

Gender and Teacher Influence on Students' attitude towards C.R.E

Felistas Chemutai

Abstract

The role of the teacher and gender on students' attitude towards the subjects done in school including C.R.E is important as a way of improving performance in examinations. This paper examines how gender based opinions and teachers influence students' attitudes towards Christian Religious Education (henceforth, CRE) in secondary schools in Kenya and how these reflect on the performance in the subject. The study uses questionnaires which consist of both close and open-ended items. The close ended items have statements each rated on a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree. It is notable that the more positive the learners' attitude is, the better the performance. On the contrary, gender influence have the least impact as the majority of the learners evenly distributed across the various achievement brackets thought it had no impact on the choice of C.R.E at all.

Keywords: Teacher Influence, Gender Influence, Attitude, Performance, Christian Religious Education

Full text: <https://pdfs.semanticscholar.org/be81/b7c7aa04b1b20956895b75d8cb79fae3e137.pdf>