FACTORS AFFECTING CHRISTIAN EDUCATION IN KONDOA DISTRICT COUNCIL, DODOMA- TANZANIA

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A dissertation Submitted in Fulfillment of the Requirements for the Award of the Doctorate Degree of Christian Education in Curriculum Studies of the Grace International Bible University (GIBU).

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DECLARATION

I the undersigned, hereby declare that this research report is my own original work and to the best of my knowledge it has not been presented and will not be presented to any other institution for a similar or any other award. All information from other relevant sources has been acknowledged.

Abraham A. Kabuka

Signature: _____ Date: _____

ABRAHAM A. KABUKA

GIBU0227/2122/312

DEDICATION

This work is dedicated to my beloved father Andendekisye Kabuka and my Lovely Mother Elida Kayuni.

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LIST OF ABBREVIATIONS AND ACRONYMNS

RE	Religious Education
CRE	Christian Religious Education
CRS	Christian Religious Studies
B.ED	Bachelor of Education.
B.SC.	Bachelor of Science
KCSE	Tanzania Certificate of Secondary Education
TICD	Tanzania Institute of Curriculum Development
TLB	Tanzania Literature Bureau
P.G.D.E	Post Graduate Diploma in Education
TISE	Tanzania Institute of Staff Education
TIE	Tanzania Institute of Education
SPSS	Statistical Package for Social Sciences
C.R.E.D	Christian Religious Education Department
C.E.O	Country Education officer
NCDC	National Curriculum Development Centre
G.O. U	Government of Uganda
CLT	Christian Living Today
CSEE	Certificate of Secondary Education Examination
GIBU	Grace International Bible University

ABSTRACT

The purpose of this study was to establish the factors affecting the teaching and learning of Christian religious education in our learning institutions in Kondoa, Dodoma - Tanzania. The objectives of the study included; determining extent to which teachers' competence, methodology, attitudes anduse of teaching learning resources influence the implementation of Christian Religious Education curriculum. The study was guided by the Rand change Agent Theory of curriculum implementation which emphasizes that successfulimplementation of a curriculum is characterized by teachers' participation in decision making and adaptation of change to the local setting. The study adopted a descriptive survey design to target a population of 5 head teachers, 5 HoDs, 10 Christian Religious Education teachers and 70 students. The sample size comprised of a total of 90 respondents who were sort using both purposive and simple random sampling technique. Content validity was enhanced by ensuring adequate and appropriate items in the instruments were relevant to the research objectives. Reliability was done using test-retest technique. Data were collected using questionnaire and interview schedule and 80 per cent instrument return rate was realized. The study revealed that although majority (40%) of Christian Religious Education teachers appeared to be of sound academic qualifications, they were unlikely to have the necessary skills needed for competence in the implementation of the syllabus as a number of teachers (25.0%) underwent their pre service training twenty years ago before the current Christian Religious Education Curriculum. Majority (50.0%) of the teachers employed the lecture method of teaching according to Table 4.12.Attitude among the teachers needs to be addressed adequately for better implementation of the curriculum. Textbooks were the main teaching-learning resources for the implementation of the Christian Religious Education Curriculum. From the findings the study concluded that; for effective implementation of Christian Religious Education curriculum, the teachers' competence level must be improved. Methodology of teaching used is mainly lecture. Majority use of text books as teaching learning resources limits in teaching and learning process as it requires that teachers employ a variety of resources for teaching and learning to be effective. The right attitude towards the teaching of Christian Religious Education as a subject should be improved as this influences the use of the subject as a possible solution to the problem of moral decay and indiscipline in schools and society. Recommendation, the government and other educational stake holders to promote continuous teacher development through in-service and quality pre-service training programs. Further research should be carried out on the school and administrative factors influencing implementation of Christian Religious Education curriculum and effectiveness of teaching methods in implementation of Christian Religious Education curriculum in in our learning institutions in Tanzania.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Religious Education is a possible solution to the problem of moral decays among youths of contemporary world. (Jain, & Jain, 2012).Philosophers of Education such as Rousseau (1717 – 1778) and Dewey (1856-1950) emphasized the need to actively engage the students in the learning and teaching activities of education (Callahan & Clark, 2004).The teacher, more so the Christian Religious Education teacher, ought to know that students have a lot of experiences, knowledge, feelings, views and interests that need to be shared and utilized using the right approach for them to understand better what the teacher has prepared for them. Previous experience helps learners to understand new experiences (Maani & Kenyi, 2005).

The approach to teaching using people's own experiences is actually not new. Socrates (470 BC-399 BC), (Rusk & Scotland, 2000) and Jesus (United Bible Societies, 1994) guided their inquirers to answer their own questions. Therefore CRE, or any other subject, will not adequately help students on moral related issues if correct methods, materials and attitude based on the correct concept of teaching, are not used.

Religious Education was introduced in the Greek and Roman traditions around the Mediterranean region and from there, Christian Religious Education also began to take shape of Greek and Roman traditional characteristics. The methods and approaches used by Missionaries and Missionary-appointed teachers have been described by different words such as "catechism" (Cox, 1966); "dogmatic approach" (Smith, 1995) and "proselytization" (Rutebuka, 1984). The common message behind all these descriptions is that students had to unquestioningly accept and believe what was taught to them. By use of these approaches, the missionaries thought that Africans would relinquish their traditional beliefs and practices and be "civilized" through Christianity (Mugambi, 2000).

According to European Commission on supporting teacher competence development for better learning outcomes, to be fully effective in teaching, and capable of adjusting to the evolving needs of learners in a world of rapid social, cultural, economic and technological change, teachers themselves need to reflect on their own learning requirements in the context of their particular school environment, and to take greater responsibility for their own lifelong learning as a means of updating and developing their own knowledge and skills for competence(European Union, 2012).

According to United States of America (USA) Association of Colleges for Teacher Education 2006, teaching learning materials are meant to boost the students learning experiences. There should be effective interaction amongst the learners and the teachers during the learning and teaching process. If this approach is used properly, it enables the learners to have a wide learning experience for a better knowledge to develop themselves now and in the future lifelong learning. Doll, (1992) points out that the Americans often do not know what to believe about the issues of religion because they lack a basis for determining viable beliefs and because they have had too little experience both in clarifying any values they may currently have and in selecting and adopting new ones.

In Nigeria, Christian Religious Studies (CRS) is one of the major subjects missionaries bequeathed to Nigerian education system on the establishment of schools by the 19th century missionaries. The aim was to train people who will be of immense help to the colonial trinity goals (God/Christianity, government/colonization and Gold/commerce). Akubue (1992) observed that effective implementation of CRS curriculum in Nigeria is closely tied to teachers' performance or ability to influence his class positively. This means that an effective teacher has the responsibility of ensuring that the aims of the subject is achieved through his authority as an arbiter, skilled and competent in his field and through the authority derived from his general behavior in and outside the classroom.

The practice of teaching does just happen like an accident but depends on thorough planning and preparation which are mandatory components of any successful teaching. Such components further includes proper lesson preparation, good planning of the right teaching and learning activities, effective classroom management skills based on timely evaluation and response. According to Rosenshine (1995) the learner's success during the learning process highly depends on the teacher's effective preparation and delivery strategy.

Ofoegbu, (2004) observes that lack of effective teacher interaction during the class teaching can be blamed for low standard in learners' performance in Nigeria. This was further attributed to scarce resources available, poor teaching habits and performance in terms of accomplishing the teaching tasks.

The major factor in effective implementation of CRS curriculum is the professional preparation of the teacher. The teaching of CRS demands a lot of competencies on the side of the teacher in that, excellence is required in manipulating instructional aides, assessment and management of instruction to ensure that the desired impact is made in the learner. This means that a CRS teacher is required to develop a coherent understanding of the pedagogical aimsof the subject.

In Uganda the teaching and learning of CRE for young children can be traced to 1877 and 1879 when the first Protestant and Catholic Christian missionaries, respectively, arrived in Uganda (Ssekamwa, 1997). The teaching of religion in schools has gone through many changes since Uganda attained her independence in 1962. The 1963 Education Policy Review Commission, chaired by Prof. Castle recommended that: "The Teaching of religion in schools should be of the highest standard and carefully planned for the learner, as any other subjects" (Castle, 1963). In effect, this meant that the evangelical approaches used by the missionaries had to give way to educational approaches. Methods of teaching which follow the traditional meaning of teaching use direct teaching approaches where teachers "tell" pupils directly, (Callahan and Clark, 1982 what they should know or believe. By use of dictation or lecture, a teacher passes on, that is, delivers prepackaged content to students (Maani& Kenyi, 2005). Such methodsare referred to by different phrases such as transmission model (McBer, 2000), expository model or didactic methods (Bishop, 1985). Also refer to such methods as the "delivery mode" and "traditional style". In summary, the traditional meaning of teaching therefore leads to teacher-centered methods of teaching.

In Tanzania, Religious Education was originally the core subject of the missionary curriculum and other subjects were clearly in supportive role, as religious education was the only subject in missionary schools that was not open to discussion and was taken as the most important subject. According to Regional Workshop on African teachers from Sub Saharan Africa (SSA) held on September 2007 at Dodoma Safari Park hotel in Tanzania. The stakeholders came together with the aim to discuss the African teachers' challenges in order to ensure the promotion of quality teaching in Africa in the Sub Saharan region .The stakeholders came from different countries to device educational policies to help strengthen the classroom management practices in the teaching sector.

In many cases, teachers have been blamed for laxity and incompetence in the circumstances of dismal performance by students in the National examination even when the failures lie squarely on the parents and other stakeholders involved (Quality Assurance and Standards Circular 2016). The teachers are always blamed to have contributed to poor curriculum delivery and negligence on matters of involvement on issues concerning classroom instruction which is believed to be contributing to the poor results in different schools.

A cursory observation of CRE students' behavior in secondary schools and the general feelings expressed by parents, teachers and the general public indicate that this objective is not being achieved because students and many other people who have gone through secondary education

system, including political leaders, do not seem able to make appropriate moral decisions (Ndarwa, 2007). Ogwara (2013) support this view by holding that education is strongly needed to make further efforts to bring the concepts of morals into practice.

In Tanzania the curriculum is delivered in the form of syllabus which contains the national goals of education, subject objectives, themes and topics, methods of delivery, teaching and learning resources and teaching learning activities. Theteam comprises of C.R.E of experts in the area of subject education who are usually compost of ministry of education, subject specialists' panel consisting of experienced teachers, church representatives and other stakeholders in theeducation. The syllabus guides the curriculum implementation in terms of work coverage depending on learners levels in a particular period of time usually organized in form of 'terms'. There are three terms in a year and the evaluation of the work coverage done on a termly basis. Teaches are usually expected to adhere to the stipulated syllabus arrangements and terms' work coverage should not be carried to the next level or term.

This has necessitated the need to empirically search, review and evaluate the subject's implementation approaches, the competence of the teachers as agents of the implementation, their attitudes as well as the influence of the teacher's use of learning resources in undertaking the subject's curriculum implementation in learning Institutions, Kondoa District Council in Dodoma, Tanzania.

1.2 Statement of the problem

Right from inception of education in Tanzania, Christian Religious Studies has been one of the core subjects in primary but elective in secondary schools. The major aims of inclusion in the system of education curriculum meant to create a generation of people who can maturely reason, have respect for themselves and others with ability to recognize the dignity of work and values that make a responsible citizen as entrenched in the national goals of education. At secondary level the subject is mandated to inculcate in the learners morals and attitudes of good citizenship as they anticipate for high learning in education. (Onsongo, 2009).

To this reason, CRE is intended to bring about the numerous goals of the subject in the lives of students as they undergo the necessary transformation needed through acquisition of both moral, attitudes, life skills and educational values expected to transform them for better future. The main source of such virtues isthe Holy Book, The Bible which is also the main teaching and learning resource for the subject. Akubu (2008) indicates that although the moral attitude of the learners has failed to improve steadily in this modern society but the subject hasthe required ingredients to help shape this generation character effectively.

The question now is what teacher factors influence the implementation of the subject curriculum contents? Effective implementation of CRE curriculum is all about ensuring adequate positive results of CRE on the lives of the learners. Akubu (1992) observed that effective implementation of CRE curriculum is closely tied to teachers' performance or ability to influence his class positively.

The results for Kondoa District Council for CRE have shown a decline in performance despite teachers having undergone training. The performance of CRE on the national scale has not been consistent. Based on these statistics there was a need therefore to assess the teacher-related factors which influence the implementation of Tanzania Secondary curriculum programs for Christian Religious Education in an effort to improve student performance.

The main aim of this study, therefore, was to identify the teacher related factors influencing implementation of Tanzania Secondary School CRE curriculum in Kondoa District Council in, Tanzania.

1.3 The purpose of the study

The purpose of this study therefore was to investigate factors affecting the teaching and learning of Christian education in Kondoa, Dodoma- Tanzania.

1.4 Research objectives

The study was guided by the following objectives

1.4.1 To determine the influence of the teacher's competence on CRE curriculum implementation in learning Institutions in Kondoa District Council.

1.4.2 To establish the influence of teaching methodology on the implementation CRE curriculum in learning Institutions in Kondoa District Council.

1.4.3 To determine the influence of the teacher's attitude on the implementation of CRE curriculum in learning Institutions in Kondoa District Council.

1.4.4 To examine the influence of the teacher's use of teaching and learning resources on the implementation of CRE curriculum in learning Institutions in Kondoa District Council.

1.5 Research questions

The study was guided by the following research questions

1.5.1 How does the teacher's competence influence the implementation of CRE curriculum on learning Institutions within Kondoa District Council?

1.5.2 What is the influence of teaching methodology on CRE curriculum implementation in learning Institutions in Kondoa District Council?

1.5.3 How does the teacher's attitude influence the implementation of CRE curriculum on learning Institutions in Kondoa District Council?

1.5.4 How does the teacher's use of teaching and learning resources influence the implementation of CRE curriculum on learning Institutions in Kondoa District Council?

1.6 Significance of the study

The study will be useful to curriculum support officers (CSO), Quality Assurance and Standard Officers (QASO) and curriculum developers of CRE within the Kondoa Ward who will get up to date information on teacher-related factors influencing the implementation of Tanzania Secondary School CRE curriculum. This will act as basis of improvement and re-evaluation of the curriculum to make its use more effective.

The research will provide an opportunity for CRE teachers to review their methodologies regarding the implementation of the curriculum. The outcome of the research will be of great importance to the researcher as a teacher of CRE who will get to understand the teacher-related factors influencing the teachers' implementation of CRE curriculum in the secondary schools and how they can be dealt with.

1.7 Limitation and delimitation of the study

1.7.1 Limitation of the study

The study was limited to only to Kondoa District Council in, Tanzania due to its unique factors that may not be generalized to all other secondary schools in the Country. The respondents will include CRE teachers as they are the implementers of curriculum innovations, head of department and school principals who facilitate curriculum implementation in their supervisory role as well as funding in service courses for CRE teachers in Kondoa District Council. Lack of sufficient time within which the researcher is expected to complete the course and insufficient funds for the study also limits the researcher's in-depth research exploration in Kondoa District Council during data collection period.

1.7.2 Delimitation of the study

There are many factors that influence the implementation of the Secondary school Christian Religious Education Syllabus (2002). This study was delimited to teacher-related factors that influence the implementation of the Tanzania Secondary School Christian Religious Education Curriculum in Kondoa District Council. This means that a number of other factors contributing to ineffective implementation of the secondary school C.RE syllabus as a curriculum were not taken care of by the study.

1.8 Assumptions of the study

The following assumptions were made to guide the investigation.

1.8.1 The teachers in Kondoa District Council use the recommended TICD Syllabus to implement CRE curriculum in their schools.

1.8.2 The secondary school teachers in Kondoa District Council encounter challenges in the implementation of CRE curriculum.

1.8.3 The respondents will co-operate and data obtained will be accurate andreliable.

1.9 Definition of significant terms

The following are the definitions of the major terms as used in this study.

Christian Religious Education: - Refers an aspect of Christian teaching andlearning study which investigates man's relationship with one another, theultimate power of God and the universe.

Curriculum:-This is the total learning experiences given to learners in order toobtain knowledge, skills and attitudes at various learning centers.

Curriculum implementation: -refers to the process of understanding the new curriculum to ensure that it reaches it reaches the learners properly and as generally planned.

Education:-Involves the understanding of principles as well as the acquisition of skills or information.

Teacher attitude: In this study refers to sum total, one's feeling, bias and pre conceived convictions. It is a hypothetical construct that is not tangible, but hasto be inferred from the world or experience (Thurstone, 1928).

Teacher Competence: -refers to knowledge, understanding and practice acquired through professional training and experience.

Teaching Methodology: - refers to the approaches and principles used to impartknowledge, skills and attitude in the case of implementation of CRE curriculum.

Teaching and learning materials refers to the resources used by teachers duringthe implementation of curriculum.

Teacher related factors:-refer to the features of the teacher and the teaching profession that affects teaching of Christian Religious Education.

1.10 Organization of the study

The study was organized into five chapters. The first chapter was dealing with introduction to the study which comprised of the background to the study, statement of the problem, purpose of the study, the objectives of the study, research questions, and significance of the study, limitation of the study, delimitation of the study, definition of significant terms and finally the organization of the study. Chapter two covered literature review related to the study; overview of Religious Education implementation, Teachers' competence and CRE curriculum implementation, Teaching methodology and CRE curriculum implementation, Teachers' attitude and CRE curriculum implementation, Teaching Learning resources and CRE curriculum implementation and Summary of the literature review, covering theoretical framework and conceptual framework. Chapter three covered research methodology which included the research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four covered data analysis and discussion of findings. Chapter five contained a summary of the study, the conclusion, recommendations and suggested areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives an account of the relevant literature on Tanzania Secondary School CRE curriculum implementation strategy. The literature review was discussed in the following sub-topics; overview of Religious Education curriculum implementation in Tanzania secondary school, influence of teacher competence, teaching methodology, attitude and teacher's use of teaching learning resources in the implementation of CRE curriculum in secondary schools, summary of the overview of related literature, theoretical framework applied in the study and conceptual framework of the study.

2.2 Overview of Religious Education curriculum implementation

Christian Religious Education is an integrated subject in both secondary and primary levels of Tanzania education according to revised curriculum (Republic of Tanzania, 2002) .The subject is taught separately in secondary schools but integrated with Geography, History and Government under Humanity category and under social studies at Primary level. It's normally an optional subject. Objectively the subject in the curriculum is required to provide moral, spiritual and social knowledge that enable the learnerto make an informed moral decisions in future.

In a doctoral dissertation project, Meyer (2003) compared the degree to which students demonstrate a biblical worldview with the factors that may have contributed to the development of that worldview. Using his own assessment instrument, Meyer concluded that the student's personal faith commitment had the greatest influence on biblical worldview formation. In addition, his study suggested that years of enrollment in a Christian school had no significant influence in a student's development of a biblical worldview.

However, in a previous study conducted by another doctoral student, years 31 enrolled at a Christian school did correlate with a higher level of moral reasoning (Munson, 1988). Bryant (2008) also chose to study factors influencing biblical worldview in his doctoral dissertation. He was unable to disprove any of his null hypotheses suggesting that years of attendance at a Christian school, denominational preference, and choice of Bible curriculum do not influence the students' worldview. Even though specific Bible curricula did not seem to have a significant impact on worldview formation, other studies have examined the effect of worldview courses and

seminars on the worldview development. The subjects of these studies were college students or adults. Davis (2004) studied the impact in the lives of graduates of the Focus on the Family Institute as a result of a one semester course taught from a Christian worldview.

In the results of this qualitative study, the author suggests that the course fostered a change in attitude, knowledge, and worldview skills. Similarly, Olson (2003) developed an eight week worldview course at a Methodist church. He used a pre and posttest instrument and found that the course increased biblical literacy and Christian worldview. Also concerned about the impact that can be made by a local church, Johnson (2004) offered a worldview course to high school students and surveyed them before and after instruction. He reported significant changes in the students' ability to apply biblical principles to contemporary issues.

Cassidy (2001) took a different approach and studied the effect curriculum changes could have on increasing high school students' confidence when confronted with contemporary university worldviews. High school students were guided through a specific worldview-based series with the intent of raising their confidence levels. Results indicated a 29% rise in confidence levels and a 40% increase 32 in post test scores. These results suggest that subjective confidence regarding worldviews and Christian beliefs can be increased through education.

In the Lake Union Conference, James Stephen (1979) carried out research to examine factors which might influence enrollment and finances in elementary and secondary schools. The study projected that, in general, there would be no growth for the Lake Union Conference if the trends observed continued. The study found that the most frequently cited reason for non-attendance in Seventh-day Adventist schools was distance to the school, while only 3.5% of respondents felt that Adventist schools were unsatisfactory. Adventist schools, as private institutions, were established to provide academic Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 26 training for students who would be able to learn in a more congenial environment. Parents desired to provide their children with the best education possible under the most conducive surroundings, which would be better than what public schools could offer (Esty, 1974).

Esty further suggests that all schools and all families must look beyond mere academic concerns and simplistic moral structures. There must be a concern for the more infinitely complicated areas of personal growth and integration, confidence, selfesteem, moral strength, self-awareness, and group cooperation. These are the areas that private schools have never really understood, never really evaluated, and never wholly accomplished -, except by accident or by taking credit for the natural development of a child whose parents had already done the main job (Esty. 1974). Esty

(1974) suggested that private schools have tremendous contributions to make in education. However, their future is threatened by poor enrollment prospects. He predicted that by the year 2000 private schools will experience declining enrollment because of financial problems directly related to declining enrollment, although that has yet to happen across the board. As the cost of education continues to increase, there is no corresponding increase in marginal utility. In fact there is a declining marginal utility. Second, the new institutional structures—more interconnecting webs of learning centers— are a threat to private schools in the new millennium. The Gallup survey (1969) taken for the study of some 2,000 parents on reasons for choosing private schools for their children had interesting results. Among Catholic parents, 72% gave their reasons as “religious influence," while 63% indicated better Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 27 training in diligence and study habits, and 61% indicated a stricter discipline.

Among Protestant parents, 93% indicated religious influence whereas 80% suggested values, attitudes, and being closer to home. From this study it is clear that parents are generally interested in providing an education to their children that will not only provide sound training but also mold them for the future. While this study appears old, there is no evidence that similar studies have been carried out in subsequent years. Since then, studies have focused on cost issues. This study is therefore justified. However, a later Gallup poll survey (1996) of some 1.329 parent’s nation-wide in a random sample, indicated that 69% opposed the idea of replacing the public school system with private and church-related schools whereas 25% were in favor of such a suggestion. Half of those who supported the suggestion gave the reason that private schools were of better quality and generally provide better education, better discipline, more control over students, while also paying more attention to student needs.

The same poll surveyed respondents on the issue of school uniforms. They were asked if they perceived that the use of school uniforms would reduce school violence and other disciplinary problems, and whether it would improve climate for learning by eliminating "label competition,” contain peer pressure, eliminate gang clothes, and improve security. The results indicated that 53% of the respondent’s nation-wide approved the use of school uniforms whereas 44% disapproved. Among public school parents, 50% supported the suggestion whereas 46% were against it. Among private school parents, 73% supported the measure whereas 21% were against it. Among the Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 28 public school systems to document success with a mandatory uniform policy is the 83.000-student Long Beach District in California, which reported a drop in assault and battery cases in the K-8 schools by 34%, physical fights by 51%, and suspensions by

32% in 2 years. The Gallup poll survey (2000) of a 1,093 nation-wide random sample documents significant trends in public attitudes toward public education. There is a downward trend in support for choice involving private or church-related schools. The reasons for the shift are attributed to an all-time high increasing level of satisfaction with public education, lack of financial support, and preference for balance in the curriculum over a focus on the basics. Several other studies have been carried out on parental reasons for choosing schools.

Hunter (1991) conducted a study of 289 parents of first-year secondary school pupils from 18 schools based on their own perception, and regardless of the source of information they had consulted prior to making school-choice decisions. Respondents were interviewed in their homes using a semi-structured interview in preference to a questionnaire, in the hope that results would provide richer and more reliable information, particularly with regard to the source of information about schools, reasons for choosing the school, and their relative importance. Parents were first asked to give their reasons spontaneously and were then prompted with a list of 26 possible factors covering school characteristics, those of the pupils, the teachers and management, and the curriculum. Background information on the family, parents' educational Reproduced with permission of the copyright owner.

Further reproduction prohibited without permission. 29 background, and their contact with the school was obtained. With the aid of frequency tabulation, the findings revealed that in choosing a school parents main priorities were good standards of behavior, academic results, discipline, and proximity to the school. When parents were asked to elaborate the reasons for giving priority to the four most important factors, many explained that good discipline produced an orderly environment where the children would be able to learn. Good academic results were seen by parents as the most important outcome of good schooling and as evidence that their children had received good education. However, parents' comments also indicated that many were choosing schools which appeared to offer similar experiences to their own traditionalstyle schooling.

Goldhaber (1994) conducted a study on school choice and the consequences of choosing between public and private schools in New York State. Relative academic performance of public and private high schools was examined, as well as the mechanism for school selection and its potential effect on school choice. An estimate of separate models of achievement for schools in each sector was conducted, from which the estimated sector achievement differentials were calculated. These differentials were then used in a structural model of school choice to determine if parents chose schools which academically benefit their children. The results did not support the hypothesis that private schools utilize resources more efficiently resulting in better outcomes for

private school students. Upon controlling variables for school and family resources and sample selection, no reproduced with permission of the copyright owner.

Further reproduction prohibited without permission. 30 statistically significant differences between school sectors were found. Therefore, whereas school choice was influenced by the availability of financial aid (cost factor), it was not influenced by the extent to which schools efficiently utilized resources perceived to result in better outcomes of students. Aggregate data from New York State was used to determine the relationship between public schools per pupil spending and private school enrollment rates.

All aggregate models used in the study showed that private school enrollment rates were sensitive to private school tuition, suggesting that educational vouchers would result in significant increases in private school enrollment. In general, there was evidence that increases in private school enrollment do not result in decreases in public school per pupil expenditure. Private school enrollment rates were not found to respond to changes in public school quality, proxied by public school per pupil spending.

Daugherty (1991), using a select factors questionnaire, conducted a study of the relationship between enrollment changes and select factors in private secondary schools in San Francisco Bay, California. The select factors were student demographics, school finances, school educational programs, and the principal's role. The design of the study was exploratory, cross-sectional, and used a mailed survey. The study found that between 1984 and 1989 religious schools, with tuition as their main source of revenue, had increased their budgets by an average of 32% despite enrollment declines of 13.5%. He found that school choice was sensitive to cost of education, resulting in enrollment decline, indicating that parents' choice options were influenced by their financial Reproduced with permission of the copyright owner.

Further reproduction prohibited without permission. 31 constraints. Apart from cost, the most prevalent reasons that parents chose schools were on the basis of the quality of teachers and secure environment. However, for parents with children in public schools, decisions regarding choice of school were fundamentally driven by the quality of the academic program offered, followed by quality of faculty. Dutton (1996) carried out a study on marketing and school choice to gather information from the parents of California public school children.

The study found that feedback from the parents on a number of educational issues, including school-choice options, could be used by administrators to make more informed decisions. This was conducted among randomly selected parents of students attending public schools (K-12) in seven school districts (one elementary, three secondary, and three unified) across two counties in

southern California. The returned completed surveys were 1.725 for the elementary school data set and 2.277 for the secondary school data set. It was hoped that the study would help to identify different segments of the parent population for marketing specific educational programs.

However, the results of this study demonstrate that there were no statistically significant differences among the public-school parent-population decisions to opt for voucher options based upon education, income, ethnicity, or religiosity variables, although they demonstrated a 70% preference for school-choice options. However, the smaller population of voters located within the larger parent population demonstrated statistically significant differences in preferences for intra-district, and voucher options Reproduced with permission of the copyright owner.

Further reproduction prohibited without permission. Based upon education, income, and ethnicity, but not religiosity. The study found that both the better educated and higher income parents expressed most support for the existing public school system, and that parents with children in public schools were not influenced by religiosity in making school-choice decisions. Hu (1996), in a study of parental information-seeking and implications for school choice in Williamsburg-James City County, Virginia, investigated information on the process through which parents chose private schools of preference. The study involved 40 parents from two middle schools who were interviewed by telephone. It investigated factors that influenced the decisions of parents and some of their selection criteria, and the kind of information that would be most critical in assisting them in making decisions regarding school selection for their children.

It further explored the activities that parents undertake in gathering, interpreting, and applying information to help them in decision making. The researcher used a qualitative inquiry approach through which the common themes arising across responses by the respondents were analyzed and clustered. The study found that when parents were offered options, they made choices based on human, physical, academic, and atmospheric factors that were meaningful to them. Price (1992) did a study on factors influencing enrollment changes in private, nonprofit, church-related schools and investigated the effectiveness of a model in explaining change in enrollments. She used several variables that could affect such a change, including regional economy, population demographics, public relations, and marketing.

Data were collected from Baptist school populations using a telephone survey method. Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 33 The study used a stepwise method of multiple regression and found two significant variables variety of promotion and publicity (marketing), and student teacher ratio which were strongly correlated with positive school enrollment at a .01 level of significance. Other variables

were not significant. The model accounted for only 20% of the variance in enrollment.

This low variation was attributed to possible limited variability in the components tested such as possible minimal enrollment changes and highly uniform curriculum. The results of the study therefore suggest that school choice can be boosted through improvement in school promotion and in teacher student ratio. Because parents continue to have options as to which school a child should attend, competition exists, and it is therefore fair to consider the interplay of market forces of supply and demand.

Marketing must be considered in terms of awareness of the available information given to parents to facilitate school choice. Archibald (1996), in a study of school choice in Catholic schools, analyzed demographic and socioeconomic and proximity predictors, using multiple-regression analysis which permits estimation of effects of each of the variables on others. The regression model indicated that peer influence, proximity, and other social factors had a significant correlation with the choice of school. Income showed a weak correlation with enrollment. The model explained 51% of the variance in enrollment that could be considered acceptable. The study suggests that equality of access to information by parents in a way that is adequately informative is critical in making school choice decisions. It was, therefore, fitting in this current research to assess the degree of Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 34 significance between school choice and peer influence.

Kromann (1982) conducted a study on parental attitudes toward secondary boarding-schools in the Mid-America Union of the Seventh-day Adventist church to determine if a relationship existed between declining enrollment and parental attitudes concerning boarding academies. Seven hypotheses were tested using a Likert-type scale on a selected sample of 339, out of which a response of 210 was attained (response usable rate of 67%) relating to financial costs, church attendance, socioeconomic levels, length of church membership, the dormitory concept, and the school's fulfillment of its mission.

Chi-square analyses were conducted and found that inasmuch as parents liked the Adventist philosophy of education, there were no significant differences in attitude toward secondary boarding schools between parents of students attending Seventh-day Adventist high schools and parents of students attending non-Seventh-day Adventist schools. More specifically, there were no differences between the two groups in the areas of the school's fulfillment of its uniqueness of mission in regard to teaching beliefs and values from a Christian viewpoint. The reason for this was attributed to the parents stating that the faculty in Adventist schools was not considered

unique in teaching by Christian example. This factor was considered to indicate that some parents viewed Seventh-day Adventist teachers and public-school teachers at par in Christian example. “Should this variable be true, it could result in a major overhaul of present recruiting strategies" (Kromann, 1982, p. 117).

Epperson (1990) conducted a study on the relationship between students attending Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 35 Seventh-day Adventist schools and the tendency of being baptized and retaining Seventhday Adventist church membership. Using a sample of 300 families in a population of 51.000 Seventh-day Adventist families in the Southeastern United States, he found that attending Seventh-day Adventist schools increased the probability of a person becoming a church member, but, it did not increase or diminish the chances of remaining a Seventh day Adventist.

The research also found that the probability of retaining church membership was increased through school attendance, which in turn increases school enrollment. The study suggests that parents choose schools that promote strong preferred values that would shape a child's lifestyle. Minder (1985) conducted a study on the relationship between church-sponsored K-12 education and church membership in the Seventh-day Adventist church. The study was conducted in the Lake Union Conference, covering the states of Illinois, Indiana. Michigan, and Wisconsin, and involved a sample of 400 families out of a population of 24.000 families.

The study, which had a response of 287 (71.8% return rate), found that attendance in Seventh-day Adventist schools, K-12, substantially increased the probability of being baptized into the Seventh-day Adventist church and remaining a member. From the study, the major benefit of Seventh-day Adventist education is the substantial influence in becoming practicing Adventist church members. Moreover, as the students develop high moral standards with positive spiritual lives, student achievement is enhanced and its relation to choice. Hunt (1996) studied factors that a prospective parent considers important in Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 36 determining whether or not to send one’s child to a Seventh-day Adventist school.

He investigated how those factors are related to a number of selected personal and demographic variables, particularly after applying and being accepted in the schools. The independent variables were geographical location, financial status, and church affiliation. The dependent measures were financial assistance, work opportunity, safety, student/teacher ratio, positive school environment, cost, academic rigor, and concerned and caring teachers.

The population consisted of 2,000 randomly selected prospective parents who had children

attending Seventh-day Adventist elementary and middle schools in the Southeastern United States. Using one-way ANOVA, parents considered a spiritual environment as the most important, followed by concerned and caring teachers, safety, and then the school climate. Using a post hoc /-test, the dependent measures of cost and availability of financial assistance had the most significant correlation. From the above study, a positive correlation between school choice and the spiritual environment and caring teachers was established. Buttrum (1994) carried out research in Arkansas on factors influencing parental decisions to enroll students in selected private schools.

The study sought to determine the reasons parents chose private schools during the 3 prior years. Parents were surveyed to determine if significant relationships existed between selected factors and school choice. Using a chi-square test, several null-hypotheses were tested. The results of the study showed that student discipline and safer environment ranked as the most significant factors, followed by satisfaction with teachers. Safety and independence were identified Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. 37 as of greatest advantage associated with private school education. West and Varlaam (1991) did a study on parents of junior school children (Grade 4 pupils) in England with regard to what factors they felt were important when choosing a secondary school.

A total of 72 parents were interviewed before a final choice of school was made. Using frequency tabulation, the most significant factors influencing school choice were found to be good school discipline, children's desire to be in the same school as their friends, academic rigor (the school having good examination results), caring teachers, and proximity. In comparison with other private religious schools. Catholic schools are said to be faced with financial challenges and. more particularly, as the cost of tuition continues to escalate, the schools are becoming less affordable to middle-and lower-income families (Baker & Riordan, 1998).

The most recent studies indicate that one of the main reasons why many schools (e.g., Catholic schools) are declining in enrollment is related to the perceived lack of a sound academic program. Further, there is a continuous struggle to maintain their religious character as enrollment declines (Bauch, 2000). The study further indicates that Catholic schools peaked in their enrollment in 1965, after which it declined by half in the subsequent 15 years. The survival of Catholic schools appears to depend on their ability to meet customer satisfaction rather than reliance on parental support based on overreliance on a traditional communitarian model that emphasized religious values, school loyalty, and volunteerism over and above other factors.

Henderson, Deckard, and DeWitt (2003) studied the impact of teaching a "young earth creationist

worldview" apologetics course to college students. Utilizing the "creation worldview test," an instrument created by Deckard, they found that when taught, student's worldviews shift toward stronger beliefs in young earth creation. In ongoing research at this University, similar studies have also suggested that teaching a traditional science class from a young earth creationist perspective did not seem to have the same effect.

These same researchers looked at the effect high school type (public versus Christian) has on the worldview of Christian college students. They found higher pre-test scores in graduates from Christian high schools (Henderson, et al., 2003). Research on Teacher and School Leader Worldview Research shows that students are influenced by the moral character of a teacher, and sadly, there is no significant difference in moral self-concept of teachers in public schools and those in Christian schools (Brown, 2006). Recent research has examined the effect of the faculty's biblical worldview on the worldviews of the students they teach over time.

In attempting to answer this question, Fyock (2008) conducted a causal comparative study of teacher and student worldviews utilizing the PEERS instrument. Results suggest that there is a relationship between faculty worldview and that of their students. Recognizing that a reason Christian students lack a biblical worldview is due in large part to Christian educators' biblically devoid worldviews. In another doctoral dissertation, Elizabeth Moore (2006) investigated the consistency between the self- 33 reported biblical worldview of Christian educational leaders and their actual worldview score.

Utilizing the PEERS instrument, she discovered that while 63.6% ranked their worldview as completely biblical, only 20% scored in the biblical theistic category of the PEERS. Moore's research also suggested that number of years in Christian education, matriculation into a Christian college, and level of education did not positively correlate with a higher biblical worldview score among the leaders she studied in Christian education. Wood (2008) conducted a study in which he researched educators' worldviews in light of their upbringing, type of high school and college education, professional affiliation of the school, teaching experience, and grade level. The only significant relationship was noted between professional affiliation of the schools and teacher worldview. The other factors did not seem to significantly influence the biblical worldview of Christian educators. Additional research findings from higher education demonstrate a direct correlation between a teacher's worldview on evolutionary Darwinism versus creation and its influence on student beliefs (Deckard, Henderson, & Grant, 2002).

Like in many traditional African societies, religion and education in Tanzania are inseparable. Each ethnic community has its own religious beliefs and practices like initiation ceremonies,

removal of some teeth, tattooing among others. Indigenous ethnic religious education is not handled as an independent subject of the primary and secondary schools' curriculum in Tanzania. Some of its content is integrated with subjects like Christian Religious Education (CRE), History and Literature.

Data from the National Survey of Children (Gunnoe & Moore, 2002) indicates that the best predictors of religiosity among youth aged 17-22 are ethnicity and peers' church attendance. The later suggests the strong influence of positive peer pressure among youth. Religious education during childhood and cognitive ability also ranked high in this survey.

Additional data also supports the role education plays in shaping the religious beliefs of youth. Social norms in schools have the potential to exert a strong influence on behaviors, values and attitudes during adolescent development. Religious beliefs, in particular, are systematically influenced by the type of religious climate within the school. For example, students do appear to change their public religious expressions and their private devotional activities based on religious practices in their schools (Barrett, Pearson, Muller, & Frank, 2007).

Uecker (2008) compared the faith life and religious emphasis of Catholic, Protestant and home-school students. Protestant schools were generally more 27 concerned with the religious development of students, and their students reported a more active faith life than their Catholic and home-school counterparts. The National Study of Youth and Religion (Regnerus, et al., 2003) was a comprehensive study conducted to research the shape and influence of religion and spirituality in the lives of American adolescents. Overall, the researchers found that 76% of American adolescents believe that a personal God exists. Even though students from religious families were not more likely to behave honestly than their secular counterparts, they were much more likely to be enrolled in religious schools. Of the many facets of religious influence studied, the survey found that Christian school students differed from public school students on issues of money, body, health, and sexuality.

Additionally, parent influence was the strongest determinant of student religiosity. The researchers concluded that "parent-child religious identity is powerful, but not inevitable" (p.8). Other studies support the strong role parents play in the religious involvement of their adolescents (Uecker, 2008). In particular, children who perceived their parents as accepting of them were more likely to internalize their parents' religious beliefs and practices (Regnerus, et al., 2003). Researchers have also suggested that because religion shapes parenting behaviors, the role of religion in one's life begins at birth (2003).

Religious Thinking and Moral Reasoning in Adolescents The teen years have long been

considered a time for dramatic changes in religious beliefs and attitudes (Barrett, et al., 2007). In fact, Ozorak (1989) hypothesized that highly religious individuals become more religious during adolescent years, and those who have little interest in religious become less religious during adolescence. Research conducted by Nucci and Turiel (1993) suggest that youth as young as age 10 are able to 28 understand God separately from what is morally good.

This same study suggests a declining tendency with age to apply God's law and a greater likelihood to justify actions based on intrinsic features and social consensus. There are many psychological theories and models that attempt to explain moral behavior; however, they all agree that a person's moral or immoral behavior is not determined by one single factor.

The following sections will discuss the leading theories of moral reasoning beginning with Lawrence Kohlberg's theory of moral stages which has its roots in cognitive theory. The work of William Damon and James Fowler, who both extended the work of Kohlberg, will also be discussed. Kolhberg's stages of moral development. Beginning in the 1950s, Lawrence Kohlberg (Kohlberg & Hersh, 1977) identified six stages of moral development based on his research utilizing hypothetical dilemmas. He and his colleagues documented the responses of people to a series of dilemmas at various ages over the course of their lives. These six stages of moral development were more broadly classified into three integrated progressive levels.

Children are typically categorized at the pre-conventional level because they tend to make moral choices based on direct and external consequences. Adolescents are more likely to judge morality by comparing actions to the views and expectations of society, and Kohlberg labeled this level, "conventional." As a person matures to postconventional level of moral reasoning, they make moral decisions based on individual principles of right and wrong. Kohlberg's theory is widely accepted in the literature and has served as the basis for additional research and theory development in the fields of education and psychology.

William Damon's model of moral development. Building on Kohlberg's six stages of moral development, Damon (2006) set out to answer the question, "How does a child develop a lifelong commitment to moral behavior?" In other words, he wanted to broaden the discussion of moral development to include the concepts of character and commitment. Although he believed that there were some elements of biological predispositions, intellectual development, and learning theory that contributed to moral development, Damon believed that it was not enough for a child to tell right from wrong; rather, children needed to develop a commitment to acting out their beliefs.

Damon and his colleagues devised an experiment to see if beliefs match behavior across several

age groups including young children and pre-teens. The results suggested that ideals have an increasing influence on conduct as a child matures. The most significant conclusion drawn by Damon from this study and related endeavors, however, was that beliefs must be adopted as a part of one's identity if they are to consistently guide behavior. He labeled this concept, "moral identity," the resolve to act on ideals. Damon also emphasized the importance of adolescence noting that by the onset of puberty, young people begin to speak in terms related to morality such as "fair-minded," "generous," and "honesty."

Some adolescent youth also begin to describe themselves in terms of moral goals, suggesting that their moral identity is solidifying. Summarizing other research in moral development, Damon concludes that the key to developing moral identity in children and teens is the presence of "multiple social influences that guide the child in the same direction" (2006, p.7).

Fowler's stages of faith development. James Fowler (1981) extended the work of Kohlberg to the area of faith development, the process of finding meaning out of life in 30 which children and adolescents create loyalty to a set of values. During this quest for meaning, children and teens pass through stages similar to those in Kohlberg's moral development. Fowler believes that everyone has some basic level of faith, and the stages of progression are universal. In the first three stages individuals rely on authority for spiritual beliefs.

Stage four is marked by the move away from dependence on others' beliefs and authority towards a motivation to make choices based on self-fulfillment. Individuals that progress to the fifth stage are more tolerant of others' views and not as preoccupied with their own beliefs. It is rare for someone to arrive at stage six, which Fowler refers to as "universalizing."

During this highest level of faith, the individual is in search of and focused on universal values such as justice and unconditional love. Empirical Studies of Biblical Worldview In recent years, research investigating biblical worldview formation has made it into the literature and has been the subject of several doctoral dissertations. The following section will review empirical studies investigating the influence of education on biblical worldview formation.

Christian Religious Education is an academic subject taught at Secondary Schools in different countries of Africa. In Nigeria, it is viewed as a subject that helps to streamline students' thought, character, moral and aspiration. It fosters morals among students, teaching them to live in the world guided by moral ideas of loyalty to God, charity and justice to their fellow human beings. It inculcatesin students positive attitudes and moral values such as humility, respect, love, kindness and spirit of forgiveness

Religious Education viewed as an option for sanity, order and moral restorationin the country, Nigeria. Following the moral death in the country as expressed in individual behavior, social and political spheres manifested in the rate of bribery, scandals, frauds, corruption, nepotism, robbery with violence, political patronage, greed for wealth and general misconduct of the public officers, Iheomia (1995) concludes that Nigeria as a nation is morally and spiritually on the sick -bed. The main reason of moral education in Nigeria schools is thereforeto restore rational behavior in the national ways by bringing back the national values such as justice and dedication to responsibilities, caring for others, discipline and honesty to the public domain. This will bring back the moral life of the nation through such moral institutionalized educational curriculum programs.

[Ilechukwu, 2014]. In Tanzania, CRE is regarded as a core subject that shapes the Secondary School youths into ideal personalities in the society. It is a subject that goes beyond the classroom, leaning more on character formation rather than knowledge acquisition. The main objectives of CRE education in Tanzania, among others, is to enable learners to obtain wisdom and insight into God's self- revelation to humankind and use the internalized moral , social and spiritual knowledge to reason critically to make the needed moral decisions in the rapidly growing society [Kidakwa, 2014].

According to Nyaundi [2004], the meaning of religion is complex in nature. The term is translated from about four different Greek words in the Holy Bible, namely *Theossebeia*- meaning reverence for God as used in 1Timothy 2:10, *Eusebeia*- meaning awe or piety as used in1 Timothy 3:16 and 2 Timothy 3:5, *Threskeia*- meaning worship as used in Acts 26:5; James 1:26, and James 1:27, and *Deisidaimonia*meaning fear of the gods as used in Acts 25:19. To crown it up, he quotes William James [1842-1910] who considers religion to be "the feelings, acts, and experiences of individual men in their solitude, so far as they apprehend themselves to stand in relation to whatever they may consider divine"

Education, on the other hand is a process of bringing out a person from the stateof ignorance to knowledge, from the dominion of darkness to light, or a process of change in knowledge, skills, and attitude that leads to change of behavior. (Farrant, 1992) Religious Education as a subject is not only for moral and character formation ofthe learners but also a contributor for the civilization and spiritual purpose which forms the main purpose of pursuing the learning hence making the subject to have unique goals of improving morality and social values of its pursuits. In respect to the teaching of CRE in schools, a joint church panel was set up in 1968 to work on a syllabus which could be more relevant to the Tanzanian situation.

K.I.E (1975) states that Committee of Catholics and Protestants from Tanzania, Malawi, Tanzania, Uganda and Zambia under the title 'Rubaga workshop' met and prepared life approach CRE syllabus which is presently offered in Tanzanian secondary schools. The CRE curriculum implementation is acceptable on grounds of its relevance to the Tanzanian education because of its major stake in the national goals of education. Otunga (2010), discussed the challenges of the practicality of the curriculum in Tanzania and adversely pointed out that any relevant curriculum should major in the fulfillment of the national goals of development. This is one of the objective the CRE curriculum is based on through its syllabus content.

The CRE syllabus has undergone several revisions with the latest being 2002. The secondary school education syllabus (KIE, 2002) lists the objectives of teaching CRE as to help learners acquire social, spiritual and moral insight, to think critically and make appropriate moral decisions in a rapidly changing society and acquire basic principles of Christian living to contribute positively to transformation of self and society as a whole. This means that teachers need to be adequately equipped with skills to meet these objectives.

2.3 Teachers' competence and CRE curriculum implementation

Garret (2001) claimed that a professionally trained teacher was known to have acquired the communication skills, professional attitudes, abilities and values necessary for the implementation of a Curriculum. He explained that what teachers taught and the type of strategies they employed depend greatly on previous training. Furthermore the teacher in the school was expected to interpret the learning outcome and content within the curriculum and control the learning environment competently (Hawes, 1991).

Competence is therefore the combination of skills, attitude and behavior which lead teachers to teach Tanzanian Christian religious education. Professional development is the route to building and maintaining competence. Teachers are to present evidence during the lessons which proves their competence in Religious studies. They are to explain the concepts to the students in the subject. In addition, they are supposed to understand the explanation, answers and questions signed from students. The major factor in effective implementation of CRE curriculum is the professional preparation of the teacher. The teaching of CRE demands a lot of competencies on the side of the teacher in that excellence is required in manipulating instructional aids, assessment and management of instruction to ensure that the desired impact is made in the learner.

The National Policy on Education (2004), stipulates that the minimum entry qualification into teaching in primary school is the Nigeria Certificate in Education (NCE) and that the teacher must

be registered with the Teachers Registration Council of Nigeria. At the primary school level, the recommended pupil-teacher-ratio (PTR) is 35:1. This is aimed at enhancing quality teaching (Noun, 2012). The National Policy on Education and the Minimum Standard for Schools specify the entry requirement for teachers into junior and senior secondary schools. At the junior secondary school level, a candidate for teaching appointment is expected to possess a minimum of the Nigeria Certificate in Education (NCE). Other qualifications include a Bachelor of Education (B.Ed) degree or any first degree with a Postgraduate Diploma in Education (PGDE). This means that anyone who does not possess a teaching qualification does not have any business teaching at this level (Noun, 2012).

In the second phase of secondary school, which is a senior secondary school, the policy on education recommends the minimum of a Bachelor of Education (B.Ed) or any first degree with a Postgraduate Diploma in Education (PGDE). Any qualification below this requirement is not expected to be employed to teach at this level. The reason for the emphasis on educational qualification is to enhance the achievement of stated objectives.

Though a candidate seeking teaching appointment with the first degree in Bachelor of Science (B.Sc) might be master of his/her discipline, this is not a sufficient condition for him/her to be considered for teaching. The skills and techniques of disseminating what he/she knows are not there. The subject matter mastery without the instructional delivery technique is incomplete. The two are very important in teaching. This policy is applicable to all subjects offered in the Nigerian secondary school education (Noun, 2012). The teaching of Christian religious knowledge in Nigerian secondary second is aimed to enable students to accept Christ as their Saviour so the teachers of Christian religious knowledge must be knowledge and update in the issues of Christian faith and doctrine. Onovughe, & Mordi, (2017) cited Farrant (1964) opined that teachers should be knowledgeable or qualified than the pupils he guides and instruct Jesus as a teacher, know his disciples as he guides “where I go; you do not know”. That shows the disciples or learners/pupils must be guided, and that is why Jesus is the great teacher.

Onovughe and Mordi, (2017) cited Digga (1991) noted that schools may suffer training processes if the teachers are lacking behind. He also affirmed that on CRK teachers' status, he observes that very little emphasis has been made on teaching professional in this area, this is largely as a result of the misguided belief that any believer can teach/guide CRK pupils in primary schools without professional studies in CRK. Onovughe and Mordi (2017) observed that the work (teaching profession) should be left in the hands of specialists. Indeed, there is a need for a high degree of skills in teaching Christian Research Knowledge There many teachers who are well qualified to

teach CRK but who refuse to do their work as they should do it. Such people are not teachers but cheats. Teachers' interest is another problem affecting the teaching of CRK in schools. Some people become teachers by accidents and they find themselves teaching CRK because they feel the Bible is the easiest subject to handle.

Among the 21st century World's tasks to school is to ensure the teaching of religious education. Religious education in both Ordinary and Advanced secondary education levels in Tanzania seems to be done through inclusion of subjects related to Religious education such as Islamic religion and Christian religion. The secondary curriculum in Tanzania considers religious studies as an era of learning that helps to strengthen personal values and beliefs and inculcate values like honesty, reliability and respect for law, tolerance, fairness, caring, compassion and non-discrimination. One of the aims of teaching religious education in schools is to encourage school students to study from different religions way of life, ethics and customs while 11 investigating their own beliefs and questions of significance.

Therefore Religious education is expected to influence discipline and concern for the good habits among learners. Winch and Gingel (2004) argues that giving Religious education to secondary schools is very important concerning the relationship between right and wrong actions and the abilities of the children to distinguish the two. Religious education is a tool that can be used by schools to identify the right and the wrong and choose to do the right thing in their life.

The kind of education is transformative in a way that, it encourages students who are already from religious families but also is a starting point for those who are still not from religious homes (Hull, 1993). In explaining the importance of spiritual aspect in school curriculum; Aristotle argued that the purpose of education and the role of the teacher in the society are to prepare righteous men. Because of the immoral incidents issues, there is no need of waiting to make Religious education compulsory for the secondary schools students, as society, leaders, parents are crying about the increasing of moral decay and the most affected person are the secondary students who are engaged in sexual practise, drug abuse, and smoking marijuana. Thus the presence of Religious education in secondary school supports children by preparing them to be good citizens in the society (Preyer, 2010).

Falade (2015) cited Wikipedia free Encyclopedia (2008) religion study, or religious education, is the academic field of multi-disciplinary, secular study of religious beliefs, behaviors, and institutions. It describes compares, interprets, and explains religion, emphasizing systematic, historically-based, and cross-cultural perspectives. While theology attempts to understand God, religious studies try to study human religious behaviors and beliefs from outside any particular

religious viewpoint.

The religious study draws upon multiple disciplines and their methodologies including anthropology, sociology, psychology, philosophy, and history of religion. Falade (2015) cited Wikipedia free Encyclopedia (2008) that religious study originated in the nineteenth century, when scholarly and historical analysis of the Bible had flourished, and Hindu and Buddhist texts were first being translated into European languages. Early influential scholars included Friedrich Max Muller in England and Cornelius P. Tiele in the Netherlands. Today religious studies are practiced by scholars worldwide.

The teaching of morals in schools has become a serious concern in the world. This concern is due to the increasing evidence of morally irresponsible behaviour on the part of the individuals (Macphail, 1982). Therefore school should not avoid the responsibility of teaching in the area of religious education. Religious education is perceived as a necessary driver of morality. Through religious education, students acquire the desired beliefs, values and practices of the society which enable them to live in harmony with other members of the society (Gay, 1975).

According to Harding (2005), religious education help to facilitate desirable changes in an individual since it involves theoretical, practical, moral spiritual, human and divine 12 aspects. Therefore the recent violence experienced in schools is a clear indication that students must be strongly be grounded on the base of religious education so that the expected values are imparted in them.

Bem's theory of beliefs. This theory stated that beliefs can change behaviour in a sense that man's behaviour, decisions and choices are directly related to ones system of beliefs. In order to change someone behaviour one must first change their beliefs. This line of thinking is, of course exemplified in the person who experiences a religious conversation, his thinking and beliefs are changed and one then can expect a change in his behaviour. This theory relate to the study in a sense that effective teaching of religious education would help to strengthen students beliefs then this beliefs would help students to establish an identity without the upheaval of adolescent rebellion.

Empirical review This part presents the major empirical themes relating to this study as observed from other related literature. Many countries in Africa acknowledge the role of religious education in student's morality but in order to meet its goal there should be consistency in government policy. According to Mordi and Sunday (2017) study on the challenges of teaching Christian religious education in Nigerian schools and the way forward in the 21st Century, which aimed at examining on the challenges of the implementation of the Christian religious education

in Nigerian schools in the 21st Century, shows that Christian religious education has made positive impact in the Nigeria education system at all levels. In spite of its success the teaching of the subject, several challenges were observed towards the implementation. These include inadequate funding, inadequate infrastructure, use of supplementary teachers and students' attitude among others. Also inconsistency in government policy, inadequate facilities, use of unprofessional teachers, students' attitudes appear to be major challenges facing the teaching of the subject in Nigerian schools. 13 Priority to qualified teachers in the field of religious education, encouraging untrained Christian religious teachers to go for training, encouraging Christian religious teachers to attend workshops and seminars, provision of instructional materials and equipment's by government were suggested as solution to address these challenges. In addition the use a various instructional approaches that is learner centred such as field map, discovery method and problem solving method by religious teachers in the course of their teachings recommended as the way to improve pupil's performance in the subject.

Kenya is among of East African Countries which borders Tanzania. This country is not left behind on education researches and religious education. Kenya has been struggling to hold religious education in her education system as many other countries do in Africa. A study conducted by Chesaro (2003) on the role of Christian religious education in the moral development of secondary schools students found that teachers play a significant role in the shaping the moral character of students through the teaching and learning of Christian religious education and later it suggests the ministry of education to continue to train and employ Christian religious education teachers and train them on guidance and counselling skills.

Another study by Muli (2009) which looks on the effects of teaching Christian religious education as an elective subject on students' behaviour in secondary schools. The study aimed to investigate the consequences of making Christian religious education an elective subject in Kenyan secondary schools with focus on Mwea division at Mbere district, eastern province. The study used survey design whereas questionnaires, interviewee guides and observation schedules were used in data collection. The study established that majority of students from secondary schools in Mwea division of Mbeere district had positive attitudes towards Christian religious education.

However, despite these positive attitudes, a number of factors were observed to affect their choice of the subject like lack of adequate resources for teaching and learning of Christian religious education in schools and students were discouraged by parents and peers from choosing the subject, in the reason that the subject is not required for higher university courses like the sciences. From the findings of the study it is recommended that religious education should be

compulsory not an elective to take the place of social education and ethics.

In addition it is recommended that more resources should be channelled to the teaching of Christian religious education in secondary schools. Shaaban (2012) in his work entitled the challenges of teaching Islamic religious education on spiritual and academic formation of secondary school students. The study aimed to investigate the challenges of teaching Islamic religious education on spiritual and academic formation of secondary school students in Nairobi, Kenya. The study adopted both systematic and purposive sampling procedures to select schools. Data was collected through interviewees and questionnaire, and was analysed with the help of tables of frequency distribution and percentages. Shortage of trained Islamic religious education teachers were mentioned as the major challenge facing the teaching and learning of Islamic religious education in secondary schools in Nairobi. Other challenges include inadequate teaching and learning resources and lack of capacity building and staff development programmes.

It is also shown that parents encourage their sons and daughters to pursue courses which would be useful in the labour market in terms of getting formal employment. This involves taking subjects which are science oriented and opposed to art based subjects such as Islamic religious education. The study concluded by mentioning the contribution of Islamic organizations in assisting the needy secondary school students in Nairobi, as paying school fees for the needy students, provision of teaching and learning materials for Islamic religious education, sponsorship of Muslim students to teacher training colleges for Diploma and University to study Islamic religious education and establishment of colleges to train Islamic religious education.

Another study is by Itolondo (2012) on the role and status of Christian religious education in the school's curriculum in Kenya. A study was a survey conducted in one of the educational zone of Nairobi province to determine views about the role and the status of Christian religious education in the school curriculum in Kenya in relation to the prevailing social and moral issues in the country. The study shows that the majority have a positive attitude towards Christian religious education especially students who chose to take the subject but most of them were not ready to continue learning it in case they qualified for University mainly because it does not guarantee employment. In other way Christian religious education teachers were found to be demoralized because they do not receive recognition from the government like the Mathematics, science and Language teachers, as the government were blamed for undermining the implementation of Christian religious education by failing to motivate the Christian religious education teachers through recognition as well as for being responsible for the decline in the number of students studying Christian religious education at the university because of the emphasis it puts on

Mathematics and science subjects.

Tanzania is at the front line on the battle against moral decadence, but little is achieved. A study conducted by Ngusa and Role (2016) on the paradox of religious education , which aimed at investigating paradox of religious education particularly in Mara region where qualitative approach was employed and three research instruments were used for data collection. Such as focus group discussion, interview schedules and document analysis. Several factors were observed as contributing to failure to integrate religious education. The factors included scarcity of teachers, lack of textbooks, and non-availability of syllabus to guide the teaching and learning of the subject. The other factors were those relating to education administration, including decision of excluding Divinity in the selection for tertiary education which leads students and teachers to disregard the subject regardless of its benefits.

Another study is by Ngusa and Makewa (2018) the role of Christian religious education on secondary school student discipline in Lake Zone. The study took the form of survey research design; the study shows difference in teachers' ratings on frequency of disciplinary cases between schools that teach Christian religious education and those which do not teach the subject, the rate being higher in schools where Christian religious education is not taught.

Several roles of Christian religious education were mentioned as helping to prepare learners to be morally upright, to moulds students to become responsible citizens, to develop values and virtues that reinforce appropriate behaviour. The other roles of Christian religious education were revealed by teachers in terms of preparation of faithful young people, leading students to abstain from pre-marital relationships. Christian religious education was also found to be possible solution to moral issues like corruption, injustice and unfair treatment to the poor in the society. Also Christian religious education observed to help students to acquire moral standards for instance topics in divinity subject mentioned to give students practical knowledge that help them to distinguish between right and wrong in day to day life.

This means that a CRE teacher is required to develop a coherent understanding of the pedagogical aims of the subject. It is only a teacher with appropriate religious professional formation or one who has clear vision of the Christian milieu; and lives in accordance within that would be able to give the required inspiration needed to put into practice what they have learnt. This implies that the commitment of the teacher is of immense importance in the curriculum implementation. Akubu (1992) noted that the teachers' integrity to faith and life is an important approach to implementation of CRE curriculum. The finding on teachers' experience concurs with Richards and Farrell (2005) who pointed out the difference between experienced and novice religious

teachers, arguing that the former possess a richer knowledge base and deeper understanding of their students and student learning, and therefore are more capable of solving teaching problems. (Brindley & Hood, 1990).

In a doctoral dissertation project, Meyer (2003) compared the degree to which students demonstrate a biblical worldview with the factors that may have contributed to the development of that worldview. Using his own assessment instrument, Meyer concluded that the student's personal faith commitment had the greatest influence on biblical worldview formation.

In addition, his study suggested that years of enrollment in a Christian school had no significant influence in a student's development of a biblical worldview. However, in a previous study conducted by another doctoral student, years 31 enrolled at a Christian school did correlate with a higher level of moral reasoning (Munson, 1988). Bryant (2008) also chose to study factors influencing biblical worldview in his doctoral dissertation. He was unable to disprove any of his null hypotheses suggesting that years of attendance at a Christian school, denominational preference, and choice of Bible curriculum do not influence the students' worldview.

Even though specific Bible curricula did not seem to have a significant impact on worldview formation, other studies have examined the effect of worldview courses and seminars on the worldview development. The subjects of these studies were college students or adults. Davis (2004) studied the impact in the lives of graduates of the Focus on the Family Institute as a result of a one semester course taught from a Christian worldview. In the results of this qualitative study, the author suggests that the course fostered a change in attitude, knowledge, and worldview skills.

Similarly, Olson (2003) developed an eight week worldview course at a Methodist church. He used a pre and posttest instrument and found that the course increased biblical literacy and Christian worldview. Also concerned about the impact that can be made by a local church, Johnson (2004) offered a worldview course to high school students and surveyed them before and after instruction. He reported significant changes in the students' ability to apply biblical principles to contemporary issues.

Cassidy (2001) took a different approach and studied the effect curriculum changes could have on increasing high school students' confidence when confronted with contemporary university worldviews. High school students were guided through a specific worldview-based series with the intent of raising their confidence levels. Results indicated a 29% rise in confidence levels and a 40% increase 32 in post test scores. These results suggest that subjective confidence regarding worldviews and Christian beliefs can be increased through education. Henderson, Deckard, and

DeWitt (2003) studied the impact of teaching a "young earth creationist worldview" apologetics course to college students. Utilizing the "creation worldview test," an instrument created by Deckard, they found that when taught, student's worldviews shift toward stronger beliefs in young earth creation.

In ongoing research at this University, similar studies have also suggested that teaching a traditional science class from a young earth creationist perspective did not seem to have the same effect. These same researchers looked at the effect high school type (public versus Christian) has on the worldview of Christian college students. They found higher pre-test scores in graduates from Christian high schools (Henderson, et al., 2003). Research on Teacher and School Leader Worldview Research shows that students are influenced by the moral character of a teacher, and sadly, there is no significant difference in moral self-concept of teachers in public schools and those in Christian schools (Brown, 2006).

Recent research has examined the effect of the faculty's biblical worldview on the worldviews of the students they teach over time. In attempting to answer this question, Fyock (2008) conducted a causal comparative study of teacher and student worldviews utilizing the PEERS instrument. Results suggest that there is a relationship between faculty worldview and that of their students. Recognizing that a reason Christian students lack a biblical worldview is due in large part to Christian educators' biblically devoid worldviews. In another doctoral dissertation, Elizabeth Moore (2006) investigated the consistency between the self- 33 reported biblical worldview of Christian educational leaders and their actual worldview score.

Utilizing the PEERS instrument, she discovered that while 63.6% ranked their worldview as completely biblical, only 20% scored in the biblical theistic category of the PEERS. Moore's research also suggested that number of years in Christian education, matriculation into a Christian college, and level of education did not positively correlate with a higher biblical worldview score among the leaders she studied in Christian education.

Wood (2008) conducted a study in which he researched educators' worldviews in light of their upbringing, type of high school and college education, professional affiliation of the school, teaching experience, and grade level. The only significant relationship was noted between professional affiliation of the schools and teacher worldview.

The other factors did not seem to significantly influence the biblical worldview of Christian educators. Additional research findings from higher education demonstrate a direct correlation between a teacher's worldview on evolutionary Darwinism versus creation and its influence on student beliefs (Deckard, Henderson, & Grant, 2002).

Onovughe and Mordi (2017) cited Hon (1992) like other scholars who have classified the behavioral objectives of teaching and learning CRK into three categories they are cognitive, affective, and psychomotor. These are explained thus: objectives in the cognitive domain emphasize recall or recognition of facts, and the development of objectives of the affective domain is concerned in changes in interest, attitudes and value, and the development of appreciation and judgment. Psychomotor domain objectives have to do with physical skills, manipulation of materials, and objects. It summarizes the overall objectives of teaching and learning CRK in Nigeria schools wider; Religions, Moral, Social, Civics, Academic, Spiritual and personal objectives. Religious Objective: This means intimating the learner pupils on how God deals with His people as contained in the Holy Bible, like the Loving Father who cares for His children and who needs His children's commitment to Him in Worship, faith and obedience to His will.

There are many studies conducted by different researchers in the field of Christian religious knowledge in Nigeria. Leonard (2014) observed that for the achievement of planned educational goals, there must be a continuous planned process of identifying, gathering and interpreting information about the performance of students. The education process always devises a way of generating and collecting evidence of achievement, evaluating this evidence, recording the findings, and using this information to understand and assist the student's development in order to improve the process of learning and teaching. Assessment is thus a vital aspect of any education process.

Therefore this paper, "Assessment for the improvement of Teaching and Learning of Christian Religious Education in Secondary School in Awgu Educational zone of Enugu State, Nigeria, has the purpose of determining the assessment of the role in the improvement of students' learning of Religious Education in Awgu Educational Zone of Enugu State Nigeria. The specific objectives were: to determine the extent the teachers have used assessment to improve students' learning of Religious Education and to determine how assessment has helped students to improve in their performance in Religious Studies. The research employed a survey plan. A questionnaire was used in the collection of data. The stratified random sampling was used to select the schools

The most important variable in implementing an innovation is the classroom teacher. This is because the teachers the one to interpret the intended objectives of the innovation and do the actual implementation by teaching. Indeed, the success of any curriculum innovation depends on the input from the classroom teacher. Hence, the first step in preparing teachers for implementation and innovation is by getting them to see and accept the need for change. This is

due to the fact that teachers are the managers and interpreters of the curriculum innovation. The realization of the intended aims, goals and objectives of the curriculum innovation depends on them. Therefore, innovative and creative change has to be introduced by voluntary action and not by expert preaching or government decree (UNESCO, 1997).

Teacher education is being recognized as a source of the solution to the problems of the teaching challenges in Sub Saharan countries as pre service and in service policies and programs are believed should make a difference by providing the teachers with the necessary competence, skills and attitudes which will translate into the outcome in the learning objectives (Dembélé and Lefoka, 2007). However, most countries within Sub Saharan Africa have poor policies and programs of skill acquisition in both pre service and in service teachers programs. When all the conditions are the same, it is undebatable fact that teachers do gain competence skills through wide experience hence the more experience a teacher has, the high the probability of being successful in his or her teaching profession (Oliva, 1988). Teacher experience determines competence and efficiency and continuous teacher's training (in-service) makes the teacher receptive and flexible in the implementation of curriculum (Mutoro, 2001).

In addressing the issues of curriculum, competence is conceptualized in the area of practice, understanding and knowledge. The best practice in teaching is multiple procedures that needs deep insight in the content knowledge, whereby both the pedagogic and subject matter approaches incorporated with best classroom practices should all be at hand to make learning understandable to the students. Implementation refers to the stage, when syllabus and learning-teaching materials are being used by the target group, usually the teacher and the pupils (Malusu, 1997). This is the next logical step once a program has been designed, developed, and piloted (Oluoch, 1982). Curriculum implementation in its wider sense refers to specific activities taken to ensure that the educational program is executed as planned (Bishop, 1985).This study therefore intends to establish how teacher's competence influences the implementation of Tanzania Secondary CRE curriculum in Kondoa District Council, Dodoma.

2.4 Teaching methodology and CRE curriculum implementation

Dewey (1856-1950) emphasized the need to actively involve the students in the teaching/learning process. Therefore CRE, or any other subject, will not adequately help students on moral related issues if correct methods, based on the correct concept of teaching, are not used. A study carried out by Wainaina in (2003) revealed that most teachers were unaware of teaching methodologies that could stimulate students' interest in learning CRE In the teaching of CRE, the teacher is expected to apply appropriate teaching methods based on

the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behavior change. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change.

The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behavior change. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change (Onsongo, 2001) Life approach has been defined by different scholars differently, Loukes (1995) defines the life approach as starting to teach with the real and concrete and present situation of the learners and letting them arrive at a religious understanding of their experiences. This approach insists that God speaks to people through their situations and experiences.

According to Rojeweski (2005) career aspirations are an individual's ambitions to a particular occupation. This implies that career prospects will determine which subjects a particular student will choose. Students' aspirations can therefore influence their future career whereby high aspirations motivate students to study hard and try to achieve their goals (Staff, Harris, Sabates and Briddell, 2010).

While agreeing with Staff et al, (2010) Ashby and Schoon (2010) argued that it is an occupation that influences students to choose a particular subject. Hewitt (2010) in an article on factors influencing career choice asserted that choosing a career can either be intrinsic or extrinsic or both. This means that most people are influenced by careers that their educational choices have opened for them. Some choose to follow their passion regardless of how much or little it will make to them while others choose the careers that give high income.

While sample random sampling was used to select the subjects. The number of respondents used was five hundred (500) comprising two hundred (200) teachers and three (300) students. Weighted mean and standard deviation was used in data analysis. The findings of the study include that through assessment: teachers make a judgement about how students are doing in religious studies, provide guidelines that help students to improve in their knowledge, understanding, and skill in the subject. The research also established that through assessment: students identify relevant information to the questionnaire and assignment; recall relevant information in religious education and express it in a coherent form and link different elements of the religious curriculum in their studies.

The study recommends a constant assessment of the aims and learning outcome of the students' to identify essential learning. Eze (2015) submitted that his paper focused on curriculum and the new Christina Religious Knowledge (CRK) Teacher. The curriculum is the key factor in education and determined what should be done and how it should be done in an institution of learning. The teacher is the actual implementer of the curriculum. He defines and reinterprets the curriculum. A teacher has the potential for enhancing the quality of education by bringing life to curriculum and inspiring students to curiosity and self-directed learning. He is an important agent to achieve the set of educational goals.

Christian Religious Knowledge is the understanding of Christians about their belief and religious practices. The new Christian Religious Knowledge teacher must be professionally trained, innovative, democratic, resourceful, business-oriented, a modeler, knowledgeable of the subject matter to achieve meaningful learning, high moral and academic standards. The paper recommended that Christian Religious Knowledge teachers should embark on in-service training to update their knowledge about innovations in the educational sector; government should ensure that institutions at all levels are provided with computers which should be connected to the internet to enable both teachers and students to acquire ICT skills and current information for effective implementation of the curriculum in this era of technology.

Onovughe & Mordi (2017) wrote a paper that examined the challenges of the implementation of the Christian Religious Education in Nigeria schools in the 21st Century. Christian Religious Education is one of the earliest subjects in the Nigerian school curriculum. It has made a positive impact on the national education system at all level but in spite of this achievement, the teaching of the subject is still faced with challenges in the implementation. These include inadequate funding, inadequate facilities/infrastructure, use of auxiliary teachers, and students' attitude among others. The paper uses a research approach that relies on argumentation that adheres to the rule of a logical syllogism. The paper posits that in view of the importance attached to the subject in the school curriculum, there is a need to address these challenges so as to achieve the positive goals. The paper concludes by making useful suggestions on the way forward. The paper observed inconsistency in government policy on Education inadequate funding inadequate facilities, use of unprofessional teachers, student's attitude appears to be the major challenges facing the teaching of the subject in Nigerian Schools. The set objective reveals that to attain the set objective of teaching CRS, the challenges must be addressed.

The authors concluded by recommending the way forward. Falade (2015) wrote a paper that examined the role of Christian religious knowledge (CRK) in the inculcation of moral values at

the Junior Secondary School (JSS) level in Nigeria. The paper outlines some of the concepts that teach moral issues in the CRK Junior Secondary School Syllabus. These include important values in a human relationship; sharing of hope, interest, and fear; a parable about our attitude to possessions; the unfaithfulness of Ananias and Saphira; unity

According to Mustapha et al (2007) the students who choose vocationally oriented subjects in USA tend to do it, having been fully exposed to the implications of their choices and having acquired a substantially better understanding of general educational skills in their future occupations. Stebleton (2007) in a study on career choice in Ethiopia found that students believe that there are external factors which influence their career choices such as gender, personal interests and availability of jobs.

Kochung (2011) in a study on Factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality, found that students' career choices are influenced by individual variants 15 such as gender, personal interests, learning experiences, environmental factors and personal contacts. The study further found that a high number of students choose their subjects based on job availability. This study was done in Kisumu municipality in Kenya and other parts of the world but the current study sought to establish the influence of students' career aspirations and subject choice in Matungulu sub – county, Machakos County and found that students are influence by their subject choice which enabled them to uphold ethical values required at work places.

According to Walaba (2008) the strategies of educational instruction is a major debate in CRE since it has a lot of challenges. Majority of teachers are mere preachers since they do not engage in adequate planning for effective teaching. Only adequate preparation and planning will promote the level of academic and moral performance in schools. From different scholars' views, it's clear that life approach essentially emphasized the use of the learners' day to-day experiences as the basis of teaching. It has been established that most teacher prefer use of lecture method thus students are inadequately prepared to apply the knowledge in their day to day lives. According to Situma (2016) research on Methods of teaching CRE in secondary schools, in Kimilili Kondoa Ward, teachers use thelecture method for teaching the subject. This could be the reason CRE instruction seems not to be achieving its intended objectives of imparting moral values in students. From the study findings it was concluded that many CRE teachers prefer to teach using other methods such as discussion, class presentation and library research. Audiovisual method is the least used in teaching.

Moseti (2007) finds out that learner centered methods of teaching are rarely used in Tanzania. A

more acceptable definition of teaching emphasizes dialogue and interaction between a teacher and a student (Aggarwal, 2002). This definition requires the teacher to use methods that encourage and allow students to contribute actively to their learning. This study intends to fill the gap by establishing the influence of the choice of teaching style used by teachers on the implementationof Tanzania Secondary School CRE in Kondoa District Council.

2.5 Teachers' attitude and CRE curriculum implementation

The research done by Kutto (2013) on overcoming challenges facing the teaching of CRE in Eldoret Municipality discovered that both teachers and learners negative attitudes towards the subject was a major concern since it affects the effective implementation of the subject in the curriculum. Similar observation was confirmed by Ndarwa (2007) that the CRE as a subject must be considered as important as any other subject within the curriculum hence be given equal consideration as given to the languages and sciences during the curriculum implementation process. Negative comments by some of the stakeholders negatively influence the attitudes of the learners when it comes to choice of the subject for career choice since negative comments lower the status of the subject making the implementers lack the morale to effectively play their role in the implementation process. The study revealed that moral degradation in our society, occasioned by negative media and interest has influence on the student's psychosocial life. The above scenario makes it difficult to mold students' behavior. This is understandable because the students belong to society. This implies that the teachers, parents and society at large needs to be positive concerning the teaching and learning of CRE, if the subject must achieve its major goals in the learners. According to Wafula (2008) CRE teachers feel excluded from the so called special allowances and skewed promotions which have been favoring their science counterparts. With such an attitude this demotivates CRE teachers which can adversely affect their work and desire for further professional development.

In this study, the approach to Christian education in Africa must be made with sensitivity to the process of gradual internalization and assimilation. It has been more than two thousand years since God administered the first covenant dispensation to bring an understanding of divine justice and morality. The early medieval expansion of Christianity to the ancestors in northern Europe resulted in a form of Christianity that violated much of Biblical character for many generations while the Bible was hidden away in the monasteries. If God's principles were so slowly absorbed by the Hebrews and Europeans, why should it be different for Africans? The underlying views of pre-Christian society will stick for the majority, even 31

when they have put their faith in the Lord Jesus Christ.

This cannot be accepted as the Christian position, though it must be expected. Jesus was dealing with a lesser expression of this phenomenon when He said to the Jews who had believed Him, "If you hold to my teaching, you are My disciples indeed and you shall know the truth and the truth will set you free" (John 8:31 -32, NTV).

The principles and learning experiences that are essential in bringing an effective change are vital components in the learning process for such a situation. The role of a mother in molding the values and commitments of a child is very crucial for life-changing African Christian education. It is vital that biblical understanding be explored, discussed, and adopted by parents if a solid foundation is to be acquired for disciplining and Christian growth. Yet provision for such learning by parents is one of the most glaring omissions in the African church. Christian education in the African situation must give special attention to two factors which may vary considerably from those assumed among sincere Christians in America: 1) The level of awareness of Christian truth. 2) The attitude regarding the personal relevance of asserted Christian truth. It is easy to assume that a believer is more informed about Christian truth than he actually maybe. To summarize the evaluation, some investigation based on the Christian strengths and weaknesses an investigation was conducted in Nigeria.

The outcome is that the application of African faith is quite accurate and can be used to lead many Africans to change their culture. In case a basic knowledge of the Gospel and Bible stories is applied appropriately a simple understanding of the nature of God, Christ, sin, and of the Second Coming of Christ will be well understood. There will also be a warm fellowship and witness given by church members however, little theological understanding will be gained by non-believers. The grounds of man's redemption will be vaguely perceived and Christian living will be ruled by external conformity to a few legalistic standards, while underlying pre-Christian attitudes and patterns of life undisturbed. And for this matter family life, in particular, will lack Biblical character.

New converts may be exposed to biblical content without knowing the meaning of salvation. Christian standards in society cannot function according to Biblical principles and procedures because there will be a lack of awareness as many believers may not believe in Biblical principles. Teaching can be wasted if it does not relate to the attitudes and values of the people. It becomes important in a cross-cultural situation to allow interaction in which the 32 learners' aspirations are expressed. Much that has been discovered in Third World development education becomes instructive for the Christian educator. The idea of

participatory planning does not immediately lead to the objective of the instructor, but it uncovers other considerations that the instructor may have overlooked. The instructor then has the opportunity to deal with issues that are basic to the learners before going on to the means of achieving his desired objectives.

There is no doubt that a Christian educator can benefit greatly from Western education by exploring the relationships between concrete and abstract thinking, as well as the linkage these have with interpersonal value systems. There are however boundaries within which teaching can be communicated and be ineffective. There are still many things that should be explored, one of which is workable patterns of inductive Biblical Study which is fruitful for people who reason concretely, and this is where presumptions of age maturity and education growth-related individuals remain a concern.

A concomitant of concrete thinking seems to be that people are only interested in teaching that is immediately practical, that helps them with a present situation. A pastor and denominational leader in West Africa once described his experience in trying to initiate adult Bible Study in his urban church. "At first," he said, "Many came to this new activity. But soon the numbers began to dwindle. There was little interest". But when he shifted from abstract teaching of the Bible to teaching that was linked with their felt needs, the attendance came back up.

In contrast, a young seminary graduate from England came out to teach in a university-level theological college. He had been converted following university involvement in Eastern cults. To him, learning is valid for learning's sake. He is entrusted by the stimulus of finding out what is true, without any thought for whether it has practical relevance at the same time and not considering African opinion, for its own sake. What is more important is what will bring results. Christian education is such content that one must be extra careful to relate biblical teaching with the people's problems, interests, and values.

A study of the Holy Spirit in power may be related to the important cultural concern with self - preservation power, the Bible's provision 33 for redeeming interpersonal relationships, with God and with fellow man, can be seen against the background of the cultural emphasis placed on cultivating interpersonal relationships to secure favor with those who can be determinative in one's life. In weighing the story of Abraham's response to the announced judgment on Sodom and Gomorrah, a Western staff member had focused on the judgment on sin, on justice, and on the concern for sparing Lot.

Kenyans focused on the warm personal meeting between God and Abraham and the intimacy

of the exchange between them. Africans are much more interested in people than in judicial equity. (Ongunya M., Christian Education, IFTS Class Lectures, Nairobi, Kenya, February 2013). Based on this research, for contextualization of Christian education in Africa to be effective, five principles must be taken into consideration: 1) Biblical answers must be provided for indigenous problems.

The curriculum must deal with the unique issues of contemporary African life and culture such as African aspects of courtship, dowry, marriage, polygamy, extended family, spirits, witchcraft, and tribalism. 2) Communication materials must be based on the world view of the people, and focus on the issues touching African lives. 3) Christian truth must have practical value. The biblical study must lead to a real-life situation that does not downplay traditional African values. Of course, the biblical implications will reach far deeper and sometimes cut across traditional or human counsel. The biblical principles for human relationships result ultimately in lovingkindness, justice, and righteousness, which the Lord declares are His delight (Jer. 9:24). The people may not be at that level. 4) Christian teaching must utilize contemporary and indigenous methodology. Teachers must be offered methods that are comfortable, practical and effective.

There may be less emphasis on paperwork and published educational tools, and more utilization of role plays and dramatic storytelling. Learning discoveries can be expressed at the same time, discussion and participatory learning are basic in any culture. 5) The patterns of cognitive thinking and moral development among the people must be reflected. Contextualized educational practice will acknowledge the conceptual forms of learners, whether due to age or educational background and cultural environment. The differences between effective Christian education for Africa and America seem to be primarily in the areas of cultural texture and in making allowance for the residual pre- 34 Christian attitudes.

The relevant application of Western Christian education principles may vary in degree and stages of application, but the principle will remain uniform in substance. Consideration of felt needs may be intensified to a certain degree however moral reasoning may be approached at a different stage, but the same principles and patterns for accomplishing this can be utilized. American congregations also obviously want materials that fit them and their situation and which relate to their lives and interests.

American class members will also respond to teaching that meets their practice in their daily needs. The principles are the same despite the approach which is immediate and concrete or generalized and abstract and may cater for both contexts, even though Africans use the same

frequency not even with the same age and occupational groups. Since evangelical Christian education in all cases is concerned with the content of the Bible, the core content of the curriculum as understood in its total life sense must be the same. In both cases, the learners are people and their innate characteristics are uniform.

Therefore, with the same curriculum and similar learners, are expected to use patterns to implement educational principles which will in many cases be found useful in both situations. Here, however, the two streams will begin to diverge. Different human shapes call for adjustments in patterns as they are used to produce garments, and different cultures sometimes also called for different patterns. The final form of the educational content should originate within the general culture. It is at this point that too many missionaries and national Christian educators trained overseas can err, by attempting to bring details of the forms into the African Church without assessing their relevance to the local situation. Professionalism requires, not only knowing the body of knowledge but reapplying it to the situation at hand. There is a need that the educators that are Africans to understand what will impact the educational or teaching ministry for Africa to forge forward in the mission engagements.

The performance of the subject is in danger by the negative belief that it is only meant to push other subject pursued by students academically so as to uplift their grades causing lackof the seriousness it deserves to be given by teachers and students assuming youcan excel in the subject without hard work (Kirisoi, 2009). These responses show that even though the teachers have varied attitudinal predispositions towards the C.RE. Syllabus, most of them have a negative attitude towards the subject: they don't priorities it, they don't enjoy teaching it, feel it has no advantage over the old syllabus as well as lacking cohesion among the topics andit does not allow for teaching along areas of specialization.

This is consistent with Bishop (1985) who admits that teachers may have a negative attitude towards teaching some subjects and that attitudes are among some of the things to be changed in an innovation. Similarly, Hawes (1998) and Oluoch (1982) consent that the problem of innovation is not a matter of supplying the appropriate technical information but rather a matter of changing attitude, skill, values and relationships. Hence, an innovative and creative change has to be introduced by voluntary action and not by experts or government decree (UNESCO, 1995).

The success of any curriculum innovation, therefore, depends on the attitude of the teachers towards its implementation. This study intends to establish the attitude teachers of CRE and how these influence the implementation of Tanzania Secondary CRE curriculum in Kondoa District Council, Tanzania.

2.6 Teacher's use of Teaching and Learning resources and CRE curriculum implementation

According to Airasian (1994), the instructional resources available to a teacherinfluence not only the nature of instruction but also the learning outcomes thatcan be sought. The quality of teaching of CRE in secondary schools in Tanzania is thus partly determined by the instructional resources available. Callahan andClark (1990) observe that of all the materials of instruction, the textbook has hadthe most influence on teaching content and method. For many teachers it hasbeen the 'be all and end all' of their instructional life. This is unfortunate becausethe textbook is just one of the teaching tools. It is not supposed to be revered asthe ultimate word.

Owoko (2010) in an unpublished paper presented in Leonard Chesire Disability workshop in Kisumu on The Role of Advocacy in Enhancing Equalization of Opportunities for Disabled People described teaching resources as those methods and materials used in teaching. Owoko further observed that resource materials include textbooks, workbooks, charts, audio visual aids, chemicals, specimens and other relevant things that will attract students' attention. Lyons, (2012) stated that learning is a complex activity that requires students' motivation, teaching resources, and skills of teaching that a particular curriculum demands.

Lyons further observed that availability of learning materials promotes the effectiveness of schools as they are the basic resources that bring about good academic performance among the learners. This implies that students' performance is influenced by the quality and quantity of teaching materials. Based on the findings it is clear that institutions with adequate teaching materials such as textbooks, charts, maps, audio visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder stand a better chance of performing well in examinations than poorly equipped ones and therefore it leads to high enrolment in CRE. This means that learning materials influence students to choose a certain subject and CRE for this matter.

The use of teaching materials is important because they motivate learners to learn. Adeogun, (2001) in a study on the principal and the financial management of public secondary schools in Osun state in Nigeria found that effective learning cannot take place within the classroom if basic instructional materials are not present. Similarly, Egbu (2012) observed that involving learners in classroom activities is what matters most as it makes teaching learner centered. Egbu further maintained that involving 16 learners in classroom activities helps learners to discover new knowledge and gain new insights. This implies that resource materials are central in teaching and

learning because effectiveness in lesson delivery may not be guaranteed without using them. From the views of the scholars cited above, we can say that the place of instructional materials in the teaching of CRE is key in improving students' achievement hence the need for this study.

A study carried out in Ghana by Psacharopoulos (2008) on the relationship between textbooks and students' achievement concluded that text books provision is a significant factor in academic achievement. Similarly Adeyemi (2009) in a study in Botswana on Teacher Character Education across the Curriculum and the role of stakeholders at Junior Secondary Level observed that students should be given an opportunity to visit and collect relevant data from individuals in the society who are known for exemplary character.

According to Laurillard (2013) in a study on effective teaching and learning technologies in Botswana, lack of relevant teaching materials cause dismal students' academic performance. The study also found that students' dismal academic achievement is mainly caused by lack of relevant textbooks and other print materials such as publications and handbooks. This implies that for good academic achievement in CRE, resource materials should be provided adequately. Khan and Iqbal (2012) show that learning requires students' motivation and adequate school facilities such as instructional materials for the learners' development.

While the existing studies show the influence of learning materials in students' performance, emphasis in the current study was laid on determining the influence of learning materials on students' choice of CRE in public secondary schools in Matungulu SubCounty. Ouma (2007) in a study on the impact of teaching aids on performance by students in Kisumu Municipality in Kenya found that learning resources encourage learners to participate in the learning process and motivates them to cater for individual differences. Similarly Likoko (2013) observed that the inadequacy of resource materials in schools is a major factor responsible for low learning outcome of students.

This implies that, for a higher learning outcome of students there should be adequate learning resource materials. UNESCO (2012) reported that teaching and learning materials such as text books, teaching aids, chalk, chalk board and 17 stationeries can influence students' academic performance hence influencing students' choice of a subject. These studies did not assess how teaching materials influence students' choice of CRE which this study tried to establish.

Abobo (2012) in a study on challenges facing implementation of Life Skills in secondary schools in Trans – Nzoia West District found that the level of availability and adequacy of teaching learning facilities influence the teaching and learning of any subject. This could mean that there is need to establish the extent to which CRE resources influence students to choose CRE. All the

above mentioned studies imply that teaching resources play a central role in the teaching and learning of CRE. The current study found that the higher the number of CRE learning materials the higher the number of students enrolling to CRE. Based on the findings of the current study therefore, it was established that CRE learning materials have a significant influence on the students' choice of CRE in public secondary schools in Matungulu Sub – County, Machakos County.

The importance of instructional resources in teaching and learning has also been emphasized by many authorities, among them Kafu (1996), Romiszowski (1991), Walkin (1992) and Hills (2002). These scholars generally agree that if resources are properly selected and used, the benefits that can be realized include; knowledge obtained through instructional materials is retained longer than that obtained by purely verbal teaching greater benefits can be obtained from the useof multimedia that enhances students 'participation and learning becomes easy, more interesting, effective and meaningful.

Family role models have influence on what students major in while in school. Parents show support for certain careers to their children meaning that the influence and motivation on which students base their choice of career is greatly influenced by parental decisions that lead to their subject choice. Studies show that parents start influencing career decisions as soon as their children can pronounce their job title. For instance The Social Science Research Centre (2011) in Hong Kong observed that family involvement in career development is particularly salient among Chinese families.

his means that Hong Kong parents are inclined to provision of strong guidance in their children's choice of academic track at their transition into senior secondary. The Research Centre further observed that young people in Hong Kong are likely to consult their parents for all major decisions including subject choices in school. Li and Kerpelman (2007) stated that adolescents in many cases are reported to feel closely connected to their parents, and therefore willing to make decisions to fit with their parents' views. This implies that parents greatly influence their children's career 18 aspirations and subject choice.

According to Goodman and Gregg (2010) parental expectations have great influence on young people's aspirations. On the same note Schoon (2010) observed that Children whose parents have higher expectations for them also tend to have higher aspirations for them. This could mean that parents play a principal role in students' aspirations and subject choice. Kumar (2016) observed that the quality of the relationship between Indian parents and their offspring is considered to influence the younger generation's preferences for their future careers. This means that the kind

of relationship between the parents and their children has an impact on the subjects that they choose for their future career. The current study was carried out in Matungulu Sub-County to establish the influence of parental guidance on the choice of CRE in public secondary schools in the Sub-County. The study found that parental guidance had a statistically significant influence on students' choice of CRE.

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

Edwards (2011) in a study on Factors influencing students' career choices among secondary school students in Kisumu municipality found that family members are more influential in students' career choice. On the same note, Dryler (2008) asserted that direct forms of parental influence such as the degree to which students see their parents choosing careers or having contact with technology, are motivators to train for technical jobs. This therefore means that parents play a very key role in their children's subject choice. This study was conducted in Kisumu municipality whereas the current study was carried out in Matungulu Sub-County in Machakos County. 19 2.5 Students' Previous Performance in National Examinations and Choice of CRE Subject Mwangi and Nyagah (2013) observed that a particular student's performance in the National Examinations determined their future. Due to the concern of the countries around the globe about their citizen's future, education has become a major Centre of investment.

Achola (2001) however, observed that the learners may work hard to pass well in CRE simply to boost their overall performance in Kenya Certificate of Secondary Education (KCSE) but fail to study it reflectively in order to internalize it so that it can influence their moral behavior. Chemutai (2015) observed that many students have a general belief that C.R.E is an easy subject which can be passed with minimal effort.

This belief has made the enrolment of students choosing CRE in Form Three in public secondary schools in Matungulu Sub-County to increase but realize low mean scores. Chemutai further observed that if a learner is performing well in a given subject, they require a positive reinforcement so that their performance and attitude towards the subject is maintained. Chemutai also observed that low performing students consider CRE to be easy but they do not perform well

in the subject as it purported. This has been found to be the case in public secondary schools in Matungulu Sub-County where the high enrolment in CRE and drop in mean scores raised the question as to whether there was any relationship between the choice of CRE and previous performance of the subject.

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

The unavailability of facilities and materials is one of the major constraints to effective instruction in most schools in Tanzania (Shiundu and Omulando, 1992), every new program requires relevant and adequate facilities. Prior to implementation, physical facilities must be prepared and materials purchased to ensure the successive activation of the program. It is, therefore, important for schools to make instructional resources available for successful curriculum implementation.

Fullan (1982) observes that the development and acquisition of materials constitute one major set of barriers that militate against successful implementation. This view is supported by World Bank (1988) which states that: "Without some basic inputs particularly textbooks and instructional materials, almost no learning can be expected to occur. Ensuring the availability of essential inputs is prerequisite for both quality and for expansion." Because of the development of modern technology, teachers no longer have to rely solely on mere lectures to deliver their teaching content. There is a great variety of materials that can be used to make meanings more vivid and more interesting.

These materials are often referred to as instructional aids; devices used to supplement or complement the teachers' task. According to the United Nations Report on the state of Education in Tanzania, most schools in Tanzania have inadequate facilities like classrooms, workshops, and laboratories (UNESCO Tanzania Education Report, 2004). Report points out thatfew schools and colleges have access to computers, the internet and email facilities which are essential for research and learning process. During the national conference on education and training held in Dodoma in November 2003, the issue of availability of facilities and resources in educational institutions in Tanzania was debated on.

Kocchar (1990) states that even though teachers may have the competence and positive attitudes,

without sufficient resources, their efforts will come to naught. This is because the achievement of instructional objectives partly relies on the availability of the teaching and learning resources. These materials are often referred to as instructional aides; devices used to supplement or complement the teachers' task. Like any other subject, CRE content can be made clearer, more interesting and relevant if teaching and learning resources are used in teaching the subject. This study focuses on how the use of teaching and learning resources influence the implementation of Secondary CRE curriculum.

2.7 Summary of the literature review

Wepukhulu (2001) observed that the type of knowledge obtained in the subject (CRE) is valuable and important for character formation especially when applied in problem solving for social development. However, the negative attitude towards the subject by both teachers and learners limits the subject to exams passing only and not for moral advancements.

According to a study by Chemutai (2008) individual learner's attitude has a great influence on the subject performance. The other major challenge facing the subject also include freedom of religious choice. This has a negative bearing in value acquisition (Onsongo 2008). Nzomo (2011) encourages teachers on the importance of competence upgrading through skills acquisition in training to enable them develop the necessary level of their competence and attitudes for better profession. However, he observes s that level of basic teacher training is low in Tanzania since teachers are not in-serviced and objective training is minimal. Orodho (1996) has observed that effective teaching by the teacher, availability of instructional resources and teaching strategies influences pupils' performance. Mutora (2001) in his study on factors affecting implementation of curriculum, he found that teachers experience determines competency and efficiency. Moseti (2007) in his study on teaching strategies on integrated English in Manga Division found that learners centered methods are rarely used in Tanzania. From the reviewed literature it is evident that there is a gap in implementation of CRE curriculum triggering the researcher to carry out a research on factors affecting implementation of CRE curriculum in public secondary school in Kondoa District Council.

2.8 Theoretical Framework

This study was guided by the Rand Change Agent Theory of Curriculum implementation; Berman &McLaughlin (1998). It suggests three stages of implementation. Initial stage, the curriculum leader needs to inform teachers about the change and how it might take place. During implementation, the abilities of the teaching and administrative staff determine the success of the innovation while during incorporation stage, in-service and follow-up activities

are essential.

The Rand Change Agent Theory on the teacher's competence also argues that more experienced teachers may desire an alternative approach to their professional development than what is stipulated in the ordinary staff development program. This enables them to grow their professional career on a personal level. Rand study therefore proposes that teachers who have taught for several years may find it easier to outgrow new teaching strategies and teaching materials quickly hence a more personal approach to professional advancement is preferred to the ordinary approach.

The theory further puts emphasis on any curriculum innovation change agents,key among being the teacher (Ornstein &Hankins, 2004).Teachers are agents of change and they start the entire curriculum change process by planning specific units being knowledgeable on the teaching practices. Teachers are the best experts available in the field of curriculum innovation and implementation process and their Professional learning is a long-term process. The study adoptsthis theory because the issues raised about the teachers such as competence, methodology, attitudes and teaching & learning resources with teachers as change agents are crucial in the implementation of an innovation such as the Tanzania Secondary School Christian Religious Education Curriculum on which this studyis based.

2.9 Conceptual framework

The conceptual framework was based on the concept of interaction of teacher factors in facilitating the implementation of the CRE curriculum. Teachers have to embrace the four variables; teacher's competence, methodology of teaching used, teaching resources used and teacher's attitudes towards the implementation of CRE curriculum. Figure 2.1 shows the schematic presentation of the study. The study perceives CRE curriculum implementation as a matrix function of teacher related factors. The CRE teacher will exercise the academic capability to understand and internalize knowledge by use his/her training to devise an appropriate strategy for instilling g knowledge, skill, attitudes and concepts. The teacher's attitude towards CRE as a subject affects the planning, preparation, organization and interpretation of learning experiences. The process of the moderating variables subject to influencing the implementation of CRE curriculum are controlled and includes the teachers' professional qualification and experience which contributes to his/her competence, the teachers' methodology of teaching, attitudes, and use of teaching and learning resources. Hence the dependent variable is the implementation of the CRE curriculum as shown in figure 2.1 below.

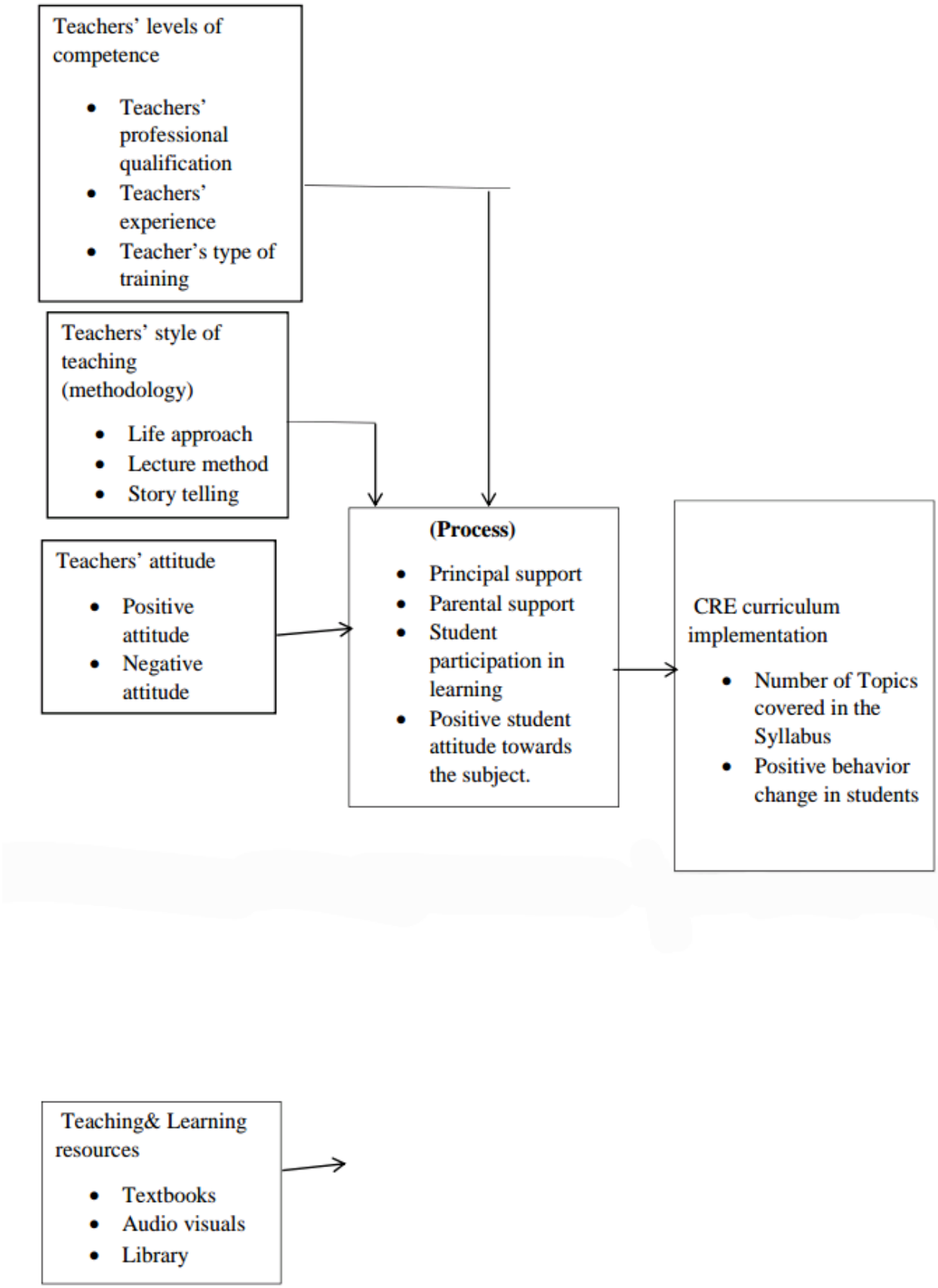

Figure 1 Conceptual framework showing the teacher related factors influencing CRE curriculum implementation

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology focused on the research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

Kerlinger (2001) defines research design as a plan and strategy of investigation which seeks to obtain answers to various research questions. The researcher will use descriptive survey design because the study involves fact finding and inquiries on the teacher-related factors influence on the implementation of the Tanzania Secondary school CRE curriculum in Kondoa District Council, . The objective of descriptive survey is to analyze, explain and document a phenomenon as it occurs naturally (polis, 2004). It tries to explain what is in a social system such as a learning Centre (Abagi, 2009).

3.3 Target population

A population can be defined as the complete set of subjects that can be studied (Kombo and Tromp, 2006). This study targeted a population of 10 Head of Humnity, 10 principals, all the 20 teachers of CRE and 300 students from Form 3 and Form 4, (Kondoa's Education Office, 2022).

Table 1 **Sample population and sample size table**

Respondents	Target population	Sample size	percentage
Principals	10	10	100.0
Head of Humanity	10	10	100.0
Teachers of CRE	20	20	100.0
Students	300	90	30.0

3.4 Sample size and sampling technique

A sample is a group of subjects from which data is collected according to Moore (2003).This

study used both purposive and simple random sampling techniques in obtaining a sample from the target population. The researcher had all the 10 learning Institutions within the Kondoa Ward which is a 100% of the target population.

All the head-teachers, 10 head of departments (humanity) were part of the study. All teachers of C.RE were purposively included from each school. The researcher sampled 30% of the students 2022 from the ten schools using simple random sampling technique which yields 90 students. All the CRE teachers were used to fill questionnaires to give their opinions on the teacher-related factors influencing the implementation of Tanzania learning Institution CRE curriculum

The sample population of the respondent and sample size is tabulated in Table 3.1

Table 2 **Sample population and sample size table**

Respondents	**Target population**	**Sample size**	**percentage**
Principals	10	10	100.0
Head of Humanity	10	10	100.0
Teachers of CRE	20	20	100.0
Students	300	90	30.0

3.5 Research instruments

Questionnaires for teachers, head department (HoDs) and students and interview schedule for the principals were developed and used by the researcher. The questionnaires were designed to capture demographic information and other information as driven by study objectives. Orodho (2009) observes that questionnaire have more merits for use in that it is easier to distribute to respondents scattered over a large area.

Moreover, respondents usually feel free to give their response freely even to the sensitive and embarrassing questions especially if they are not required to disclose their identity. Three categories of questionnaires and an interview schedule were developed by the researcher. Questionnaire were used to get information of teachers of CRE, head of departments, (HoD, Humanity) and sampled students while interview schedules were used with Head teachers. The questionnaires had both structured and unstructured questions.

The teacher's instrument of questionnaire had five sections; Section **I** had information on

teachers' bio data. Section **II** contains structure questions where the responded were expected to tick their suitable response and also open-ended questions where the respondents were free to use their own words. It got information on the teacher's level of competence through pre-service training, professional and academic qualifications. Section **III** had information on the choice of teaching methodology. Section **IV** had information on teacher's use of teaching learning resources. Section **IV** takes a Like it format where the teachers were expected to choose from five options: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. This section gathered information on the attitudes of teachers of CRE towards the subject and implementation of the CRE curriculum.

The Head of department's questionnaires had four sections; section **I** had information on the background while section **II** had information on the teacher's level of competence, the HoD opinion on CRE teachers' teaching methods. Section **III** had the HODs rating on the teachers' attitude towards the subject, Section **IV,** had the information on the teachers' use of teaching learning materials in the general implementation of CRE curriculum and challenges during the implementation.

The students' questionnaires had for sections; section **I** had information on the students background, Section **II** had information on the students' opinion on their teachers level of competency, section **III** had the information on the students opinion on their teachers' teaching methodologies, section **IV** had the information on students opinion on their teachers use of teaching and learning resources and section **IV** had information on the students attitudes towards the CRE as a subject.

The interview schedule for Heads teachers contains ten questions. It sought information on teacher's competence through pre-service training qualification, experience through attendance of in-service training, teaching methods, teachers teaching learning resources, teachers' attitudes towards the subject and the challenges faced by CRE teachers during implementation and remedial action taken by the HoD towards overcoming these challenges.

3.6 Validity of the instruments

Validity is the degree to which the measure or several measures of the concept, accurately measure the concept. The level the on which the outcome obtained from the data analysis actually shows the observable facts under study (Mugenda& Mugenda, 2003). Validity helps in measuring whether the instrument single or collective represent what they are supposed to measure.

A pilot study was done in one of the neighboring Kondoa Ward secondary schools (Kondoa District Council). Mugenda & Mugenda (2003) say that 1% of the target population is representative enough for the pilot study. This one school was selected for pilot study to pre-test the validity of the instruments and to discover and rectify in advance problems that may affect the research study. The researcher sort to determine the validity of the instruments to check ambiguity, confusion and poorly prepared items. Apart from piloting the researcher also requested his supervisors to validate the items in the three questionnaires individually and provide a feedback on the incorrect items to the researcher, their recommendations were used by the researcher to make corrections on the items that required amendments and came up with the final questionnaire which was used for data collection.

3.7 Reliability of the instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To ensure reliability of the instrument, the researcher used the test-retest technique of assessing the reliability of the instrument. The technique involves administering the same instrument to the same respondents twice. This was administered at an interval of two weeks. It was important that the period of time between the tests is not too long because the outcomes could be affected by maturation, an extraneous variable caused by time. According to Mugenda and Mugenda (2003) a reliability coefficient of 0.7 to 1.00 is considered acceptable. A comparison between the respondents obtained was made using Pearson's correlation co-efficient formulae (r) as indicated below.

$$\text{Correlation (r)} = \frac{[N\sum xy - (\sum x)(\sum y)]}{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}$$

Where:

N-number of scores x: first set of scores

Y: second set of scores

$\sum xy$: sum of set product of first & second scores

$\sum x$: sum of the first set of scores

$\sum y$: sum of the second set of scores

$\sum x2$: sum of square of first set of scores

$\sum y^2$ - sum of square of second set of scores

The value of **r** was between + 1, the nearer the value to +1 the higher the congruence hence if a coefficient

of 0.7 or more is found, it suggests that there is a high level of reliability (Orodho 2004). For this study the instruments reliability yielded a correlation coefficient of 0.82 for head teachers, 0.83 for teachers and 0.75 for Headof Department and 0.80 for the students which was quite acceptable for the study.

The value of **r** was between + 1, the nearer the value to +1 the higher the congruencehence if a coefficient of 0.7 or more is found, it suggests that there is a high level of reliability (Orodho 2004). For this study the instruments reliability yielded a correlation coefficient of 0.82 for head teachers, 0.83 for teachers and 0.75 for Head of Department and 0.80 for the students which was quite acceptable for the study.

3.8 Data collection procedure

A research permit was received from National Commission for Science, Technology and Innovation and a copy was submitted to the Kondoa Ward Director of Education (formally DEO) Kondoa District Council to make him aware and obtain a letter to the Principals of public secondary school to allow the researcher conduct the process of data collection in their schools within the Kondoa Ward for the study. The researcher through his research assistant carried out a pre-visit tothe schools in order to inform the head teachers of the intention to conduct research in their schools and to make prior arrangements before the actual data collection. This also made him familiar with the environment and the respondents. The data was collected within three weeks. The researcher administered questionnaires to the teachers of CRE and the students and collected when duly completed while the interviews for head teacher and the questionnaires for head of department were conducted in schools with prior arrangement with the respondents.

3.9 Data analysis techniques

Descriptive statistics was used to analyze both quantitative and qualitative data. Quantitative data was collected through closed ended questions which were captured in the four research questions. The data was then grouped according tothe research questions and analyzed using descriptive statistics and presented in percentages, frequency distribution tables, bar graphs and pie charts. The qualitative data was condensed using categorization of data according to related responses from various respondents and specific questions and then coded and entered in the computer for analyzing using the statistical package for social sciences (SPSS).

3.10 Ethical considerations

Ethical issues are an integral part of the research planning and implementation process. Ethics in research refers to a code of conduct or expected social norm of behavior while conducting research. Full informed consent was obtained and privacy and confidentiality of the research

participants was guarded. Formal and ethical issues were observed during the data collection process such as ensuring that the respondent's identity is anonymous, and avoiding influencing the respondents' response.

A transmittal letter from the Department of Education, Administration and planning, Grace International Bible University was be given to the researcher so as to obtain a permit authorizing the data collection process within the schools in the study area. The researcher explained the real purpose and the use of the research to participants. The information gathered from the subject was treated as confidential and used for the purpose of compiling this report. The researcher in this case treated people with respect and ensured that the procedures were reasonable and fairly administered.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. The study was to investigate the influence of teacher related factors on implementation of CRE curriculum in learning Institutions in Kondoa District Council, Dodoma. Collected data were interpreted guided by the following research objectives; determining extent to which teachers' competence, methodology, use of teaching learning resources and how CRE teachers' attitude influence CRE curriculum.

The analyzed data has been presented by use of frequency tables. Open ended questions were analyzed by grouping similar responses and the tally system used to generate frequency tables. Description of the findings has been given to clarify the results of the tables.

4.2 Questionnaires return rate

The sample population for the this study was 10 Head teacher's, 10 Heads of Departments, 20 CRE teachers and 370 students (Form 3 & 4) from 10 learning Institutions in Kondoa District Council. 130 questionnaires that were issued to the respondents were filled and returned giving a return rate of 100.0% as tabulated in Table 4.1.

Table 3 **Questionnaire return rate of the respondents**

	Teachers		**HOD**		**Students**	
Questionnaires	(f)	%	(f)	%	(f)	%
Total No. Issued	30	100.	10	100.	90	100.0
No. Returned	30	100.0	10	70.0	90	100.0

n=130

Table 4.1 indicated the questionnaire return rate of response for the respondents of this study, 100% of head teachers, 100% of heads of humanity, 100 of teachers and 100% of students, the overall return rate stood at 100% which was above average return rate of the questionnaires. This was considerably satisfactory. According to Mugenda and Mugenda (2003), a response rate of 70% and above is adequate for the researcher to proceed with the study.

4.3.1 Demographic information of the respondents

This study sort to establish age and gender of the sampled population to deduce their unique nature in relation to implementation of CRE curriculum. This was also to find out if gender had any influence on teachers' implementation of the curriculum. The results obtained were tabulated in Table 4.2.

Table 4 **The gender of the respondents**

Gender	Teachers		HOD		Students	
	F	%	F	%	F	%
Male	9	30.0	4	40.0	30	44.4
Female	21	70.0	6	60.0	60	55.6
		n=130				

According to the finding, 43(33.1 %) were male and 87(66.9%) were female. Majority of the CRE teachers 70% (n=130) in public schools in Kondoa District Council, 60% of Head of Humanity departments were female while 30% (n=130) were male. The students who responded to the research questions were 55.6% female and 44.4% male. This implies that there were more female teachers than male teachers. This revealed that there is gender imbalance. A study by Chege and Likoye (2011) show majority of the learners (average of 60% of both genders) perceive teachers as encouraging girls to outperform the boys, this is despite the already changing trends in the girls' and boys' performance as noted in the recent KCPE results. This might imply that most boys do not have role model of males in public schools, Kondoa District Council. This is an alarming issue in the Kondoa Ward to be addressed as far as male and female mentorship program in public schools is concerned. Therefore the government and the education stakeholders should consider employing more male teachers in this sector.

4.3.2 Age of the Respondents

The researcher sort to establish whether age of the respondents influences the implementation of the curriculum. The age of the teachers was tabulated in Table 4.3.

Table 5 **Age of the respondents**

	Teachers		HODs		Principals	
Age	F	%	F	%	F	%
21-30	3	10.0				
31-40	12	40.0	4	57.1		
41-50	6	20.0	2	28.6	2	40.0
Over 50	6	20.0	1	14.3	3	60.0

n=40

Majority of the teachers were aged between 31- 40 years 12 (40.0 %), 3 (10.0%) of the teachers were aged below 30 years, 6 (20%) were aged between 41 and 50 years while 6 (20%) were aged over 50 years. The students were all aged below 20 years of age. Majority of HoDs (42.9%) and head teachers (100.0%) were above 40 years of age and above. This indicate that all the HoDs and head of institutions were mature and responsible people who knew of what was expected of them. It also implies that since the majorities of the teachers (80%) were above 30 years of age then they have adequate experience to handle implementation of CRE curriculum.

4.4 Teachers' competency and CRE curriculum implementation

4.4.1 Introduction

The study sort to investigate the influence of teachers' competence which in this study included the interplay of teachers' qualification and experience. The respondents who included CRE teachers, HODs and head teachers indicated their levels of academic levels of qualification and response was indicated in Table 4.4.

Table 6 **Academic qualification of the Respondents**

	CRE teachers		HOD		Head teachers	
Qualification	F	%	F	%	F	%
Diploma	6	23.1	-	-	-	-
B.Ed.	10	38.5	2	28.6	1	14.3
B.Sc.	-	-	-	-	2	28.6

P.G.D.E	6	23.1	3	42.9	2	28.6
Masters	4	15.3	2	28.6	2	28.6

n=40

From the findings in Table 4.4 it is evident that majority of the teachers had obtained Bachelors of Education degree (38.5%), (23.1%) Post Graduate Diploma in Education, (15.3%) Master's degree and only one (23.1%) with a Diploma. From this finding, it can be deduced that majority of the teachers in the sampled schools were greatly skilled professionals; therefore, they were likely to have a more professional approach to the implementation of CRE curriculum. Gaston (2006) observed that, to be able to work as a professional, there is need for good training of teachers of CRE in which the student receives constant moral training, directed towards the objectives fixed by the society.

It is clear that majority of the teachers 10 (38.5%) are Bachelor of Education holders in their area of specialization subject (CRE) similarly 7 (100%) of the HODs and head teachers are also degree holders. This means that that respondent is sufficiently qualified in their respective roles. This implies that HODs, head teachers and teachers are well versed in matters to do with curriculum implementation in education. The results also show a population of the respondents who can handle teaching as a profession and ability to implement the CRE curriculum in the public Schools in Kondoa District Council since implementation of curriculum is greatly affected by teachers' academic qualification as observed by Lai, (2008).

The researcher asked the CRE teachers to indicate their teaching experience in years. The findings are tabulated in Table 4.5.

Table 7 **Teaching Experience of the Respondents**

	Teachers Experience		HODs Experience		H/Tso Experience	
Years of Teaching		%	F	%	F	%
1-5	3	15.0	-	-	-	-
6-10	4	20.0	-	-	-	-
11-19	8	40.0	2	28.6	1	14.3

n=40

According to the findings in Table 4.5, majority of the teachers 8 (40.0%) had taught the subject for more than ten years in secondary schools. Majority of both the HoDs (71.4) and the head teachers (85.7) had

taught for over 20 years. This implies that most of the teachers in Kondoa District Council had enough experience on issues related to curriculum implementation and changes which have taken place in the CRE curriculum. This helped shed light on teacher related factors influencing the implementation of Christian religious education curriculum. The results are also an indication that teachers have a substantial teaching experience which means that they are in a position to handle CRE curriculum as noted by Mutoro (2001) that competence and efficiency are the ingredients of the teachers' experience.

The researcher sought to establish whether CRE teachers in their pre-service training had received individual training to teach CRE as a subject. On this, the researcher wanted to establish whether CRE as a subject was taught singly or as combined subjects in colleges and universities and if the teachers were trained in either CRE or combined subject. The results obtained were as shown in Table 4.6.

Table 8 **Teachers training in terms of Subjects**

Subject trained to teach	No. of teachers	
	F	%
History & CRE	9	45.0
Geography & CRE	7	35.0
Kiswahili & CRE	4	20.0
Total	20	100.0

According to the finding the CRE teachers had received the pre service training to handle the implementation. All teachers were therefore handling the subject that they had trained to handle 45% trained to handle CRE with History, 35% trained to handle CRE with Geography and 20% trained to handle the subject with Kiswahili.

These finding are in agreement with Moset (2007) who noted that use of practical instructional materials in class is assign of an effective and quality teacher with ability to translate the entire curriculum into reality.

The researcher sort to establish whether the teachers' pre service training offered an adequate knowledge and skills needed for effective curriculum implementation. The response was tabulated in Table 4.7

Table 9 **Teachers response on the adequacy of their training**

Pre service training	**Frequency**	**%**

Sufficient training	13	65.0
Average Training	4	20.0
Insufficient training	3	15.0
Not trained at all	0	0.0
	n =20	100.0

From the findings majority 65 % of the teachers had received sufficient pre service training on CRE curriculum implementation, among those who had training 15 % dispute adequacy in the training while, a paltry three (15 %) claim to have had received insufficient training. These findings concur with Peraton (2002), who state that pre-service training is beneficial to the teacher as it improves the teacher's general educational background, knowledge and understanding of their teaching subjects, developing teaching strategies and how to use new technologies, improved professionalism and ethics, providing knowledge and skills linked to the ever changing needs of a dynamic society.

The researcher also asked the teachers' to indicate whether they attend in service program on implementation of CRE. Their responses were presented in Table 4.9.

Table 10 **Teachers response on the in- service courses attendance**

Response of teachers	**No. of teachers**	**%**
Yes	12	60.0
No.	6	30.0
Can't remember	2	10.0
n=20		100.0

According to the Table 4.8, majority of teachers 12(60.0%) have attended in Service courses on the implementation of CRE curriculum. 6 (30.0%) have not attended and 2(10.0%) can't remember. This is in contrast with head of department position which indicated that all teachers in their schools have attended in service courses.

The researcher asked head teachers' whether teachers in their school attend in service training. Both HODs and head teachers, response were tabulated in Table 4.9

Table 11 **The HODs and H/Ts response on their teachers' in-service attendance**

Responses	**HOD**		**Head teachers**	
	F	%	F	%

Yes	7	100.0	5	71.4
No	0	0.0	2	28.6
Can't remember	0	0.0	0	0.0

n=14

The findings showed that all the HODs indicated that teachers' in their schools attended in service training in CRE Curriculum implementation. This was an implication that in service in the implementation of CRE is being carried or has been carried out in secondary schools in Kondoa District Council.

There is need to organize refresher courses so that teachers can benefit from them and will equip them with new approaches and methodology on teaching of value. This concurs with Nzomo's (2011) comments that teachers need to upgrade their teaching skills to keep up with demands of the fast changing society.

4.4 Teaching methodology and CRE curriculum implementation

4.4.1 Introduction

To establish teaching methods used in teaching CRE, the researcher asked the teachers to give their most preferred mode, and further give reasons why it was the most favorable. The results obtained were as indicated in Table: 4.10

To what extent do you use the following teaching /learning methods during theCRE lesson? The teachers' response was presented in Table 4.10.

Table 12 **Teachers response on the use of teaching methods**

Teaching methods	No. of teachers	Percentage
Life Approach	4	20.0
Lecture	9	45.0
Library	4	20.0
Drama	3	15.0
	n=20	100.0

From these findings in Table 4.10, it can be observed that most teachers not only employed the

lecture 9(45%) and life approach 4(20%) strategy but also drama 3(15%) and library 4(20%). The lecture strategy appeared to be most used. In practice, the lecture method alone may not be appropriate since it do not involve the learners in relating and sharing new ideas, information and knowledge which to some extent bring about learning and attitude change.

The researcher sort to find out from the students the most common method of teaching used by the teachers during their lessons. The questions posed to the students was:-To what extent do your teacher use the following teaching /learning methods during the CRE lesson? The students' response was tabulated in Table 4.11

Table 13 **Students response on the method used by teachers**

Teaching methods	**No. of students**	**Percentage**
Life Approach	13	14.4
Lecture	33	36.7
Library	27	30.0
Drama	17	18.9
	n=90	**100.0**

From the finding in Table 4.11, it can be observed that majority of the teachers (37.2%) in Kondoa District Council use lecture method as their preferred method mainly for syllabus completion. The syllabus recommended method of life approach is least used in Kondoa Ward (14.2%). Life approach is recommended to be used in the implementation of CRE curriculum since it is learner centered and helps them apply their learning to new challenges in life. The method demands thorough preparation by the teacher by use of a variety of teaching learning resources. This implies to why it's not preferred by majority of the teachers. Ombuna (2003) observes that the most productive teaching strategies that could be used to implement the CRE curriculum are those in which the teacher is a facilitator rather than a transmitter of knowledge. Orodho (2009) suggests that the teaching -learning strategies should be relevant and appropriate for effective implementation of any curriculum.

Table 14 ***HODs response on teaching methods used by teachers of CRE***

Response	Frequency	Percent
Group discussion	3	15.0
Life Approach	3	15.0
Lecture	10	50.0
Dramatization	4	20.0
	n=20	100.0

The findings from Table 4.12 indicate that the most used mode of teaching is lecture method (50.0 %) followed by dramatization (20.0 %), while group discussion and Life approach method are the least used (15.0 %). The findings agree with those obtained from the individual teachers where, lecture method is the dominant mode of teachers followed by dramatization while the syllabus preferred method of Life approach is the least used. This confirms Moseti (2007), who found out that learners centered methods of teaching are rarely used In Tanzania.

4.5 Teacher use of teaching learning resources and CRE curriculum

The researcher sort to find out the influence of teachers' use of teaching learning resources on CRE curriculum implementation. The table below shows the teachers response on the use of the teaching learning resources.

Table 15 **Teachers' use of the teaching & learning resources**

Teaching Learning resources	No. of teachers (f)	Percentage s%
Library	4	20.0
Research	4	20.0
Video & audio visual	2	10.0
Reference books	10	50.0
Total	20	100.0

From the Table 4.13, it can be observed that half of the teachers (50%) rely on textbooks, a few teachers (10%) indicated that they used audio visual aids, while the rest ,20% used library and

20% used research. According to Lang (1994) a variety of resource should be used for effective learning of CRE.

When the teachers were asked to state the titles of C.RE. Textbooks they used, the teachers mentioned various textbooks. The results is shown in Table 4.13

Table 16 **Teachers' source of text books for teaching & learning**

Text book publishers	No. of Teachers (f)	%
Tanzania Literature Bureau	15	65.0
TICD	3	15.0
Others	2	10.0
Total	20	100.0

According to findings in Table 4.14, majority (50.0%) of the teachers use the government publishing text books from KICD formally KIE, 8 (40.0%) used textbooks from Tanzania Literature Bureau while the rest 2(10.0%) from other publishers. Teachers mentioned text books like living the promise, CR.E. Course Book by Tanzania Literature Bureau, God's People, CR.E. By Groenewegen, Top mark, CR.E. Revision and the Bible. Most of the teachers (50.0%) indicated KICD (formally *KlE)* textbooks as their main texts, though they criticized themas being shallow. The interview with the head teacher however, indicated that the teaching- learning resources were not sufficient.

The researcher sort to find out the source of teaching learning resources to find out whether the supplies of resources influence the availability of teaching materials. The response was as shown in Table 4.15

Table 17 **Teachers source of teaching learning resources**

Source of materials	Response (f)	%
Government	11	55.0
Head Teacher	5	25.0
Teacher	3	15.0
Parents	2	10.0
Total	20	100.0

The results in Table 4.15 indicated that 11(55.0%) of respondents indicated the government as the source 2(10.0%) of respondents stated parents as the suppliers of these resources. 5(25%) indicated the head teacher while 3(15.0%) indicated that the teachers themselves were the suppliers of the teaching learning resourcesfor use in their respective schools. This shows that the government is held responsible for the shortage of teaching learning resources sine they are the main supplier of the teaching learning resources.

According to the interview findings with the head teacher, the teaching learning materials available for use by the CRE teachers in this subject were varied. Textbooks and library were some of the main teaching -Learning resources forthe implementation of the C.RE curriculum Most of the textbooks were published by Tanzania Institute of Curriculum Development though the head teachers criticized them as being shallow. These teaching learning resources were however inadequate.

Wambua (2003) notes that teaching-learning resources constitute an important part in preparing schemes of work and lesson plans for implementing the C.RE. Curriculum. This is because a lesson can only be successful when teaching learning resources are employed effectively. Kocchar (1998) states that even though teachers may have the competence and positive attitudes, without sufficient resources, their efforts will come to naught. This is because the achievement of instructional objectives partly relies on the availability of the teaching and learning resource. There must be ready and continuous supply of teaching learning resources with adequate support sources.

It follows therefore that successful implementation of the C.RE syllabus in the learning Institutions in Kondoa District Council cannot be achieved, when teaching learning resources are insufficient. The lack of adequate teaching and learning resources in most of the schools probably explains why the actual implementation of the C.RE. Curriculum as noted in the previous sections appeared defective.

4.6 Teachers' attitudes and CRE curriculum implementation

This study sought to determine the relationship between teachers' attitude and the CRE curriculum implementation in learning Institutions in Kondoa District Council. Tables 4.16 present the findings.

Table 18 **Teachers attitude towards CRE curriculum implementation**

Teachers attitude	No. of teachers(f)	%
Very positive	**10**	**50.0**
Positive	**8**	**40.0**
Negative	**2**	**10.0**
Total	**20**	**100.0**

According to the findings from Table 4.13, majority of the teachers 10 (50.0%) are very positive towards the implementation of the subject while only 2(10.0%) had negative attitude towards the subject. This implies that even the implementation will be affected once the teacher has negative attitude towardsthe subject.

Researcher sought to know the teachers attitude and morale towards the implementation of CRE curriculum and their response was tabulated in Table 4.17.

Table 19 **Teachers response on the teacher attitude towards the role of CRE in the Education curriculum**

Role of CRE	No. of teachers	Percentage
Inculcates moral values	12	60.0
For future career	3	15.0
Quality grade (T.C.S.E)	5	25.0
Total	20	100.0

According to response when teachers were asked to state whether they thought the CRE. Curriculum is useful in the secondary school education, Majority (60%) responded affirmatively. Though the responses offered by the teachers on the usefulness of the subject were varied, they all reflected the value of CRE. As a subject. 12(60.0%) teachers said that CRE. was of moral value to the society as it plays a major role in teaching morals and discipline to the students. 3(15.0%) of teachers indicated that CRE. is a career subject - which is a requirement to studying other courses in the University while 5(25.0%) others indicated that CRE.is only a booster subject which enables the learner to score good grades in their T.C.S.E. as tabulated in Table 4.16

Research studies indicate that teachers with negative attitudes toward CRE spend less time teaching it and also use didactic approach rather than approaches that based on students active participation and explorations (Fulp, 2002). This researcher hinted that there is significant relationship between the attitude of the teacher and the achievement of the learners

Researcher sought to know teachers' attitude towards the implementation of CRE curriculum through their response to the attitude questions.

Table 20 **The teachers' response to the attitude questions**

Statements	**SA**	**A**	**UN**	**D**	**SD**
I like teaching CRE	80.8	64.7	14.6	12.3	0
I get problems implementing CRE curriculum	80.9	48.6	24.4	0	0
Other teachers say that CRE is easy to teach.	84.5	76.4	34.8	26.2	0
	n=20				

The findings shows that majority of the teachers(80.8%) indicated that they (strongly Agree (SA) that they like teaching the subject while 12.3% disagree (D).Majority(80.9%) strongly agree(SA) that they get problems in the implementation of CRE curriculum while none disagrees (D) with the same statement. Majority (84.5%) strongly agree (SA) that other teachers say CRE is easy to teach.

It stands to reason that teachers' attitudes in the classroom play a pivotal role inthe successful implementation of curriculum**.** Hargreaves (1994) argues that we have much to learn about teachers' feelings, emotions, and desires when they actually teach in classrooms. Hence, this study sort to investigate the individual teacher's attitude towards CRE curriculum implementation in learning Institutions in Kondoa District Council since the success or failure of CRE as a subject is largely dependent upon teacher's interaction in schools.

In the face of implementation of a curriculum innovation, it is important that everything possible is done to ensure that the teachers have the correct attitudes as Kilgalon and Maloney (2008) noted in their study. The learning outcomes maybe affected if learners' draw from their teachers' disposition to form their own attitude as noted by (Olatunde, 2009).Myers and Fouts (1992) found that positive attitudes toward a subject related to students participation, supportive social

environment, positive relationship with classmates, and the use of a variety of teaching strategies and interesting learning activities. They found out that teacher attitude had significant effect on learners' performance in any subject.

The researcher sort to establish the problems experienced by teachers when implementing the CRE curriculum during the use of the indicated teaching methods and their responses were as shown in Table 4.19

Table 21 **Teachers' responses on the challenges during the CRE curriculum implementation**

Challenges	**No. of teachers (f)**	**Percentages**
Syllabus being too wide	5	25.0
Inadequate learning resources	6	30.0
Learners' negative attitude	2	10.0
Difficulty in handling Some topics in the syllabus	5	25.0
Learners religious differences	2	10.0
	n=20	100.0

These findings indicate that the implementers of CRE curriculum (teachers) in Kondoa District Council, face a number of problems when implementing the CRE curriculum using these teaching methods. Some topics inthe New Testament such as St Luke Gospel pose the greatest difficulty to students and making them understand takes time. The students find it hard to grasp the concept of integration of some topics and are often mixed up.

Some of the challenges noted from the table include the large breadth of the syllabus, insufficient teaching- learning resources, difficulty in handling some topics and learners' religious differences.

It can be noted from the findings in Table 4.19 that the teachers of CRE experience a variety of problems. The major difficulties included the large breadth of the syllabus, insufficient teaching-learning resources, and learners' negative attitudes and teacher's difficulties in handling certain topics. These findings are consistent with Walwenda (2002) and Magoma (1999) who argue that teachers have trouble in the implementation of new curriculum curriculum. He found that the large breadth of the syllabus and insufficient teaching and learning resources affected the implementation of the secondary school English Syllabus. Though Magoma conducted his research on the English curriculum the findings could be used to argue a case for CRE curriculum since both were implemented under the 8-4-4-education system.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECCOMMENDATIONS

5.1 Introduction

This chapter consists of a summary of the problem component and findings of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to establish the effects of teacher related factors on implementation of CRE curriculum in learning Institutions in Kondoa District Council. The objectives of the study included; determining extent to which teachers' competence, methodology, attitudes and use of teaching learning resources influence the implementing of CRE curriculum. The study was guided by the Rand change Agent Theory of curriculum implementation which emphasizes that successful implementation of a curriculum is characterized by teachers' participation in decision making and adaptation of change to the local setting.

The literature reviewed that most of CRE teachers were facing a lot of challenges in the teaching of CRE as a subject. The challenges can be attributed to an interplay of factors which are teacher based, school based and professional based. This implies that the teacher must be adequately prepared to cope with these challenges. There is a clear gap between the initial teacher training (pre service) and actual performance at classroom level in Kondoa District Council as the study reveals this contributes to this declining performance and moral degradation of most students.

To achieve the above objectives the study adopted a descriptive survey design to target a population of 10 head teachers 10 HoDs and 20 CRE teachers who were sort using both purposive and simple random sampling technique for the study in Kondoa District Council. Content validity was enhanced by ensuring adequate and appropriate items in the instruments were relevant to the research objectives. Reliability was assessed through the results of piloting, which was done using test-retest technique. The sample size comprised of a total of 130 respondents. Data were collected using questionnaire and interview schedule and a questionnaire return rate of 100.0 per cent instrument was realized.

Data were analyzed and presented in tabulations, frequency, distributions and percentages s in order to clarify the detailed descriptions of the study findings.

Like any other curriculum, the CRE curriculum presented new challenges to the CRE teachers. It

required new knowledge, skills, methodologies, learning- teaching resources and attitudes to implement it effectively (Hawes 1979, Oluoch 1982, Malusu, 1997). In addition, it required the in-servicing of teachers to abreast them with the competent strategies of implementing the CRE curriculum (Oluoch 1982).

5.3 Summary of the Research Findings

The research findings showed that although majority of CRE teachers (76.9%) appeared to be of sound academic and professional qualifications, they were unlikely to have the necessary competence and skills needed for successful implementation of the curriculum as most of them underwent their pre service training many years and some before the current C.RE. Curriculum was put in place while at the same time more in-service programs should be extended to those already in service.

The researcher also found out that majority of the teachers, 55% employed the lecture method of teaching which a talk is and chalk strategy. The lecture strategy appeared to be overused as the teachers found it appropriate for faster completion of the syllabus with only a few ,20% embracing the life approach method recommended by the syllabus. This might undermine the effort to use the subjectas a possible solution to the problem of moral decay among the youths of the contemporary world.

Textbooks were the main teaching-learning resources for the implementation of the C.RE. Curriculum. Most of the textbooks were mainly TLB. Publications, though they were criticized as being shallow. The teaching-learning resources such as library, resource persons, ICT and research as preferred by the learners were rarely used in the implementation of the CRE curriculum.

Majority of the teachers, 55% were positively motivated to teach the subject as a way of inculcating moral values in the learners while 30% were motivated to teacher the subject as a booster of the student's quality grade in the final exam. This might undermine the effort to use the subject as a possible solution to the problem of moral decay among the youths of the contemporary world. The findings showed that attitude among the teachers needed to be addressed adequately for better implementation of the curriculum.

The study also revealed that the teachers face a variety of challenges during the implementation of CRE curriculum in learning Institutions in Kondoa District Council. Their major challenges included the large breadth of the syllabus some topics within the syllabus and student's bias towards C.RE as a subject, insufficient teaching and learning resources, teachers' difficulties in handling.

5.4 Conclusion

The success of CRE curriculum implementation in learning Institutions in Kondoa District Council as studied form the research objectives depends on theteacher related factors.

Competence of the teacher is acquired as a result of the right academic and professional qualification together with experience brought about by frequent in service courses to keep the teachers abreast with the necessary skills for effective implementation of the curriculum. From this study, CRE teachers' are unlikely to have the necessary competence and skills needed for successful implementation of the curriculum as most of them underwent their pre service training manyyears and some before the current C.RE. Curriculum was put in place while at the same time more in-service programs are lacking to equip those already in service. Majority of the teachers, employed the lecture method of teaching which was against the recommended strategy of life approach method which is learner centered and help learners in retaining the content learnt as opposed to lecture, a talk and chalk strategy. The lecture strategy appeared to be overused as the teachers found it appropriate for faster completion of the syllabus. This might undermine the effort to use the subject as a possible solution to the problem ofmoral decay among the youths of the contemporary world.

Most teachers use the text books as the main resources for teaching. This implies that most of the teachers in Kondoa District Council rely on one mode of teaching resource which are text books. This limits them in teaching and learning process as it requires that teachers employ a variety of resources for teaching and learning to be effective.

Majority of the teachers were positively motivated to teach the subject as a way of inculcating moral values in the learners while some were motivated to teachthe subject as a booster of the student's quality grade in the final exam. This might undermine the effort to use the subject as a possible solution to the problem of moral decay and indiscipline in schools and society at large.

Like any curriculum the CRE curriculum program presents new challenges toteachers, it requires new knowledge, skills and attitude to implement it effectively. In addition, it requires the in servicing of teachers to keep the teachers abreast of the new strategies of implementing the curriculum. Most importantly, teachers are to be convinced on the necessity of the subject in secondary schools since they are the main agents of implementation.

5.5 Recommendations

The following recommendations, based on the findings of this study have been made:

i) The Ministry of Education and other stakeholders in teacher education should ensure that teachers of CRE are adequately prepared during their pre- service training to enable them to be able to cope with the expertise required for the implementation of the curriculum.

ii) Teacher educators, curriculum support officers and other stakeholders in teacher education should emphasize to the teachers of CRE. The need to employ learner-centered teaching strategies (such as group discussions, ICT, demonstration and library) as opposed to teacher-centered approaches (such as lecture and, talk and chalk) which teachers find more appropriate for faster completion of the syllabus.

iii) The Ministry of Education should ensure regular in-service training for all teachers of CRE Syllabus to match the new knowledge and skills that have come up with the new curriculum innovation.

iv) The Ministry of Education should revise the CRE Curriculum in terms of breadth, content and time allocation and put in place appropriate strategies to minimize student bias towards CRE.

5.6 Suggestions for Further Research

i) This study covered only one Kondoa District Council in the country. Related study can be done in other districts not covered by this study. A large sample can also be used to see the nature of findings and conclusions it will generate.

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APPENDICES

APPENDIX I

LETTER FOR PERMISSION

Grace International Bible University,

Department of Education, Administration & Planning,

TANZANIA.

Dear Sir/Madam

RE: DATA COLLECTION

I am a post graduate student in the department of Educational Administration and planning, Grace International Bible University, conducting a study on **"**Factors affecting the teaching and learning of Christian religious Education in our learning Institutions in Kondoa, Dodoma- Tanzania".

Your school has been selected to participate in the study. I hereby seek permission to administer questionnaires to you and the subject teachers in your school. The questionnaires are designed for this research purpose only and therefore the identity of the respondents will be treated with absolute confidentiality.

Thank you in advance.

Yours faithfully,

_____

ABRAHAM A. KABUKA

APPENDIX II

QUESTIONAIRE FOR HEADS OF DEPARTMENT (HOD) ON CRECURRICLUM IMPLEMENTATION IN TANZANIA LEARNING INSTITUTIONS

A. DEMOGRAPHIC DATA

Gender: ……

Age ( ) below 30 yrs. ( ) 30-40 yrs. ( ) 40-50 ( ) above50 yrs.

1. a) What is your highest academic qualification ……..……

b) What is your highest professional qualification ……

2. What subjects were you trained to teach?

   (a)----------b)…… c)…….

3. For how long have you been HoD (Humanities)?

(a) 1 - 2 years [ ] (c) 5 - 6 years [ ]

(b) 3 - 4 years [ ] (d) 7 and over [ ]

SECTION B: Teacher's Competence and CRE curriculum implementation

4. What is the average training years of your CRE teachers incollege/university? ……

5. What is the average teaching experience of the CRE teachers under yourdepartment?
   .....

6. (a) Do you think their initial professional training adequately prepared them to implement the CRE Curriculum? (Please tick as appropriate)

   i) Sufficient training [ ]

   ii) Average training [ ]

   iii) Insufficient training [ ]

   iv) Not trained at all [ ]

(b) i) Give reasons for your answers in 6 (a)……

ii) Which particular topics do your teachers find most challenging to teach in CRE syllabus? a)……

b) ……

7. Have they ever attended an in-service course on the teaching of C.RE Syllabusin secondary school?

(a) Yes [ ] (b) No [ ] (c) Cannot remember [ ]

8. If your answer above is **YES,** how did they benefit from the in- service course attended?

……

SECTION C: Teaching methodology and CRE curriculum implementation

9. Are the teachers of your department teaching CRE as recommended in thecourse syllabus? Yes [ ] No [ ]

(b) Give reasons for your answer ……

10. What comments can you make about preparation given to the teachers toimplement the secondary CRE Syllabus? ……

11. To what extent do your teachers use the following teaching /learning methodsduring the CRE lesson?

Methods	**Always**	**Sometimes**	**Rarely**	**Never**
Life				
approach				
Lecture				
Library				
Drama				

(b) Which method do they prefer apart from the above? .....

ii) Give reason why you they prefer the method above? .....

12. What do you do differently as the HOD for better implementation of CRE curriculum? .....

13. How often do your teachers use life approach method in teaching CRE lessons ……

(b) What challenge(s) (if any) do they face in using the approach above? .....

SECTION D: Teacher use of Teaching and learning resources

14. Do you have sufficient teaching-learning resources for use in implementingthe CRE Syllabus in your school? Yes [ ] No [ ]

    (b) If your answer in 19(a) is "Yes" list down the learning-teaching resources yourteachers commonly use in their CRE lessons in your school.

    ……....

    (c) Which of C.RE. Textbooks do your teachers use in teaching the subjectlesson?

    .....

    (d) Where do they obtain their teaching-learning resources for use in your CRElessons?

    .....

15. List some difficulties your teachers encounter in implementing the C.RE. Syllabus…….

16. What recommendations do you offer in solving some of the difficulties listedin 15 above? .....

17. How would you rate the CRE implementation in terms of syllabus coveragein your school in the last five years?

    (a) Excellent [ ]
    (b) Above Average [ ]
    (c) Average [ ]
    (d) Below Average [ ]

SECTION E: Teacher's attitude and CRE curriculum implementation

18. What do you think is your teachers' general attitude towards C.RE in your school? (Please tick as appropriate)

    (a) Very positive [ ]
    (b) Positive [ ]
    (c) Negative [ ]
    (d) Hostile [ ]

19. Do they think CRE is a useful subject in the Secondary school curriculum?

Yes [ ] No [ ]

    (b) Please give reasons for your answer to19 (a) ……..……

20. Tick ( ) under the level as indicated below:

Key: **SA**-Strongly Agree, **A**-Agree **UN**-Undecided, **D**-Disagree, **SD**-Strongly Disagree

Statements	**SA**	**A**	**UN**	**D**	**SD**
They like teaching CRE					
They get problems implementing CRE curriculum					
The teachers say that CRE is easy to teach					

(b) What do you think is the teachers' basic motivation for teaching CRE as a subject in secondary school? …….

THANKS YOU FOR YOUR RESPONSE

APPENDIX III

QUESTIONNAIRE FOR THE TEACHER ON CHRISTIANRELIGIOUSEDUCATION

Kindly answer the questions below as honestly as per the instruction. Be assured that the information collected will only be used for this study. 1 will appreciate your participation.

SECTION A: Demographic data

1. What is your gender?

   Male [ ] Female [ ]

   (b) Age 20-30 years ( ) 31-40 years ( ) 41-50 years ( ) Over 50 years ( )

2. What is your highest academic qualification? (Please tick as appropriate)

   a) B.Ed [ ]

   b) B.A [ ]

   c) B.Sc [ ]

   d) Other, specify ……

3. What is your highest professional qualification? (Please tick as appropriate)

   a) SI [ ] b) Diploma [ ] c) Approved Teacher Status (ATS) [ ]
   d) B.Ed. Graduate [ ] e) P.G.D.E. Graduate [ ]

   f) Other, specify …….

SECTION B: Teacher's Competence and CRE implementation

4. How long did your training take in college/university? ……..

5. Which subject(s) in the school curriculum did you train to teach ? .....

(a)……

(b)……..

6. Which subjects are you currently teaching?

(a)……..

(b)……..

7. For how long have you been teaching C.RE in the secondary school? …….

8. For how long have you taught CRE in the current system of education? ……..

9. (a) Did your initial professional training adequately prepare you to implementthe CRE Curriculum? (Please tick as appropriate)

   i) Sufficient training [ ]

   ii) Average training [ ]

   iii) Insufficient training [ ]

   iv) Not trained at all [ ]

   (b) Give reasons for your answers in 9 (a)……

   ii) Which particular topics do you find most challenging to teach in CRE syllabus?

i)……

ii) ……

10. Have you ever attended an in-service course on the teaching of CRE Syllabus in secondary school?

    (a) Yes [ ] (b) No [ ] (c) Cannot remember [ ]

11. If your answer above is **YES,** how did you benefit from the in- service courseattended?

    ……

SECTION C: Teaching methodology and CRE implementation

12. To what extent do you use the following teaching /learning methods during the CRE lesson?

Methods	**Always**	**Sometimes**	**Rarely**	**Never**
Life approach				
Lecture				
Library				
Drama				

Which method do you prefer apart from the above? .....

Give reason why you prefer the method above? .....

13. What would you do differently for better implementation of CRE curriculum?

    .....

14. How often do you use life approach method in teaching C.R.E lessons?

    ……

SECTION D: Teacher use of Teaching and learning resources

15. Do you have sufficient teaching-learning resources for use in implementingthe CRE Syllabus in your school? Yes [ ] No [ ]

16. If your answer in 19(a) is "Yes" list down the learning-teaching resourcesyou commonly use in your CRE lessons in your school.

    ……

17. Which of CRE Textbooks do you use in teaching the subject lesson?

18. Where do you obtain your teaching-learning resources for use in yourCRE lessons?

19. List some difficulties you encounter in implementing the C.RE. Syllabus

    ……

20. What recommendations do you offer in solving the difficulties that you havelisted in 18 above? ……

21. How would you rate performance in CRE in your school in the last fiveyears?

    (a) Excellent [ ]

    (b) Above Average [ ]

    (c) Average [ ]

    (d) Below Average [ ]

SECTION E: Teacher's attitude and CRE implementation

22. What is your general attitude towards C.RE in your teaching career? (Pleasetick as appropriate)

    (a) Very positive [ ]

    (b) Positive [ ]

    (c) Negative [ ]

    (d) Hostile [ ]

23. (a) Do you think CRE is a useful subject in the Secondary schoolcurriculum?

    Yes [ ] No [ ]

    (b) Please give reasons for your answer to 23 (a) ……..

24. Tick ( ) under the level as indicated below:

Key:-**SA**-Strongly Agree, A-Agree, **UN**- Undecided, **D**-Disagree **SD**-Strongly **Disagree**

Statements	**SA**	**A**	**UN**	**D**	**SD**
I like teaching CRE					
I get problems implementing CRE curriculum					
Other teachers say that CRE is easy to teach					

25. Do you face any challenges when implementing CRE curriculum?

Name some problems …….

26. Why do you teach CRE as a subject besides other subjects? .....

THANKS YOU FOR YOUR RESPONSE

APPENDIX IV INTERVIEW SCHEDULE FOR HEAD TEACHERS

Gender: …….. Date ……

1. a) What is your highest academic qualification ……...

   b) What is your highest Professional qualifications ……

2. (a) For how long have you been a school head? .....

   (i) 1-years [ ] (iii) 5-years [ ]

   (ii) 3 - 4 years [ ] (IV) 7 and over [ ]

(b) How long have you been head of this school?

   (i) 1 - 2 years [ ] (iii) 5 - 6 years [ ]

   (ii) 3 - 4 years [ ] (IV) 7 and over [ ]

3. Which subjects were you trained to teach?

(a)……..

(b) ……..……..

4. (a) How often do your C.RE. Teachers attend in-service courses? ……

   (b) When did they attend the last in-service course? ……..…

5. What comment can you make about the Pre-service preparation given to the teachers to handle the C.RE. Syllabus? ……..….

6. According to your honest assessment, what method /approach of **CRE** teaching is most preferred by your teachers……

   Why……

7. What resource materials are available for use in teaching and learning **CRE** inyour school? .....

8. What teacher-related challenges do you and your **CRE** teachers face in relationto curriculum implementation in your school? …….……

9. Are you happy with the current performance in the subject in your school?

Yes/NO ……

b) If NO (above), give reasons……

10. Using your personal evaluation, what is the relevance of the subject (**CRE)** in the curriculum? …….

11. (a) What problems have the teachers reported to you about the teaching of the C.RE. Syllabus? ……

(b) What solutions have you offered to support the implementation of the C.R.E.syllabus in your school? ……

12. What are your recommendations for effective implementation of C.R.E.Curriculum? ……

THANKS

APPENDIX V

THE QUESTIONAIRE FOR THE STUDENTS ON THE IMPLEMENTATION OF KENYA SECONDARY CRE CURRICULUM

Kindly answer the following questions as honest as possible

Section A:-Demographic data

1. a) Gender Male ( ) Female ( )

b) Age ……..

2. Type of school… Boys School ( ) Girls School ( ) Mixed School ( )

b) Current class……

Section B: Teachers level of competence and curriculum implementation

3. What is the academic qualification of your CRE subject teacher?

Diploma ( ) BED ( ) BA ( ) BSC ( ) others ( )

Specify……

b) How long have you been taught by the same teacher?

1yr ( ) 2yrs ( ) 3yrs ( ) 4 yrs. ( ) 5yrs ( ) More than 5yrs ( )

4. What is your honest assessment of your CRE teacher's level of competence inthe subject?

( ) Very High ( ) High ( ) Average ( ) Below average

Section C: Teaching methods and curriculum implementation

5. To what extent do you use the following teaching /learning methods during the CRE lesson?

Methods	**Always**	**Sometimes**	**Rarely**	**Never**
Life approach				
Lecture				
Library				
Drama				

b) Which any other method do you use apart from the above?

..... Give reason why you think the teacher prefers the method above? .....

c) Do you encounter any problems in the learning of CRE as a subject?

Yes ( ) No ( )

If yes, briefly explain the problem……

Section D: Teachers attitudes and curriculum implementation

6. Tick ( ) under the level as indicated below

Key: **SA**-Strongly Agree, **A**-Agree, **UN**- Undecided, **D**-Disagree, **SD**-StronglyDisagree

Statements	**SA**	**A**	**UN**	**D**	**SD**
Teacher like teaching us CRE					
Teacher rarely comes to class for CRE					
Teacher says CRE is easy					
Teacher believes CRE Subject is boring					
CRE teacher is motivating					
Teacher says CRE is easy to learn					

b) How many times do you learn CRE per week? ……

Section E: Teacher's use of teaching learning resources

7. Do you have sufficient teaching-learning resources for use in learning CRE in your school?

Yes [ ] No [ ]

(b) If your answer in 7 (a) is "Yes" list down the learning-teaching resources yourteachers commonly use in their CRE lessons in your school.

……..……

(c) Which of CRE Textbooks do your teachers use in learning the subject lesson?

8. List some difficulties you encounter in learning CRE ……

……

9. How would you rate the CRE learning lessons in terms of teacher's preparation?

(a) Excellent [ ]

(b) Above Average [ ]

(c) Average [ ]

(d) Below Average [ ]

10.To what extent do you use the following learning resources in learning CRElesson?

Resources	Always	rarely	Never
Library			
Research			
Video/audio/visual			
Reference books			

(b) What other learning resources are used by your teacher apart from the above?

……

THANKS YOU FOR YOUR RESPONSE

APPENDIX V

AUTHORIZATION LETTER

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATON AND LOCAL GOVERNMENT

DODOMA REGION
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Regional Commissioner's Office
P.O.Box 914,
DODOMA.

Ref. No. AB.328/353/01/G'14

09th February, 2022

District Administrative Secretary,
P.O.Box 1,
KONDOA DISTRICT COUNCIL.

RE: RESEARCH CLEARANCE

Reference is made to the above heading.

This is to introduce to you Mr. **ABRAHAM A. KABUKA** Reg. GIBU0227/2122/322 from Grace International Bible University who wish to conduct a research in your district. The title of his research question is "Factors affecting the teaching and learning of Christian Religious Education in our learning Institutions in Kondoa, Dodoma - Tanzania: A case study of Kondoa District".

The period of research is from February, 2022 up to October, 2022. Therefore with this letter assist him for any necessary assistance to fulfill this study.

Thank you for your esteemed cooperation.

Fatma Mganga
For: REGIONAL ADMINISTRATIVE SECRETARY
DODOMA

For: REGIONAL ADMINISTRATIVE SECRETARY
DODOMA

Copy: Mr. Abraham A. Kabuka
P.O.Box 1249,
DODOMA.