

**MOUNT KENYA UNIVERSITY**  
**FACULTY OF ARTS AND SOCIAL SCIENCES**

**THE CHALLENGES FACING THE TEACHING OF PASTORAL  
PROGRAMME INSTRUCTION IN PRIMARY SCHOOLS(A  
CASE STUDY OF NZANGATHI DIVISION, NZAMBANI  
DISTRICT)**

**A project submitted in partial fulfillment of the requirement for the  
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## ABSTRACT

The teaching of PPI in primary schools is of paramount importance in the lives of the primary school children. It is likely to improve the child's life holistically. It is in view of this understanding that the researcher aimed at establishing the challenges facing the teaching of PPI in primary schools.

The study design adopted in this study was descriptive research. The study was carried out in various schools in Nzangathi division of Nzambani district in Kenya where the pupils, teaching and non-teaching staff were the target population. Stratified random sampling was applied to select the respondents in an effort to capture representation from gender, age and other categories. The study used questionnaires to collect both quantitative data from the selected respondents. The Statistical Package for Social Sciences (SPSS) was used for data analysis.

The study found out that a certain percentage of respondents 20 (12.5%) found it very boring. Pupils who said they find it motivating were 23 (14.5%). The least number of respondents 8 (5%) found it very motivating. The remaining 109 (67.5%) which is the largest percentage found teaching of PPI boring. Respondents noted that teachers did not have interest in PPI since they were only requested to sing songs and sometimes the teachers opted to leave them on their own to do their studies during PPI time. The study revealed that pupils do not like the way the subject is conducted. It was also revealed that stakeholders come on board to ensure the effective teaching and learning of the subject and this is attributed to the fact that the subject is not examinable.

Based on the diversity of religion, if church leaders and other stakeholders do not take part in giving guidance on how PPI should be taught, then this subject might end up into oblivion and will no longer be valued.

The conclusions drawn from the study are that, if the government through the ministry of education does not arrest the wanting situation and provide adequate teaching learning materials and guidance required then this subject will continue losing attention as the signs are already existing.

Recommendations emanating from the study include that there is need for focusing provision of holistic training that involves equipping pupils with relevant skills that enable them to be effective in their undertakings other than focusing on academic performance. The spiritual life of a pupil helps in shaping the individual and only CRE can not address this. It is therefore the prerogative of stakeholders including teachers, administrators, parents and the community to provide a conducive environment for learning of PPI.