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**FACTORS AFFECTING THE IMPLEMENTATION OF  
NATIONAL VALUES CURRICULUM IN SECONDARY  
SCHOOLS IN EKEREMOR LOCAL GOVERNMENT AREA,  
BAYELSA STATE, NIGERIA**

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**Abstract**

*This study investigated the factors affecting the implementation of National Values curriculum in secondary schools in Ekeremor Local Government area, Bayelsa State, Nigeria. A cross-sectional survey research design was adopted in this study. The target population of the study was made up of 286 public secondary school teachers in Ekeremor Local Government. The simple random sampling technique was used to select 127 teachers while a researcher's designed instrument titled "Factors Affecting the Implementation of National Values Curriculum Questionnaire (FAINVCQ)" was used to collect data for the study and it was validated by experts in test and measurement in the Faculty of Education, Niger Delta University, Bayelsa State. A test-re-test method of reliability was adopted and the two set of scores were correlated using Pearson Product Moment*

*Correlation Coefficient (PPMCC) which yielded a value of  $r=0.89$ . The three research questions raised for the study were analyzed using arithmetic mean at a decision threshold of 2.50. Findings revealed among others that while teachers are a major factor that determines the effectiveness of the implementation of the NV curriculum in secondary schools, the students are at the epicenter of curriculum implementation who mediates between the teacher and the content of the curriculum. Based on the findings, it was recommended among others that NV teachers should always be prepared in such a way that they would be able to present a planned, systematic, sequential and controlled instructional delivery with student-centered strategies.*

**Keywords:** Curriculum Implementation, National Values, Secondary Schools, Teacher-Related Factors.

### **Introduction**

Right from time immemorial, humanity has devised means to relate with the Divine Being (God Almighty) who is seen as the ruler in the affairs of men. More often, the relationship between man and God is measured by how someone dedicates to one's religious beliefs. These sets of beliefs are often underpinned by certain moral values such as honesty, integrity, respect for constituted authority, humility, etc, which is often shared by members of society. These values tend to regulate how people relate peacefully with one another in society. Thus, most societies use education as the most veritable tool to perpetuate society's cherished values from one generation to another. In Nigeria for example, section 17 sub-section 1 of the 1999 Constitution of the Federal Republic of Nigeria emphasized that the social order of the Nigerian state is founded on the ideals of freedom, equality and justice. This is further amplified in section 23 when it recognised the values of discipline, integrity, dignity of labour, social justice, religious tolerance, self-reliance and patriotism as the national ethos that should be upheld by every citizen. This

explains why the education system operated in Nigeria has in its curricula kitty values-laden subjects such as Social Studies, Religious Studies (Christian Religious Studies & Islamic Religious Studies), Civic Education, History and Creative and Cultural Studies. Of course, this is informed by the importance attached to the inculcation of values in the learners.

But owing to the large scale erosion of societal values, the Federal Government of Nigeria in 2007 introduced the Religion and National Values curriculum by merging previously separate value-laden subjects into one. Commenting in this direction, Eluu (2001) sees Religion and National Values curriculum as an instrument for the development of spiritual, moral and mental growth of the students. In essence, the knowledge, beliefs, values, skills and attitude expected to be imparted in learners go a long way to help them understand the universe and the interpersonal relationship between and among human beings and between human beings and the Supreme Being. The point being made here is that the transmission of acceptable moral standards and values education in the society cannot be over emphasized, hence through the teaching of these subjects, children are encouraged to express faith and develop their talents and this helps them prepare for useful living in society (Federal Republic of Nigeria, 2013). However, due to public outcry especially from religious groups in both Christianity and Islam on the need to teach Christian Religious Studies (CRS) and Islamic Religious Studies (IRS) separately, the Federal Government of Nigeria in 2018, heeded this call by directing the Nigerian Educational Research and Development Council (NERDC) to unbundle the religious component from the RNV curriculum leaving only Civic Education, Security Education and Social Studies as themes to be offered as National Values (NV).

On paper, the introduction and subsequent implementation of the NV curriculum in the school system could be a possible solution to the problem of moral decay especially among the youths in contemporary Nigeria. As argued by the Independent Corrupt Practices and Other Related Offences Commission (ICPC, 2013), the NV curriculum addresses values relating to family, religion, traditional, national consciousness, courage, honesty, discipline,

concern for others, etc. Thus, the NV teacher is expected to have the understanding that students have lots 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 experiences help learners to understand new experiences. It stands to reason therefore that, NV may not adequately help students on moral related issues if the teacher related factors, administrative related factors, the student's related factors and the environmental related factors are effectively not used.

One of the major factors that influence the effective implementation of any school curriculum is the presence of professional qualified and well prepared school administrators. The school administrators coordinate and manage the day-to-day running of the school by harnessing both human and material resources at their disposal for optimum educational output. This presupposes that high level of competencies is needed on the parts of school administrators in ensuring that teachers are adequately equipped to be at their very best in manipulating instructional aides, assessment and management of instruction so as to achieve the desired impact on the learner. Administrators do this by encouraging teachers to develop a coherent understanding of the pedagogical aims of the subjects. Too often, administrators and 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 close observation students' behaviours in most secondary schools 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 do not seem and able to make appropriate moral decisions (Ndarwa, 2007).

Igbokwe (2009) stated that no matter how laudable a curriculum plan may be, how thoroughly the teaching methods and instructional resources have been chosen, no matter how conducive the learning environment, no matter how the maturity

level of the learners is considered, if the teacher is ineffective educational goals cannot be achieved. Change can be achieved only in a manner that the change agent (teacher) interprets, select, organize, supervise and delivers knowledge embodied in the curriculum. It is very difficult to implement a curriculum successfully if the educational system has limited funding resources, unavailability of school activities, over population, teachers competence, poor time managements by administrators, not considering the maturity level of the learners, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not. No doubt, this could have a negative effect on the NV curriculum implementation.

For the records, the NV curriculum (Civic Education, Security Education and Social Studies) which is designated as compulsory subject from primary to junior secondary (Upper Basic) schools across Nigeria emphasized the inculcation and demonstration of national values like tolerance, obedience, honesty and co-operations. National Values helps children to mature personally and socially as well as refining their psychological judgment and decision on religious, moral and social issues, preparing them for life in a secular society (Lopez-Moniz, 2006). To this end, the NV curriculum has been placed at the front burner in the fight against injustice, unfairness and unfounded biases through teaching of acceptable moral standards.

Presently, there is no doubt that the level of insecurity and other vices plaguing the country has given values educators and researchers great deal of concern. Sadly, the perpetrators of these crimes are mostly youths who involve themselves in stealing, assassination, suicide bombing, and child abuse such as child trafficking, child labour, child kidnapping, physical abuse, neglect and psychological/emotional abuse. Of course, this scenario reflects how well cherished values have been eroded over the years. Similarly, the moral attitude of the learners has failed to improve steadily in this modern society as a result of poor implementation of the NV programme. However, there have been questions on the

efficacy of the NV programme in instilling discipline and moulding character of the learners. Judging from the state of the moral behaviour of school pupils, it seems that the subject is not achieving its major goal of developing in learners the ability to attain intellectual and moral perfection, discipline them both morally and mentally so as to face their daily and future challenges as good citizens.

As a result, Adukwu (2004) revealed that poor teaching methods, environmental factors, lack of concrete instructional materials and poor interest on the subject irrespective of its relevance are some of the identified problems associated with curriculum implementation in Nigeria. Njoku (2012) affirmed that subsequently, there has been rapid growth of social ills among students across the country. Religion and National values 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, skills and educational values expected to reform them for better future. Ubah and Shu'aibu (2014) in their study revealed that course contents were not taught the way they supposed to be taught in federal colleges of education in implementing the Nigeria certificate in education Religious programme in federal colleges of Education in North-Western political zone of Nigeria.

Based on the foregoing, there is therefore the need to examine factors affecting the implementation of NV curriculum in an effort to improve student's knowledge and behaviour. The above observation seems to suggest that the NV is taught in schools without much impact on the lives of learners and by extension the entire Nigerian society. Several researches have been carried out in recent times by different researchers on the values-related curriculum, but to the best of the researchers knowledge none of them have been able to pay close attention to the specific variables of teacher-related, student-related, administrators-related and environmental-related factors that may affect the effective implementation of NV in secondary schools in Ekeremor Local Government Area of Bayelsa state, Nigeria. Hence, this present study.

### **Purpose of the Study**

The main purpose of this study is to examine the factors affecting the implementation of religion and national values curriculum in secondary schools in Ekeremor Local Government Area. Specifically, the study sought to achieve the following objectives:

- i. To examine the influence of teacher-related factors on the Implementation of Religion and National Values Curriculum in secondary schools in Ekeremor Local Government Area.
- ii. To establish the influence of the administrators -related factors on the Implementation of Religion and National Values Curriculum in secondary schools in Ekeremor Local Government Area.
- iii. To determine the students-related factors on the Implementation of Religion and National Values Curriculum in secondary schools in Ekeremor Local Government Area.

### **Research Questions**

The following research questions guided the study:

- i. To what extent do teachers-related factors influence the implementation of National Values Curriculum in Secondary Schools in Ekeremor Local Government Area?
- ii. To what extent do administrators-related factors influence the implementation of National Values Curriculum in Secondary Schools in Ekeremor Local Government Area?
- iii. To what extent do student-related factors influence the implementation of National Values Curriculum in Secondary School in Ekeremor Local Government Area?

### **Methods**

This study adopted a cross-sectional survey design to elicit relevant data on the factors affecting the implementation of National Values Curriculum in Ekeremor Local Government Area of Bayelsa State, Nigeria. The targeted population was the 20 principals and 266 teachers in secondary schools in Ekeremor Local Government Area as at the 2019/2020 academic session (Education Management Information System, 2019). A random sampling technique was

used to select 127 teachers teaching various themes (Civic Education, Security Education and Social Studies) in the National Values curriculum. The instrument for data collection was a self-designed 20-items questionnaire titled “Factors Affecting the Implementation of National Values Curriculum Questionnaire (FAINVCQ)”. The FAINVCQ consisted of two sections (A & B). Section ‘A’ focused on the respondents’ socio-demographic variables such as gender, designation, qualification and area of specialization while section ‘B’ consisted of 20 closed-ended structured items that addressed the variables considered in the study. The instrument was structured based on a modified 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) which were scored 4, 3, 2, and 1 respectively.

The face and content validity of the instrument was ascertained by Senior Lecturers in the Department of Social Science Education, Niger Delta University, Bayelsa State. Their comments and observations were used to correct errors noticed in the instrument before administering to respondents. The test retest technique was used to establish the reliability of the instrument. Twenty copies of the research instrument were administered twice to teachers of National Values in secondary schools in Ogbia Local Government Area of Bayelsa state within an interval of two weeks. The two sets of score were correlated using Pearson Product Moment Correlation which yielded a coefficient of 0.89 which indicated positive correlation. Data were analyzed using the descriptive statistics.

**Table 1: Percentage Distribution of Socio-Demographic Variables of Respondents**

Variables	Levels	Frequency (f)	Percentage (%)
Gender	Male	48	38
	Female	79	62
	<b>Total</b>	<b>127</b>	<b>100</b>
Designation	Principals	5	4
	Teachers	122	96
	<b>Total</b>	<b>127</b>	<b>100</b>
Qualification	NCE	35	28
	B.Ed/B.A.Ed./B.Sc.Ed.	69	54
	PGDE/M.Ed	23	18
	<b>Total</b>	<b>127</b>	<b>127</b>
Area of Specialization	Social Studies	20	16
	Others	107	84
	<b>Total</b>	<b>127</b>	<b>100</b>

## Results

Table 1 shows the percentage distribution of socio-demographic variables of respondents. As indicated, 38 percent of the respondents were male while 62 percent were the female. On designation of respondents, statistics shows that 4% were School Principals while 96 percent were classroom teachers. On educational qualification, 28 percent were NCE holders, 54 percent were Bachelor Degree holders while 18 percent were either PGDE and or Masters Degree holders. On area of specialization, 16 percent had their area of specialization in Social Studies, 84 percent had their certificates or degrees in other related disciplines other than Social Studies which is a key component of the National Values Curriculum.

**Research Question One:** To what extent do teachers-related factors influence the implementation of National Values Curriculum in Secondary Schools in Ekeremor Local Government Area?

**Table 2: Mean Scores of Responses on Teachers-Related Factors**

S/N	Items	$\bar{X}$	Decision	Rank
1.	The teaching of National Values demands a lot of competence on the side of the teacher.	3.46	Accepted	2nd
2.	Teachers' attitudes toward National Values as a subject affect preparation and interpretation of learning experiences.	3.20	Accepted	5th
3.	The success of National Value Curriculum depends largely on effective strategies adopted by teachers.	3.22	Accepted	4th
4.	It is important for teachers to make use of available resources for successful implementation of National Values Curriculum.	3.39	Accepted	3rd
5.	Relevant skills enable the teacher to deliver the subject content effectively.	3.47	Accepted	1st
<b>Grand Mean</b>		<b>3.35</b>	<b>Accepted</b>	

Table 2 presents the specific teacher-related factors that affect the effective implementation of the National Values curriculum in secondary schools in Ekeremor local Government Area of Bayelsa state. From the results as shown in the mean scores recorded against items 1-5, it is abundantly clear that teachers' competence, positive attitude, adoption of effective teaching strategies, use of instructional materials and resources and as well as the application of relevant pedagogical skills by the subject teacher no doubt shape the effectiveness surrounding the implementation of NV curriculum. But in terms of hierarchy or rank order, item 5 with a mean score of 3.47 is ranked 1st, followed by item 1 with a mean score of 3.46 which is ranked 2nd. Also, items 4, 3 and 2 had mean scores of 3.39, 3.22 and 3.20 respectively. When the result is interpreted from the grand mean of 3.35, it also indicates that the teacher-related factor is a strong determinant of effective implementation of NV curriculum.

**Research Question Two:** To what extent do administrators-related factors influence the implementation of National Values Curriculum in Secondary Schools in Ekeremor Local Government Area?

**Table 3: Mean Scores of Responses on Administrators-Related Factors**

S/N	Items	$\bar{X}$	Decision	Rank
6.	Administrative officials assist National Values teachers to formulate measurable instructional objectives.	3.17	Accepted	4th
7.	Administrative officials ensure that the teaching units are properly coordinated for classroom instruction.	3.39	Accepted	1st
8.	Principals usually help teachers to plan learning opportunities that will help in the achievement of learning objectives National Values.	3.22	Accepted	3rd
9.	Principal motivates teachers by stimulating their interests in teaching and learning of National Values.	3.0	Accepted	5th
10.	Administrative officials plan for the improvement of school facilities for effective teaching and learning of National Values.	3.27	Accepted	2nd
<b>Grand Mean</b>		<b>3.21</b>	<b>Accepted</b>	

Table 3 basically presents the specific administrators-related factors that affect the effective implementation of the National Values curriculum in secondary schools in Ekeremor local government area of Bayelsa state. The results as shown in the mean scores of 3.17, 3.39, 3.22, 3.0 and 3.27 for items 6-10 respectively, it is evidently clear that the dispositions and activities of school administrators which ranges from ministry officials, education zonal officials and school heads/principals go a long way to determine the effectiveness that defines the implementation of NV curriculum. However, in terms of rank order, item 7 with a mean score of 3.39 is ranked 1st, followed by item 10 with a mean score of 3.27 which is ranked 2nd. Also, items 8 (3rd), 6 (4th) and 9 (5th) had mean scores of 3.22, 3.17 and 3.0 respectively. On the whole, the grand mean of 3.21 also shows that the effective implementation of the NV curriculum in secondary schools in Ekeremor local government area will largely depend on school administrators and managers.

**Research Question Three:** To what extent do students-related factors influence the implementation of National Values Curriculum in Secondary Schools in Ekeremor Local Government Area?

**Table 4: Mean Scores of Responses on Students-Related Factors**

S/N	Items	$\bar{X}$	Decision	Rank
11.	The Maturity level of the students affects the implementation of National values curriculum.	2.93	Accepted	4th
12.	The essence of implementing the National Values Curriculum is to integrate the learners as functional members of the society.	3.35	Accepted	1st
13.	Previous learner's experience has to be considered during the implementation of National values curriculum.	3.08	Accepted	3rd
14.	The Socio-cultural background of students affects the implementation of National value curriculum.	2.89	Accepted	5th
15.	The teacher uses language that relates to the age and environments of the learners.	3.35	Accepted	2nd
	<b>Grand Mean</b>	<b>3.12</b>	<b>Accepted</b>	

Table 4 primarily presents the specific students-related factors that affect the effective implementation of the National Values curriculum in secondary schools in Ekeremor local government area of Bayelsa state. The results as shown in the mean scores of 2.93, 3.35, 3.08, 2.89 and 3.35 for items 11-15 respectively, it is evidently clear that the maturity levels of learners as well their previous learning experiences, learner's socio-cultural/linguistic background to a large extent determines the effectiveness that can be used to measure the implementation of RNV curriculum. However, in terms of rank order, item 12 with a mean score of 3.35 is ranked 1st, followed by item 15 with also mean score of 3.35 which is ranked 2nd. Similarly, items 13, 11 and 14 had mean scores of 3.08 (3rd), 2.93 (4th) and 2.89 (5th) respectively. On the whole, the grand mean of 3.12 also shows that the effective implementation of the NV curriculum in secondary schools in Ekeremor local government area largely depend on students where their common interests and needs are always taken into consideration.

### **Discussions**

The discussion of findings in this study is done in line with the four research specific objectives and the corresponding three research questions which the study sought to provide answers to bearing in mind, the results that have been presented and analyzed in the foregoing. Basically, what this section of the study seeks to achieve is to compare and contrast the findings of this present study with those that have been conducted previously in the area of curriculum implementation generally and in National Values particularly.

Firstly, research question one sought to determine the extent to which teacher-related factors affect the effective implementation of National Values curriculum in secondary schools in Ekeremor Local Government Area of Bayelsa state. From the results presented and analyzed in Table 2, both the items by items analysis as shown by the mean rating and as well as the grand mean indicated that teachers are a major factor that determines the effectiveness of the implementation of the NV curriculum in secondary schools in Ekeremor Local Government Area of Bayelsa state. This of course,

is in line with the findings of Jin (2001) and Wepukhulu (2001) who reported that teachers' competence, knowledge of the subject matter and pedagogical skills are key determinants that drives an effective implementation of curriculum in any subject area in secondary schools. This is so because no matter how beautiful or good a designed curriculum is, the success or its failure to meet with the envisaged objectives rest largely on the shoulder of teachers who are professionally saddled with the responsibility of translating curriculum goals into learnable experiences in the classroom during instructional delivery.

Secondly, research question two sought to determine the extent to which administrators-related factors affect the effective implementation of National Values curriculum in secondary schools in Ekeremor Local Government Area of Bayelsa state. As shown from the results and item by item analysis coupled with the grand mean of 3.21 as presented in Table 3, educational administrators and managers have a focal role in determining the success or failure of curriculum implementation especially that of NV in secondary schools. No doubt, this finding is in agreement with the study of Onipe (2004) who found a positive relationship between administrators' characteristics and effective implementation of NV curriculum in secondary schools within the Kano metropolis. It is also in line with the findings of Abubakar (2009) and Francis (2011) where it was found that inadequate attention given by the government through the educational administrators and managers impedes on the effective implementation of school curriculum.

Thirdly, research question three sought to determine the extent to which students-related factors affect the effective implementation of National Values curriculum in secondary schools in Ekeremor Local Government Area of Bayelsa state. The answers to this question as provided in Table 4 which is also indicated through the item by item analysis and the grand mean of 3.12, proved that students are at the epicentre of curriculum implementation who mediates between the teacher and the content of the curriculum. Of course, this in agreement with the research report of Onsongo (2008) who found that the effectiveness of curriculum implementation depends more on the positive attitude displayed by learners.

### **Recommendations**

Flowing from the findings and conclusion drawn, the following recommendations are made: Educational activities usually carried out by NV teachers need regular supervision and inspection either from the state Ministry of Education or other Federal Government Agencies to achieve the curriculum goals of the NV. NV teachers should always be prepared to present a planned, systematic, sequential and controlled instructional delivery with student-centered strategies capable of instilling the right knowledge, skills, and attitudes in the learners. School principals who serve as administrators and managers of both human and material resources should redouble their efforts in the close monitoring of NV teachers so that no aspect or theme in the curriculum is left out in the implementation process.

### **Conclusion**

Based on the findings of the study, it can be concluded that the NV as a subject must be considered as important as any other subject within the curriculum like other subject within the curriculum hence be given equal consideration during the implementation process. It is pertinent to note that knowledge obtained in the subject NV 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. Thus, there is need to curb the menaces of National Values (NV) curriculum implementation in order to improve students' knowledge on national consciousness and unity.

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