

Research Article

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The effect of CRE syllabus on student behavior change in day secondary schools in North Imenti - Meru County

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Abstract

Despite the ministry of education through Kenya institute of curriculum development putting a lot of effort in the implementation of CRE curriculum, its goals seems not to have been realized. The 8-4-4 CRE curriculum has not been able to directly address emerging issues that would impact fully on behavior change of students. Today, the number of strikes in secondary schools has drastically risen despite having CRE taught as a subject. The Specific objective was to examine the role of CRE curriculum in behavior change of Day Secondary School Students in day secondary schools in North Imenti - Meru County. The study adopted Curriculum theory proposed by John Bobbitt's in 1918 and expounded by Pinar 2004. The study used the cross-sectional descriptive study design. The target population for this study was 72 CRE teachers of day secondary schools, 48 heads of RELIGIOUS education and 600 CRE students in Imenti North Sub County. The sample size was 10 HODs, 14 CRE teachers and 120 CRE students totaling to 144. This study used both construct validity and content validity. To increase the reliability of the questionnaire, this study used Cronbach alpha for separate domains of the questionnaire rather than the entire questionnaire. A cronbach's coefficient of above 0.85 was obtained hence, instrument was reliable. Data was sorted, coded and keyed into the computer for analysis using the Statistical Package for Social Sciences (SPSS version 23). Data collected was both qualitative and quantitative in nature. Qualitative data was analyzed by arranging responses according to the research questions and objectives. Descriptive statistics including percentages and frequency counts was used to analyze the quantitative data obtained. The results showed that about 10 (7.63%) respondents said that CRE Syllabus had contributed positively to the transformation of self and the society as a whole, about 15(11.45%) noted that it had helped learners to gain insight into the unfolding of GODS self-relation, while 10(7.63%) respondents said students had known more about Jesus and had been strengthened. The study concluded that CRE syllabus played a big role in changing students' behavior. For instance, it had contributed positively to the transformation of individual student behavior level and that of the group at large. It helped learners to gain insight into the unfolding of God's self-relation, known more about the faith in Jesus and hence changed morally. The study focused on day secondary schools in North Imenti - Meru County only, therefore the study should be extended to boarding school within and outside the county so as to generalize the results.

Keywords

CRE curriculum, Imenti - Meru County, cronbach's coefficient, students' behavior.

Introduction

CRE Syllabus and Behavior Change

The Christian Religious Education curriculum covers three main areas: the Bible (Old and New Testaments), African Religious heritage and Contemporary Christian Living. The curriculum aims at generating awareness in the student of his/her life and connection with God as revealed in Jesus Christ in an altering and increasing society in which he/she may be an affiliate. The style adopted for the study of these comprehensive areas is thematic. This calls for a learning situation in which the learner together with the teacher use Christian insights to critically analyze, evaluate, judge and discover the implications of the issues raised, for his/her own life. The study of this curriculum is progressive in that it commences with the establishment of the universe, the fall of man, the promise of salvation and its fulfillments in Jesus Christ (NIV, Bible).

(Moore, 2007) states that in China, the current critique of Christian education in particular, risks undermining the place of this core subject in all schools, just at a moment when deeper reflection on religion, belief, spirituality and ethics could contribute enormously to the emergence of a society that seeks to embrace difference and is comfortable to celebrate the presence of a variety of religious and other belief systems. This, of course, means respecting the beliefs of those of the majority religious tradition, too, and seeking to contribute to the religious and spiritual literacy of all young people and of adults.

In the new CRE curriculum it calls for student to get the required knowledge and by the end of the curriculum, the student should be able to: gain insights into the unfolding of God's self-revelation to human kind through the use of the assimilated social, spiritual and moral insights, to think critically and make appropriate moral decisions in a rapidly changing society, appreciate and respect their own, and other people's cultural and Christian beliefs and practices, acquire the basic principles of Christian living and develop a sense of self-worth and respect for others, promote international consciousness through the understanding of universal brotherhood and sisterhood; contribute positively to the transformation of self and the society as a whole and acquire knowledge for future studies in various career fields (Ministry of Education Report, 2017).

The school sponsors in Kenya also have a role to play through giving advises to the students, teacher and the government (Baur, 2015). According to International Handbook of Catholic Education, Stakeholder politics in education determine the general direction and quality of any system of education. As stated and revised by Apple (2014); stakeholder politics pose a great challenge to the various stakeholders, in mooted ways of being accommodated to participate in policy construction. Everywhere in the world, the Catholic Church recognizes and contributes immensely to education as an important area of human development through enhancing and developing informed evangelization process (Beutow, 2017). Thus the Catholic Church sees education as a process of holistic formation of individuals enriching them in all spheres of life including intellectual, technical, and social skills through the school, apart from spiritual sustenance.

The ministry of education through Kenya Institute of Curriculum Development (KICD) has played a key role in CRE curriculum development (GoK, 2017). Kenya Institute of Curriculum Development (2015) contends that CRE curriculum should target the inculcation of faith in the minds and hearts of the upcoming and young generation, the adjustment of morals and the spiritual empathy of an individual soul. The goals in these curriculum aim at acquisition of knowledge, the combination of knowledge and work, faith and morality and the practical application of theory in life. Individual responsibilities in life, towards the human community, their relationship to society, other creatures and universal phenomena, cannot be adequately realized without acquiring knowledge, building and developing it. The present study reveals that majority of the learners study CRE for academic determinations only at the cost of spiritual formation.

The aim of CRE is therefore, to impart in the student or the pupil the mental and spiritual capacity for reverence to God who is the base of all knowledge. In any country, religious study is an exposition of what is right, excellent and just. The Koech report observes that CRE has been considered by church as a religious organization and not just another academic subject. It is a subject that has been expected to influence behavioral changes among the learners. As both an educational and spiritual subject, CRE is important for the moral development and deepening of personal religious commitment in the Christian belief.

In this respect, the present study will evaluate the role of secondary school Christian religious education curriculum in behavior change (Koech, 2000).

The formal education in Kenya is organized in a way that it just allows it to make students to pass examinations and get certificates. The key purpose of any kind of education is for intellectual growth and also physical and spiritual advancement. Passing exams and getting certificates are just part of the education process (Gachathi Report (Republic of Kenya). The report continues to support CRE to be taught based on moral change. Teaching of CRE should be incorporated with Social Education and Ethics (SEE) with an aim of enhancement of quality life. The two aims of the new syllabus are to make religious education more effective and relevant and also link CRE to cultural background of the students. Therefore, the students concerns are catered for in this aspect. With the introduction of the two syllabuses, new phase of CRE in Kenya was realized (National curriculum handbook; DfES 2000).

The secondary school CRE syllabus has been established with the aim of improving spiritual and academic development of the learners. Paramount of its content is derived from the 8-4-4 curriculum which is currently being used but is under review to 2-6-3-3 system. This review was primed because there is a wide range of Christian topics that can be offered in a CRE curriculum. Parents also recognize the importance of CRE class for the religious and moral training. As an academic subject, CRE is inadequate in scope concerning time distribution in school timetable and therefore, cannot exchange the entire content of religious and moral teachings offered in a CRE class (Craft, 2011). It should be assigned equal amount of teaching hours same as the other art subjects (Ministry of Education Report, 2017).

A second probability is that the syllabus in Kenya does not contain relevant elements that could enable students acquire and develop the needed in change behavior. Emerging issues like radicalizations, conflict resolution and dialoguing are not well expressed in the teachings. The major aim of education system in Kenya is to endorse morality and social justice by inculcating the accurate assertiveness required for training in both social and community responsibilities and duties among the youth (Republic of Kenya, 2016). The assumption has been that the teaching of Christian religious education is a serious component that empowers the school going person to obtain the

above. In order to accomplish this, it is crucial that the government through the ministry of education must ensure that academic practices in education are geared towards realizing this purpose of the subject. Students who learn and practice CRE teachings are those who are just critical minded persons as they are able to brand themselves with rational decisions based on individual and societal morality (Kingori, 2016). He expounds that, a person who uses common sense may perceive things differently. This is why in teaching Christian religious education the learner must be exposed to techniques that promote behavior change in Christian education (Kingori, 2016). This promotes self-discipline among the students. On the foundation of the Christian religious education it points out that the discipline must be jumble-sale to enable the learner acquire serious thinking skills (Kenya Institute of Education, 2013). KIE (2002) asserts that a thematic approach was adopted to enable effective learning of CRE. One of the objectives reflected is enabling the learners to get social, spiritual and moral insight to be able to creatively and critically think and make sound decisions in a society that is rapidly growing. Therefore, CRE was expected to give students spiritual, mental and social knowledge and skills.

Students chose religious studies because they can score highly in the subject hence, attaining overall grades (Cochran, 2014). The study further showed that students did not want to study CRE because they thought they would get the knowledge from churches of worship.

Curriculum Theory

Curriculum theory (CT) is an academic discipline devoted to examining and shaping educational curricula. There are many interpretations of CT, being as narrow as the dynamics of the learning process of one child in a classroom to the lifelong learning path an individual takes. CT can be approached from the educational, philosophical, psychological and sociological disciplines. James MacDonald states that “one central concern of theorists is identifying the fundamental unit of curriculum with which to build conceptual systems” (Pinar, 2004).

The theory was important to this study since it explains the values which should be captured in the shaping of the education. Curriculum theory is fundamentally concerned with values (Kliebard, 1989). The historical analysis of curriculum is ways of

viewing current educational curriculum and policy decisions, and theorizing about the curricula of the future (Wallin, 2011). Pinar (2004) defines the contemporary field of curriculum theory as “the effort to understand curriculum as symbolic representation. This theory will help the researcher to explain how Curriculum helps in shaping CRE.

The publication of John Bobbitt’s *The Curricula* in 1918 took the prevalent industrial revolutionary concepts of experimental science and social efficiency and applied them to the classroom. He believed that “curriculum must directly and specifically prepare students for tasks in the adult world” (Pinar, 2004). He also believed that "human life consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities" (Smith, 2000). From this idea, he suggested that curriculum was a series of experiences that children have in order to meet "objectives" or abilities and habits that people need for particular activities.

Various studies on CRE have been done but none has focused on the role of Christian religious education curriculum in behavior change: A case of Day Secondary Schools in North Imenti - Meru County. Therefore, the current study will answer the research questions concerning the effects of CRE syllabus, teaching methods, CRE teachers’ attitudes and CRE curriculum approaches in the behavior change of Day Secondary Schools students.

Statement of the Problem

The Ministry of education through Kenya institute of curriculum development has put a lot of effort in implementation of CRE curriculum. However, the goals of CRE curriculum to changing the student’s behavior seem not to be achieved. The academic aspect of religious education seems to be more amplified at the expense of moral and spiritual training. Today, for example, the number of strikes in secondary schools has drastically risen despite having CRE taught as a subject. A study done by Nasibi (2013) on the role of CRE on student’s behavior in school indicates that 17% of the secondary schools in Central Kenya caused strikes in the year 1986 and 1991. The rate rose again to 26.8% in 2008 from 13%. The existing literature Mwikali (2010) discuss generally, the challenges facing the teaching of CRE in secondary schools, colleges and universities. Student behavior has been a major concern to schools

management, parents and fellow students whose education may be adversely affected. Juvenile delinquency is quite alarming in Meru County schools and it has been a worrying trend since 1999 (Francis, 2011). These negate the objectives of teaching CRE in secondary schools in Kenya. There is need therefore, to fill the research gap arising from the need to investigate and explain the role of CRE curriculum in Students’ behavior change in Day Secondary School hence the reason for this research.

Significance of the Study

The findings of the study may offer insights to curriculum planners and developers into the role and status of Christian religious education teaching in secondary schools in Meru and the role played by the subject in spiritual and academic formation of the students towards behavior change.

It will be important to the management of organizations and Government ministries especially ministry of Education, science and Technology in their bid to deal with behavior in schools and improve Education standards in the Country. It may help Kenya Institute of Education in developing a curriculum that can be used to enhance the capacity of the administrators, teachers, and the students in handling negative behavior in Schools. It proposes solutions to other learning institutions in Kenya prone to cases of misbehavior.

The study results may provide CRE teachers with an opportunity to review their methodologies of teaching CRE in regard to the curriculum implementation and behavior change. The teachers used the recommendations of the study to guide and caution students against bad behaviors.

The study provides literature review that can be used by future researchers in the field of Christian religious education in secondary schools, tertiary and institutions of higher learning.

Research Methodology

Research Design

The study adopted a cross-sectional descriptive study design. The design aimed at describing the state of affairs as they existed at a point in time. According to Gay (2003), a descriptive is, a process of collecting data in order to answer questions concerning the

current status of the subject. Orodho (2009), states that a cross-sectional descriptive study design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It is the most frequently used method for collecting information about people's attitudes, opinions, habits or any of the variety of social issues related to education. A cross-sectional descriptive study design was appropriate because it enabled the researcher to obtain pertinent and precise information from the respondents.

Location of the study

The research was conducted in Day Secondary Schools in North Imenti, Meru County which teach CRE. Meru County is one of the 47 counties in Kenya. It borders Isiolo County to its North and Tharaka Nithi to its south and Laikipia to its east. This location was chosen because of easy availability of the respondents.

Target Population

The target population is the entire group a researcher is interested in; the group about which the researcher wishes to draw conclusions (Kothari, 2008). The target population for this study consisted of 720 respondents involving 72 CRE Teachers, 48 Heads of Religious Education and 600 CRE Students of Day Secondary Schools in Imenti North Sub County.

Sample Size

The target population for this study was 72 CRE Teachers of Day Secondary Schools, 48 Heads of

Religious Education and 600 CRE students in Imenti North Sub County. The sample size was 10 HODs which is (20%) of 48 HODs, 14 CRE teachers which is (20%) of 72 CRE teachers and 120 students which is (20%) of 600 CRE students totaling to 144 respondents. According to Mugenda and Mugenda (2003) a sample size of 10-30% is adequate to represent items in large population. The study adopted 20%.

Sampling Technique

The various sampling techniques that are utilized in this research studies revolve around probability sampling that allows every item in the population an equal chance of selection and non-probability sampling where the items in the population have unequal chances of selection (Kothari, 2004).

This study, adopted stratified random sampling a probability sampling technique. This ensured that the results from this study were true representation of the Influence of Christian Religious Education on student behavior in the selected Day Secondary Schools in North- Imenti - Meru County. The stratified sampling technique was based on the levels of responsibility of CRE teacher as shown in table 3.1.

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

Source: County Education Board of North Imenti

Research Instruments

Information on the questionnaire was solicited using questions of likert-type scale containing 5 response alternatives. Namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD) and these questions were rated 5,4,3,2 and 1 respectively. The weight of 5 was allocated to the response that was hypothesized to have the most positive influence on head teachers' competency while 1 was allocated to the most negative. Section A of the questionnaire covered social demographic information, section B covered students approach, section C covered teacher's role, section D covered government support and section E covered environment challenges of teaching CRE.

Validity

Validity refers to whether a questionnaire is measuring what it purports to measure (Eric, 2014). McMillan & Schumacher (2006) describe validity as the degree of congruence between the explanations of the phenomena and the realities of the world. While absolute validity is difficult to establish, demonstrating the validity of a developing measure is very important in research (Bowling, 2014). This study used both construct validity and content validity. For construct validity, the questionnaires were divided into several sections to ensure that each section assesses information for a specific objective and also ensured that the same closely tied to the conceptual framework for this study.

To ensure content validity, the questionnaires were subjected to thorough examination by one head of department and one student and one CRE Teacher who were randomly selected. On the basis of the evaluation, the instruments were adjusted appropriately before subjecting them to the final data collection exercise. Their reviewed comments were used to ensure that content validity was enhanced.

Reliability

Reliability is the extent to which results are consistent over time (Kombo, 2006). In the this study, the test retest method was used to ensure reliability (Mugenda and Mugenda, 2008). Cronbach's alpha was used to test the reliability of the measures in the questionnaire (Cronbach, 1951). Cronbach alpha has the most utility for multi-item scales at the interval level of

measurement; it requires only a single administration and provides a unique, quantitative estimate of the internal consistency of a scale (Sekaran, et, al. 2008). To increase the reliability of the questionnaire, this study used Cronbach alpha for separate domains of the questionnaire rather than the entire questionnaire. The study obtained cronbach's coefficient of 0.85. A cronbach's coefficient of above 0.7 means the collection instrument is reliable; cronbach's coefficient < 0.7 means the collection instrument is not reliable. Therefore cronbach's coefficient obtained was reliable.

The size of a sample to be used for reliability testing varies depending on time, costs and practicality, but the same would tend to be 5- 10 per cent of the main survey (Baker and Edwards, 2012). The respondents in a reliability pilot test do not have to be statistically selected when testing the validity and reliability of the instruments (Cooper and Schindler, 2008). In this study, the data collection instrument, which is a questionnaire, was tested on 10% of the sample of the questionnaires to ensure that it was relevant and effective. It was pre-tested on 14 respondents.

Pilot study

It is important that the researcher instrument is piloted as a way to fine tuning (Wiersma, 1999). This is vital as it enables both the reliability and the validity of the instrument to be determined. In an attempt to pilot and pretest the instruments, pilot study was carried out at the neighboring Tharaka Nithi County. It involved two schools; 1 private day secondary school and 1 public day school and 1 teacher in each.

Data Collection Instrument

This study employed a questionnaire to purposefully obtain first-hand information from CRE Teachers, Head of departments and Students. A questionnaire includes questions given to respondents for the purpose of data collection (Mugenda and Mugenda 2003). The tool is easy to use since it is respondent friendly and allow for easy data analysis. This study adopted the use of questionnaires by utilizing Google document so as to make available the tool to the respondents without physical contact that is online/e-mail based questionnaires. In cases where the respondent was not online, a physical copy was provided and picked back within 24 hours. The respondent was debriefed so as to self-administer

questionnaire and a consent form was provided and signed to ensure the respondent was in agreement to participate in the research.

Data Collection Procedure

The researcher obtained an introductory letter from Kenya Methodist University ethical and review committee which was used to apply for a research permit from NACOSTI and office of director of education Meru County. On receipt of the permit, the researcher proceeded to administer the questionnaires to CRE Teachers, Heads of department and Students. The researcher self-administered and collected the filled questionnaires to ensure maximum return rate.

Data Analysis

The data analysis consisted of examining the evidence so as to address the initial propositions of the study. After collecting data, the researcher sorted the data before carrying out analysis. Data sorting helped correct any possible error that may have been identified in the raw data and removed including unfilled questionnaires. After correcting the errors, the researcher formulated a coding scheme and keyed into the computer for analysis using the Statistical Package for Social Sciences (SPSS version 23). Data collected was both qualitative and quantitative in nature. Qualitative data was analyzed by arranging responses according to the research questions and objectives. Descriptive statistics including percentages and frequency counts was used to analyze the quantitative data obtained. Bryman and Bell (2003) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics. The results of data analysis were presented in frequency tables, percentages and bar charts. Inferential statistics was used and specific correlation analysis was used to establish the association between the variables. A multiple linear regression model was used to test the significance of the influence of the independent variables on the dependent variable. Thereafter, conclusions and recommendations were drawn.

Ethical consideration

Permission to carry out the study was sought from the National Council of Science and Technology (NCST) being cleared from the host department at Kenya Methodist University where, ethical and review

committee was used to apply for a research permit from NACOSTI and office of director of Education Meru County. The Head of departments, the CRE subject Teachers and Students, were informed of the intended research by the researcher and the date for administering the questionnaires was arranged. The participants were asked to volunteer to participate in the study. Those who consented were requested to sign a consent form and were allowed to participate and those who declined were not victimized. The questionnaires were not written the names of participants but only unique number given. In the process of carrying out the study, honesty was observed in reporting the findings whereby there was no manipulations or undue assumptions. The responses were treated with utmost confidence to protect the subject's privacy. The subjects were assured that the results obtained were to be used for academic purpose only.

Data analysis, presentation and interpretation of the findings

Introduction

This chapter dealt with the role of CRE curriculum in behavior change of Day Secondary School Students in day secondary schools in North Imenti - Meru County. It covered data presentation, analysis and interpretation which were generated by the study. The data presented covered CRE syllabus and how it affected student behavior change in day secondary schools in North Imenti - Meru County. The chapter also presents analysis and findings of the study as set out in the research methodology. The study findings were presented showing the affects student behavior change in day secondary schools in North Imenti - Meru County. The data was gathered exclusively from the semi-structured questionnaires as the research instrument. This instrument was designed in line with the objectives of the study. The results here were presented in frequency tables and discussions.

Response Rate

The study targeted 120 students, 14 class teachers and 10 CRE heads of departments. From the study, 110 CRE students, 17 class teachers and 4 CRE HOD totaling to 131 respondents who filled-in and returned the questionnaires making a response rate of 90.97%. According to Mugenda and Mugenda (1999) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of

70% and over is excellent; therefore, the response rate obtained in this study was excellent for analysis.

Effect of CRE syllabus on student behavior change in day secondary schools.

The researcher wanted to find out the effect of CRE syllabus on student behavior change in day secondary

schools. An item was put in the questionnaire to find out whether the CRE syllabus played a role on student behavior change. It became apparent from Table 4.2 below that all 131(100%) of the respondents said CRE syllabus had been designed to play a role in behavior change of a student. These findings are in line with the National curriculum handbook which explains that the secondary school CRE syllabus had been established with the aim of improving spiritual and academic development of the learners.

Table 4.2 CRE Syllabus on Student Behavior Change

	Frequency	Percent
Yes	131	100
Total	21	100.0

Data in table 4.3 shows the role played by CRE syllabus in the learner’s life. About 10 (7.63%) respondents said that CRE syllabus had contributed positively to the transformation of self and the society as a whole, about 15 (11.45%) noted it had helped learners to gain insight into the unfolding of GODS self-relation, while 10(7.63%) respondents said students had known more about Jesus and had been strengthened. The findings further indicated the chapter on faith and moral change are covered in form two. A section 32(24.43%) of the respondents indicated that the syllabus had also enabled the students relate well with others. The students were able to make right decisions. The findings also showed

that 19(14.5%) of the respondents said the syllabus enabled students to be focused. Finally, 23(17.56%) of the respondents said that CRE helped in promoting international consciousness through the understanding of universal brotherhood and sisterhood. The findings of this study were supported (Chee &Leong-Yong, 2018) who said that CRE claimed to promote but had no ability to make considered moral choices or internalize socially-acceptable behavior. The findings were also supported by Driessen (2011) who purported that outcomes based education and the national curriculum with regard to religion should be geared to develop the cognitive, social, emotional, physical, spiritual and ethical dimensions of pupils.

Table 4.3 Role played by CRE syllabus in the learner’s life

Items	Frequency	Percent
Contribute positively to the transformation of self and the society as a whole	10	7.63
CRE helps the learner to gain insight into the unfolding of GODS self-relation	15	11.45
The student have known more about Jesus and it has strengthen their faith and they have changed morally according to form 2 work	10	7.63
Enables them to relate well with others	32	24.43
Makes them to make right decision	22	16.79
Enables the Lerner to be focused	19	14.5
CRE promotes international consciousness through the understanding of universal brotherhood and sisterhood	23	17.56
Total	131	100.0

Data in table 4.4 shows extent to which syllabus content was designed to play a role in behavior change. The findings showed that 18(40.7%) of the respondents were in agreement that syllabus content was designed to play a role in behavior change while 2(9.6%) of the respondents disagreed. The disagreement may mean that syllabus content was designed to play a role in other purpose. The findings showed that 18(40.7%) of the respondents were in agreement that CRE teacher made consultation to ensure scheme of work developed had deliberate inclusion for positive and negative change. The findings showed that 14(66.6%) of the respondents were in agreement that the syllabus needed to be revised to include contents that had positive behavior. The findings showed that 17(80.9%) of the

respondents were in agreement that evaluation of the syllabus is done after teaching to check and ensure the behavior change. The findings showed that 16(76.2%) of the respondents were in agreement that CRE syllabus had specific topics which were deliberate. The finding of this study were supported by (GoK report, 2017), where, the ministry of education through Kenya Institute of Curriculum Development (KICD) had played a key role in CRE curriculum development. Kenya Institute of Curriculum Development (2015) contends that CRE curriculum should target the inculcation of faith in the minds and hearts of the upcoming and young generation, the adjustment of morals and the spiritual empathy of an individual soul.

Table 4.4 Extent to which syllabus content is designed to play a role in behavior change.

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

Information on table 4.5 shows various teaching methods used during CRE lesson. Teaching method used in curriculum. The data showed that 128((97.71%) of the respondents ever used lecturing in CRE Teaching time while 3(2.29%) did not. About 120 (91.6%) of the respondents indicated that story telling contribute to behavior change in secondary schools as it stipulated in the curriculum while 11(8.40%) respondents disagreed. The study results recorded 105(80.15%) respondents attended lesson where audio visual presentation was used against 26(19.85) who did not. The findings also noted that about 125(95.42%) of the respondents used text reading methods as the curriculum dictates while

6(4.58%) did not. A great percentage 130(99.24%) study participants had used group discussion methods during their CRE lessons while 1(0.076%) did not. A section 110(83.97%) of the study participants use song & dance method during their CRE lesson while 21(16.03%) did not. These finding were supported by Farrant (2017), who explained that when different methods are used during class time the students tends to understand the concept taught better and is more effective learning. The findings of this study were also supported by Daniel (2013) who argued that lecturing, practical and audio visual presentations were among the best method of teaching.

Table 4.5 Teaching method in CRE curriculum

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

Data in Table 4.6 Shows the role of CRE curriculum in addressing student behavior change in secondary schools. Majority 110(83.97%) of the respondents strongly agreed while 21(%) agreed that social media such as Christian websites play a role in student behavior change. About 6(4.58%) respondents strongly agreed that school management play a role in student behavior change, 115(87.79%) respondents agreed, 5(3.82%) of respondents were neutral and 6(4.58%) respondents disagreed. Majority of the respondents disagreed that social cultural play a role in student behavior change while 20(15.27%) agreed. The results of this study are in line with those published by Koech, 2014 where he said that social cultural play a role in student behavior change because it improves quality of life and should be put under review to be incorporated in the curriculum. The two aims of the

new syllabus are to make religious education more effective and relevant and also link CRE to cultural background of the students. The findings also showed that a big portion 109(83.21%) of the respondents strongly agreed that parents and guardian play a role in student behavior change and 16(12.21%) agreed while 5(3.82%) disagreed. The findings were supported by (Craft, 2011) who found out that parents and guardian play a role in student behavior change of a student. The findings also noted that 116(88.55%) strongly agreed that church as a sponsor play a role in student behavior change, 11(8.40%) agreed, 2(1.53%) were neutral but 2 (1.53%) disagreed. These results were in line with (Baur, 2015) results who found the school sponsors in Kenya also have a role to play through giving advice to the students, teacher and the government.

Table 4.6 The role of CRE curriculum in addressing student behavior change in secondary schools.

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

Summary of the Findings

The findings revealed that many respondents said that CRE syllabus played a big role in changing students' behavior. For instance it contributed positively to the transformation of individual student and the society at large, helped learners to gain insight into the unfolding of GODS self-relation, students have known

more about Jesus and that strengthened their faith hence they changed morally. Christian Religious Education syllabus has enabled students to relate well with others, it makes them to make right decision, to be focused and it helps in promoting international consciousness through the understanding of universal brotherhood and sisterhood. However, the findings showed that there was need for the ministry to revise

the syllabus so as to include more contents of students specific sub topics on positive behavior. For complete behavior change, CRE teachers make consultation with the stakeholders where, evaluation is done after teaching. This is done to check and ensure scheme of work developed have deliberate inclusion for positive change. Both teachers and students acknowledged that various teaching methods are used during CRE lesson as spelt in the curriculum. These methods included; lecturing, storytelling, use of audio visual presentation, text reading, group discussion, song & dance method, question & answer method and project work. The results also showed that, Social cultural, school management, parents/guardian, church and social media such as Christian websites, magazines, Facebook, WhatsApp, play a role in student behavior change.

Conclusions

The study concluded that CRE syllabus played a big role in changing students' behavior. For instance it contributed positively to the transformation of individual student behavior level and that of a group at large. It helped learners to gain insight into the unfolding of God's self-relation, know more about Jesus faith hence changed morally. Christian Religious Education syllabus has enabled students to relate well with others, able to make right decision, be focused and promote international consciousness. Development of Christian Religious Education syllabus has enabled complete behavior change. In the syllabus, CRE teachers are allowed to make consultation with other stakeholders just before and after teaching. The teachers are supposed to evaluate the student through both oral and written examination. This is done to check and ensure scheme of work developed have deliberate inclusion for positive change. Both teachers and students acknowledged that various teaching methods are used during CRE lesson as spelt in the curriculum. These methods include; lecturing, storytelling, use of audio visual presentation, text reading, group discussion, song & dance method, question & answer method and project work. The results also showed that, the syllabus has incorporated Social cultural factors, school management, parents/guardian, church who also play a role in student behavior change.

Recommendations Based on Research Findings

Based on the findings made in the course of this study, the following recommendations were hereby suggested: The government through the Ministry of Education should work together with teachers and parents to revise the syllabus so as to include more contents of students specific sub topics on positive behavior change and especially touching on the emerging issues. The CRE teachers through school management should organize for students' trainings, Christian Union officials' trainings, learners camps where Christianity is taught, guidance and counseling. This will help learners in proper coverage of the syllabus.

Recommendations for Further Studies

This study explored the effect of Christian religious education curriculum in behavior change in day secondary schools in North Imenti - Meru County. There is need to research on challenges facing review and implementation of Christian religious education curriculum in behavior change.

This study focused on impact of teaching methods used during CRE lesson. There is need to research on limitations of these methods on behavior change.

The study focused on day secondary schools in North Imenti - Meru County only, therefore the study should be extended to boarding school within and outside the county so as to generalize the results.

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