

**IMPACT OF THE EXTERNAL ENVIRONMENT ON THE ATTITUDES OF L.R.E
STUDENTS IN NAIROBI COUNTY**

BY

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ABSTRACT

Previous research has consistently indicated that Kenyan students' moral standing and general conduct in the wider society reflects incompetence in spiritual insights. The scenario in which unspiritual behavior has dominated the character of the Kenyan youth has brought the debate as to whether the spiritual well being of the youth is on a downward trend, suggesting that either the teaching of spiritual insights through I.R.E is defective or the Kenyan education system as a whole is defective.

Another possibility is that poor performance in the subject, its presence in the syllabus or absence, could be a factor in this debate. Indeed this study was aimed at assessing the impact of the external environment on the attitudes of I.R.E students in Nairobi County. And as Ogula (2002) observed, assessments are important tools in planning, implementation and evaluation for an education system.

One other likelihood could be the existence of an attitudinal inconsistency between the learners and their parents and teachers in relation to the environment. A research into the impact of the external environment on the attitudes of I.R.E students in Nairobi County is important if any effective intervention strategies are to be put in place in the secondary school set up.

The Social Cognition Learning Model asserts that culture is the prime determinant of individual development and was therefore chosen to interlace this work into a cohesive whole. It is my sincere hope that this study will go headlong into transforming not only the status of I.R.E in Kenya but even other related studies in the field of humanities as a whole.