

Factors Affecting the Teaching and Learning of Religious Education in Primary Teachers' Colleges. A Case Study of Nyanza Province, Kenya

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Abstract: *The general objective of this study was to investigate the factors affecting the teaching and learning of religious education in primary teachers colleges in Nyanza Province, Kenya. It sought to establish the factors that affected the teaching and learning of religious education, investigate the teachers'/learners' attitude towards the teaching and learning of religious education and propose solutions for improving the teaching and learning of religious education. The study adopted a descriptive survey design. The target population included primary school teachers, college principals, religious teachers and second years students taking religious education. The study incorporated simple random and purposive sampling techniques. Research instruments included questionnaires. The study found out that there was negative attitude towards the teaching and learning of religious education in primary teachers' colleges. In addition, it was also found out that there was a correlation between inadequate teaching and learning resources and ineffective teaching and learning of religious education. It recommended that religious education is given priority just like science subjects, Teachers Service Commission to post more religious education teachers in public teachers' colleges and the sensitization on the importance of role played by religious education in holistic development of the individuals among the students.*

Keywords: Teaching, Learning, Religion, Education

1. Introduction

1.1 Background of the Study

Education is of great significance as it aims at holistic development of an individual, physically, intellectually, morally and spiritually.

Education in Kenya existed long before the coming of the Europeans. Africans had their own system of education. This was Traditional African Education whose main aim was the training of its members to fit into the society.

Education was a lifelong process and individuals progressed from one age to another acquiring more education. Elders were recognized as repositories of knowledge in their societies. The curriculum of Traditional African Education was wide and varied. It was rooted in the socio-cultural and physical environment of the learners. (J O Otiende 1992)

Religion during this time permeated the whole of African Culture, as Professor J. Mbiti (1969) his book "African Religions and Philosophy" puts it "Africans are notoriously religious." Their beliefs and practices were expressed in their rites of passage namely, birth, initiation, marriage and death. The major aim of Traditional Religious Education was the formation of character, skills, discipline, physical and social development and preservation of culture. At this time there was little formal instructions. Emphasis was laid on informal type of education.

By the time the Christian Missionaries came to Kenya, the situation had already changed in some parts of Kenya especially the coastal region since the Muslims who came around 8th century had settled and established their own Educational Institutions known as "Chuo" where children were taught the reading of the Holy Quran and Fiqh. The

elders were taught in Mosques some basic practices of Islam. The institutions thought not well established were organized. Those who had converted to Islam acquired a good and adequate background of their religion.

When the Christian Missionaries came to Kenya at around the 19th century, they stated establishing schools where teaching and learning was formalized. This kind of Education was linked to Christianity and its main aim was to spread Christianity and Western civilization to the Africans who were pagans and uncivilized.

The missionaries also saw the need to introduce Teachers Training Colleges to train teachers and leaders of the country. As early as 1920, teachers were trained on the job. Most of the training institutions were attached to secondary schools e.g. Alliance High School and Kabaa High School. From 1935, plans were made by the missionaries to establish teacher training centres separate from primary and secondary schools. Students joined these colleges along denominational lines and for one to be employed by these respective denominations one needed to have passed Christian Religious Education. This was to promote Christian traditions of denominations (P. Kiarie et al 1979) Following the attainment of independence in 1963, a policy of consolidating the education system under the government was followed, with regard to the School curriculum and the teaching force, this entailed instituting new legal machinery for teacher education and the terms and conditions of employment.

The Kenya Institute of Education Act, Ominde Report, of 1964 took the responsibility of developing a centrally-mandated curriculum. Subject panels were formed to develop curriculum for each subject area.

According to this Act, Religious Education was to be treated as an academic subject taught along educational lines and the teachers of the subject were to adhere to the six national goals of Education namely:

- Foster National Unity
- Promote National Development – economic and social needs
- Individual Development of self-fulfillment
- Enhance Social Equality
- Respect and Development of Cultural Heritage
- Promote International Consciousness

Teachers Colleges were not only to be systematically planned and consolidated but were to be conducive to be preparation of mature and responsive teachers. They were well equipped with proper content and methodology to handle primary school's curriculum. The primary teachers' curriculum was revised in 2004 after the revision of Primary Schools Curriculum.

Currently, the training of primary school teachers is done in both public and private colleges spread all over the country. The course takes two years, with two categories of teaching and learning subject namely:

Catalogue A also know as Option A which comprise mostly of Science oriented subjects, and Catalogue B also know as Option B which comprise Music, Arts and Social Sciences in which Religious Education is inclusive. The subjects which fall under Religious Education are:

- Christian Religious Education
- Islamic Religious Education
- Hindu Religious Education (Primary Educaiton Syllabus K.I.E. 2000)

Christian Religious Education is an alternative examinable subject to Islamic Religious Education and Hindu Religious education.

Religious Education plays a vital role towards the spiritual and moral growth of the learners among other factors. Since its inception in the primary teachers' curriculum, it has had to contend with many challenges which included shortage of trained teachers, lack of adequate teaching and learning resources, negative attitude from teachers and learners. These and other challenges have led to the current situations experienced in many primary teacher's colleges. Students willing to study Religious Education perform poorly due to inadequate background of the subject or those willing to Islamic Education opt for an alternative examinable subject, Christian Religious Education due to lack of teachers.

The current study therefore, attempts to find out from students and teachers the factors which affect the teaching and learning of Religious Education specifically Islamic Religious Education and Christian Religious Education in colleges found in Nyanza Province, Kenya.

1.2 Statement of the Problem

Religious Education is an important subject in the Kenyan Curriculum and yet it has been noted with a lot of concern

that there are still many challenges that needs to be addressed concerning the teaching and learning of the subject in primary teacher's colleges.

The overall research problem which attempts to address in this study and perhaps suggest some vital solutions is: what factors affect the teaching and learning of Religious Education in Teachers colleges?

The effective teaching and learning of Religious Education as a subject in primary schools depends largely on the effective teaching and learning of the subject in primary teachers colleges; since primary schools in Kenya rely mostly on teachers from primary teachers colleges with positive attitude, with adequate knowledge of the subject content, and with proper teaching and learning methodology therefore the need to investigate some of the challenges faced by teachers and students in the teaching and learning of the subject in teachers colleges.

1.3 Objectives of the Study

- 1) To establish the factors that affect the teaching and learning of Religious Education in primary teacher's colleges in Nyanza Province, Kenya.
- 2) To investigate the teachers/learners attitude towards the teaching and learning of Religious Education.
- 3) To propose solutions for improving the teaching and learning of Religious Education.

1.4 Research Questions

This research will be guided by the following research questions:

- 1) What factors affect the teaching and learning of the Religious Education in primary teacher's colleges?
- 2) What factors indicate the attitude of teacher/students towards learning and teaching of Religious Education?
- 3) What are the workable solutions to the challenges faced by Religious Education teachers and students in teacher's colleges?

1.5 Justification of the Study

The ministry of Education policy makers have acknowledged the importance role played by Religious Education imparts in the learner the mental and spiritual capacity of God who is the foundation of all knowledge. The Ministry of Education appreciates the religious diversity within the country.

The religious bodies and organizations in Kenya have noted that an education system is one sided unless the spirit, the values and standards of Religious Education informs it. It is therefore important to have Religious Education included in the college curriculum.

The data collected from this study may be of great significance in all aspects of Education in Kenya since it is intended to provide a basis for policy formulation and implementation in areas related to the teaching and learning of Religious Education in teacher's colleges.

From the findings the trainers will get feedback on the effectiveness of their teaching. It will also be useful to curriculum developers who will get up to date information on the challenges that teachers and students face in teaching and learning of Religious Education in teacher's colleges.

The research will also lay a foundation or future research in the same field.

2. Literature Review

The purpose of this study is to investigate the factors that affect the teaching and learning of Religious Education in Teachers College. This chapter reviews literatures that have been written in this regard. Several factors have been cited in educational literature as possible factors that affect teaching and learning in primary Teachers Colleges. Among these are on the attitude of teachers and students towards Religious Education as a subject, teachers' academic qualification, appropriate teaching methodology, poor mastery of the subject content by the teachers, motivation and availability of learning resources among other factors.

In this chapter, a critical and analytical review of carefully selected both foreign and local literature related to the topic is treated. This section has been subdivided into three parts as follows:

- The importance of Religious Education in the curriculum.
- Teaching and learning resources, teacher
- Teaching and learning attitude towards Religious Education
- Teaching and Learning Methods

2.1 Importance of Religious Education

The Binn's Report (1952) stressed the importance of religious basis for Education and the need for practical work to be introduced into the curriculum. This report was later supported and developed by the Education Commission (1964), which recommended the continuing participation of the church in the religious life of their former schools.

Religious Education plays a greater role as a component of our education system. The Constitution of Kenya, various Education commissions that have been formed as discussed below emphasizes the need for Religious Education in the Curriculum at all levels of learning. This shows how important Religious Education is in the holistic development of learners and the society at large.

According to the Constitution of Kenya is very clear on matters of Religion and Religious instruction. Article 48 (2): "Every person has a right, either individually or in community with others, in public or private, to manifest any religion or belief through worship, practice, teaching or observance, including the observance of a day of worship." Article 48(3): reads "Every religious community is entitled to establish and run places education at its own expenses and provide religion for persons in that community in the course of providing the education."

From Article 48, the learner is granted freedom to express his/her religion. He/she shall therefore, receive religious instruction in accordance with the parent's wish and consent.

The Ominde report (1964) states that: Religious Education should be taught in schools and it must be taught according to an approved syllabus.

It recommended that the teaching of Religious Education should adhere to the National goals of education; by this, Religious Education is recognized as a worthwhile subject to be learnt and that it has something unique and valuable to contribute to the National goals of Education.

Other recommendations made by the Ominde Commission which are relevant to this study are:

- The commission found Religious Education to play a vital role towards the moral growth of the learners.
- Teachers of Religious Education be professionally prepared by being trained to use sound approaches, teaching methods, activities and skills. This was a deviation from the earlier methods aimed simply at converting learners to different religions.
- Religious Education should be handled as an academic subject and in a professional way.

The Ominde report had tremendous implications on the teaching and learning of Religious Education in Kenya.

The Educations Act 1968 gave legal backing to the recommendations made by the Ominde report. It confirmed that Religious Education should be handled as an academic subject aimed at bringing about knowledge and understanding among learners. The Education Act, Chapter 211, states that:

"Where a former manager of a transferred school has been appointed by the local authority to serve as the sponsor to the school, the Teachers Service Commission or any agent of the Teachers Service Commission responsible for the assignment of the teachers to schools on behalf of the Teachers Service Commission shall assign teachers to the school after consultation with and, so far as may be compatible with the maintenance of proper education standards at the school...with the agreement of the Sponsor."

The sponsor must offer supervisory and advisory services for the effective teaching of Religious Education and ensure that it is conducted according to the syllabus. (Regulation 6) The importance of Religious Education in our Education System is further stressed in the report of the National Committee on Educational Objectives and Policies (1976) popularly known as the Gachathi Report. This report foresees a Religious Education Programme, which integrates all the religious persons. The report states that:

The responsibility for teaching of Ethics of society has generally been undertaken within the teaching of religion, because of the traditional role of religion to provide a strict moral code for the community. Religious education puts a lot of emphasis on the learning of morals, thus helping the holistic formation of an individual.

Religious Education in Kenya in the context of the Education commission mentioned above identifies the policy makers as having high regard for Religious Education in Kenya curriculum.

Smart (1969) states that: Religious Education like other subjects is characteristically a process of study, a process which, while transcending the merely informative, is yet one of bringing about initiation into understanding the meaning of, and into questions about the truth and worth of religion. Religious Education can offer answers to ultimate questions raised by man.

The idea of Smart, provide a very good background upon which the teaching and learning of Religious Education in Kenya can be studied. It emphasizes the importance of religion and the need for R.E.

According to several education reports and authors, effective, sound, integral and meaningful education should be diversified and all-round entity. It should also meet and satisfy all the needs of the learner namely the physical, the mental the moral and the spiritual (K.I.E report 1976, UNESCO 1982).

Cox and Carrins (1989) states that: No boy or girl can be counted as properly educated unless he or she has been made aware of the existence of religious interpretation of life. This means that Religious Education plays a vital role in the lives of individuals in the society.

This concept is further stressed by Wainaina (1991) as he notes that:

An educational System without Religious Education could only bring disaster, whereas a system with religious foundations would be the best for the well being of the country.

The country needs an education system with a solid foundation based on religious values.

According to Circular 1/94 (DFE 1994a) The government also attaches great importance to the role of religious education and collective worship in helping to promote among students a clear set of personal values and beliefs. They have a role in promoting respect for and an understanding of those with different beliefs of religious practices from their own, based on vigorous study of the different faiths. This country has a long tradition of religious freedom which should be preserved.

The government places emphasis on the learning of Religious Education since it acknowledges the key role the subject plays in the holistic development of individuals.

School Curriculum and Assessment Authority (SCAA) (1994a:3) attempts to explain the aims of Religious Education as:

To acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain: to develop an understanding of the influence of belief, values and traditions on individuals, communities, society and cultures; develop the ability to make reasoned and informed judgments about religious and moral issues with reference to principal religions represented in Great Britain, enhance their spiritual moral social and cultural

development: develop positive attitudes towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

These ideas justify the place of Religious Education in the Curriculum in Great Britain. The same ideas are also applicable to the study of Religious Education in Kenya, since its study aims at enabling individuals to develop a tolerant attitude towards other members of different religions other than their own.

Religious Education is part of a broader process of Education which helps children and young people to make sense of the world and how they relate to it.

The Koech report (1999) argues that religion has been considered by religious organizations as not just another academic subject but it is expected to effect behaviour change among learners. There is therefore the need to emphasise the use life approach in the teaching and learning of Religious Education in teachers colleges.

Andrew Wright (2000) identifies some of the reasons for teaching Religious Education as an important subject in the curriculum. He notes that Religious Education can:

- Be an important contributor to personal development, enabling pupils to develop their own beliefs and values, and to consider thoughtfully those of others.
- Provide an academic and vigorous way of understanding the world(s) in which we live, introducing pupils to the fascinating realm of rituals, ceremonies, symbols and lifestyles.
- Help develop critical thinking and skills of communication and expression, providing literacy for dealing with religious questions and experiences.
- Offer pupils a chance to reflect on the ultimate question in life, and so open doors to worlds known and unknown.
- Stimulate interfaith dialogue and understanding and offer an interface between the secular and the spiritual.

As one develops a rationale for Religious Education as a subject, and for the teaching methods, one needs to consider where that rationale has come from and look at the alternatives that exist.

2.2 Teaching and Learning Resources

Effectiveness in teaching Religious Education is dependent on many factors, availability of qualified and motivated teachers, a curriculum that is both relevant and manageable, adequate physical facilities and instructional materials in teachers colleges.

This section deals with literature related to the teaching and learning resources, both material and personnel, which are important determinants of achievements.

2.2.1 Material resources

Polk (1972) made an observation that the main aim of instructional materials is an integral one of assisting the learner with stimuli that captures his/her attention and initiate a process concentration. Lack or inadequacy of

instructional materials may negatively affect the learning process.

This view finds support in the ideas of Sifuna (1974) when he pointed out that learning materials are a major determinant to the success or failure in a teaching and learning situation. Teaching and learning resources provides a framework within which teachers can guide students in their learning. However, the availability of materials does not itself guarantee learning. They must be put in order and be utilized at the right time with proper guidance to facilitate learning.

This idea was further supported by Shiundu (1980) in his research on The Teaching of Social Studies which touched also on the teaching of Religious Education: He noted that the teaching of Religious Education was affected by the lack of textbooks, and other learning resource materials.

The availability of the teaching and learning resources are important in any given lesson, since it aids in teaching and learning, it stimulate and sustains interest throughout the lesson.

According to the research carried out by B M Wassike (1985) she found out that Religious Education teaching and learning process is affected by various problems for instance lack of enough resources materials such as reference books, textbooks and audio visual aids, other problems faced include selection of context to suite the plural society and actual teaching process. These factors have affects the teaching and learning of Religious Education nationally.

According to Eshiwani (1988), it has been long recognized that lack of critical learning resources such as trained teachers, appropriate and adequate classrooms, textbooks for both teachers and pupils, impede effective teaching and learning, resulting in poor academic performance by the pupils.

J N Gacengoh (1990) carried out a study on the utilization of learning resources in the teaching of Christian Religious Education in Embu. She found out that many resources necessary for teaching the subject were either inadequate or unavailable in many schools. There is therefore a need for adequate relevant teaching and learning resources in all institution of learning.

This view finds support in Groenewegon (1993) when he says that, teaching and learning resources are an important part of the planning for the teaching of the lesson. These assist the teacher to communicate more effectively and the learners to learn more meaningfully and permanently. They are used to provide the richest possible learning environment, which helps learners and the teacher to achieve specific objectives.

Waweru 91994) on her report on Trends in Teachers Training in the book, “*The Quality for Teachers for the 21st Century and beyond*”, outlined the problems experienced in training Religious Education teachers as follows:

- Tutors teaching in primary colleges are to themselves not trained to teach in these colleges, neither are they at first

familiar with primary methods. They learn on the job and also go through a lot of induction.

- There is lack of sufficient facilities in teaching certain subjects.
- Colleges have been experiencing very serious financial difficulties and this has affected the quality of training. Grants given have been inadequate and arrive late. They have been unable to provide sufficient teaching materials.

Hywel (1960) in the book *Managing Resources for School Improvement* indicated that the importance of resources for schools is highlighted by debate about the government’s annual decisions on public expenditure on education and its consequences for spending by schools. It is a debate which manifests genuine concern about the level of spending on education and it is a concern we have. The government acknowledges the need for relevant teaching and learning resources in schools and colleges and has therefore proposes that the education sector be allocated more funds to enable these institutions purchase enough resources for effective learning in various institutions of learning.

Koech (1999) notes that, the quality and adequate of resources such as physical environmental, teaching and learning materials have a direct bearing on the quality as they determine how effective the curriculum is implicated. Educational facilities and instructional materials are essential because they make teaching more effective and meaningful: they increase the learner’s motivation, concentration span and simplify concepts being taught.

M.E.S.T(2003) on research evidence on the significance of instructional materials provision states that:

International research studies over the past 30 years have demonstrated repeatedly that availability of adequate supplies of textbooks, teachers guide and supplementary reading books have a major impact on students’ performance if used properly by teachers in the classroom.

The availability and use of instructional materials are among the most important factors in improving students’ achievement, there is stronger link between teaching and learning resources and performance.

UNESCO (2004) in the book, *Education for all*, the main determinants of better quality in Education states that identifying the best ways of improving learning outcomes is not easy, and it has been tackled in many different ways. The learning process is very complicated but at its centre is the relationship between learners and teachers. Learning is smooth where there is close correspondence between the values and objectives of both of these groups. However, the relationship is strongly conditioned by the resources available to schools, by their curriculum objectives and by the teaching practiced followed.

The Ministry of Education, Science and Technology, (M.S.E.T), On Sessional Paper, no 3 on Kenya Education Sector support programmed (2005:10) also notes that the primary teachers curriculum was already under implementation, but teacher trainer lack adequate curriculum support materials, it made an observation that there was need

for the development of curriculum support materials in order to ensure quality delivery.

In the same books the author continues to explain the importance of resources. Research in low income countries show that levels of cognitive achievement are significantly improved by provision of textbooks and other pedagogic materials.

Teaching learning resources are important because they are used to increase learning, generate more interest and create a situation where the students would fully engage in classroom activities.

2.2.2 Personnel

Davis (1974) shows that education assists man's search for truth as he responds to God's revelation. He argues that one powerful cause of the effectiveness of Religious Education is the extreme difficulty of doing it well. This difficulty is nearly as widely recognized as it should be even by the teachers themselves. He says that, there is a great shortage of qualified Religious Education Teachers.

Scholars such as Kathore (1986) and Kirembu (1991) indicate a universal belief that a professionally trained teacher contributes more effectively to learning than untrained teacher. It is in this basis that teacher training exists as major part of education worldwide.

Koech Charles, in the book, The Concern of Kenya, a report of The Third Teacher Education Conference (1994) indicates that professionally qualified teachers are critical to the provision and maintenance of quality and relevant education at any level of education system. Training of teachers.

The quality of teachers as the first source in learning is one of the factors that affect the levels of achievements in learning. It is therefore important that teachers of high quality be provided.

Teachers Education Programmes are currently suffering from lack of adequate financial provision.

2.3 Teaching and Learning Attitude Towards Religious Education

We recognize that resources alone are no longer guarantee of the quality of teaching and learning of the nature and standard of long term outcomes, much also depends upon the attitude of both the teacher and the students. Attitude is a day factor in determining the amount of effort a person puts in performing any task.

Kenneth (1981) had this to say on student's attitude towards the subject.

While many students are turned off by studying, others are equally into learning. If members from both groups described their school subjects, their chosen adjectives would certainly differ drastically. And this is true for every subject, some students actually love it, while others hate it. Most who hate it find it boring or difficult or both.

On student's attitude towards them he says:

Motivation depends on self-perception; each student comes to class with a definite self-portrait – as a person and as a student. If either image is negative it will act as a strong learning barrier. Students who perceive themselves to be good will work hard to protect that image, just as athletics who have good reputations are willing to give their very best.

On students' attitude towards the teacher, Kenneth T Heson (1981) explains that:

Few students will get excited over any subject about which the teacher appeared bored. A teacher who shows excitement or serious love for the subject entices students to learn, the reason for that enthusiasm. It is easy to return to learn if the lesson itself is interesting and well structured. For this reason, a good lesson plan with clear objectives and on ample amount of student's involvement is dispensable to classroom motivation.

Gwen, G. (1993) states that, professional preparation and cultivation of positive attitude are of paramount importance to a school teacher.

Teaching methods are influenced by the teachers' attitude towards the subject.

Moreton (1994) carried out an inquiry to obtain new highlight on the attitude of the adolescent and adults to religion.

Their attitude was generally in favour of Religious Education. His study has the following conclusions:

- There is demand for Religious Education in schools even from some people who seldom attend church or mosque.
- There was a strong approval for the suggestion of teaching comparative Religion.
- Majority of the groups desire that the school Religious Education should be undenominational.
- Modern ideas about Religious Education help in peaceful co-existence.

This study provides a very good model, upon which the teaching and learning of Religious Education in Kenya can be studied.

Hywel T. (1996) noted that teachers and learners generally perceive Religious Education to be difficult to teach. Many teachers morale is low because they are overworked as a result of understaffing and paid poorly.

M. E. Wanjiku (1996) carried out a research on the factors leading to the low enrollment in Christian Religious Education in Secondary Schools in Korogoro Division Kisii district and found out that poor enrollments in Religious Education is a phenomenon that has been caused by factors such as students negative attitude towards the subject which they feel is not marketable.

Negative attitude by students towards the teaching and learning of Religious Education has been influenced by the

factors such as emphasis on Science Subjects, biased guidance during subject selection among others.

Teachers and students attitude towards the subject plays a very important role in determining the effectiveness of teaching and learning of Religious Education, positive attitude leads one to work hard, and hence good high performance in the subject.

2.4 Teaching /Learning Methods

Effective Learning depends on effective teaching methods is an important part of the work of a teacher. As students learn in different ways they need to be aided in their learning by teaching methods which suits their individual learning preferences.

Kiarie et al (1979) in the book “No one taught like this man.” Man an observation that there are no district teaching methods uniquely applicable to Religious Education except that the relevance to daily living must always be kept in mind. Like any other teacher, the teacher of Religious Education makes use of the common “pool” of methods, such as questions and answer method, storytelling, dramatization, class projects, discussions among others.

A Religious Education teacher is left to make a choice of what methods to use in his/her day to day teaching. However, the method chosen should suit the subject matter, his/her own style of teaching, the interest and abilities of the learners.

Holmes E. (1979) stated that the purpose of Religious Education is not to compel the individual to accept a particular form of institutionalized “religious belief.” Religious Education has nothing to do with “evangelizing” or “proselytizing” and preaching is not a valid form of teaching in schools.

This shows that there are certain methods that are professionally accepted in the teaching of Religious Education in schools and colleges. Religious Education teaching and learning is primarily a professional exercise.

Woods (1990) Research has shown that effective learning nearly always involves modification of what the learners already knows or believes.

Kynacov. C (1991) points out that, effective teaching is primarily concerned with setting up a learning activity task or experience, for each student which is successful in bringing about the type of students learning, (knowledge, understanding, skills and attitude) the teacher intends.

Kincard (1991) suggests that:

When the task is to impart knowledge and understanding it is quite in order, although not always appropriate, for the teacher to adopt a presentation style of teaching in which he/she either talks to the whole class or makes use of audio-visual techniques to get across a certain body of information.

When the task is to help students develop the skills of investigation an issue, of finding information selecting and sorting out what is or what is not relevant, and drawing conclusions from the information available, a presentational style is no longer useful. In these sorts of tasks, students need to be active rather than passive, doing things rather than having things done to them or for them.

Different teaching methods are needed for teaching different and several types of topics for proper understanding.

According to J E Otiende et al (1992) in the book “Education and Development in Kenya”, the pre-colonial Kenya Educators used both informal, non-formal and informal teaching methods to educate members of the society, observations was the first step in the learning process, which involved not only visual observation but also audio and tactical observations.

UNESCO (2004), carried out a research on evidence from instructional effectiveness, the research confirms that structured teaching methods, bringing a strongly ordered approach to learning tasks, with clear learning goals, sequenced introduction to new material, clear explanations, regular checking of understanding, time for students to practice new skills, completion of learning tasks and frequent testing and feedback are helpful ingredients in strategies for quality improvement of teaching.

3. Research Design and Methodology

This section gives a description of the research design, target population, sample and sampling procedures, data collection instruments, procedures and Data analysis procedures.

3.1 Research Design

The research design used in this study is descriptive design. The study aimed at collecting information from respondents on their opinion in relation to the factors affecting teaching and learning of Religious Education in primary teachers colleges. The researcher used both primary and secondary data. Primary data was obtained using questionnaires. It facilitated in gathering systematically, the factual information necessary for making food decision in the research. The secondary data was found from books, unpublished works and journals.

3.2 Target Population

The target population on which the findings were generalized in this study consisted of:

- The primary teacher’s colleges both private and public in Nyanza Province, Kenya. Two colleges were selected from each category.
- The college principals
- Religious Education teachers from these colleges
- The second-year students who are taking Religious Education as one of their examinable subject.

3.3 Sample and Sampling Procedures

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. (Webster, 1985)

The research in this study made use of purposive sampling. The sample of the target population consisted of students, teachers and principals from two private and two public colleges in Nyanza province.

Random sampling was employed in the selection of students to answer questionnaires. Fifty students from each college filled the questionnaires. A total of two hundred questionnaires were administered to students. The principals from these colleges were administered questions and Religious Education teachers were also issued with questionnaires to fill.

3.4 Data Collection Instruments

The main purpose of this study is to find out the opinion and attitude of respondents towards the teaching and learning of Religious Education in primary teachers colleges.

In order to achieve this, the researcher made use of questionnaires or research instruments.

Three types of questionnaires were constructed as follows:

- Questionnaire for students
- Questionnaire for teachers
- Questionnaire for principals

All the questionnaires had four sections, A, B, C and D.

Section A: Items in this section were constructed to obtain demographic information from the respondents.

Section B: Questions were directed towards obtaining the information about students and teachers attitudes towards the teaching and learning of Religious Education in primary teacher's colleges.

Section C: Questions in this section were created under the guide of the following questions: "What are the challenges faced in the teaching and learning of Religious Education in primary teachers colleges?"

Section D: It presented suggestions on the possible solutions to the challenges faced in teaching and learning of Religious Education.

Closed ended questions were used because they are easy to fill in and are relatively objective and fairly easy to tabulate. Open ended questions were used to allow the respondents to express themselves freely without restrictions

3.5 Data Collection Procedures

The tested and approved research instruments were personally delivered to various deans of curriculum of the sampled colleges, who assisted in administering the questionnaires to the relevant respondents with the help of the Religious Education teachers.

The respondents answered the questions from questionnaires as individuals and not as a group.

The questionnaires were received by the researcher after they were duly completed.

3.6 Data Analysis Procedure

Data processing took place first. It consisted of data organization and data recording.

In data organization the categorizing took place as follows:

- Questionnaires for principals
- Questionnaires for teachers
- Questionnaires for students

The recoding of data followed the research instruments were categorized and labeled.

Here the process of coding the answers to questions was adapted. Tallying took place for each response. The data analysis helped to reduce the data to manageable summaries. The data was then computed manually using descriptive statistics such as frequencies and percentage.

4. Data Presentation, Interpretation and Discussion of the Findings

This chapter presents and discusses the findings of the field. The data is categorized and coded as follows:

- Students Questionnaires
- Teachers Questionnaires
- Principals Questionnaires

The data is computed using descriptive statistics, making use of statistical package of social sciences (SPSS) to work out the frequencies and percentages.

Interpretation and discussion of the findings based on each research question and related hypotheses are presented.

Demographic Information of the Respondents

This section covers the demographic information of the respondents. The researcher targeted two hundred students all in their 2nd year of study. One hundred were selected from public colleges and the remaining one hundred were randomly selected from two private colleges. All Religious Education teachers and principals from the four colleges participated in the answering of the questionnaire. The information section included the Gender and Religious affiliation of students. For the teachers and principals, the information included the Gender, Age, and Marital status, Religious Affiliation, Professional Qualifications, Years of Experience and Teaching Subjects.

Demographic Information of the students

Gender of Students

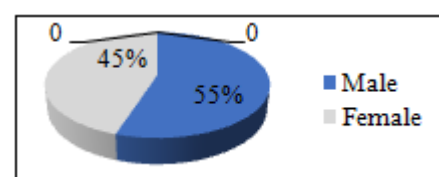


Figure 4.1: Gender of students

Figure 4.1 shows the percentage of students who participated in the study. 55% of the students were male while 45% were female. From the findings it is evident that there are more male students taking religious education than female students. This is generally because there are more male students who have enrolled in the colleges for primary teacher certificate than the female students. There is also a high rate of female students drop out from schools at lower levels of education.

Religious Affiliation

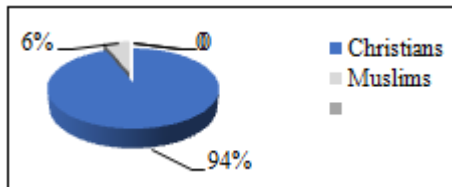


Figure 4.2 – Religious Affiliation of Students

Figure 4.2 shows that 94% of the students who took part are Christians while only 6% were Muslims, there were no Hindu students from the four primary teachers colleges.

Majority of the students in Primary Teachers Colleges as noted from the findings are Christians the rest are Muslims. Looking at the population of Kenya, the percentage of Christians is higher than that of the Muslims. This reveals the reason why a small percentage of the students take Islamic Religious Education at 'O' level, and eventually those who enroll for Primary Teachers Certificate.

Demographic Information of the teachers

Gender

Table 4.1: Gender of Teachers

Gender	Frequency	Percentage
Male	6	60
Female	4	40
Total	10	100

From the table above, 60% of the respondents who participated in the study were male while 40% were Female. The study reveals that Teachers Service Commission has deployed more male teachers to teach Religious Education in primary teachers colleges than their female counterparts. From the findings of the students more male students take Religious Education than the female students, this could be the reason why there are few female teachers teaching Religious Education in these colleges.

Few female students enrolling in various institutions of higher learning influence the number of female teachers posted in Primary Teachers College. From this result we conclude that there is need for teachers to encourage female students to pursue education at lower and higher levels of education so that there are equal opportunities in terms of employment.

Age

Table 4.2: Age of Teachers

Age	Frequency	Percentage
26-35	2	20
36-45	4	40
46-55	3	30
55 and above	1	10
Total	10	100

The table 4.2 shows that 20% of the teachers who participated in the study were in age bracket between 26-35, 40% were aged between 36-45 and 10% were 55 and above. Most of the teachers were between age 26 and 55. Negative attitude due to the lack of employment has affected the enrolment of Religious Education teachers in institution of higher learning.

Marital Status

Table 4.3: Marital Status of Teachers

Marital Status	Frequency	Percentage
Married	9	90
Single	1	10
Total	10	100

The table 4.3 shows that among the teachers, who participated in the study, 90% were married and 10% single. According to the findings, 9 teachers out of 10 who participated in the study are married. Married members of the society are looked upon as good role models to the younger generation. New roles are assigned to them, among these roles is to ensure that they promote Religious values to younger members of the society. This factor influences the guidance given by teachers to their students especially during subject selection. Teachers at this age are also viewed as having a wide experience which can be utilized in the teaching of Religious Education.

Religious Affiliation

Table 4.4: Religious Affiliation of Teachers

Religious Affiliation	Frequency	Percentage
Christians	10	100
Muslim	-	-
Total	10	100

Table 4.4 shows that all the teachers who participated in the study were Christians. There was no Muslim teacher in any of the four primary teachers colleges. From this finding the religious background of the teachers will definitely influence the kind of advice and guidance given to students.

Professional Qualifications

Table 4.5: Professional Qualifications of Teachers

Professional Qualifications	Frequency	Percentage
Master's in Education	2	20
Bachelor of Education	7	70
Diploma in Education	1	10
Total	10	100

Table 4.5 shows that 20% of the teachers had done Masters in Education, 70% Bachelor of Education and only 10% of the total number had done Diploma in Education

The results indicate that all the teachers have attained the required professional qualifications to teach in primary teachers colleges. They have the subject content and methodology needed to train students- teachers.

Years of Experience

Table 4.6 shows that among the teachers who participated in the study, 10% had been in the teaching profession for between 1-10 years, 60% had teaching experience between 11-20 years, 10% were between 21-30 years and 20% had taught for more than 31 years.

It is clear from the findings that Religious Education teachers have enough teaching experience since they have been teaching the same subject for over ten years. They are better placed to handle challenges in their subject area.

Table 4.6: Years of Experience for Teachers

Years of Experience	Frequency	Percentage
1-10 years	1	10
11-20 years	6	60
20-30 years	1	10
31 and above	2	20
Total	10	100

Demographic Information of the Principals

There were four principals and all of them participated in the study.

Gender

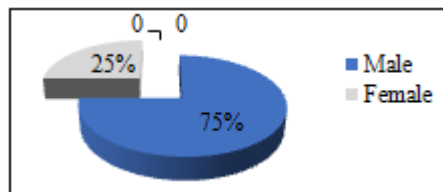


Figure 4.3: Gender of Principals

Figure 4.3 above shows that 75% of the Principals who participated in the study were male while only 25% were female.

From this research all the principals except one are male. This shows that men dominate in leadership role in these colleges. It is a reflection of the whole country where male for along period have dominated in the leadership of most institutions. Female students and teachers are encouraged to improve the educational standards in order to compete favorably with their male counterparts for such post in various institutions especially in primary teachers colleges.

Age

Table 4.7: Age of Principals

Age	Frequency	Percentage
51 and above	4	100

The table 4.7 shows that all the four principals were above 51 years of age.

Marital Status

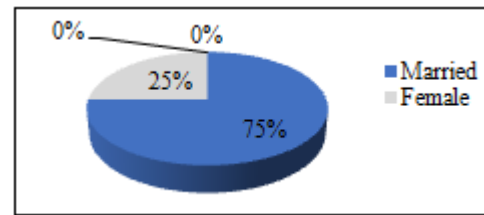


Figure 4.4: Marital Status of the Principals

From figure 4.4 it can be noted that 75% of the principals are married and 25 % Religious Sister.

From the finding there is a religious sister heading one of the private teachers colleges, the rest heading these institutions are married. The Ministry of Education expects them to be good role models in their institutions for they are considered mature and responsible members of the society.

Religious Affiliation

Table 4.8: Religious Affiliation of the Principals

Religious Affiliation	Frequency	Percentage
Christians	4	100

Table 4.8 shows that all the principals who participated in the study are Christians. This could be one of contributing factor to lack of Islamic religious education teachers in the colleges, since their religious background and interest may influence their attitude and commitment towards the admission of students and employment of Islamic Religious Education teachers.

Professional Qualifications

Table 4.9 shows that 75% of the principals had attained a degree in education and 25% had qualified for Post Graduate Diploma in Education they were all qualified to teach and head teachers colleges.

Table 4.9: Professional Qualifications of Principals

Professional Qualifications	Frequency	Percentage
Bachelor in Education	3	75
Post Graduate Diploma in Education	1	25
Total	4	100

Teaching Subject

From Table 4.10.25% of the principals teaches Social studies. 25% teaches Business Studies, 25% Christian Religious Education and Mathematics and 25% teaches Mathematics. Each Principal is qualified to teach one or two of the approved subjects in the college curriculum.

Table 4.10: Teaching subjects of the principals

Years of Experience	Frequency	Percentage
Social Studies	1	25
Business Studies	1	25
C. R. E. and Mathematics	1	25
Mathematics	1	22
Total	4	100

Challenges Experienced in the Teaching and Learning of Religious Education

This chapter discusses the major factors that affect the teaching and learning of Religious Education in teachers colleges. These challenges are categorized as follows:

- Challenges experienced by students in the teaching and learning of Religious Education.
- Challenges experienced by teachers in the teaching and learning of Religious Education.
- Challenges experienced by principals in the teaching and learning of Religious education.

Challenges Experienced by Students in the Teaching and Learning of Religious Education

From table 4.11, it can be noted that majority of the students represented by 97.5% as shown in variable I indicated that one of the main factors affecting the teaching and learning of Religious Education in Primary Teachers Colleges is shortage of relevant teaching and learning resources. 2.5% have indicated that this is not the case because their parents and guardians provide them with some of these resources especially textbooks and manila papers.

From this finding, relevant teaching and learning resources are inadequate. The Ministry of Education does not supply enough materials for teaching and learning, the few that are there were bought by parents for individual students.

Table 4.11: Challenges Experienced by Students

V	ITEM	Yes		No		Total	
		FQ	%	FQ	%	FQ	%
I	Shortage of relevant teaching and learning resources	195	97.5	5	2.5	200	100
II	Lack of some Religious Education subject teachers - Islam	200	100	-	-	200	100
III	Does not stimulate interest of learners (boring)	14	7	186	93	200	100
IV	Lass time allocated	160	80	10	20	200	100
V	Shortage of teachers of Christian Religious Education	50	25	150	75	200	100
VI	It is not an independent subject	198	99	2	2	200	100
VII	Wide content	155	77.5	45	45	200	100
VIII	General negative attitude towards Religious Education	198	99	2	2	200	
IX	Science subjects are not equated in importance with Religious Education	197	98.5	3	3	200	100

It is also clear that there is lack of Islamic Religious Education teachers in all the four Primary Teachers Colleges. The private teachers colleges have not employed any Islamic Religious Education teachers since these institutions offer only Christian Religious Education for their students. These two colleges have not enrolled Muslim students because of their Christian background.

The Teachers Service Commission also has not deployed Islamic Religious Education teachers though from the findings there are Islamic Religious Education students who have opted to study the subject on their own with the assistance of a Christian Religious Education teacher. Lack

of Islamic Religious Education teachers has affected the effective teaching, learning and academic performance of students taking this same subject.

When students were asked whether Religious Education subject stimulated their interest, variable III shows that 93% of the students are of the opinion that the subject is interesting and enjoyable. 7% indicated that the subject is boring for them, that there are no new skills learned compared to science subjects. However for the majority, the use of life approach makes the lesson lively and enjoyable.

Concerning the time allocated for Religious Education, variable IV shows that 80% of the students who participated in the study indicated that there is enough time allocated for Religious Education in the College timetable. Only 20% of the students indicated that there is less time allocated for Religious Education. From the results majority of the students have no problem with the time allocated for Religious Education since they can cover the syllabus within the allocated time.

Variable V shows that 25% of the students indicated that there is shortage of Christian Religious Education teachers while the remaining 75% indicated that there are enough teachers for the subject. From the finding T.S.C have deployed enough teachers for the subject. Variable VI shows that 99% indicated that it is not an independent subject, one has to take R.E alongside other examinable subjects, for instance music and social studies among others.

When the students were asked whether Religious Education had a wide content, 77.5% indicated that the subject content was wide and suggested that there is a need to narrow it down. For 22.5% the subject content was not too wide. From the findings, majority of the students are of the opinion that for the subject to be well covered and understood, the content should be narrowed down, for the purpose of proper understanding and retention. Variable VIII in table 4.11 shows that 99% of the students indicate that there is a general negative attitude towards the teaching and learning of Religious Education, while only 1% indicated that this is not the case. On the issue of Religious Education being equated in importance with Science subjects, as shown in Variable IX 98.5% of the students from the four colleges indicated that Science subjects are not equated in importance with Religious Education. The remaining 1.5% indicated this is the case. From the results of the study, majority of the students are in agreement that Science subjects are viewed as more superior and more important than Religious Education.

Students taking Religious Education have to wait for a longer period of time before they are employed unlike their colleagues taking science subjects. When they apply for study leave, those who have taken science subjects are given leave with pay, while their colleagues' taking R.E are given leave without pay, this has created a negative attitude towards the subject by both teachers and students.

From the findings we can conclude that the challenges affecting the teaching and learning of Religious Education in Primary Teachers Colleges are inadequate relevant teaching

and learning resources, understaffing and negative attitude towards the subject by students and teachers.

Negative attitude is mainly caused by emphasis placed by the Ministry of Education on Science subjects and low probability of employment for Religious Education teachers.

Challenges Experienced by Teachers

Table 4.12: Challenges Experienced by Teachers

#	ITEM	YES		NO		Totals	
		FQ	%	FQ	%	FQ	%
I	Inadequate relevant teaching and learning resources	195	97.5	5	-		100
II	Big/huge work load	200	100	-	-	10	100
III	Negative attitude towards the subject by students	14	7	186	93	20	100
IV	The content to be covered is too wide	160	80	10	20	-	100
V	Time allocated to Religious Education is inadequate	50	25	150	75	20	100
VI	Emphasis is laid much on Science subjects	198	99	2	2	-	100

According to all the teachers teaching Religious Education in the four teachers colleges, as shown by the results on the table 4.12, inadequate relevant teaching and learning resources and huge work load are the major factors affecting the teaching and learning of Religious Education in colleges. 80% of the teachers in variable IV indicated that negative attitude towards Religious Education by students is one of the factors affecting the teaching and learning of Religious Education, while 20% of them indicated that this is not the case. All the teachers indicated that the content to be covered is too wide and the time allocated for the subject is inadequate. They are also in agreement that there is too much emphasis laid on the teaching and learning of science subjects. The Ministry of Education often organizes In Service Courses for science teachers during the holidays leaving out those teachers teaching Religious Education.

Challenges experienced by Principals in the teaching and learning of Religious Education

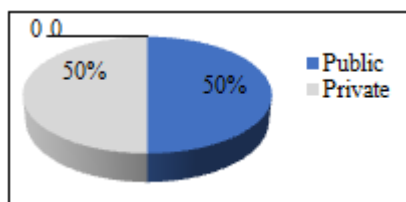


Figure 4.5: Private and Public Colleges

Figure 4.5 shows that 50% of the colleges selected for the study were Public teachers colleges and the remaining 50% were Private teachers colleges. According to the principals of the four Primary Teachers Colleges, the main challenges facing the teaching and learning of Religious Education is lack of Islamic Religious Education teachers. Other challenges are inadequate relevant teaching and learning resources, the attitude by both the students and teachers that the subject is easy hence no much effort is put in the study and the emphasis laid by the Ministry of Education on Science subjects among others factors.

Attitude towards the teaching and learning of Religious Education

This section presents the findings aimed at shedding more light to students, teachers and principal's attitude towards the teaching and learning of Religious Education in primary teacher colleges, specifically in Nyanza Province.

The section is discussed under the following:

- Students' attitude towards Religious Education
- Teachers Attitude towards Religious Education
- Principals' Attitude towards Religious Education

Students' attitude towards Religious Education

The study findings show that all the students who participated in the study were in their second year of study and their study course was Religious Education. Though their study course was Religious Education, their attitude towards the same subject of study was influenced by the number of factors as discussed below.

Table 4.13

V	Item	Yes		No		Totals	
		FQ	P %	FQ	P %	FQ	%
I	Religious Background	200	100	-	-	200	100
II	Science Subject preferred to Religious Education because of Prestige	200	100	-	-	200	100
III	Religious Education is Marketable	5	2.5%	195	97.5	200	100
IV	Religious Education Promotes high standards of morality to individuals	170	85	30	15	200	100
V	Religious Teachers/ parental influence	90	45	110	55	200	100

Table 4.13 shows that according to all the respondents in variable I, their choice of Religious Education was influenced by their Religious background. One would choose to study Christian Religious Education mainly because he/she comes from a Christian background. The same applies to Islamic Religious Education. A Muslim would prefer to take Islamic Religious Education as a study course because she/he comes from a Muslim background. This indicates that students' attitude towards the choice of Religious Education is greatly influenced by their religious background.

The table also shows in Variable I that students prefer science subjects to Religious Education because those who take science subjects are regarded as outstanding members of the society. 97.5% indicated that Religious Education is not marketable compared to science subjects. Only 2.5% were of the idea that the subject is marketable. Majority of the students acknowledged that emphasis on the science subjects affects their attitude towards Religious Education.

Responding to the question whether Religious Education promoted a high standard of morality, 85% of the respondents answered positively while 15% of them objected.

According to 45% of the students, religious and parental influence affected their attitude and choice of Religious Education while 55% gave a negative response.

The results from the above table indicates that majority of the students have a negative attitude towards Religious Education.

Responding to the question whether Religious Education was relevant to life, 75% of the students felt that it was strongly relevant, 20% felt it was relevant and 5% indicated that the subject was slightly relevant. The results of the finds were as shown in the figure below:

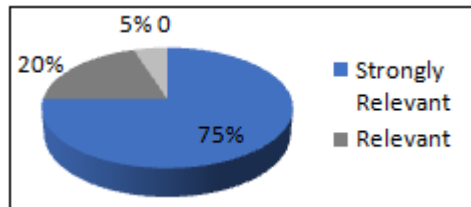


Figure 4.6

From the figure 4.6 the majority of the respondents indicated that Religious Education is relevant to individuals and to the society at large. When the respondents were asked to indicate their opinions about the attitude of teachers towards the teaching and learning of Religious Education, the results of the findings were as shown in the table below:

According to 90% of the respondents, punctuality of the teacher indicates their positive attitude towards the subject. 10% of them indicated this may not be a clear indicator of the teachers' attitude towards the subject. Variable II shows that 49% affirmed that adequate preparation by the teacher shows their positive attitude while 51% of the respondents objected to this. From the findings we can conclude that it is not very easy to measure a teacher's attitude from what he/she does, the intention for doing a given task is only known by the one doing it.

In Variable III, 92.5% of the respondents ticked promptness in marking exams as an indicator of a teacher's attitude, while 7.5% objected to this.

Table 4.14: Relevance of Religious Education

V	ITEM	YES		NO		Totals	
		FQ	%	FQ	%	FQ	%
I	Punctuality of the Teacher	180	90	20	10	200	100
II	Adequate Preparation	98	49	102	51	200	100
III	Promptness in Marking Exams	185	92.5	15	7.5	200	100
IV	Revision of the Subject	115	57.5	85	42.5	200	100
V	Teaching Methods	40	20	160	80	200	100

Revision of the subject, before and after exams is not a clear indicator of positive or negative attitude according to 42.5% while 57.5% were positive about this factor. 20% noted that it's the variety of teaching and learning methods used by the teacher that shows their general interest and attitude towards Religious studies, 80% objected. Majority of the students showed that punctuality and dedication of the teachers are factors that indicate the attitude of a teacher towards a subject.

Teachers Attitude

In this section the teachers were required to indicate their opinion about the major factors that influenced student's choice of Religious Education.

According to all the teachers, students' choice of Religious Education is influenced by their religious background. Their Christian or Muslim or even Hindu background plays a greater role in students choice of the subject. Variable II shows that 60% indicate that High probability of employment will make students choose subjects accordingly. 20% gave a negative response.

Table 4.15: Teachers attitude towards Religious Education

V	Item	Yes		No		Totals	
		FQ	%	FQ	%	FQ	%
I	Religious Background	10	100	-	-	10	100
II	High Probability of Employment	6	60	4	40	10	100
III	Parental/peer/religious leaders influence	8	80	2	20	10	100
IV	The subjects promotes moral and ethical values	8	80	2	20	10	100
V	To secure a place in institute of higher learning	8	80	2	20	10	100
VI	To pass exams	10	100	-	-	10	110
VII	For intellectual curiosity	6	60	4	40	10	100

On the issue of parental/peer and religious leaders influence, 80% of the teachers indicated that it is a factor that influence students choice of Religious Education in primary teachers colleges. 20% feel this is not a major factor. In variable IV 80% of the teachers acknowledged that Religious Education promotes moral and ethical values. 20% gave a negative response. Majority of the teachers also noted that students enroll for Religious Education in order to secure a place in institutions of higher learning and in variable VI all the teacher are for the opinion that students take Religious Education to enable them pass exams since Religious Education is regarded as an easy subject to pass. 60% felt that students choose the subject for intellectual curiosity while 40% objected.

Possible solutions to the challenges experienced in the teaching and learning of Religious Education.

This section discusses the respondents' views on the possible solution to the challenges that are experienced in the teaching and learning of Religious Education in primary teachers colleges.

The presentations, discussions and interpretation of the data collected is placed under the following:

- Possible solutions as suggested by the students
- Possible solutions as suggested by the teachers
- Possible solutions as suggested by the principals

Possible solutions suggested by students to the challenges experienced in the teaching and learning of Religious Education

This section presents the findings aimed at highlighting the possible solutions to the challenges experienced in the teaching and learning of Religious Education as suggested

by the students of the four colleges who participated in the study.

Table 4.16: Possible Solutions Suggested by Students

V	ITEM	YES		NO		Totals	
		FQ	%	FQ	%	FQ	%
I	Improve the teaching /learning resources	200	100	-	-	200	100
II	More teachers to be posted for Religious Education	200	100	-	-	200	100
III	Improve the reaching/learning methods	200	100	-	-	200	100
IV	Equate arts and social science subjects to science in importance	200	100	-	-	200	100
V	Narrow down the religious Education content	198	99	2	1	200	100
VI	More time to be allocated for the subject	150	75	50	25	200	100
VII	Shoe its relevance to society/ individuals	195	97.5	5	2.5	200	100

According to all the respondents as indicated in variable I, II, III, and IV in table 4.16 above, the students suggested that there is need to improve the teaching and learning resources, more teachers to be posted for Religious Education especially Islamic Religious Education teachers which are lacking in all the public colleges offering Islamic studies.

There is a need to improve the teaching and learning methods so that Religious Education lessons are more interesting and enjoyable. The students suggested that there is need by the curriculum developers to equate Arts, R.E and Social Science subjects to science subject in importance in order to have a change in attitude by the students. Science subjects are regarded as prestigious and those who study them are easily employed compared to Religious Education. Though this has been the case, currently there is a high demand for Religious Education due to shortage in most schools and colleges. This may eventually change the attitude of those taking Religious Education at the moment. According to 99% of students as shown in variable V, Religious Education content should be narrowed down. The minority only 1% objected to this. 75% of the students feel more time should be allocated for the teaching and learning of Religious Education. The remaining 25% are for the idea that time already allocated for Religious Education is enough to cover the given content.

Responding to the question whether Religious Education is of any Relevance to the society, 97.5% were affirmative to the idea while 2.5% were not. This shows that majority of the students have noted the importance of having Religious Education in the college curriculum as it is helpful to the students and the Society in developing good morals of the individuals. There is need for good role models especially by those teaching the subject.

Possible solutions suggested by teacher to the challenges experienced in the teaching and learning of Religious Education.

Table 4.17: Possible Solutions Suggested by Teachers

V	ITEM	YES		NO		Totals	
		FQ	%	FQ	%	FQ	%
I	There is need for more teaching/learning resources	10	100	-	-	10	100
II	There is need for more staff for effective teaching	10	100	-	-	10	100
III	Equate Arts/Social Science / Religious Education to Science in importance	10	100	-	-	10	100
IV	Narrow down subject content	3	70	7	70	10	100
V	Increase time allocated for Religious Education	10	100	-	-	10	100
VI	Relate subjects to life situations to stimulate learners' interest	8	20	2	20	10	100

All the teachers who participated in the study suggested that there is need for more relevant teaching and learning resources. The Teachers Service Commission (TSC) should consider posting more Religious Education teachers in colleges for effective teaching and learning. They further suggested as shown in table 4.17 above that there is need especially by the Ministry of Education to find means and ways of equating Religious Education/Arts and all Social Sciences to Science subject in importance. This will enable the teachers and students develop a positive attitude towards the subject.

According to 30% of the teachers as shown in Variable IV, there is need to narrow down the Religious Education subject content. 70% objected to this as they are of the opinion that the most important thing to do is to increase time allocated for the subject so that the content can be covered within the required time. 80% were affirmative of the idea that there is need to relate the subject to life situation that life approach method should be encouraged to stimulate learner's interest.

From the findings the major factors that affect the teaching and learning of Religious Education in primary teachers colleges are inadequate teaching and learning resources, understaffing and negative attitude towards the subject created by emphasis laid on science subjects.

Possible solutions suggested by the principals to the challenges experienced in the teaching and learning of Religious Education

This section had open ended questions and suggestions given by the principals who participated in the study were as follows:

- Teachers' trainers to develop and improvise relevant teaching learning resources and the available ones should be used well.
- Teachers' trainers to motivate their students and use the recommended life approach methods in all their lessons.
- Teachers Service Commission to provide adequate staff for the subject.
- Teachers' trainers to be role models
- More Religious Education textbooks should be written for use in schools and colleges.

5. Summary, Conclusion and Recommendations

This chapter gives the summary of the study, conclusions based on the research findings, the recommendations and suggestions for further research.

5.1 Summary of the Study

The background of the study presents the development of religious education in Kenya. The students, teachers and principals of primary teachers colleges in Nyanza province, Kenya were the target of the study.

The study was prompted by the fact that though religious education is an important subject in the college curriculum, promoting holistic development of the learners, it has had to contend with many challenges.

The research questions concentrated on the factors affecting the teaching and learning of the religious education in primary teachers colleges, and suggestions on possible solutions. The hypotheses are based on the research question.

The study is significant as it may help provide a basis for policy formulation and implementation in areas related to the teaching and learning of religious education in teachers colleges. The study is delimited to only four primary teachers colleges in Nyanza Province and only to students who are in their second year of study, to religious education teachers and principals. The study is also delimited to only factors affecting the teaching and learning of religious education.

The study assumes that the respondents answered the questions honestly. The conceptual framework shows how the variables are related. The definition of key terms shows the meaning of words and terms used in the thesis. The organization of the study presents the synopsis of the thesis. Chapter two presents the literature review, the researcher reviewed literature from various sources both foreign and local. The section has been subdivided into four parts. The first part deals with literature related to the importance of religious education in the college curriculum, the second part deals with the teaching and learning resources, the third on teacher/learner attitude towards religious education and lastly the fourth part deals with literature related to the teaching and learning methods.

Chapter three presents the research design and methodology. The descriptive design is utilized. The target population to which the findings are generalized in the study consists of students, teachers and principals of four selected primary teachers colleges in Nyanza Province, Kenya.

The instruments used for the research were questionnaires which were pre-tested and later administered to the respondents. Respondents were required to answer the questions as individuals.

Chapter four comprises presentation and discussion of the findings. The data is presented and analyzed basing it on each research question and hypotheses. Interpretation and

discussion of the findings follows. The two hypotheses have been tested and approved.

5.2 Conclusion

From the research findings it can be concluded that there is a negative attitude towards the teaching and learning of religious education in primary teachers colleges and the main reason is, the subject is not regarded as prestigious as the science subject, the subject is not marketable and the area is understaffed and hence huge workload for the teachers.

However, some of the respondents were found to be having a positive attitude towards the subject, since the content is relevant to their lives and since the subject also helps in the holistic development of an individual.

It can also be concluded that inadequate teaching and learning resources can lead to ineffective teaching and learning of religious education.

5.3 Recommendations

The following recommendations should help in the effective teaching and learning of religious education in primary teachers colleges.

- There is need for the teacher trainers to sensitize learners on the functional utility of religious education. This will enable the students to develop a positive attitude.
- The Teachers Service Commission to post more Religious education teachers to primary teachers colleges to ensure effective teaching and learning of the subject.
- The curriculum planners and the Ministry of Education to ensure that education is not only exam oriented but rather subjects such as Religious Education should help in passing worthwhile values of the society.
- The MoE to ensure that all teachers of Religious Education are regularly taken for in service courses. This is to update the teachers on the new methods and approaches in teaching and be made aware of the new resources available.
- The MoE to make Religious Education a compulsory subject in all primary teachers colleges. This is because of the formative function in the life of an individual.
- The MoE to ensure Religious Education is equated to science subjects in terms of importance and employment.

6. Suggestions for Further Research

The current research was generally based on the factors affecting the teaching and learning of Religious Education in primary teachers colleges. There is need to find out the importance of Religious Education in moral development of the society. There is also need to find out the effects of in-service in the development of effective teaching in primary teachers colleges.

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