student's attitude with regards to other humanity subjects had influence on the choice of C.R.E subject. This was as a result of many students considered C.R.E as a simple subject in comparison to other humanities. For the second objective it was concluded that many students select C.R.E because of future career opportunities and also because it is a booster to their grades and it will enable them be fitting in the career they have interest in. For the third objective it was concluded that gender differences had an influence on the selection of C.R.E as a humanity subject where most girl selected C.R.E in comparison to boys. For the fourth objective, it was concluded that the guidance and encouragement by teacher to take C.R.E impacted the student's decision to take C.R.E. This indicates that most students select it as a result of teacher encouragement.

6.3 Recommendations of the Study

From this study, it is clear that selection for C.R.E was not independent though it was affected by the other subjects (Objective one) that appeared a bit harder than C.R.E. This means that the choice of C.R.E as a subject is done after thinking about other subjects on offer in the school. Consequently, drastic and urgent changes to the educational system are required in order to make RE a subject that is required of all pupils. Durkheim (2006) asserts that religion is genuine and not made up. It is a reflection of society as a whole. Religion is a manifestation of our shared awareness, which results from the union of all of our individual consciousnesses and which therefore C.R.E. evaluates as having a reality of its own. Additionally, RE provides social control in order to maintain conformity and control in society by upholding religiously based standards and norms, as well as social cohesion to support the maintenance of social solidarity via shared rituals and beliefs. In

light of this, the ministry of education need to mandate C.R.E. as a topic in all non-Muslim schools so that all kids can benefit from it. Since more girls were participating in C.R.E., the study's findings suggest that schools should encourage more boys to pursue the subject. All of this may be accomplished by involving and involving a wide range of school stakeholders. (Wikeley, & Stables, 1999).

On second objective, there is need for deliberate efforts to strengthen career guidance and counselling offices in schools so as to provide the requisite career choices among students. Students hold school counselors in high regard and look up to them as role models. Due to their expertise, counselors frequently appear to be friends to students, listen to their concerns and weaknesses, and advise them on the best subjects to choose for their studies.

On the third objective, both boys and girls should be encouraged to take C.R.E as a discipline and as a subject, this can only be done through deliberate guidance and counselling to the boys.

On teacher guidance, there is need to retrain teachers so as to do their guidance role more professionally.

6.4 Suggestions for Further Research

A study ought to be undertaken in public Secondary schools to investigate whether C.R.E is effectively taught to the learners.

Also, a study should be conducted in teacher training colleges to evaluate how C.R.E subject is taught by the practicing teachers. There is need to conduct a base-line survey to determine the future career prospects for those students who undertake C.R.E in their secondary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Information to be presented, and consent to be obtained from the participants prior to

Commencement of the questionnaire or interview.

South Eastern Kenya University
School of Education
Department of Educational Psychology
P.O Box 170-90200
KITUI
DATE: - _____
Contact Person: Joseph Munyao
Tell: 0700 290 180
Dear participants,

You are requested to participate in a research study on factors influencing the choice of Christian Religious Education by Secondary school students in Makueni sub-county. You will be provided with the necessary information which will assist you to understand the study and to explain what will be expected of you. The risks, benefits, and the rights of the participants will be explained to you. Please feel free to ask me, the researcher, and any question that is not clear to you. You have the right to question anything that have the right to question regarding the study any time. Participation in this research is completely voluntary. The participant is not obliged to take part in it. If he/she partakes, he/she has the right to withdraw from the study at any given time, during the study, without penalty or loss of benefits. Should the participant withdraw from the study, he/she is kindly asked to return for a final discussion in order that we determine the research in an orderly manner. Although the participants' identity will remain confidential at all times the results of the research study may be presented at scientific conferences or in specific publications.

This informed consent statement has been prepared in compliance with current statutory Guidelines specified by the New Constitution of Kenya (2010).
I will participate
Date: _____
Signature: _____
School code: _____
I decline to participate
Date: _____
Signature: _____
School code: _____

APPENDIX II: QUESTIONNAIRE TO FORM THREE STUDENTS

The purpose of this questionnaire was finding out how Christian Religious Education is selected by students in the secondary schools in Makueni Sub County. You have been selected for this study and any information that you give will be treated with strict confidentiality. This questionnaire has two different sorts of questions: one with organized questions and the other with unstructured questions. The structured questions have several options for replies. Please tick appropriately on the choices you have made in the spaces provided. Write your answer to the open-ended questions in the area provided.

Section A: Demographic Information,

Q1. Which is the category of your school?

   i.   National   [ ]

   ii.   Extra county   [ ]

   iii. County   [ ]

   iv. District day   [ ]

Q2. What is your gender?

   i.   Male   [ ]

   ii.   Female   [ ]

Q3. Apart from English, Kiswahili, Mathematics and Science subjects, indicate the other Humanities subjects you have chosen for K.C.S.E.

_____

_____

_____

Q4 (a). Did you choose the subjects you are doing for K.C.S.E. freely?

Explain _____

Q5 (a) Do you believe that there are subjects for either boys or girls?

   i.   Yes   [ ]

   ii.   No.   [ ]

If agree or disagree explain.

_____

_____

_____

(b) If yes, which subjects do you think are for girls? Indicate.

_____

_____

Q6. Please indicate the career you aspire to pursue after school?

_____

_____

_____

Q7 (a) Do you feel that C.R.E will prepare you for your future career?

   i.   Yes   [ ]

  ii.   No   [ ]

Support your answer._____

Q8 (a) Does your C.R.E teacher(s) explain the importance of the subject?

   i.   Yes   [ ]

  ii.   No   [ ]

If yes, explain how they do it _____

(b) If yes, how often?

   i.   Every Lesson [ ]

  ii.   Monthly   [ ]

 iii.   Termly   [ ]

Q9. Do teachers encourage you to opt for their subjects in your choices in form two?

   i.   Yes   [ ]

  ii.   No   [ ]

What reasons do they give? _____

_____

Q10 (a) Does your school have a head of department for curriculum/careers?

   i.   Yes   [ ]

  ii.   No.   [ ]

(b) Does he/she provide information on the careers that one can pursue in reference to specific subjects?

   i.   Yes   [ ]

  ii.   No.   [ ]

In which manner _____

Q11. What difficulties did you encounter in your choice of C.R.E as a subject as form two?

_____

_____

Q12 (a) Do you feel your school provided you with adequate information to guide you in your choice of C.R.E as a subject?

  i.   Yes   [ ]

  ii. No   [ ]

(b) If no above, what do you think can be done to guide students in future?

_____

_____

_____

Q13. Did your fellow students influence you in choosing C.R.E as a subject?

  i.   Yes   [ ]

  ii. No   [ ]

In which way?_____

_____

Q14.Did your faith in Christianity influence you to choose C.R.E as a subject?

  i.   Yes   [ ]

  ii. No   [ ]

Explain how _____

Q15. Why do you opt to choose C.R.E as an examination subject? Please ( ) tick our response.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I chose because I belong to C.U/YCS				
I chose C.R.E because my friends also did so				
I need C.R.E for my future career				

Q16. Why did you choose C.R.E over other humanities?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I prefer other subjects to C.R. E				
C.R.E is a spiritual subject				
C.R.E is an optional subject				
C.R.E is a booster subject				
I need to study a course that requires C.R.E				

Q17; Do you like C.R.E as a subject?

   i.   Yes   [ ]

   ii.   No   [ ]

   iii.   Undecided   [ ]

Q18. If yes, what makes you like it?

_____

_____

_____

Q19. How do you compare C.R.E with other subjects in relation to understanding the concept under it?

_____

_____

_____

Q20. If given free time will you chose C.R.E as one of your elective subject

   i.   Yes   [ ]

   ii.   No   [ ]

Explain why? _____

Thank you for your co-operation.

APPENDIX III: QUESTIONNAIRE FOR C.R.E TEACHERS

GENERAL INFORMATION

Read the following questions and tick the appropriate response for each question.

Instructions

Please tick in the appropriate bracket.

PART I: Demographic data

1. Gender

  i.   Male ( )

  ii.   Female ( )

2. Age …….. Year

3. Academic qualification

  i.   Diploma   ( )

  ii.   SI   ( )

  iii. BA/BSc with PGDE ( )

  iv. BED   ( )

  v.   MED ( )

Any other specify) ....

4. What is the category of your school?

  i.   Unisex Public ( )

  ii.   Mixed Public ( )

  iii. Private ( )

5. What percentage of your candidates choose C.R.E as an examination subject?

  i.   Between 1 – 25%

  ii.   25 – 50 %

  iii. 50 – 75%

  iv. 75 – 100%

6. Does your school have working subject department?

_____

_____

_____

7. Do the subject departments seek advice from careers office when guiding the student to select the examination subjects?

_____

_____

_____

8. Do you involve parents to help the students select C.R.E as an examination subject?

_____

_____

_____

9. Do students seek advice from you about the prospective of C.R.E?

   i.   Yes [ ]

  ii.   No [ ]

10. After the advice on career opportunities, what percentage opts to choose C.R.E?

   i. $10 - 25\%$

  ii. $25 - 50\%$

 iii. $50 - 100\%$

11. Do students seek advice from you about prospective of C.R.E?

   i.   Yes

  ii.   No

Explain how _____

_____

12. In your own opinion, briefly state why students would prefer to choose C.R.E?

_____

_____

_____

13. State what you think would make students hate C.R.E?

_____

_____

_____

Thank you for your co-operation

APPENDIX IV: RESEARCH

SOUTH EASTERN KENYA UNIVERSITY

OFFICE OF THE DIRECTOR

BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-2413859 (KITUI)
:020-2531395 (NAIROBI)
Email: bps@seku.ac.ke

Our Ref: E55/WTE/20278/2013

Date: Monday, February 15, 2016

Joseph N. Munyao
Reg. No. E55/WTE/20278/2013
C/O Dean, School of Education

Dear Munyao,

RE: PERMISSION TO COLLECT DATA

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitled, *"Factors influencing the choice of Christian religious education by secondary school students in Makueni Sub-County, Makueni County-Kenya"*. Following a successful presentation of your Master Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Jonathan Mwania and Dr. Joseph Mwinzi. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report *(SEKU/ARSA/BPS/F-02)* which can be downloaded from the University Website.
The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. Cornelius Wanjala
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
             Dean, School of Education
             Chairman, Department of Educational Administration and Planning
             Dr. Jonathan Mwania
             Dr. Joseph Mwinzi
             Director, Wote
             BPS Office -To file

CW/mk

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