UNIVERSITY OF CAPE COAST

EXPERT AUTHORITY OF CHRISTIAN RELIGIOUS STUDIES TEACHERS IN TEACHING CHRISTIAN RELIGIOUS STUDIES IN THE NEW JUABEN MUNICIPALITY

SERWAA AMPOFO ANSAH

2023

UNIVERSITY OF CAPE COAST

EXPERT AUTHORITY OF CHRISTIAN RELIGIOUS STUDIES TEACHERS IN TEACHING CHRISTIAN RELIGIOUS STUDIES IN THE NEW JUABEN MUNICIPALITY

BY

SERWAA AMPOFO ANSAH

A thesis submitted to the Department of Arts Education of the Faculty of Humanities and Social Sciences Education, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of a Master of Philosophy degree in Arts Education (Religion).

AUGUST, 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is a true reflection of my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ……Date: ……

Name: Serwaa Ampofo Ansah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised following the guidelines on supervision of the thesis laid down by the University of Cape Coast, and that the paper should be accepted to contribute to knowledge.

Supervisor's Signature: ……Date: …….

Name: Dr. Eric Mensah

ABSTRACT

The purpose of this study was to find out the expert authority of Christian Religious Studies teachers in teaching and learning Christian Religious Studies in the New Juaben Municipality. The research design used was cross-sectional survey through quantitative research approach. The study covered all CRS teachers as well as form 1 and 2 students totaling 3,523 respondents. The sample size for the study was 423 which comprised 23 teachers and 400 students. The students were sampled using the proportionate random sampling procedure from a population of 3,500 whereas all the teachers were selected with the census method from eight senior high schools. A questionnaire was used to collect data from both CRS teachers and students. Each item was coded, processed and analyzed with the use of SPSS (version 25). It was found that the majority of the teachers of CRS have high content knowledge in the teaching of CRS. The CRS teachers were found to have high knowledge of teaching practices. CRS teachers have high personal leadership qualities. It was recommended that teachers should keep on upgrading themselves on issues related to the content of CRS. Again, the Ministry of Education in collaboration with the various headmasters, parents and teachers should ensure there is adequate provision of seminars so that teachers can learn fresh skills on teaching practices so as to positively impact on the lives of their learners and also to help achieve the aims of education. Furthermore, GES should collaborate with the National Council for Curriculum and Assessment (NaCCA) to include in the curriculum theories of human development in the teaching and learning of CRS.

ACKNOWLEDGMENTS

I first express my sincere gratitude to my able supervisor, Dr. Eric Mensah for his professional guidance and encouragements with which he supervised this work. I really do appreciate every effort you gave me to make this work better. I am also appreciative to Mr. Frank Kwasi Peasah, Mr. Godfred Sowatey, Mr. Henry Sunbawiereh and Mr. Bernard Bonsu-Bandoh Junior for their generous contribution to make this work better.

I am again thankful to my colleague Christian Religious Studies teachers and Students in the New Juaben Municipality in the Eastern region for their involvement to help make this work a success. Finally, I wish to thank my family and friends for their support especially, my sisters, Sandra Ampofoa Peasah, Amma Karle Ampofo Ansah, Sarah Dery, Gertrude Boafo and Aku Ampofo Ansah.

DEDICATION

To my late father: Mr. Edwin Ampofo Ansa

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Background to the study

The changing culture in western societies and its direct influence in other parts of the world have caused a steady decrease in social values of the African society. It has obviously become difficult to have a child obey strict orders without resistance. Everyone – (from the Sunday school teacher to parents; from school authorities to even the police or law enforcers) have had their share of younger folk posing resistance to show he or she knows his or her right. Civil society and human rights advocates have worsened the already bad situation by creating the awareness that punishments should not be meted out to students by school authorities. Most parents and or guardians have fought against school authorities in different ways because their wards have to go through certain punishments, even though they were meant to control student's behavior and discipline. Students' behavior, however, is important for academic and social learning in school. Disruptive behavior issues of learners that hinder learning might lead to teachers' being burn out and stressed. (Vaaland, 2016) .

Research on factors that influence student learning has shown that teachers are the most influential school factor on student's learning and interest in a particular subject (Rockoff, 2004; Aaronson, Barrow, & Sander, 2007). Teachers act as parents to pupils in the educational setting (they mentor, safeguard, and inspire the learner), and this has had a big impact on teaching and learning. The teaching and learning process greatly benefits from the teacher's authority in the

classroom (Pace, 2003). In order for pupils to finish the prescribed curriculum and meet their academic objectives, teachers, who hold power over them, are responsible for influencing their ideas and actions. Darling-Hammond (2008) indicated that, the most important component affecting classroom management and student learning is instructor authority. Therefore, it is undeniable that a teacher's authority is important in the classroom. Njoku & Njoku (2015) were of the opinion that Christian Religious Studies (CRS) is perceived to be an easy subject therefore, to effectively implement its curriculum and ensure adequate improvements in the students' lives; the teacher of the subject must exercise authority in the subject. According to Esmaeili, Mohamadrezai and Mohamadrezai (2015), a teacher's effectiveness or capacity to favorably impact his class is intimately related to the effective implementation of the CRS curriculum. This to the researcher is the authority of the teacher. This means that an effective teacher is accountable for ensuring that the goals of the subject are met through his or her authority as an arbiter, as someone who is knowledgeable and skilled in the subject, as well as by virtue of the power obtained from his or her general conduct both inside and outside of the classroom. The teacher's authority transcends to his or her subject knowledge, classroom management and teaching strategy he or she might try to use and other forms of disciplinary measures he or she applies, which are known to affect students' learning in no small ways (Pace & Hammings, 2007; Darling-Hammond, 2008). It cannot be denied that teaching is a difficult job. The instructor is in charge of organizing and planning the students' education.

Shrigley (1986) underscoring this acknowledged that authority exists and that it is a form of social influence used by leaders in open societies. He analyzed the authority of teachers and other social agents in five components – expert power; referent power; legitimate power; reward power and coercive power. He bemoaned the fact that research has shown that teachers lack the authority in its original sense of counsel, directing, directing and controlling, but rather, their authority now seem to presage abuse and repression. Richmond (1990) further grouped the five components of teacher authority into two main types that is Prosocial (Expert power, referent power and reward power) and antisocial (coercive power and legitimate power). Prosocial authority is those that are flexible in nature and allows the learner to feel at ease with the teacher while the antisocial authorities are those that are unbending in nature.

Expert authority is background to all aspects of authority: A prepared teacher provides pupils with guidance and stability, whereas an unprepared teacher allows even disciplined learners to access out distraction (Shrigley, 1986, p. 65) Because the teacher is regarded as informed and competent in his or her particular field, the student's readiness to cooperate is based on the instructor's expert authority. It is worthy of note that, the teaching act is a delicate phenomenon. Expert authority is conceptualized as the teacher's subject-matter expertise and/or educational experience. Students are inclined to follow instructor instructions because they understand that the teacher is more knowledgeable than they are. Expert authority sterns from students' perception that their instructors are competent and knowledgeable about the specific subject that they teach. With

expert power, the teacher is believed to know his or her 'stuff' very well and is able to express it in a way that is clearer to the student (Richmond, 1990). The focus of teacher power is the expert authority which is expressed in the teacher's knowledge of content; knowledge of teaching practices and human development; Classroom organizational skills and management; and Personal leadership qualities (Shrigley, 1986; Esmaeili, Mohamadrezai, & Mohamadrezai, 2015).

Based on the teacher's knowledge of content; the teacher's effectiveness in teaching a subject, by his expression of knowledge and control over the various topics is a form of authority that his or her students respect so much. Meshrabadi, Badri, & Vahedi (2010) claimed that, the teacher is able to gain the attention of the class because every student believes him or her to be the repository of knowledge in the subject area. Pace and Hammings (2007) observed that, most students are encouraged to learn a particular subject because the teacher expresses much authority in that subject area, which helps that teacher to easily control students' learning. They noted that, in a class where majority of the students know that the teacher has control over what he teaches, it affects students learning positively.

Going on, the teacher's preparation is one of the key elements in effective CRS education. Teachers may not provide the necessary preparation for orderly teaching and as such they are almost reduced to preachers. Teachers' preparation in CRS is positively connected with students' learning, and their laxity substantially impairs students' learning (Kimosop, 2015). In order for instructors to familiarize themselves with the subject matter, stakeholders must give them the

required opportunity with the utilization of effective and acceptable teaching techniques– which is in a way to increase the authority of the teacher. The teacher's authority in the knowledge he or she possesses in CRS and the necessary teaching skills cannot be overlooked. Vaaland (2016) remarked that a teacher cannot possibly succeed until he or she has a solid understanding of the subject area he or she is teaching and a decent general knowledge, no matter how nice, charming, and well-intentioned the teacher may be. To the researcher's understanding, this forms the knowledge of teaching practice and human development which is a component of expert authority.

Further, classroom organizational skills and management also forms a component of expert power. Today's educational psychologists believe that teacher authority is the good classroom management which can improve learning possibilities for students (Toshalis, 2010). However, studies indicate that managing a classroom is not a simple process (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015). The smallest educational subsystem, the classroom, is evolving as a result of social order changes. The function of the instructor and his or her management styles are among the elements of the classroom that are most crucial for students to achieve their educational goals in light of the modern world. Teachers are obliged in the production of educated children. Managing the classroom well is essential for teaching, which has shown to have great influence on the teaching and learning process. Classroom management includes instructor actions that result in a high degree of student participation in class activities, little student behavior that obstructs the work of the teacher or other students, and

effective use of instructional time (Emmer & Evertson, 1981). Although some academics have abandoned the term entirely (Brantlinger & Danforth, 2011) and classroom management is occasionally linked to behaviorist methods of discipline in the academy (Toshalis, 2010), it is still important to use it to recognize that teachers are accountable for both their students' behavior and academic performance. All it takes for teachers to create an environment that promotes and encourages both academic and social-emotional developments are included in the definition of classroom management (Brantlinger, Morton, & Washburn, 1999, p. 4) If done right, this entails promoting healthy relationships, providing guidance and autonomy, and combating prejudice as well as unfairness. The best classroom management practices involve leadership in support of a higher moral goal, such as cultivating a conscious effort to treat students with respect and building a supportive environment for learning, rather than control, which most people associate with authoritarianism.

In another regard, the teacher can gain or express authority from his leadership skills that is expressed by guiding the student in the learning process (Rockoff, 2004). Research on teacher's leadership skills has shown that there is a significant but indirect effect on student learning and achievements. However teachers' leadership authority cannot be ignored in improving student learning (Sabastian, Allensworth, & Huang, 2016). That is why Yukl (1994) clearly examining teacher influence on decisions as a gauge of leadership in the study, focused on the decision-making processor authority a teacher expresses on a student by his leadership skills which could influence the students' learning. This

is where the guiding aspect of the teacher is exercised. In schools where, the CRS teachers are part of the chaplaincy board, the students put such teachers at a high moral standard. According to Rockoff (2004), this give some kind of authority to the teacher to be able to direct, guide and in effect influence the decision-making of the student to the extent of his or her learning.

In Ghana, Adjei (2021) as sited in (Sasu, 2017; Zakaria 2019) was of the opinion that, Christian Religious Studies teachers find it difficult in assessing their students as the Ghana Education Service employs both in and out-of-field teachers. These out-of-field teachers may not be able to exercise their expertise as authority holders in their area of teaching and this may affect students learning of the CRS subject.

Problem Statement

CRS as a subject demands quality teachers in its delivery. However, this is not so because in most schools in the New Juaben Municipality, CRS is regarded as a simple subject, hence someone without the necessary credentials, may be seen handling the subject. From the researcher's personal experience during my off-campus teaching practice, she learned that the majority of the CRS teachers who were assigned to teach the subject had a background in arts education and first or even Master's-level degrees, but they did not major in religion during their academic works. This implied they had not read methods of teaching CRS which is for only those that major in religion. The researcher remembers one particular teacher had his Master's in Business Administration. He was allowed to teach CRS because he was a Reverend Minister and the school chaplain at that time.

This may implies that, some of the teachers of CRS in many senior high schools in Ghana lack the required expert power in handling the subject. Kimosop (2015) posited that teacher knowledge of the CRS content as an aspect of teacher expert authority is known to impact student learning in Kenya second cycle schools. Many (Njoku & Njoku, 2015; Annobil, 2017) have suggested that, student achievement in Christian Religious Studies (CRS) in Sub-Saharan Africa has been hampered by some teacher related issues – such as teachers' expertise – which have been overlooked. In Nigeria, Njoku and Njoku (2015) observed that interest in the CRS has dropped because of lack of motivation from teachers and what they hoped to achieve from the study of the course. They argued that a teacher's effectiveness or capacity to positively affect his class is largely related to how well the CRS curriculum is implemented. As a result, an effective teacher is accountable for ensuring that the goals of the subject are met through his authority as an arbiter, as someone who is knowledgeable and skilled in his field, as well as through the authority he derives from his general conduct both inside and outside of the classroom. However, the situation in Ghanaian schools is yet to be empirically tested as very few researches have been done on the CRS teachers' expert knowledge in the Senior High School.

Gunu (2019) observed that many Ghanaian secondary schools are finding it difficult to manage students' behavior and classroom management is becoming more problematic, especially in secondary schools and the researcher realized this same problem in the New Juaben Municipality in the Eastern Region. As the student population increase due to the implementation of various government

policies, discipline level continues to decline, making it difficult for the teacher to exercise such classroom organizational skills and management. School admission records have shown that, more Art students are admitted to take CRS as a subject. This research will empirically test how the CRS teacher is able to exercise his or her expert power in the CRS class and how it will affect students' learning of the subject study as well as fill the gap in the literature.

Purpose of the Study

The purpose of this study was to find out the expert authority of CRS teachers in the teaching and learning of CRS in the New Juaben Municipality.

Objectives of the Study

The researcher seeks to achieve the following objectives;

1. To examine the level of CRS teachers' content knowledge in teaching and learning of CRS in the New Juaben Municipality.
2. To determine the CRS teachers' knowledge of teaching practices in teaching and learning of CRS in the New Juaben Municipality.
3. To examine the CRS teacher's knowledge of human development in teaching and learning of CRS in the New Juaben Municipality.
4. To analyze the CRS teachers' classroom organizational skills and management in teaching and learning of CRS in the New Juaben Municipality.
5. To examine the CRS teachers' personal leadership qualities in teaching and learning of CRS in the New Juaben Municipality.

Research Questions

This study will be guided by the following research questions;

1. What is the level of CRS teachers' content knowledge in the teaching and learning of CRS in the New Juaben Municipality?
2. What is the level of CRS teachers' knowledge of teaching practice in the teaching and learning of CRS in the New Juaben Municipality?
3. What is the level of CRS teacher's practice of human development in the teaching and learning of CRS in the New Juaben Municipality?
4. What is the level of CRS teachers' classroom organizational skills and management in the teaching and learning of CRS in the New Juaben Municipality?
5. What is the level of CRS teachers' personal leadership qualities in the teaching and learning of CRS in the New Juaben Municipality?

Significance of the Study

This study has provided an avenue to adequately address authority development in teacher-student relationships. It has provided the teacher with some knowledge on how to exercise his or her authority in the classroom so as to improve the learners' value of education in society. Also, the study will help policy makers including the Ghana Education Service to review appropriate authority styles to improve on the already existing ones.

The study is also important to the learner as he or she is made aware of the need to abide by the various authority styles exhibited by the teacher since all those traits have a direct or indirect influence on their learning. The role of

teachers' expert authority in classroom learning has not been mostly looked at in the Sub Sahara Africa; hence this study has opened the leeway for other scholarly work to be conducted in different jurisdiction.

Again, the research is beneficial to learners since quality education is going to be the aim of this study.

Finally, the results of the study have offered a reference point data to future researchers who intend conducting same field study but focusing on different variables or from different location as other issues connected to this work has paved way for further research.

Delimitation

The research was conducted within the New Juaben Municipality in the Eastern Region of Ghana. The entire case was made from the various senior high schools that offer CRS in the municipality. A number of students were sampled from missions and non-mission senior high schools and the students were made to respond to structured questionnaires so as to be able to work within the stipulated period. The inference would be made for the whole situation in Ghana.

Limitation

The researcher did not have access to all the teachers as at the time when the data was being collected because of the shift system being practiced by the senior high schools. Also, lack of trust on the part of some teachers and students prevented both teachers and students from responding to questionnaire correctly.

Definition of Terms

Teacher Authority refers to power given to the teacher as an educator to affect students' conduct, give orders as well as influence students' behavior.

Expert Authority is the teacher's content knowledge and/or educational experience.

Organization of the Rest of the Study

There are five primary chapters in the study. The background to the study, statement of the problem, goal of the investigation, research aims and questions, significance of the study, delimitations and limitations of the study are all covered in the first chapter. The second chapter discusses literature reviews, which might include theoretical reviews, conceptual reviews, and empirical reviews based on the study. In the third chapter, methodology is covered, including the research design, study population, sample size and sampling method, research instrument, validity and reliability of the instrument, data collection method, and data analysis. Presentation of the findings is covered in Chapter 4, and the study's summary, conclusions, and suggestions are covered in Chapter 5.

CHAPTER TWO

LITERATURE REVIEW

The body of writing was founded on three areas; theoritical review, conceptual review as well as framework. The theoritical review is based on (Meshrabadi, Badri, & Vahedi, 2010) authority styles namely legitimate authority, dominance authority, substantialty authority, rational authority and responsibility authority. Also, (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015) authority styles will be examined, namely expert authority, referent authority, reward authority and punishment authority. The conceptual rewiew for this chapture will be based on the four components of expect authority which are content knowledge of teachers teaching CRS, knowledge of teaching practice and human development, classroom organisational skills and management and personal leadership skills of teachers teaching CRS.

Theoretical Review

There are five dynamics (or bases) of authority, according to French and Raven, (1959), who conducted an analysis in the late 1950s on the complexities of power. These dynamics are referent, expert, legitimate, reward, and coercive. They provided an account of authority as the key factor in getting a response or compliance from another person. Since then, there have been several analyses, critiques, and interpretations of authority. In line with Vecchio (1997), authority is the power to change behavior in order to get a different result. According to Keltner, Gruenfeld, and Anderson (2003), authority is the capacity to change another person's status by aid or by withholding something of value. According to

Biong, Nygaard, and Silkoset (2010), managers can effectively encourage and manage employees by using authority.

French and Raven (1959) proposed five authority dynamics (or grounds of authority): referent, expert, legitimate, reward, and coercive. The only authority base that has a negative impact is coercive power. Both the influencee and the influencer think the other four are generally good. These five authority dynamics can be divided into formal or informal categories.

There are two types of authority: formal and informal. Because they do not have any formal authority that is acknowledged, referent and expert authority are specifically characterized as informal authority. This basically means that someone can exercise referent or expert authority without having any formal authority or having any subordinates aligned beneath them in an organizational hierarchy, that is, without having any direct managerial span of control. According to Vecchio (1997), persons in positions of referent authority sway others through seductive traits like style and appearance or through the principles they uphold, inspiring acceptance, respect, and adoration to desire to be associated with them. Those that hold this power uphold it due to their likeability, admiration, and actions. In fact, academics assert that the most crucial managerial instrument is referent authority (Biong et al., 2010) The second type of authority, known as expert authority, is classified as informal and is based on a person's advanced knowledge of a task, a particular field, or another specialty, as evidenced by education and/or experience. It is independent of any official position in an organization or social standing. According to French and Raven

(1959), authority is founded on a person's trustworthiness as well as their ability to influence information. Those with expert authority provide value to their work by giving others sound technical knowledge and abilities in addition to supplying direction and recommendations for their improvement.

Formal authority is divided into three categories: legitimate, rewarding, and coercive. According to French and Raven (1959), legitimate authority is "the legitimate right of some other person or group to dictate a person's behavior or views" (p. 265). They offer three different foundations for legitimate authority: acceptance of the social structure, cultural norms, and designation by a legitimizing actor. This is the actual authority (or power) that a person possesses within a formal organization with a set hierarchical structure. Hiring and firing employees, finishing performance reviews, establishing behavioral expectations, and assigning duties are a few instances of using legitimate authority in the workplace.

Reward authority is the second formal authority that can be identified. It is the complete opposite of coercive power. Having a highly motivated workforce is made possible by managers' major source of authority, the capacity to grant or withhold rewards depending on performance (Jones & George, 2015). With the knowledge that positive workplace settings lead to higher employee effort, this is the concept of introducing a positive component to produce a positive environment or eliminating a negative factor to generate a positive environment (Robbins & Judge, 2015). For instance, one reason a supervisor uses reward authority is to encourage a worker to imitate a specific action or yield a

comparable result. The goal is to develop a supportive environment at work that inspires employees.

Coercive authority is the last of the authority dynamics identified by French and Raven (1959) as belonging to formal authority. The power to punish others or get rid of something good already present is known as coercive authority. A teacher may use coercive control in the classroom for a variety of reasons. For instance, a teacher might attempt to persuade students to quit engaging in a particular negative conduct, such performing below expectations or displaying persistent absenteeism, by using coercive authority.

According to French and Raven's (1959) typology of relational power, people, including instructors, can influence others by speaking from one of five relational authority bases. Students' perceptions that the teacher can bestow benefits or rewards on them are the source of reward authority. In the classroom, reward authority can take the form of material rewards like bonus points or extra credit, psychological rewards like getting the teacher's approval, and relational rewards like earning praise from the teacher in front of the class. Students who are aware of the teacher's potential for punishment—in the form of grade penalties, public criticism or reprimands, or loss of the teacher's favor—are said to have coercive authority. Legitimate authority is associated with the teacher's job as an authority figure.

LegitimateAuthority

According to Weber (1978), legitimate authority is that which is used in a way that is deemed just and acceptable by the people it is exercised over. As a

result, if a community or group of people approves of the exercise of authority in a specific way, then such authority is legitimate.

The teacher is at a higher level or profile because of their authorized authority. This is because it is vital to monitor the instructor because the kids perceive him or her to be the adult in command of the classroom. The teacher's legitimate authority is mostly derived from his or her professional aggressiveness, curriculum, and teaching relationships. Legitimate authority need not need strict, formal instruction requiring whispered respect (Shrigley, 1986). With legitimate authority, students comply because the teacher asserts his or her authority to teach without interference.

A legitimate authority is one that has a right to the respect and adherence of others to its judgments and norms. As a result, people feel compelled to voluntarily obey laws that are enacted and upheld by governing bodies. When society turns to accept the use of a particular authority in a specific manner, that authority becomes legitimate (Weber & Bandix, 1997). Traditional authority, logical legal authority, and charismatic authority are the three categories into which Weber divides lawful authority.

(Weber, 1978) defined traditional authority as power that is based on a society's long-standing ideas and customs. Due to the conventions and traditions of that community, authority is given to a specific person in this situation. In the school setting, traditional authority as examined by Weber is seen when leaders of the school appoint students to take on some positions in the school. Teachers can also be appointed by school heads to take on positions because of their influence

on the students and these are backed by the school's rules and regulations. It should be noted that legitimate authority of the teacher carries some amount of validity implying the right to demand from others thus students.

According to Weber, charismatic authority is the type of power that is justified by remarkable personal qualities that elicit respect and obedience. From my observation as a teacher, I realized that student who study Christian religious studies mostly see their teachers as ones who exhibit charismatic authority since their content are related to religious activities.

Rational-legal authority according to weber is that which is known as bureaucratic authority. With this authority is legitimized by legally enacted rules and regulations. Persons who administer those rules are elected by legal procedures (Weber & Bandix, 1997). Superiors are also subject to the rules that limit their authority. In the Ghanaian senior high school setting, legal authority is that which is given by the Ghana Education Service (GES), and it has its laid down principles for both the teacher and the learner.

Legitimate authority is very crucial aspect of all authority styles. Without legitimacy, authority will be exerted through coercion. Legitimate authority orders both the teacher and the learner to exert voluntary or quasi voluntary compliance for a smooth teaching and learning atmosphere. Teachers are in a position of power. Each teacher has a role in managing the students in their class because of the governance of a school. The legitimate authority of the teacher also places the teacher in the role of parental authority thereby making the teacher the sanctioned authority in the classroom as well as the educator.

Legitimate authority comes with its own setbacks. Legitimate authority in some cases does not promote loyalty and respect in that some people abuse their power in negative ways. Therefore, so many people have developed an innate sense of hostility against authorities. If caution is not exercised, the teachers' efforts to demonstrate integrity and discipline may be viewed with contempt, making cooperation challenging. Also, legitimate authority could easily be abused. Teachers in most cases who have legitimate authority turn to intimidate their student with their authority which does not promote a good learning environment for the learner.

No matter who plays them, certain roles include authority. Certain legislative authority is included in the teacher job. The teacher has the authority and responsibility to determine what happens in the classroom. For instance, the teacher can recommend a kid who is having disciplinary problems to the school's principal or consultant. However, there was a point in time when a teacher's legal authority was so strong that it served as the only source of power. But that is not the situation today. In fact, a method that demands complete compliance is no longer respectable or worthwhile in today's educational system. In this regard, Santrag recognized in 2006 that previously the classroom was thought of as a well-oiled machine, but currently the best description of the classroom is participation and active behavior of students resulting in better learning among them.

Referent Authority

Referent or appealing authority could be used to describe a teacher who bases his or her authority on their personality, their ability to connect with students, or the fact that they have interests in common with them. It is possible to establish referent authority by getting to know and caring about students. In a sense, a teacher might use their redraws as an opportunity to affect students' conduct when they make deposits into what Covey (1995) refers to as the "emotional bank account."

Referent authority can also result from a teacher's personality being viewed favorably, amusingly, or charmingly by the students. It is normal, and our media-driven culture actively promotes it. One would infer that the teacher, to varied degrees, can profit from these traits that might be referred to as personality capital (Covey, 1995).

Referent authority can be used in a healthy and productive way in a classroom to affect both student conduct and learning. Being effective while having some of it is also challenging. When students like and respect their teachers, they put in more effort (Murray & Pianta, 2007). However, trying to win over students and having the desire to be liked influences one's teaching decisions can be problematic (Murray & Pianta, 2007). An implicit agreement that states, "I will be nice to you if you are nice to me," may be confused with relationship-building if it is done by a teacher.

Reference authority implies the influence of the teacher in students' heart through showing respect and affection toward them. Within a class where proper

emotional relation can be observed between the teacher and students, students meet appropriately their own needs such as need to power, activity and having entertainment and the teacher can accomplish his educational objectives. Reversely the teachers having negative emotions toward students cannot attain students' respect.

Referent or attractive authority has more to do with the measure of how much a student likes and respects a teacher. This form of teacher authority can be developed through being fair and concerned about students. Not only does the teacher need expertise but the teacher must also show warmth and care for the student. Examples of relationship building include giving beneficial feedback, talking to the students about matters outside of the classroom setting and even having high expectations from students. The combination of subject knowledge and care could contribute to academic success. (3) is of the opinion that love, and respect are not exclusive concepts but are connected and the combination of the two concepts in the classroom is very important for developing authority hence the teacher needs to show his or her students that he cares and that he wants them to succeed.

Reward Authority

A reward is the ability to promote approval, privileges, or some other forms of compensations. Referent authority relates to the theory of operant conditioning by B.F Skinner, a process by which humans learn to behave in such a way as to obtain rewards and avoid punishment (Darrin, 2004). With this reward could be given to students when they demonstrate appropriate behavior. example,

when a student completes an assignment, maybe the teacher gives them a star. Also, when students are quiet and studying at a period where there was no teacher in class, perhaps they get to go for breaks early.

Reward authority and referent authority could be thought of as closely related. This is because rewards could be used to also develop relationships. This is due to the desire of many people to reciprocate kindness. Most teachers have many kinds of rewards at their disposal; however, it is very important to know that if students do not value rewards, then the teacher cannot use them as a form of authority. To make my claim in one sentence, rewards are a form of authority that teachers can use to maintain their leadership and authority.

Teachers can reward their students in many forms (Intrinsic reward and Extrinsic rewards). Intrinsic rewards are defined as the undertaking of an activity, without external incentive and personal satisfaction derived through self- initiated achievement and extrinsic rewards refers to those rewards driven by external activities such as money, praise among others (Scott, 2017). Those rewards are usually employed to influence students' behaviors positively. Rewards by teachers can include grades, recognition, prizes, praise, privileges, and anything that students might desire when given to them externally by their teachers. Again, the notion of rewarding students can be potentially effective, but the effects differ vastly from different kinds of reward. There is the need for the Christian Religious Studies facilitator to maintain a social frame relationship between student success and the corresponding teacher reward. This implicit relationship is important to ensure that the religious studies student feels valued and competent.

It is also important for the CRS teacher to help foster intrinsic source of motivation within his or her students rather than developing an expectation that the only way student will understand success is from extrinsic rewards. In its most healthy forms, reward authority is experienced as a deed affirmation and willingness on the part of the teacher to recognize students' efforts.

With Reward authority, People in authority and leadership condition can give reward and advantages to the group members. This ability is a kind of authority and is named as reward authority. Teachers can use some effective rewards such as special responsibility, privilege, attention and encouragement. Everyone enjoys receiving rewards and whoever can give rewards is potent. But reward authority has certain limitations. One of these limitations is that sometime the group determines what should be as reward, for example using grade for a class member that most of students are not seeking high grade cannot be considered as a reward. In such a situation if the teachers rely solely on grade for exerting its potency, it soon loses its authority (Mesrabadi, Badri, & Vahedi, 2010).

Punishment Authority

People with authority and leadership potency can exert punishment. Traditionally we know the teacher authority as the punishment authority. In educational literature the 'bastinado' which has to do with the kind of punishment that involves canning the soles of a learner's feet, is reminder of this type of teacher authority (Mesrabadi, Badri, & Vahedi, 2010). The punishment varies between elimination of attention, exerting mental harm, written reprimand,

expelling from the classroom and sometime deprivation from school. One should consider that continues use of punishment results in elevation of students' sensitivity threshold to it. If the punishment turns into a common and public tool, indeed its main harm would direct to teacher and school principals. As a student receives more punishment, its impact on the performance becomes lesser. Similarly, as the teacher uses punishment methods more, mental flux exerted on students make the distance between them greater and negative and unified pressure of classroom decreases teacher's authority through condemning it. But this does not mean the elimination of the punishment, but it is for considering more effective methods of exerting punishment. In fact, reward, and punishment as it is theorized by educational theories can be a tool for students' guidance and can be exercised in such manner that result in growth of students 'awareness for repercussions of their behavior (Bayani, 1999).

Teachers' punishment authority is based on student perceptions that he/she will be punished by the teacher if he/she fails to conform to the teacher's influence attempt. Punishment authority of the teacher reflects students' awareness that the teacher can potentially punish students through negative outcomes such as grade penalties, being criticized or disciplined before classmates, or losing favor with the teacher.

Punishment or cohesive authority is often referred to as compulsion power; it is the authority people use to influence others due to their strong position. This form of authority involves the use of sanctions or even punishment to persuade someone to do something. The implications of the application of

authority are usually in the form of pressure, fear, lack of confidence and stress from subordinates (Podsakoff and Schrieshiem, 1985; Burke and Wilcox, 2001). Sulistiyani (2008) stated that the use of coercive authority by teachers could lead to manipulative obedience. Resistance and avoidance (such as not being open and being inclined to pretend) can also occur because of the use of coercive authority. To reduce these outcomes, the application of punishment must be done with wise consideration. It is conducted by using the element of education. The studies conducted by Burke and Wilcox (2001) revealed that coercive authority has a negative influence on the performance and satisfaction of employees in an organization. The study conducted by Zameni et al. (2012) also reported that coercive authority might reduce productivity and satisfaction in a learning environment. On the other hand, Nadee et al. (2012) stated that there is a positive relationship between coercive authority and the legitimacy of authority. However, the authors stated that there is no significant relationship between punishment authority and reward. The study conducted by Richmond et al. (1986) revealed that coercive authority and legitimacy of authority exhibited a negative relationship towards job satisfaction, while reward exhibited an insignificant relationship towards job satisfaction. Based on the findings documented in these studies, it can be inferred that the coercive power used in a learning environment does not result in productivity among learners in a learning environment.

Expert authority

Expert power stems from 'the student perceiving the teacher to be competent and knowledgeable in specific areas. Most information taught in a

classroom is presented from a base of expert power. The ideas are not "proven" in an objective sense. They are presented with the expectation it will be accepted by students. To the extent the student sees their teacher as competent and knowledgeable, this expectation will be correct. French and Raven (1968) stressed that the main impact of expert power is, change individual's cognitions. Any change in behavior is a secondary result of that influence. Expert power is based on the student's willingness to comply because the teacher is perceived as competent and knowledgeable in specific areas. If someone is known by the group as skillful or an expert, that person's knowledge is pondered as higher regarding certain subject and as such the group grants it certain authority; such authority is known as specialty or expects authority. The meaning by the specialty authority is high level of knowledge and skill of the teacher as well as his or her ability to offer and transfer this information and skill to learners. Therefore, in a classroom with a teacher that is potent in terms of proficiency on lesson matter and explanation and transfer of materials, the students attempt to use to the greatest extent and emphasize on the learning process (Mesrabadi, Badri, & Vahedi, 2010).

The Christian Religious Studies teachers' expert authority is driven by the students' desire to know. Some of this authority comes from a natural human deference for those who are perceived as wise or possess what could be called intellectual capital. The CRS teachers use of expert authority to lead can be effective. It can translate into respect if the teacher is not arrogant or entirely imperceptive of the needs of his or her students. Humor can be a great asset for

the teacher who chooses to integrate it. The expert authority of the teacher comprises four components and these are the teacher's knowledge of teaching content; knowledge of teaching practice and human development; classroom organizational skills and management and personal leadership qualities.

In the 1980s, this power typology provided theoretical grounding for a program of research known as the ''Power in the Classroom' studies, which led to several important conclusions about teacher authority and compliance-gaining behaviors. For example, referent, expert, and reward authority are viewed as prosocial forms of authority and are generally positively associated with cognitive learning, affective learning, and student motivation, while legitimate and coercive authority are viewed by students as antisocial forms of authority and are negatively associated with these same learning outcomes (Kearney et al., 1985; McCroskey & Richmond, 1983; McCroskey et al.,1985; Plax, Kearney, McCroskey, & Richmond, 1986; Richmond, 1990; Richmond & McCroskey, 1984).

In more recent research, Turman and Schrodt (2006) reported that prosocial forms of authority are positively associated with perceived teacher confirmation behaviors, including responding to students' questions, demonstrating an interest in students, and using a variety of teaching methods to further student learning. Both prosocial and antisocial forms of authority are associated with students' perceptions of classroom justice (Paulsel et al., 2005), though prosocial forms of authority are more closely associated with perceptions of instructor credibility than antisocial forms (Teven & Herring, 2005). In fact, all

five types of authority are associated with student affect and instructor evaluations, though when combined, Schrodt et al. (2007) found that expert, referent, and coercive forms of authority emerged as the only significant predictors of evaluations. Not only do instructors enact a variety of communication behaviors as they draw upon these five authority bases (Kearney et al., 1985; McCroskey & Richmond, 1983; Plax et al., 1986; Richmond, 1990; Richmond & McCroskey, 1984; Roach, 1995, 1999; Schrodt et al., 2007), but students also draw upon and communicate from these five types of authority as they attempt to influence their instructors. For example, Golish (1999) found that students perceived themselves as having prosocial forms of authority that is, expert, referent, and reward) with their graduate teaching assistants. In a similar vein, Golish and Olson (2000) discovered that students often use influence strategies that are less direct and less face threatening, and that an instructor's use of prosocial and antisocial forms of authority tends to be reciprocated by students in form, for example, coercive behaviors are met with coercive responses.

As noted earlier, students' overall sense of authority is positively associated with their perceptions of their teachers' authority (Golish & Olson, 2000), and thus, it stands to reason that an instructor's use of prosocial and antisocial forms of authority should be associated with learner empowerment. The CRS teacher's use of expect power influences the teaching and learning of CRS positively.

CONCEPTUAL REVIEW

Teachers' knowledge of teaching content.

Knowledge of teaching content is a component of expect authority. Content knowledge includes knowledge of the subject and its organizational structures (Grossman, Wilson, & Shulman, 1989; Wilson, Shulman, & Richet, 1987). Drawing on Schwab (1961/1978), Shulman (1986) argued that knowing a subject for teaching requires more than knowing its facts and concepts. The teachers must also understand the organizing principles and structures and the rules for establishing what is legitimate to do and say in a field. The teacher needs not only understand that something is so, but the teacher must also further understand why it is so, on what grounds its warranty can be asserted, and under what circumstances our belief in its justification can be weakened or denied. Moreover, the teacher is expected to understand why a particular topic is particularly central to a discipline whereas another may be somewhat peripheral.

Shulman (1986) talked about curricular knowledge. According to Shulman, curricular knowledge is represented by the full range of programs designed for the teaching of subjects and topics at a given level, the variety of instructional materials available in relation to those programs, and the set of characteristics that serve as both the indications and contraindications for the use of curriculum or program materials in particular circumstances. In addition, Shulman pointed to two other dimensions of curricular knowledge that are important for teaching, aspects that he labeled lateral curriculum knowledge and vertical curriculum knowledge. Lateral knowledge relates knowledge of the

curriculum being taught to the curriculum that students are learning in other classes (in other subject areas).Vertical knowledge includes "familiarity with the topics and issues that have been and will be taught in the same subject area during the preceding and later years in school, and the materials that embody them" (Shulman,1986, p. 10).Lee Shulman (1986) and his colleagues proposed a special domain of teacher knowledge that they termed pedagogical content knowledge. What provoked broad interest was the suggestion that there is content knowledge unique to teaching, a kind of subject matter specific professional knowledge.

Although the term pedagogical content knowledge is widely used, its potential has been only thinly developed. Many seem to assume that its nature and content are obvious. Yet what is meant by pedagogical content knowledge is underspecified. The term lacks characterization and empirical foundation, limiting its usefulness. Throughout the past years, for example, researchers have used pedagogical content knowledge to refer to a wide range of aspects of subject matter knowledge and the teaching of subject matter and, indeed, have used it differently across and even within subject areas. Besides differences in the breadth of what the term includes, there have been significant differences in how the term is used to relate content knowledge to the practice of teaching. Frequent, for example, are broad claims about what teachers need to know. Such statements are often more normative than empirical. Only a few studies have tested whether there are, indeed, distinct bodies of identifiable content knowledge that matter for teaching.

A central contribution of Shulman and his colleagues was to reframe the study of teacher knowledge in ways that attend to the role of content in teaching. This was a radical departure from the research of the day, which focused almost exclusively on general aspects of teaching. Subject matter was little more than context. Although earlier studies were conducted in classrooms where mathematics, reading, or other subjects were taught, attention to the subject itself and to the role it played in teaching or teacher thinking was less prominent. In fact, little attention was devoted to examining content and its role in instruction that Shulman dubbed this the "missing paradigm" in research on teaching and teacher knowledge (1986). Shulman and his colleagues represented content understanding as a special kind of technical knowledge key to the profession of teaching. In the late 1980s, they conducted case studies of beginning high school teachers as part of their research in the Knowledge Growth in Teaching project. Participants were recent graduates with strong subject matter preparation in mathematics, science, English literature, and history. By examining these novices in the process of learning to teach, the group investigated how strong subject matter preparation translated into the knowledge needed for teaching that subject. Deliberately working across subjects provided a comparative basis for examining more general characteristics of the knowledge that the teachers used in their practice. A closely related purpose was drawn from these categories of teacher knowledge to inform the development of a National Board system for the certification of teachers that would "focus upon the teacher's ability to reason about teaching and to teach specific topics, and to base his or her actions on

premises that can bear the scrutiny of the professional community" (Shulman, 1987, p. 20).

Christian Religious Studies teachers pedagogical knowledge, that is, teachers' knowledge of how to teach the content, is critical for effective teaching. Pedagogical content knowledge of CRS influences the connections teachers make between aspects of the CRS knowledge. It also influences the interactions between the teacher and students as well as the teacher's professional reflections in action within the classroom. In short, sound content and pedagogical content knowledge provides the resources for an on-the-spot synthesis of actions, thinking, theories, and principles within classroom episodes (Ball and Bass 2000).

Knowledge of teaching practice

The teaching and learning of Christian Religious Studies, and the ways in which ineffective teaching impacts on students' learning, has long been the topic of discussion around many and national policy table in Ghana. Given that Christian Religious Studies plays a central role in shaping how individuals deal with various spheres of private, social, moral and even civil life, CRS student outcomes have traditionally been a key rallying point for administrators and policy makers.

Effective teaching is not necessarily a consequence of new policy. Lying at the heart of effective teaching are the knowledge and skill that an individual teacher brings to the cognitive demands of teaching. What teachers do in classrooms is very much dependent on what they know and believe about the subject they teach and on what they understand about the teaching and learning of

their subjects (Anthony & Walshaw 2007). Successful teachers are those with both the intention and the effect to assist students to make sense of their given topics (Jaworski 2004). A teacher with merely the intention of developing student understanding will not necessarily produce the desired effect. What is clear, however, is that repertoires of sound content knowledge and pedagogical knowledge will provide the means to realize the good intention. A core infrastructural element of Christian Religious Studies teaching, then, is teacher knowledge. Sound content knowledge is a prerequisite for accessing students' conceptual understandings and for deciding where those understandings might be heading. It plays a critical role in extending and challenging students' conceptual ideas. Sound subject knowledge enables teachers to mediate between the CRS subject, the concepts, the talk, and the actions surrounding teaching/learning encounters. Teachers with limited subject knowledge about the CRS subject have been shown to focus on a narrow conceptual field rather than on forging wider connections between the facts, concepts, structures, and themes of Christian Religious Studies.

Teachers' conceptual understanding and knowledge is critically important at any level. It follows that when prospective teachers demonstrate limited or confused understanding of the subject knowledge relevant to the lesson, unless rectified; their future students will struggle to make sense of the relevant concepts. Teachers who are unclear in their own minds about ideas may struggle to teach those ideas and may resort to examples that prevent, rather than help, student development. Teachers' limited knowledge may lead them to

misunderstand their students' solutions and may lead them to give feedback that is inappropriate or unhelpful. In short, teachers' fragile subject knowledge often puts boundaries around the ways in which they might develop students' understandings. On the other hand, teachers with sound knowledge in the CRS subject make good sense of ideas. They develop the flexibility for spotting opportunities that they can use for moving students' understandings forward. When teachers use their knowledge to enhance student learning, they are engaging in effective teaching practice. Not only are they advancing students' understandings, but they are also, ultimately, adding value to the wider community of individuals.

Knowledge of human development

Human Development is defined as the process of enlarging people's freedom and opportunities improving their wellbeing. Human development is about the real freedom people must decide who to be, what to do and how to live. The teacher's knowledge of human development as a component of expert authority basically deals with the development of the learners' core values. With value development of the learner, I take into consideration the theory of basic human value development by Shalom H Schwartz.

Values have been a central concept in the social sciences since their commencement. Values are abstractly defined as individual goals that serve as guiding principles in people's lives (Schwartz, 1992). For both Durkheim (1893, 1897) and Weber (1905), values were crucial for explaining social and personal organization and change. Values have played an important role not only in

sociology, but in psychology, anthropology, and related disciplines as well. Values are used to characterize societies and individuals, to trace change over time, and to explain the motivational bases of attitudes and behavior. Despite or, perhaps, because of the widespread use of values, many different conceptions of this construct have emerged (Boudon, 2001; Inglehart, 1997; Kohn, 1969; Parsons, 1951; Rokeach 1973). Application of the values construct in the social sciences has suffered, however, from the absence of an agreed-upon conception of basic values, of the content and structure of relations among these values, and of reliable empirical methods to measure them (Hitlin & Piliavin, 2004; Rohan, 2000). Schwartz (1992, 2005a) developed the theory of human value development. The theory concerns the basic values that people in all cultures recognize. It identifies ten motivationally distinct value orientations and specifies the dynamics of conflict and congruence among these values. Some values contradict one another (benevolence and power) whereas others are compatible (conformity and security). The "structure" of values refers to these relations of conflict and congruence among values, not to their relative importance. If value structures are similar across culturally diverse groups, this would suggest that there is a universal organization of human motivations. Of course, even if the types of human motivation that values express and the structure of relations among them are universal, individuals and groups differ substantially in the relative importance they attribute to their values. That is, individuals and groups have different values ‘priorities’ or ‘hierarchies.

The ten components of human values development as propounded by Schwartz are stated and explained below.

First is Self-Direction. The defining goal under this component is independent thought and action; choosing, creating, exploring. Self-direction derives from organismic needs for control and mastery (Bandura, 1977; Deci, 1975) and interactional requirements of autonomy and independence (Kluckhohn, 1951; Kohn & Schooler, 1983; Morris, 1956). Creativity, freedom, choosing one's own goals, curiosity, independence, self-respect, intelligence, privacy are all its characteristics. The CRS teacher exhibiting his authority with the aim of developing the values of his students, must inculcate these characteristics into his student. His teaching focus should be geared towards having these characteristics seen in his student there by helping in developing their human values.

Second is Stimulation. Its defining goal is excitement, novelty, and challenge in life. Stimulation values derive from the organismic need for variety and stimulation to maintain an optimal, positive, rather than threatening, level of activation (Berlyne, 1960). This need probably relates to the needs underlying self-direction values (Deci, 1975). Living a varied life, an exciting life, daring are its features therefore the CRS teacher in developing values in his learners must seek to direct his teaching towards encouraging his students to live and accept diverse ways of doing things and not being stacked at one thing.

In addition is Hedonism. The defining goal under this is pleasure or sensuous gratification for oneself. Hedonism values derive from organismic needs and the pleasure associated with satisfying them. Theorists from many disciplines

(Freud, 1933; Morris, 1956; Williams, 1968) mention hedonism. Pleasure, enjoying life, self-indulgence are its features, but it should be noted that happiness is not a feature under this component.

Next is Achievement value. Its defining goal is personal success through demonstrating competence according to social standards. Competent performance that generates resources is necessary for individuals to survive and for groups and institutions to reach their objectives. Achievement values appear in many sources (Maslow, 1965; Rokeach, 1973). As defined here, achievement values emphasize demonstrating competence in terms of prevailing cultural standards, thereby obtaining social approval. Being ambitious, successful, capable, influential, intelligent, self-respect, social recognition are some features of achievement values. Achievement values differ from McClelland's (1961) achievement motivation. Achievement motivation concerns meeting internal standards of excellence and it is expressed in self-direction values.

The fifth component is Power, and its defining goals are social status and prestige, control or dominance over people and resources. The functioning of social institutions apparently requires some degree of status differentiation (Parsons, 1951). A dominance/submission dimension emerges in most empirical analyses of interpersonal relations both within and across cultures (Lonner, 1980). To justify this fact of social life and to motivate group members to accept it, groups must treat power as a value. Power values may also be transformations of individual needs for dominance and control (Korman, 1974). Value analysts have mentioned power values as well (Allport, 1961). Having authority, wealth, social

power, preserving my public image, social recognition are some of its features. The CRS teacher should seek to encourage his students to take up leadership roles so as to help develop their vales. According to Schwartz, both power and achievement values focus on social esteem. However, achievement values for example, being ambitious emphasize the active demonstration of successful performance in concrete interaction, whereas power values for example authority, wealth emphasize the attainment or preservation of a dominant position within the more general social system.

The sixth component of value by Schwartz is Security. Its defining goals are safety, harmony, and stability of society, of relationships and of self. Security values derive from basic individual and group requirements (Kluckhohn, 1951; Maslow, 1965; Williams, 1968). There are two subtypes of security values. Some serve primarily individual interests and others wider group interests, for example national security. Even the latter, however, express, to a significant degree, the goal of security for self (or those with whom one identifies). The two subtypes can therefore be unified into a more encompassing value. Social order, family security, national security, cleanliness, reciprocation of favors, health, moderation, sense of belonging are all its characteristics.

In addition is Conformity with its defining goals as restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. Conformity values derive from the requirement that individuals inhibit inclinations that might disrupt and undermine smooth interaction and group functioning. Virtually all value analyses mention

conformity (Freud, 1930; Kohn & Schooler, 1983; Morris, 1956; Parsons, 1951). Conformity values emphasize self-restraint in everyday interaction, usually with close others. Obedience, self-discipline, politeness, honoring parents and elders, loyal, responsible are associated with conformity values and these are also objectives the CRS program wish to inculcate into students therefore with the teacher's knowledge of value development, these objectives would be fulfilled.

Moreover, Tradition is another component of Schwartz's value of human development. Its defining goals include respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides. Groups everywhere develop practices, symbols, ideas, and beliefs that represent their shared experience and fate. These become sanctioned as valued group customs and traditions (Sumner, 1906). They symbolize the group's solidarity, express its unique worth, and contribute to its survival (Durkheim, 1912/1954; Parsons, 1951). They often take the form of religious rites, beliefs, and norms of behavior. Respect for tradition, humility, devotion, accepting my portion in life, moderate, spiritual life are all its features.

Tradition and conformity values are especially close motivationally; they share the goal of subordinating the self in favor of socially imposed expectations. They differ primarily in the objects to which one subordinates the self. Conformity entails subordination to persons with whom one is in frequent interaction, for example, parents, teachers, and bosses. Tradition entails subordination to more abstract objects, for example, religious and cultural customs and ideas. As a corollary, conformity values exhort responsiveness to

current, possibly changing expectations. Traditional values demand responsiveness to immutable expectations from the past.

Benevolence is another component of Schwartz human value development. Its defining goal is preserving and enhancing the welfare of those with whom one is in frequent personal contact (the in-group). Benevolence values are derived from the basic requirement for smooth group functioning (Kluckhohn, 1951; Williams, 1968) and from the organismic need for affiliation (Korman, 1974; Maslow, 1965). Most critical are relations within the family and other primary groups. Benevolence values emphasize voluntary concern for others‟ welfare. Being helpful, honest, forgiving, responsible, loyal, true friendship, mature love, sense of belonging, meaning in life, a spiritual life are some of its features. Both benevolence and conformance ideals foster supportive and constructive interpersonal relationships. However, internalized motivating bases for such behavior are provided by kindness principles. Contrarily, conformity ideals encourage cooperation to prevent bad things from happening to oneself. The same beneficial action may be motivated by both values, either individually or jointly.

The tenth component is Universalism. Understanding, admiration, tolerance, and protection for the welfare of all people and the environment are its defining objectives. This contrasts with compassion values' in-group orientation. The values of universalism originate from people's and groups' need for survival. However, unless people interact with people outside of their extended primary group and until they become aware of the limited availability of natural resources,

they do not understand these demands. The failure to accept and treat those who are different will lead to conflict that is potentially fatal, people may realize at that point. They may also understand that if the natural environment is not protected, the resources that support life will be destroyed. Concern for the wellbeing of people in greater society and two other categories of concern are combined in universalism.

Human value development is very important as it helps students to become more responsible and more sensible in dealing with issues. It helps students to understand perspectives of life in a better way and to lead a successful life as responsible citizens. In addition, it helps students to develop strong relationships with family and friends. The CRS teacher as an authority holder over his students, taking into consideration all these significances of human value development should endeavor to direct his teaching towards these components to aid the development of values in his students.

Albert Bandura (1977) concurs with the behaviorist learning theories of classical conditioning and operant conditioning in terms of social learning theory. He does, however, add two crucial concepts: Mediating processes take place between inputs and reactions. Observational learning is the process through which behavior is acquired from the environment.

According to Bandura, Children see how those around them interact and behave. This was demonstrated by the well-known Bobo doll experiment (Bandura, 1961). Models are people who have been observed. Children are surrounded by a variety of powerful role models in society, including their

parents, other family members, characters on kid-friendly television, peers in their peer group, and teachers at school. These models offer illustrations of conduct that can be seen and imitated, including pro- and anti-social, masculine and feminine behaviors, among others. Some of these persons (models) catch the attention of kids, who then imitate their conduct. They might imitate the behavior they have seen in the future. They may carry out this activity regardless of whether it is "gender acceptable" or not, but there are several mechanisms that make it so.

Second, the youngster will imitate conduct and receive reinforcement or punishment from those around them. If a youngster imitates a model's behavior and the results are positive, the child is likely to carry out the behavior in the future. When a parent compliments a young kid for comforting her stuffed animal, it reinforces the action for the child and increases the likelihood that she will repeat it in the future. Her behavior has been strengthened via reinforcement. External or internal, positive or negative reinforcement are also possible. An internal reinforcement is felt when a youngster is accepted by themselves, as opposed to an external reinforcement that comes from parents or peers.

Third, when considering whether to mimic someone's actions, the youngster will also think about what occurs to other individuals. A person learns through observing the results of another person's action, or by watching them as they act. For instance, a younger sister who sees her older sister getting rewarded for a certain behavior is more likely to act in the same way herself. Vicarious reinforcement is what is meant by this. This relates to an attachment to particular

models who exhibit traits deemed to be rewarding. Children will identify with a variety of role models. These might be neighbors, parents, or elder siblings, or they might be fictional characters or people from the media. The reason someone might want to identify with a certain model is because they possess a quality they would like to have.

The term "identification" as used by the Social Learning Theory is a rip-off of the Oedipus complex-related Freudian term. They both, for instance, involve internalizing or taking on another person's behavior. But with the Oedipus complex, a child can only identify with a parent of the same sex, whereas with the Social Learning Theory, a person (child or adult) has the capacity to identify with anyone. Identification differs from imitation in that it could entail adopting several behaviors as opposed to a single behavior, which is what imitation typically entails.

The "bridge" between the cognitive approach and behaviorism, the classical learning theory, is frequently referred to as social learning theory. This is due to the fact that it emphasizes the role that mental (cognitive) variables have in learning. Contrary to Skinner, Bandura (1977) thinks that people actively digest information and consider the connection between their actions and the results. Observational learning is dependent on cognitive processes, which cannot happen without them. These mental variables influence whether a new response is learned during the learning process. Therefore, people don't just copy a model's behavior without thinking about it. Prior to imitation, there is a cognitive process known as

a mediational process. Between watching the behavior (stimulus) and whether one imitates it, this occurs (response).

Bandura suggests the following four methods for mediation:

Attention comes first: How much we are exposed to or are aware of the behavior. It must catch our attention for a behavior to be replicated. On a daily basis, we notice a lot of behaviors, most of which are unremarkable. Thus, whether a conduct motivates others to imitate it is really crucial to pay attention to.

Retention is the second factor, and it measures how well the behavior is recalled. The conduct might be observed but not necessarily recalled, which obviously prevents replication. For the observer to repeat the activity again, it is crucial that a memory of the behavior be developed. This technique is especially important in situations where social learning takes a while to develop.

The social learning method recognizes the importance of mental processes in determining whether or not an action should be copied. As a result, by acknowledging the significance of meditational processes, the Social Learning Theory offers a more thorough explanation of how humans learn. It can, however, only partially account for how we generate a wide range of behavior, including ideas and feelings. It can explain some quite sophisticated behavior. We have a great deal of cognitive control over our conduct, so just because we have had violent experiences in the past does not mean that we must repeat them. Due to this, Bandura revised his theory and changed the name of his Social Learning Theory (SLT) to Social Cognitive Theory (SCT) in 1986.

Erikson also created eight developmental stages, each of which is represented by a general age range. However, due to culture, social change, and distinct stages of growth, there is debate about age ranges. According to Erikson, there are psychological crises in each stage, as well as trust versus mistrust and autonomy versus dependence. Intimacy versus Isolation, initiative versus guilt, industry versus inferiority, identity versus role confusion, generativity versus stagnation, integrity versus despondency, and the individual is challenged to complete a psychological task.

The early years of life are when Erikson describes the first stage as trust versus mistrust (birth to 18 months). The infant's psychological task is to seek some amount of trust from their primary caregiver(s) and to rely on them to give them security (Psikolojisi, 2007). According to Suedfeld et al. (2005), a beneficial outcome would be for the newborn to develop a sense of security and a positive outlook on life, which is seen as a healthy attachment. This stage also lays the groundwork for a strong personality. In contrast, if these ties aren't formed, the infant becomes distrustful, isolated, withdraws, and has a pessimistic outlook on life.

The third stage, initiative verses guilt, takes place in the first three to five years of life. According to Suedfeld et al. (2005), a kid must begin goals and communicate needs to others to succeed throughout this time. This could create competitive impulses and leadership qualities. According to Psikolojisi (2007), during this period, toddlers look for people who represent different professions, such as police officers, firefighters, and presidents, so they can identify with them

and emulate them without feeling rejected. The relationship between the child and the same-sex parent becomes stronger throughout this time. Additionally, this connection forges a solid, long-lasting bond with the family, which in turn fosters the growth of a socially connected person. However, failure to succeed would result in negative self-esteem and emotions of dependency.

Industry versus inferiority, Erickson's fourth stage, takes place in middle childhood (6-12 years). According to Suedfeld et al. (2005), a successful outcome is when a youngster is able to show that they have mastered several skills and tasks. At this time, success in school and sports is desired. Feelings of incompetence and lack of confidence result from a poor outcome. Erikson advocated for exposing kids to both leaders and followers so they can learn about social norms and peer expectations. Children can also showcase their unique talents to set themselves apart from their social group. The ecological relationship between the individual and the environment appears to be the focus of this stage. The immediate family, extended family, community, and society all support competition and competency.

Identity versus role uncertainty, which happens during adolescence (12–18 years), is the fifth stage. Adolescents aim to stand out from the crowd and create identities that are both acceptable to themselves and, ideally, to society and/or their social group. If this goal is not accomplished, the teenager develops a fractured sense of who they are and has little hope of being accepted by others (Suedfeld et al, 2005). According to Eriksonian theory, identity development

involves the time required for independent self-discovery. Latency and autonomy present a cross-cultural universality difficulty in this concept.

In addition, scholars contend that Erikson's paradigm ignored ethnic identification, a role in establishing identity and perhaps personality. Culture and ethnicity are linked throughout this delicate developmental stage (Thom & Coetzee, 2004). This stage reflects adolescents' developing concerns about who they are and how they fit into their families, communities, and society.

Young adulthood (18-35 years) is included in the sixth stage, which contrasts intimacy with solitude. As they look for close relationships, adults must manage their own identities. In general, they look for traits in others that are similar to their own to build strong, long-lasting connections.

Erikson's seventh stage, generativity versus stagnation (self-absorption), takes place between the ages of 35 and 55 or 65 and is known as middle adulthood. According to Suedfeld et al. (2005), this stage ends successfully when the person takes part in activities that foster morality and goodwill for the benefit of society and the following generation. An undesirable outcome occurs when an individual becomes self-centered and loses social contact. When this psychological activity is not completed, a person isolates themselves and develops a limited perspective of view.

Integrity versus despair, which occurs in late adulthood (55–65 years of age through death), is the eighth Eriksonian stage. The psychological work in this stage expands on the previous stage's goals of enhancing the next generation and developing into an important and influential member and leader of one's family

and community. To live a meaningful life, people look back on the decisions they've made throughout their lives. According to Suedfeld et al. (2005), the person is prepared to transition without regret, has built lasting ties through many generations, and is accepting of his or her decisions over a lifetime. Failure to succeed at this point results in a lifetime of regret about choices made unrealized goals, and a lack of benevolence toward society.

Classroom organizational skills and management.

The measures teachers do to provide a supportive atmosphere for the academic and social emotional learning of children are referred to by Evertson and Weinstein (2006) in their definition of classroom management. They list five different kinds of acts. To achieve a high level of classroom management, teachers must foster a loving, encouraging environment both with and among students, as well as plan and carry out lessons in a way that maximizes students' access to learning. Marzano et al. emphasize the value of creating positive teacher-student interactions (2003). Furthermore, according to Evertson and Weinstein (2006), teachers should promote their students' participation in classwork by employing group management techniques. For instance, by setting guidelines and practices for the classroom (Marzano et al., 2003). The growth of kids' social skills and self-control must be encouraged by teachers. This is referred to as holding pupils accountable for their actions as by Marzano et al. (2003). According to Evertson and Weinstein (2006), teachers should be able to apply the proper interventions to help pupils who have behavioral issues. The final two suggestions made by Evertson and Weinstein (2006) show that good classroom

management enhances pupil behavior. Thus, classroom management involves teachers and students interacting constantly. A similar concept is provided by Brophy (2006) according to which, ‘Classroom management refers to measures taken to create and maintain a learning environment conducive for successful instruction (arranging physical environment, establishing rules and procedures, maintaining students’’ attention to lessons as well as engagement in activities.

Creating warm and pleasant learning environments for students is the goal of effective classroom management and organization. Teachers can use a variety of techniques, such as activities to strengthen teacher-student bonds and regulations to control students' behavior, to assist create such an environment in the classroom. Teachers should only use reactive, controlling techniques when management's attempts are unsuccessful. Therefore, making a distinction between proactive and reactive classroom management techniques is crucial. In other words, there are different approaches used to address problem behavior and those designed to prevent behavior problems (Lane, Menzies, Bruhn, & Cmobori,2011) Creating guidelines and protocols, for instance, and fostering positive teacher-student relationships. Reactive tactics are occasionally required to curtail disruptive or other undesirable student conduct when preventative strategies fail, despite the prevailing belief that preventive strategies are more effective (Marzano et al., 2003). Froyen and Iverson (1999) applied the ideas of content management in a similar manner. When referring to classroom management, examples include the following: movement, teaching, resources, equipment, social dynamics, and interpersonal interactions for preventive tactics, and

management of behaviour (for instance, disciplinary issues) for reactive techniques.

Once more, the classroom serves as a starting point for instructional activities and a setting for training students to live in a changing world. Students receive certain direct services in the classroom to help them grow socially and individually and to meet the needs of a developing society that is both healthy and holistic (Khalkhali, 2010). Class management and instruction are both considered to be aspects of education that take place in the presence of the teacher in the classroom. The definition of instruction includes four unique characteristics, including: teacher-student connection, activity based on predetermined goals, organized design with consideration for the environment and available resources, development of opportunities, and facilitation of learning (ZahedBabelan, 2012). As a result, it can be said that managing and organizing a class is a key sign that a teacher's job is a challenging one that requires an "Art." The adage "teaching is an art" typically refers to this idea. Experience, for instance, is crucial to any activity. But it is frequently observed that the experiences have not worked in different circumstances. This implies the human relations management idea of dynamics. In these circumstances, the understanding is helpful and it assesses the managerial authority of the teacher. The degree to which a teacher is successful in managing their own classroom, which is a unique organization, depends on their level of skill in a variety of areas, including personality.

Teacher power or control tactics are included in the classroom management category of instructional literature. Teachers who "create high levels

of student involvement in classroom activities, minimum quantities of student behavior that interferes with the teacher's or students' work, and efficient use of instructional time" are considered to be practicing classroom organization and management (Emmer & Evertson, 1981, p. 342). In an effort to identify the elements that lead to a successfully managed classroom, researchers have looked at a wide range of teacher actions. The most important factors among the variables examined are the classroom structure, the lesson structure and learning activities, the teacher leadership abilities, and the various behavior modification approaches. Components of each of these domains are illustrated by examples from recent research.

Rules and regulations must be precise and clearly specified in terms of classroom organization (Borg & Ascione, 1979); they must also be created by teachers and students (Spillman, 1980); and enough time must be spent at the start of the school year socializing students to ensure adoption (Evertson& Anderson,1979; Emmer &Evertson, 1980). According to studies on lesson structure and learning activities, teacher-led group activities produce more on-task behaviors than individual seatwork assignments (Good & Beckerman, 1978), and student-paced activities that use a highly structured programmed format guarantee more task persistence (Kounin& Gump, 1974). Prompts (Krantz & Scarth, 1979), constructive questioning strategies (Borg & Ascione, 1979), motivational comments, and structured versus unstructured transitions are all examples of teacher leadership practices that improve classroom management (Arlin,1979). All of these techniques are crucial for fostering and sustaining student

engagement and on-task behavior, but there is still room for improvement. Overall, the results of this study suggest that effective classroom managers should use behavior modification strategies that prioritize mostly positive rather than unpleasant teacher-initiated consequences. These tactics have their roots in behavior modification or operant conditioning theories. Teachers frequently report having trouble using such strategies, despite these guidelines, for a variety of reasons: 1) Use of token economies and behavior modification, among other things. Individual contingency plans and teacher "with-itness" are required. With a big number of students, such identification and scrutiny become more challenging; 2) Teachers indicate a resistance to or cynicism toward the employment of only constructive methods of student control. Instead, teachers say they prefer using harsh methods to manage students' disruptive behavior (Siggers, 1980). There is still a disconnect between what studies recommend instructors do and what teachers really do or like to do.

Nowadays, many classrooms management and organization programs have a strong emphasis on improving student conduct, such as self-control. Both proactive and reactive tactics are employed in numerous therapies. As a result, depending on their major concentration, the teacher of Christian religious studies can adopt the proposed classification or categories of classroom structure and management interventions listed below.

First, the behavior-focused interventions by teachers. The intervention's main goals are to change teachers' behavior by enhancing their ability to manage their classrooms, set a good example, maintain order, provide rules and

procedures, and implement disciplinary measures. This kind presents the group management techniques that Evertson and Weinstein (2006) mentioned. This category includes both proactive and reactive interventions.

Second, interventions that concentrate on the teacher-student connection; this intervention's main goal is to enhance teacher-student interactions, which will lead to the formation of kind, encouraging connections. This category only contains preventive interventions. This type serves as an example of the positive teacher-student interaction of Evertson and Weinstein (2006).This intervention addresses relationships amongst pupils. The focus of the intervention is on improving student behavior, for example, via group contingencies or by improving self-control among all students.

Personal leadership qualities.

Teacher leadership is frequently related to the success of the school, claim Hallinger and Murphy (2005). Teacher leadership is essential to inspire student commitment, promote the adoption of high moral standards, and produce excellent exam results. This assertion is consistent with the message of Abd. Ghafur Mahmud, which reads,

> "the absolute critical success factors to realize the national transformation agenda is the brilliant human capital in education machinery, namely education managers and teachers whose intellect, commitment and professional ethos are focused on delivering educational services, the quality teaching and learning

> for students' outcomes that meet the description of the National Education Philosophy" (Ministry of Education (MOE), 2012).

Teachers with leadership must have a high level of knowledge and interpersonal abilities, according to Katzenmeyer and Moller (2009). Additionally, they can act as mentors, facilitators, curriculum experts, and innovators in teaching and learning groups. Teachers with leadership will also have a high sense of self-worth. Teachers with these leadership traits won't wait for directions; instead, they will act on their own to accomplish the objectives. By consistently participating in the responsibilities of running the school, the instructors in positions of leadership must also have positive social interaction values.

Consequently, based on the preceding definition, we may describe teacher leadership as the capacity to influence students' conduct in a good way as well as a method to improve school performance. This is in line with the Cabinet Committee Report from 1979, which recommended that the leadership of the school pay attention to the presence of a positive atmosphere and teachers are people who exhibit exemplary behavior in the school.

> "It is recommended that the teachers should set a good example so that the students can always emulate them. Headmasters must play their parts to improve the attitudes of the teachers who are less contributing towards the formation of a good educational environment in the schools"(Ministry of Education, 1979: 236-237).

A variety of ongoing initiatives have been devised and implemented as part of the Educational Development Plan 2006 to generate competent teachers for the educational system (MOE, 2006). Teachers are therefore considered as having a major role in enhancing the standard of academic excellence in the framework of school as an organization of service and student learning. Smith (2012) contends that adjustments are necessary if education is to adapt quickly to the society's changing needs. As a result, educators have a duty to act as change agents, transforming from traditional educators to instructional and learning designers, or, to put it another way, as leaders to raise student accomplishment.

The main drivers in schools are teachers and school administrators. They must comprehend why they must change in order to act as change agents. Teachers need to undergo change.

According to Mohamad and Hassan (2008), a leader is someone who starts new trends in culture and values. The term "teacher leadership" describes a person who can inspire others to the highest level of performance. The direction and objectives that must be met by pupils who are led by teachers will be decided by teacher leadership. Because instructors have a direct impact on students, the quality of teaching, and learning, teacher leadership is crucial to guaranteeing academic excellence in schools (Leithwood, 2002).

Teachers are legally regarded as the pupils' "loco parents," and they have a big responsibility to teach them and model appropriate behavior for them (Othman, 2008). According to Southworth (2002), teachers play an important role as instructional leaders in the maintenance and encouragement of students' desire

to learn as well as in teaching and learning. To ensure that the caliber of students' academic performance is up to the standard that is set equivalent to other foreign countries at the international level is the foremost problem facing instructors in their roles as instructional leaders (MOE, 2013).

Teacher leadership exhibits the capacity to persuade others, particularly fellow teachers and students, to help the school achieve its objectives. Leadership was described by Yahya, Mohamad, and Abdullah (2007) as an interpersonal influence exercised in a situation and directed through the communication process in pursuing specific goals or objectives.

In the classroom, teacher leadership is typically seen during the teaching and learning process. Everything that is connected to teaching and learning methodologies, such as the curriculum, system, and instructor characteristics, is referred to as teaching and learning. On the other hand, learning denotes a reaction to stimuli that results in a change. When a student moves from not knowing something to knowing it in the areas of teaching techniques, classroom management, learning activities, lesson planning, and teacher-controlled punishment, learning is deemed to have occurred. Consequently, teacher leadership is a teacher's professionalism in the classroom, with the goal of efficiently producing and improving the learning results for the pupils (Murphy, 2005; Gabriel, 2005).

CRS Teacher leaders should be knowledgeable about pedagogy, competent to guide students in understanding a subject's central idea, and possess a thorough understanding of the subject (Grossman & Schoenfeld) (2005).

Additionally, in order to educate, teachers must turn their knowledge into other forms of knowledge (MOE, 2011b). Additionally, CRS teachers must be adept at instructing, possess pedagogical understanding, and be knowledgeable about the lesson's subject matter. The acquisition, creation, storage, distribution, and incorporation of information into everyday actions are all covered by the knowledge of a Christian religious studies teacher whereas the definition of teacher skills is "professional skills of a teacher with experience in the field (Marzuki& Ahmad, 2010). Teachers can also control the classroom environment.

Teachers who use teacher leadership improve teaching and learning procedures in order to raise student accomplishment. Teacher leadership is a part of expect authority. To influence other teachers, school administration, and the community in order to raise academic success levels, instructors might engage in this activity either individually or collectively. Leadership is crucial because it can distinguish between successful and failing schools (Katzenmeyer& Moller, 2001; York-Barr & Duke, 2004; Traversi, 2007; Singh &Esa, 2008).

According to the Malaysian education act of 2012, teacher leadership skill is defined as both a general competence of teachers covering knowledge, skills, personal characteristics, leadership, and communication in their services as well as specialized competencies covering knowledge, skills, and personal characteristics related to the duties of officers. As a result, teachers' competencies can be improved.

(Spears, 2005) catalogues ten characteristics of servant leadership which is component of the teacher leadership skill with which teachers especially the CRS

teacher can adopt if they want to better help their students work their way through stress and strains of classroom life. They consist of empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, dedication to the advancement of people, and community building. If teachers, especially the CRS teacher becomes aware of these characteristics, and use them in his or her classroom setting, he or she would be in a better position to serve students especially those who might be struggling in silent manner well.

conceptual framework

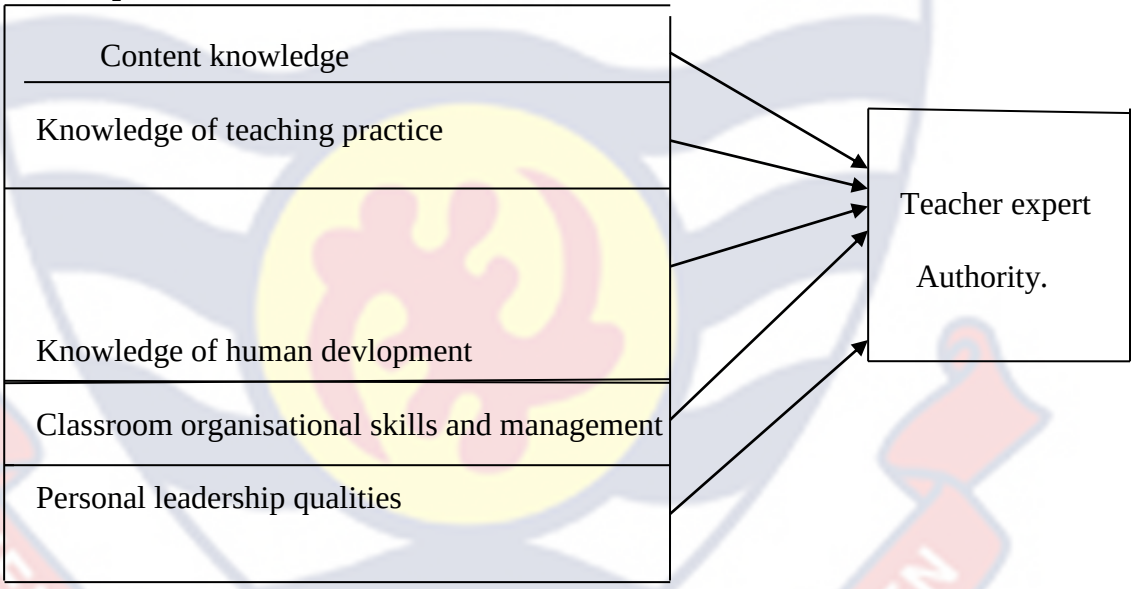

Figure 1: Framework showing the Component of Expert Authority of the Christian Religious Studies Teacher

From figure 1 above, expect authority of the Christian Religious Studies teacher is implicit. With this, the CRS teacher's authority is legitimized in his knowledge of content, Knowledge of teaching practice that provide maximum learning, classroom organizational skills as well as personal leadership skills (Shrigley, 1986).

CHAPTER THREE

METHODOLOGY

The methodology of the study is covered in this chapter. The research paradigm, approach, design, study population, sample and sampling technique are the main points of emphasis, sample size and data collection methods, validity and dependability of the tools, the process of gathering data, and the process of analysing that data.

Research paradigm

Paradigms are general viewpoints or ideologies. They are a collection of consensus viewpoints and views that scientists have on the best way to comprehend and solve issues. They can also be referred to as the three fundamental questions of ontology, epistemology, and methodological responses provided by scientists (Perera, 2018). The research paradigm underpinning this research is positivism.

In academic circles around the world, positivism is a research paradigm that is frequently utilized and accepted. This "scientific" research paradigm, which is frequently applied in graduate study to test theories or hypotheses, aims to investigate, confirm, and forecast law-like patterns of behavior. This is especially helpful when working with very high sample sizes in the natural sciences, physical sciences, and, to some extent, the social sciences. Its emphasis is typically on the objectivity of the research process (Creswell, 2008). The positivist paradigm uses quantitative approach, experimenting with experimental (or treatment) and control groups, and giving pre- and post-tests to gauge learning

gains. This research paradigm chosen will enable the researcher to be external to the research site and the controller of the whole research process. Again, since the nature of this research is quantitative, the adaptation of the positivist view will enable the researcher study hard facts and data and be objective in her analysis.

Research Approach

This study's research methodology is quantitative. Quantitative research is concerned with quantifying the amount regarding a certain occurrence and expressing this in terms of quantity. Additionally, quantitative research is frequently employed to examine accepted beliefs (Creswell, 2002; Biggam, 2008).

The goal of a quantitative research approach is to test hypotheses, ascertain facts, show correlations between variables, and forecast results. Quantitative research, according to Muzata (2017), is the objective kind of study where knowledge should be proven by scientific procedures and not by sentiments, views, values, or subjective interpretations. Using techniques from the natural sciences, a quantitative researcher can be sure of their impartiality, generalizability, and dependability (Weinreich, 2009). A planned hypothesis on potential relationships between selected variables is tested using statistical tools. The experimental, comparative, causal, survey and correlational designs are among the quantitative researcher's toolkit's design options. Additionally, it is important to note that there are two main types of quantitative designs: experimental and non-experimental designs. I employed the quantitative approach

for this study with the reason that most of the variables in my study are numeric in nature and would be collected at a specific point in time.

Research Design

The main purpose of research design is to instruct the researcher on the kinds of data to gather, how to process, and analyze them in order to address the study topic (s). In this study, quantitative data was collected from both teachers and students to ascertain the expert authority of CRS teachers. Due to this, the research design used for this research was a cross-sectional survey. Cross-sectional surveys are those that are conducted at a single point in time. They offer a glimpse of what is occurring in that group at that specific moment. A pool of volunteers with various traits and demographics is used to collect the data. There are many variables that can be employed, including age, gender, location, and ethnicity. The researcher adopted the cross-sectional survey design because it can be used to prove or disapproved assumptions.

Aside the merits of using a cross-sectional study, it cannot be used to analyse behaviour over a long period of time and also, findings from this type of study can be flawed or skewed if there is a conflict of interest with the funding source.

Population

The study was conducted in the New Juaben Municipality in the Eastern Region. The study covered all CRS teachers and students of the eight government Senior high schools in the Municipality. The schools are: Oti Boateng Senior High School, Ghana Senior High School, New Juaben Senior High School, Pope

John Senior High School/Minor Seminary, Pentecost Senior High School, Oyoko Methodist Senior High School, Seventh Day Adventist Senior High School and Koforidua Sen. /Tech. The target population included all Christian Religious Studies teachers and students in the New Juaben Municipality. The accessible population included all CRS teachers and form 1 and 2 CRS students. The reason for choosing these groups of respondents was that at the time of data collection, the third-year students were writing their West African Secondary School Certificate Examination (WASSCE) while the form one (1) and form two (2) Students were available. The population was therefore 3,530 teachers and students offering CRS. There were 23 CRS teachers and 3,500 students in form one and two in all the eight senior high Schools in New Juaben Municipality (New Juaben Municipal Education Office, 2020).

Participants

Using census, all 23 CRS teachers were included in the study and out of the 3,500 SHS students in New Juaben Municipality, 400 students were sampled using the proportionate and simple random sampling procedure. The sample size (400) was determined using Krejeic and Morgan's (I970) table for sample size determination. As per Krejcie and Morgan (1970), 346 is the minimum sample that is representative of a population of 3,500. However, additional students were added to make 400 students. Proportionate sampling technique allows the researcher to divide finite population into subpopulations. Since the population was represented in 8 schools, the number of students from each stratum will be determined by their number relative the entire population. This will be done by

employing the simple random sampling technique for selection in each school. With the use of this method, the probability of selection was the same for all respondents in the population (Shaughneesy, Zechmeiser, & Jeanne, 2011) and allow for equal representation from each school. Table 1 illustrates the population and sample size for the study.

Table 1: Population and Sample Size for the Study

Name of Schools	Population	Sample size
Oyoko Methodist senior high school	550	63
Oti Boateng senior high school	519	59
Ghana senior high school	585	67
New Juaben senior high school	452	52
Pope John senior high and minor seminary school	380	43
Pentecost senior high school	480	55
SDA SHS	444	51
Koforidua senior technical school	90	10
TOTAL	3,500	400

Source: Field Data (2022)

Data Collection Instrument

A questionnaire was utilized as the data collection tool. There was one for teachers and another for students. The study relied on primary data which was self-administered because they are simple to administer, simple to complete, and quick to grade. Questionnaires demand very little time from both researchers and

respondents. In addition, questionnaires are useful tools for gathering a variety of data from a big group of people or responses.

The questionnaires were divided to sections. Both teachers and students responded to items on the components of CRS expect teachers' authority. Section A constituted questions on personal information; Section B constituted questions on content knowledge of Christian Religious Studies teachers; Section C contained questions on CRS teachers' knowledge of teaching practice; Section D consisted of CRS teachers' knowledge of human development; Section E included questions on classroom organizational skills and management of Christian Religious Studies teachers and the final Section F included personal leadership skills of teachers teaching Christian Religious Studies. Both close-ended questions and open-ended questions provided for the students and teacher helped in easy expressions of themselves. All other items were on a five-point Likert scale, except for the closed-ended questions about the socio-demographic background.

Validity and Reliability of Instruments

Joppe (2000), cited in Golafshani (2003), contends that validity refers to the truthfulness of the study findings or the extent to which the research measures the variables it is designed to. In the validity test of the questionnaire, the researcher used expert judgments. Expert judgments mean the researcher asked the opinion of her supervisor about the questionnaire that would be distributed. I gave my supervisor the questionnaire to see if they met the requirements for face

and content validity. The improvements required to enhance the instrument were implemented using the advice provided by my supervisor.

A pilot test of the instrument was conducted in Methodist Girls Senior High and Benkum Senior High School, whereby the questionnaires were administered to 60 students and 5 teachers selected from these two schools. The Akuapim South District and the Akuapim North District where these senior high schools are located, have the same cosmopolitan characteristics as the New Juaben Municipality. Moreover, the two districts were picked in order to represent the obvious characteristics that exist in the New Juaben Municipality. The senior high schools also bear similar characteristics in terms of having students from different parts of the country. In terms of credentials, the teachers from both locations share a lot of similarities. The Cronbach's alpha approach was applied in this study to assess the test's reliability. With these in place, it was argued that the instruments are of good quality and capable of gathering pertinent data for the study. The demands resulting from the item analyses were fulfilled. Statistical Product for Service Solutions was used to assess the instruments' dependability (SPSS). All of these steps were followed to guarantee that the instrument can gather accurate and valuable data for the study.

A pretest was conducted for teachers' instrument and the following values were obtained for each Research Question. The composite coefficient value of 100 items on the teachers' questionnaire was 0.933. Items = Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 = .792, items = Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 =.903. Items=

(Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55 Q56 Q57 Q58 Q59 Q60 =.809, items RQ4 = (Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q45) =.755 and items Q61 Q62 Q63 Q64 Q65 Q66 Q67 Q68 Q69 Q70 Q71 Q72 Q73 Q74 Q75 Q76 Q77= .845, Items Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86 Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 Q97 Q98, Q99 Q100 Q101 Q102 Q103 Q104 Q105 = .871.

The following values were obtained for each item from students' questionnaire. The composite coefficient value of the students was 0.936 for 94 items on the questionnaire.

Items = Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11= .663, Items = Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 =.783, Items = Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 = .852, Items = Q52 Q53 Q54 Q55 Q56 Q57 Q58 Q59 Q60 Q61 Q62 Q63 Q64 Q65 Q66 Q67 Q68 = .834 and Items = Q69 Q70 Q71 Q72 Q73 Q74 Q75 Q76 Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86 Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 = .882.

Data Collection Procedure

The instruments were administered directly by the researcher to guarantee a high return rate. In preparation for data collection, a letter of introduction from the researcher's department and an ethical clearance letter from the University of Cape Coast's Institutional Review Board were both obtained by the researcher. Copies of the letters were submitted to Head teachers of the sampled schools for

authorisation to collect data. This letter's main goals are to request cooperation from the respondents for the study and to develop relationships between the researcher and them. A meeting was convened to decide on a good time to administer the instrument with the CRS teachers and students. The CRS teachers and students were guided in this process to ensure that the right responses were given.

Data Analysis

This study sought to assess the expect authority of the Christian Religious Studies teachers in teaching CRS in the New Juaben Municipality. Descriptive statistics were used in the data analysis to respond to the research questions that were developed to direct the study. The data was specifically examined using computations of frequencies, percentages, and central tendency (mean, median, mode). Each item was coded, processed and analyzed with the use of SPSS (version 25) for windows. The direction of the responses was used for answering and interpreting the research questions**.**

Table 2: Matrix Showing Statistical Tools for Research Questions

No.	Research Questions	Statistical Tools
1.	What is the level of CRS teachers' content knowledge in the teaching and learning of CRS in the New Juaben Municipality?	Frequencies, percentages, mean and standard deviation.
2.	What is the level of CRS teachers' knowledge of teaching practice in the teaching and learning of CRS in the New	Frequencies, percentages, mean and standard deviation.

	Juaben Municipality?	
3.	What is the level of CRS teacher's knowledge of human development in the teaching and learning of CRS in the New Juaben Municipality?	Frequencies, percentages, mean and standard deviation.
4	What is the level of CRS teachers' classroom organizational skills and management in the teaching and learning of CRS in the New Juaben Municipality?	Frequencies, percentages, mean and standard deviation.
5	What is the level of CRS teachers' personal leadership qualities in the teaching and learning of CRS in the New Juaben Municipality?	Frequencies, percentages, mean and standard deviation.

Ethical Consideration

Ethical considerations in research are the set of principles that guides the researcher's practices. Polkinghorne (2005) maintains that the welfare of individuals ought to be the primary situation when gathering records for research purposes. In line with him, the researcher wishes to be sensitive to the worries, needs and goals of the individuals. Research that violates research ethics is less credible because it is difficult for people to believe the results if dubious procedures were employed to get the data. The Institutional Review Board of the University of Cape Coast was contacted for an ethical clearance letter; therefore,

respondents were made aware that the data collected was purely for academic purposes and that any information provided would be handled with respect and that their confidentiality and anonymity were assured. The study's goals were clearly stated to the respondents, especially in the instrument's introduction, so they understood what they were contributing to.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to find out the expert authority of CRS teachers in the teaching and learning of CRS in the Koforidua Municipality. Questionnaires were employed to gather the necessary data for the study. Descriptive statistics were employed in the data analysis. The data from both teachers and students were analyzed through the calculations of frequencies index, percentages, means, and standard deviations. The results are presented and analyzed based on the research questions that guided the study.

Demographic Data of Respondents

This section of the chapter presents information on the demographic characteristics of the teachers and students of CRS selected for the study. Table 3 shows details of the characteristics of CRS teachers in the Koforidua Municipality.

Table 3: Characteristics of Teachers (n=23)

Variable	Sub Scale	No.	%
Gender	Male	14	61
	Female	9	39
Number of Years in Teaching CRS	1- 5 years	7	30
	6-10 years	3	13
	11-15 years	5	22
	16-20 years	8	35

Table 3: Continued.

Academic Qualifications	Bachelor's Degree	12	52
	Master of Arts	8	35
	Master of Philosophy	3	13
Professional Qualifications	Teachers' Certificate A	3	13
	Diploma in Education	6	26
	Post Graduate Diploma in Education.	1	4.2
	Bachelor of Education.	7	30.4
	Master of Education	4	17.4
	Others	2	9

Source: Field Data (2022)

Results from Table 3, indicate that, 14 (61%) of the teachers were males and 9 (39%) were females. This implies that male teachers are many in number when it comes to teaching CRS. It was discovered that all the 23 (100%) teachers were Christians. In terms of the number of years, teachers have seen teaching CRS, it was found the 7 (30%) have taught between 1- 5 years whiles 3 (13%) have taught between 6-10 years. Again, 5 (22%) of the teachers have been teaching between 11-15 years and 8 (35%) have been teaching between 16 to 20 years. This implies that a significant majority of the teachers have taught the subject for 8 years. With regards to their academic qualifications, the results indicate that 12 (52%) of them have a Bachelor's Degree whereas 3 (13%) have a Master of Philosophy degree. Also, 8 (35%) have Master of Arts degree. The last

characteristic of teachers was professional qualifications. It was revealed that 3 (13%) of the teachers have Teachers' certificate A, whiles 6 (26%) have a Diploma in Education. Again, 1 (4.2%) person had Post Graduate Diploma in Education. Those who have a Bachelor of Education were 7(30.4%) whereas 4(17.4%) of the teachers have Master of Education degree. This basically means that most of the teachers have acquired Bachelor of Education degree which is a major requirement for teaching at the pre-tertiary level.

Table 4 presents results on the demographic characheristics of CRS students.

Table 4: Characteristics of Students (n=400)

Variable	Sub Scale	No.	%
Gender	Male	120	30.0
	Female	280	70.0
Religious Affiliation	Christianity	375	93.8
	Islam	24	6.0
	Buddhism	1	.2

Source: Field Data (2022)

Results for Table 4 show that, 120 (30%) of the students were males whereas 280 (70%) were females. This implies that female students dominated in the study. Again, 375 (93.8%) of the students were Christians whiles 24(6.0%) of the students are Muslims. In addition, it was discovered that one (1) person representing 0.2 is a Buddhist.

Main Results and Discussion

This section of the work presents the results and discussion of the data that were collected to find answers to the reseach questions that emanated from the

studies. This results represents the views and opinions of both teachers and students of CRS within the New Juaben Municipality.

Research Question One: What is the level of CRS teachers' content knowledge in the teaching and learning of CRS in the New Juaben municipality?

This research question sought to examine the level of CRS teachers' content knowledge in the teaching of CRS in the New Juaben Municipality**.** Data was gathered from teachers through a questionnaire. Teachers were to pick from the various items with options indicating their level of content knowledge in teaching. Through a set of close-ended items on the questionnaire, the CRS teachers indicated their views showing their level of agreement or disagreement with the various statements. Issues that surround the content knowledge of a CRS teacher included; CRS focus on the life stories of prominent characters; CRS content focuses on religious issues and CRS focuses social issues that influence students' lives. The means and standard deviation were obtained based on the responses recorded. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= low knowledge level, 2.0- 3.5 = moderate knowledge and 3.6-5.0= high level of knowledge of teachers. The opinions of teachers presented under Tables 5.

Table 5: Level of CRS Teachers' Content Knowledge (n=23)

Statements	SA/A		DA/SDA		U		M	SD
	No.	%	No.	%	No.	%		
CRS focuses on carefully selected major themes in the bible	23	100	0	0	0	0	4.48	.51
The subject matter of CRS borders on the life stories of prominent characters of the bible	23	100	0	0	0	0	4.57	0.51
CRS contains purely religious issues related to Christianity	15	65	8	35	0	0	4.00	0.85
The content of CRS has some aspect of social issues that influence students' daily lives	23	100	0	0	0	0	4.52	0.51
The content of CRS exposes students to biblical principles and values to help them in making sound value judgments	23	100	0	0	0	0	4.74	0.45

The content of CRS should be related to life experiences of students	21	91	2	9	0	0	4.39	0.66
The content of CRS has two main sections; Old Testament and New Testament	23	100	0	0	0	0	4.57	0.51
The content of CRS is structured in two sections for Year one, Two and Three	20	87	3	13	0	0	4.35	0.93
The content for year one includes headings like; Leadership roles, Parental responsibilities, Disobedience and consequences.	23	100	0	0	0	0	4.57	0.51
The content for year Two includes heading like; Making decisions, Greed and its effects, Supremacy of God	21	91	2	9	0	0	4.17	0.83
The content of Year Three includes headings like; Individual Responsibilities, concern for one's nation and faith in God.	19	83	4	18	0	0	4.00	0.85
Average							4.40	0.65

Source: Field Data (2022)

Results from Table 5 present details of CRS teachers' responses on their content knowledge in the teaching of CRS in the New Juaben Municipality. All the 23 (100%) teachers strongly agreed or agreed that CRS focuses on carefully selected major themes in the bible (M= 4.48, SD= .51), that the subject matter of CRS borders on the life stories of prominent characters of the bible (M= 4.57, SD=0.51), that the content of CRS has some aspect of social issues that influence students' daily lives (M= 4.52, SD=0.51), that the content of CRS exposes students to biblical principles and values to help them in making sound value judgments (M= 4.74, SD= 0.45), and that the content for year one includes headings like; Leadership roles, Parental responsibilities, Disobedience and consequences. (M= 4.57, SD=0.51).

All the 23 teachers agreed that CRS contains purely religious issues related to Christianity (M= 4.00, SD=0.85). A significant majority (21)agreed that the content for year two includes heading like; Making decisions, Greed and its effects, Supremacy of God (M= 4.17, SD=0.83). Lastly, 19 (83%) agreed that the content of Year Three includes headings like; Individual Responsibilities, concern for one's nation and faith in God (M= 4.00, SD=0.85).

From the above, an overall mean score of 4.40 (SD= 0.65) was recorded indicating that CRS teachers have a high level of content knowledge in the teaching of CRS in the New Juaben Municipality. This finding can be credited to the fact that the teachers were trained as religious studies teachers and have taught the subject for long time. The findings authenticate Afari-Yankson (2021) and Mensah and Owusu (2022) who found that the CRS teachers had a good content

knowledge in the teaching of but the CRS teachers were unfamiliar with a few of the contents of the Old Testament. These findings corroborate with Curriculum Research and Development Division (2010) syllabus which recommends that the content need to cover parental responsibility, disobedience and consequences, Making decisions, Greed and its effect, and Supremacy of God.

Results from Table 6 show the responses of CRS students on their teachers' knowledge level of the content for teaching CRS. The students' views were needed to enable the researcher get a better grip of the issue. The students responded to closed-ended items to express their agreements or disagreements with statement on teachers' content knowledge. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge level, 2.0- 3.5 = Moderate knowledge and 3.6-5.0= High level of knowledge of teachers. The results and opinions of the students are presented in Tables 6.

Majority (389) agreed that their teachers teach content that has an aspect of social issues that reflect on our daily lives (M= 4.48, SD=0.60) and that the content their teachers teach exposes them to biblical principles and values to help in making sound value judgments (M= 4.42, SD= 0.72).

Table 6: Students Response to CRS Teachers' Content Knowledge (n=400)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
My teacher focuses carefully on the selected themes in the bible.	371	93	18	4	11	3	4.41	.82
My teacher teaches content which has aspect of social issues that reflect on our daily lives	389	97	9	2	2	1	4.48	.60
The content my teacher teaches exposes me to biblical principles and values to help in making sound value judgment	386	96	7	2	7	2	4.42	.72
The content my teacher teaches relates to life experiences of students	332	83	51	13	17	4	4.07	.95
The content of CRS my teacher teaches has two main sections (New Testament and Old Testament)	397	99.2	2	.6	1	.2	4.72	.50
Average							4.42	0.72

Source: Field Data (2022)

Again, majority (83%) of the students agreed that the content their teachers teach relates to their life experiences (M= 4.07, SD= 0.95).

An overall of mean score of 4.42 (SD= .74) was obtained indicating that students agreed that the level of their CRS teachers' content knowledge is high in the teaching of CRS in the New Juaben Municipality. Merging the results of the teachers with the students, communicates that teachers have high knowledge of the content for teaching CRS. This result from the students gives the evidence that teachers are highly endowed with the content of CRS.

Research Question Two: What is the level of CRS teachers' knowledge of teaching practices in the teaching and learning of CRS in the New Juaben Municipality?

This research question sought to examine the level of CRS teachers' knowledge of teaching practices in the teaching of CRS in the New Juaben Municipality**.** Data was gathered from teachers through a questionnaire. Teachers were to pick from the various items with options indicating their level of knowledge of teaching practices in teaching. Through a set of closed-ended items on the questionnaire, the CRS teachers indicated their views showing their level of agreement or disagreement with the various statements. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0- 3.5 = Moderate knowledge and 3.6-5.0= High knowledge.

Table 7 shows the results from the teachers' responses on CRS teachers' knowledge of teaching practice in the teaching of CRS in the New Juaben Municipality. It was discovered that 22 (96%) agreed that they should explicitly state learning objectives for learners (M= 4.26, SD= 0.86) and that they should review previous lessons before they start new lessons (M= 4.43, SD= 0.90). In addition, 22 (96%) agreed that they should review students' assignments and home works (M= 4.39, SD= 0.89). Again, 22 (96 %) agreed that they should make student work in smaller groups and come up with joint solutions to a problem or task (M= 4.43, SD= 0.90).

It was revealed that 21 (91.3 %) of CRS teachers agreed that they should consistently check students' exercise books (M= 4.17, SD= 0.89).Also, 21 (91.3%) of the teachers either strongly agreed or agreed that they should interact with students through question and answer to check their understanding during lessons (M= 4.52, SD= 0.95).

Table 7: CRS Teachers' Knowledge of Teaching Practice(n=23)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
CRS teachers should explicitly state learning objectives for learners	22	96	0	0	1	4	4.26	0.86
CRS teachers should review previous lessons before they start new lessons	22	96	0	0	1	4	4.43	0.90
CRS teachers should consistently check students' exercise books	21	91.3	1	4.3	1	4.3	4.17	0.89
CRS teachers should review students' assignments and home works.	22	96	0	0	1	4.3	4.39	0.89
CRS teachers should interact with students through question and answer to check their understanding during lessons.	21	91.3	1	4.3	1	4.3	4.52	0.95
CRS teachers should make student work in smaller groups and come up with joint solutions to a problem or task.	22	96	1	4.3	0	0	4.43	0.90
CRS teachers should allow students to do self-assignment	16	69.6	4	17.4	3	13.0	3.96	1.40
CRS teachers should allow students to participate in lesson planning	13	56.5	8	34.8	2	8.7	3.39	1.08
CRS teachers should group students according to their abilities	15	65.2	6	26.1	2	8.7	3.65	1.23
CRS teachers should encourage debates on topical issues	22	96	1	4.3	0	0	4.57	0.59

Table 7: Continued

CRS teachers should task students to write argumentative essays	13	56.5	10	43.5	0	0	3.87	0.87
CRS teachers should engage students in projects that require at least one week to complete.	18	78.2	5	21.7	0	0	4.09	0.73
CRS teachers should communicate with students regularly in order to engage them.	18	78.2	4	17.4	1	4.3	4.00	0.95
CRS teachers should self-explain their communications with students to avoid miscommunication.	19	82.6	3	13.0	1	4.3	4.09	0.95
CRS teachers should make connections between content and their students' lives.	21	91.3	1	4.3	1	4.3	4.35	0.93
CRS teachers should provide individualized learning	17	74	3	13	3	13	3.83	1.30
CRS teachers should tailor resources and support for individual students	16	70	4	17	3	13.0	3.96	1.40
CRS teachers should use different practices based on students' needs.	22	96	1	4	0	0	4.57	0.59
CRS teachers should use multiple forms of assignments to articulate students' progress	22	96	1	4	0	0	4.43	0.59
CRS teachers should use multiple teaching strategies to introduce and teach the content of CRS.	22	96	1	4	0	0	4.57	0.59
Average							4.18	0.93

Source: Field Data (2022)

Almost all of the teachers (n=22, 96 %) either strongly agreed or agreed that they should use different practices based on students' needs (M= 4.57, SD= 0.59) and that they should use multiple teaching strategies to introduce and teach the content of CRS (M=4.57, SD=0.59). Lastly, (22) of the teachers agreed that they should use multiple forms of assignments to articulate students' progress (M= 4.43, SD= 0.59).

An average mean 4.18 (SD=.93) indicates that CRS teachers' have high le knowledge of teaching practices in the teaching of CRS in the New Juaben Municipality. This may be deduced from the idea that these teachers are professionally trained and have been teaching for a longer time. Similar studies (Pace & Hammings, 2007; Lynch & Star, 2013; Meador, 2019; Mohamadrezai, & Mohamadrezai, 2015) found that teachers are well grounded in the teaching practices in other studies. They found that teachers express much authority in that subject area, which help that teacher to easily control students' learning. Ball and Bass (2000) finding is justified as they discovered that sound content and pedagogical content knowledge provides the resources for an on-the-spot synthesis of actions, thinking, theories, and principles within classroom episodes. This finding supports Zahed-Babelan (2012) who said the teaching involves interaction between teacher and students, activity based upon predetermined objectives, organized design with view to situation and facilities, developing opportunities and facilitating learning.

Results from Table 8 show the responses of CRS students on their teacher's knowledge level of the teaching practices in the teaching and learning of

CRS. The students' views were needed to enable the researcher get a better hold of the issue. The students responded closed-ended items to express their agreements or disagreements with statement on teachers' content knowledge. The coding of the items was done with the scale follow; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0-3.5= Moderate knowledge and 3.6-5.0= High knowledge of teachers.

Table 8 shows students' responses on CRS teachers' knowledge of teaching practices in the teaching of CRS in the New Juaben Municipality. Majority (327, 82%) of the students agreed that their teachers explicitly state learning objectives for lessons (M= 3.98, SD= 1.03). Again, majority (n= 374, 94%) of the students agreed that their teachers review previous lessons before the start of new lesson (M=4.47, SD= .82). It was discovered again that 356 (69%) agreed that their teachers constantly check their exercise books (M= 3.80, SD= 1.1). In addition, 300 (75%) agreed that their teachers review their assignment and home works (M= 3.87, SD= 1.10). However, almost all (n= 387, 96%) either strongly agreed or agreed that their teachers interact with them through questions and answer to check our understanding during lessons (M= 4.55, SD=.68). Majority 369 (92%) agreed that their CRS teacher communicate with them in order to engage them (M=4.32, SD=.84).

Table 8: Students response to CRS teachers' knowledge of teaching practice (n=400)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
My teacher explicitly states learning objectives for lessons	327	82	49	12	24	6	3.98	1.03
My teacher reviews previous lessons before the start of new lesson	374	94	17	4	9	2	4.47	.82
My teacher constantly checks students exercise books	356	69	93	26	21	5	3.80	1.13
My teacher reviews student's assignment and home works	300	75	74	19	26	6	3.87	1.10
My teacher interacts with students through questions and answer to check our understanding during lessons	387	96	7	2	6	2	4.55	.68
My teacher allows us to form small groups to come up with joint solutions to a problem or task	362	90	28	7	10	3	4.41	.86
My teacher allows students to do self-assessment	306	77	70	18	24	6	3.95	1.08
My teacher allows students to participate in lesson planning	239	60	118	30	43	10	3.52	1.25
My teacher groups us according to our abilities	127	32	235	59	38	9	2.98	1.17
My CRS teacher encourages debates on topical issues	192	48	150	40	48	12	3.23	1.26

Table 8: continued

My teacher encourages students to write argumentative essays	107	27	257	65	36	9	2.95	1.08
My teacher encourages students on project works	318	80	68	17	14	3	3.99	1.02
My CRS teacher communicate with students in order to engage them	369	92	19	5	12	3	4.32	.84
My teacher helps students to make connections between content taught and students' lives	340	85	27	7	33	8	4.08	1.13
My teacher provides individualized learning	239	60	110	27	51	13	3.48	1.29
My teacher tailors resources and support for individual students	114	51	123	30	75	19	3.21	1.42
My teacher uses different practices based on students' needs	302	75	59	15	39	10	3.83	1.20
My teacher uses different forms of assessment to help evaluates students' progress	327	82	46	11	27	7	4.09	1.104
My teacher uses multiple teaching strategies to introduce and teach content of CRS	337	84	36	9	27	7	4.10	1.06
Average							3.83	1.08

Source: Field Data (2022)

It was revealed again that 302 (75%) students agreed that their teachers use different practices based on their needs (M=3.83, SD= 1.20). Furthermore, it was recorded that 327 (82%) CRS students agreed that their teachers use different forms of assessment to help evaluates students' progress (M=4.09, SD= 1.104). Lastly, 337 (84%) students agreed that their teachers use multiple teaching strategies to introduce and teach content of CRS (M=4.10, SD= 1.06).

An overall average mean score of 3.83 (SD= 1.08) was obtained from the students' responses indicating that students agreed that their teachers' have high knowledge of teaching practices in the teaching of CRS in the New Juaben Municipality. This finding corroborates with Lynch and Star (2013) who found that the teacher expresses much authority in that subject area, which help that teacher to easily control students' learning. Both CRS teachers and students in the aforementioned setting revealed that teachers' in terms of their knowledge of the teaching practices in CRS is on a high level.

Research Question Three: What is the level of CRS teachers' knowledge of human development in the teaching and learning of CRS in the New Juaben Municipality?

This research question was to examine level of CRS teachers' knowledge of human development in the teaching of CRS in the New Juaben Municipality**.** Data was gathered from teachers through a questionnaire. Teachers were to select from the several closed-ended items with options indicating their knowledge human development. Teachers' knowledge of human development comprises physical changes in puberty, hormonal changes, levels of thinking, Adolescents, cognitive development of adolescents. They were to indicate their level of

agreement or disagreement to each item. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0- 3.5 = Moderate knowledge and 3.6-5.0= High knowledge.

Table 9 presents results of teachers' responses on their knowledge of human development. All (n= 23, 100%) teachers either strongly agreed or agreed that there are physical changes associated with puberty (M= 4.57, SD= 0.51), that Adolescents develop sexual behaviors' (M= 4.43, SD= 0.51**),** students begin developing sexual desire and feelings (M= 4.52, SD= 0.51) and students have strong urge to date the opposite sex (M= 4.39, SD=0.50). Again, 21(91%) agreed that the physical changes can cause distractions in class (M= 4.26, SD= 0.62), students can mature late and it has effects on their learning (20 (86.9%), M= 4.00, SD= 0.85), students can mature early and it has effects on their learning and understanding of issues in class (22 (96%), M= 4.39, SD= 0.89), changes in hormonal activities have effects on the behavior of students in class (21 (91.3%), M= 4.30, SD= 0.63) whereas 21 (91.3%) agreed that the adolescent stage of development has implications on thinking (M= 4.17, SD=0.89).

Table 9: Level of CRS Teachers' Knowledge of Human Development(n=23)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
There are physical changes associated with puberty	23	100	0	0	0	0	4.57	0.51
These physical changes can cause distractions in class	21	91.3	2	8.7	0	0	4.26	0.62
Students can mature late and it has effects on their learning	20	86.9	2	8.7	1	4.3	4.00	0.85
Students can mature early and it has effects on their learning and understanding of issues in class	22	95.7	0	0	1	4.3	4.39	0.89
Changes in hormonal activities has effects on the behavior of students in class	21	91.3	2	8.7	0	0	4.30	0.63
The adolescent stage of development has implications on thinking	21	91.3	1	4.3	1	4.3	4.17	0.89
Adolescents have different level of thinking	21	91.3	1	4.3	1	4.3	4.30	0.93
There is variation in the cognitive development of adolescents	22	95.7	1	4.3	0	0	4.30	0.56

Table 9: Continued

Students take stands or perceptions on issues in and outside the classroom	22	94.6	1	4.3	0	0	4.17	0.49
Students are subject to changes in the perspectives they take	23	100	0	0	0	0	4.39	0.50
Parenting styles have influence on students' growth and learning	23	100	0	0	0	0	4.65	0.49
Parents of students use different parenting styles	23	100	0	0	0	0	4.74	0.45
Students go through different stages of identity development	23	100	0	0	0	0	4.48	0.51
Students are sometimes confused about their identity	19	82.6	3	13.0	1	4.0	4.09	0.95
Students get to the stage of independence during their development.	20	87	3	13	0	0	4.09	0.73
CRS teachers can help students to develop self-independence	21	91.3	2	8.6	0	0	4.27	0.75
Students form cliques and friendship groups in schools as part of their development	19	82.6	4	71.3	0	0	4.13	0.81
Students are particular about popularity when forming friendship groups	17	73.9	5	21.7	1	4.3	4.09	1.04

Table 9: Continued.

Students change their friends with time because of hormonal and social activities	21	91.3	1	4.3	1	4.3	4.22	0.90
Adolescents develop sexual behaviors'	23	100	0	0	0	0	4.43	0.51
Students begin developing sexual desire and feelings	23	100	0	0	0	0	4.52	0.51
Students' behaviours are influenced by their sexual desires	21	91.3	1	4.3	1	4.3	4.09	0.95
Students have strong urge to date the opposite sex	23	100	0	0	0	0	4.39	0.50
Students develop strong urge to have sexual relationship	21	91.3	0	0	2	8.7	4.04	1.07
Average							4.30	0.71

Source: Field Data (2022)

Furthermore, 21 (91%) agreed that students' behaviors' are influenced by their sexual desires (M= 4.09, SD= 0.95). Finally, it was recorded that 21 (91%) agreed that students develop strong urge to have sexual relationship (M= 4.04, SD= 1.07). The overall mean score of 4.30(SD= 0.71) indicates that teachers have high knowledge of human development in the teaching and learning of CRS. This is because teachers are trained with the child psychology and moral development theories like Piaget, Kohlberg among others. The above findings confirm Lanari's (2020) who found that sexual intercourse at young age can distract adolescents to school achievements through unintended health consequences. Kong and Yasmin (2022) found that parenting style had a significant impact on children's self-concept development. The finding support Guzman (nd)'s finding that hormones, which are specialized substances in our bodies released by glands, signal our bodies to develop in certain ways. Puberty occurs when hormones signal the development of organs related to sexual reproduction. This finding corroborates with Kong and Yasmin (2022) finding that parents have a considerable impact on their children's learning and development a significant impact on children's self-concept development.

CRS Students were asked to express their views on teachers' knowledge of human development. They were to indicate their level of agreement or disagreement to each item. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0- 3.5 = Moderate knowledge and 3.6-5.0= High knowledge of teachers. Table 10 presents the results on students' response to CRS teachers' knowledge of human development.

Table 10: Students Response to CRS Teachers' Knowledge of Human Development (n=400)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
My teacher makes us aware of the physical changes associated with puberty	289	72	77	19	34	9	3.81	1.16
My teacher makes us aware of adolescent stages of development which has implications on thinking	301	75	59	15	40	10	3.79	1.19
My CRS teacher makes us aware on the different levels of adolescents thinking	278	69	86	23	36	9	3.72	1.15
My teacher encourages students to take stands on issues in and outside the classroom	308	77	61	15	31	8	3.85	1.14
My teacher encourages students to be subjective to changes in perspectives they take	283	71	78	20	39	9	3.69	1.12
My teacher makes students aware of the parenting styles which influence students' growth and learning	301	75	63	15	36	9	3.79	1.15

Table 10: Continued

My teacher makes students aware of the different stages of identity development	318	80	42	10	40	10	3.79	1.14
My teacher is able to help students get to the stage of independence during their development	267	67	76	19	57	14	3.49	1.28
My teacher aids students to develop self-independence	264	66	103	26	33	8	3.62	1.15
My CRS teacher encourages students to form cliques and friendship groups in schools as part of our development	235	59	123	30	42	11	3.46	1.24
My teacher encourages development of student sexual behaviors	174	44	189	47	37	9	3.17	1.28
My teacher educates students on development of sexual desires and feelings	245	61	109	27	46	12	3.50	1.33
My teacher educates students on sexual relationship of the opposite sex	271	68	97	24	32	8	3.72	1.24
Average							3.65	1.20

Source: Field Data (2022)

Results from Table 10 show students' responses on their CRS teachers' knowledge of human development. Majority (n=289, 72%) agreed their teachers make them aware of the physical changes associated with puberty (M= 3.81, SD= 1.16). Again, 301 (75%) of the students agreed that their CRS teachers make them aware of adolescent stages of development which has implications on thinking (M= 3.79, SD= 1.19). In addition, majority (69%) agreed that their CRS teachers make them aware of the different levels of adolescents thinking (M= 3.72, SD= 1.15). Likewise, majority (n=308, 77%) agreed that their teachers encourage them to take stands on issues in and outside the classroom (M= 3.85**,** SD**=** 1.14**).** Again, majority (71%) agreed that their teachers encourage them to be subjective to changes in perspectives they take (M= 3.69, SD= 1.12).

Results from Table 10 indicate that 235 (59%) strongly agreed or agreed that their teachers encourage them to form cliques and friendship groups in schools as part of their development (M= 3.46, SD= 1.24). In addition, it was revealed that 189 (47%) of the students disagreed their teachers encourage development of them sexual behaviors (M= 3.17, SD= 1.28). Majority 245 (61%) agreed that their teachers educate them on development of sexual desires and feelings (M= 3.50, SD= 1.33). Lastly, the results showed that 271 **(**68%) of the students agreed that their teachers educate them on sexual relationship of the opposite sex (M= 3.72, SD= 1.24**).**

An average mean score of 3.65 (SD= 1.20) indicates that the level of CRS teachers' knowledge of human development is high. This finding validates Kong

and Yasmin (2022) who revealed that teachers accept that authoritative parenting style is positively associated with learning outcomes among Chinese students.

Findings from other studies give strong evidence that teachers have high knowledge of human development. This finding supports that teachers possess high knowledge of human development in the teaching and learning of CRS.

Research Question Four: What is the level of CRS teachers' classroom organizational skills and management in the teaching of CRS in the New Juaben Municipality?

This research question sought to establish the level of CRS teachers' classroom organizational skills and management in the teaching of CRS in the New Juaben Municipality. Data was gathered from teachers through a questionnaire. Teachers were to select from the several closed-ended items with options indicating their classroom organizational skills and management in teaching. Teachers' knowledge of classroom organizational skills and management encompasses students defending classroom rules, obedient to classroom rules, classroom management skills, noticing students' demands and wants, designing learning environment. They were to indicate their level of agreement or disagreement to each item. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0-3.5 = Moderate knowledge and 3.6-5.0= High knowledge. Table 11 presents the results.

Table 11: CRS teachers' classroom organizational skills and management (n=23)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
I encourage students to defend classroom rules	23	100	0	0	0	0	4.39	0.50
I persuade students to obey the classroom rules	23	100	0	0	0	0	4.39	0.50
I have skills about classroom management	23	100	0	0	0	0	4.57	0.51
I can provide effective communication skills in the classroom	23	100	0	0	0	0	4.57	0.51
I can notice students demands and wants	23	100	0	0	0	0	4.35	0.49
I can also design effective learning environment	23	100	0	0	0	0	4.48	0.51
I can cope with disruptive behavior of students in class	22	95.7	1	4.3	0	0	4.30	0.56
I can use preventive strategies in the classroom	23	100	0	0	0	0	4.43	0.56
I am able to deal with students' misbehavior in the classroom	23	100	0	0	0	0	4.39	0.50

Table 11: Continued

I am able to use punitive measures in class (instructional management)	22	96	1	4.3	0	0	4.26	0.54
I encourage student to engage in learning task	23	100	0	0	0	0	4.65	0.47
I can prepare good structured learning activities	23	100	0	0	0	0	4.65	0.49
I can encourage students to be active during instructional hours	23	100	0	0	0	0	4.65	0.49
I am able to get students attention in class	23	100	0	0	0	0	4.61	0.49
I am good at time management	22	95.7	1	4.3	0	0	5.57	0.59
I can design suitable sitting arrangement in class	22	95.7	1	4.3	0	0	4.57	0.59
I am able to praise and encourage success in class	23	100	0	0	0	0	4.74	0.44
Average							4.56	0.51

Source: Field Data (2022)

Results in Table 11 show teachers' responses on their classroom organizational skills and management. All 23 (100%) teachers agreed that they encourage their students to defend classroom rules (M= 4.39, SD= 0.50), persuade their students to obey the classroom rules (M= 4.39, SD=0.50), have skills about classroom management (M= 4.57, SD= 0.51). All 23 teachers indicated that they can provide effective communication skills in the classroom (M= 4.57, SD= 0.51), they can notice students demands and wants (M= 4.35, SD= 0.49), and can also design effective learning environment (M= 4.48, SD= 0.51)

All 23 (100%) teachers either strongly agreed or agreed that they can encourage their students to be active during instructional hours (4.61, SD= 0.50), they are able to get students attention in class (M=4.65, SD= 0.49) and that they are able to praise and encourage success in class (M= 4.74, SD= 0.44). Furthermore, 22 (96%) either strongly agreed or agreed that they are good at time management (M= 4.57**,** SD= 0.59), they can design suitable sitting arrangement in class (M= 4.57, SD= 0.59).

An average mean score of 4.56 (SD= 0.51) indicates that CRS teachers high level knowledge in classroom organizational skills and management. This finding confirms Khalkhali (2010) who found that the CRS teachers in classrooms select their management styles in proportion with students' personality traits and teaching methods in such manner that the students can have opportunities of developing types of skills through practice in the classroom. Brophy (2006) also found that teachers take actions to create and maintain a learning environment conducive to successful instruction (arranging the physical environment,

establishing rules and procedures, maintaining students' attention to lessons and engagement in activities).

CRS Students were asked to express their opinions on teacher's classroom organizational skills and management. Data was gathered from students through a questionnaire. The students were to select from the several closed-ended items with options indicating the level of CRS teachers' classroom organizational skills and management. They were to indicate their level of agreement or disagreement to each item. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0-3.5 = Moderate knowledge and 3.6-5.0= High knowledge.

Results from Table 12 show responses of students on their teachers' classroom organizational skills and management. Again, 344 students agreed that their teachers persuade them to obey classroom rules (M= 4.12, SD=.95) while (n=350, 88%) agreed that their teachers have skills about classroom management (M= 4.11, SD= 1.07) and that 356 (89%) agreed their teachers provide effective communication skills in the classroom (M= 4.19, SD=.98). Majority (n= 277, 69%) agreed that their teachers encourage them to defend classroom rules (M= 3.77, SD= 1.18) while 287(72%) agreed their teachers are good in noticing what they need and want (M= 3.74, SD= 1.26) whereas 334 (83.2%) also agreed that their teachers are able to design effective learning environment (M= 3.99, SD= 1.04).

Table 12: Students' Response to CRS Teachers' Classroom Organizational Skills and Management (n=400)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
My teacher encourages students to defend classroom rules	277	69	97	23	32	8	3.77	1.18
My teacher persuades students to obey classroom rules	344	86	38	10	18	5	4.12	.95
My teacher has skills about classroom management	350	88	19	5	31	7	4.11	1.07
My teacher provides effective communication skills in the classroom	356	89	19	5	19	5	4.19	.98
My teacher is good in noticing what students' needs and wants.	287	72	68	17	45	11	3.74	1.26
My teacher is able to design effective learning environment	334	83	39	10	27	7	3.99	1.04
My teacher can cope with disruptive behaviors of students in class	289	72	83	21	28	7	3.77	1.19
My teacher is able to use preventive strategies in the classroom	310	73	43	11	47	12	3.79	1.22
My teacher is able to deal with students' misbehavior	377	96	18	4	5	1	4.34	.76

Table 12: Continued

My teacher is able to use punitive measures in class (instructional management)	220	80	40	10	40	10	3.88	1.16
My teacher encourages students to engage in learning tasks	377	94	12	3	11	3	4.32	.81
My teacher prepares good structured learning activities	353	88	21	6	23	6	4.21	1.01
My teacher encourages students to be active during instructional hours	360	90	21	5	19	5	4.29	.96
My teacher is able to get students attention in class	381	95	11	3	8	2	4.43	.77
My teacher is good at time management	349	87	34	8	17	4	4.24	1.00
My teacher can design sitting arrangement in class	300	75	76	19	24	6	3.87	1.14
My teacher praises and encourage success in class	359	91	21	9	20	5	4.31	.97
Average							4.08	1.03

Source: Field Data (2022)

In addition, 360 (90%) students agreed that their teachers encourage them to be active during instructional hours (M= 4.29, D=.96) whiles 381(95%) of them agreed that their teacher is able to get students attention in class (M= 4.43, SD=.77). Again, 349 (87%) agreed that the teacher is good at time management (M= 4.24, SD= 1.00). Again, 300 (75%) agreed that the teachers can design sitting arrangement in class (M= 3.87, SD= 1.14). Lastly, majority (n=359, 91%) agreed that their teachers praise and encourage success in class (M= 4.31, SD= .97).

An average of mean score, 4.31(SD= .97) shows that CRS students deemed their teachers have high knowledge of the classroom organizational and management skills. This finding corroborates with the results of teachers and observing it critically reveals that teachers have high skills in organizing and managing classrooms.

Research Question Five: What is the level of CRS teachers' personal leadership qualities in the teaching and learning of CRS in the New Juaben Municipality?

This research question sought to describe CRS teachers' personal leadership qualities. Data was gathered from teachers through a questionnaire. They were to indicate their level of agreement or disagreement to each item. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0- 3.5 = Moderate knowledge and 3.6-5.0= High knowledge. Table 13 illustrates the views of students.

Table 13: Level of CRS teachers' personal leadership qualities. (n= 23)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
I am able to set priorities in my teaching of CRS	21	91	2	9	0	0	4.22	0.60
I delegate authorities and decisions making to my students	22	96	1	4	0	0	4.48	0.59
I motivate my students to focus on learning	22	96	1	4	0	0	4.57	0.59
I set out to develop my students	22	96	1	4	0	0	4.26	0.54
I encourage my students to develop themselves	23	100	0	0	0	0	4.74	0.45
I communicate my points to view effectively	23	100	0	0	0	0	4.57	0.51
I can inspire my students to achieve better results	23	100	0	0	0	0	4.70	0.47
I encourage my students to demonstrate emotional intelligence	23	100	0	0	0	0	4.43	0.51
I value differences of opinions from my students	23	100	0	0	0	0	4.48	0.51
I work on building rapport with my students	22	96	1	4	0	0	4.39	0.58
I can establish alliance with my students	21	91	2	9	0	0	4.35	0.65

Table 13: Continued

I can negotiate effectively my students	23	100	0	0	0	0	4.35	0.49
I am able to solve problems logically	23	100	0	0	0	0	4.43	0.51
I am able to research on my options before making decisions	23	100	0	0	0	0	4.52	0.51
I avoid biases when dealing with issues with students	23	100	0	0	0	0	4.43	0.51
I make decisions based on available information	23	100	0	0	0	0	4.30	0.47
I can make appropriate decisions even under pressure	21	91	2	9	0	0	3.96	1.02
I am able to build myself awareness	23	100	0	0	0	0	4.43	0.51
I can manage myself in critical situation	23	100	0	0	0	0	4.30	0.47
I am aware of my social identity	22	96	0	0	1	4	4.43	0.90
I am aware of my purpose in the classroom	23	100	0	0	0	0	4.74	0.45

Table 13: Continued

I can manage my relationship with others	23	100	0	0	0	0	4.48	0.51
I can be a source of energy for my students	22	96	0	0	1	4	4.35	0.88
I am able to manage my relationship with students	23	100	0	0	0	0	4.61	0.50
I am empathic when dealing with my students	23	100	0	0	0	0	4.39	0.50
I work to earn the trust of my students	21	91	2	9	0	0	4.43	0.66
I encourage my student to build on trusting people	20	87	3	13	0	0	4.26	0.69
I am optimistic in my approach to teaching	23	100	0	0	0	0	4.61	0.50
Average							4.44	0.57

Source: **Field Data (2022)**

Results from Table 13 show responses from CRS teachers on their personal leadership qualities in the teaching and learning of CRS. 21 (91%) of teachers agreed that they are able to set priorities in their teaching of CRS (M= 4.22, SD= 0.60). Again, majority (n= 22, 96%) agreed that they delegate authority and decisions making to my students (M= 4.48, SD= 0.59). Majority (n= 22, 96%) of the teachers either strongly agreed or agreed that they motivate their students to focus on learning (M= 4.57, SD= 0.59). Majority (n= 22, 96%) of the teachers agreed that they set out to develop their students (M= 4.26, SD= 0.54), and they communicate their points to view effectively (M= 4.57, SD= 0.51).

All 23(100%) CRS teachers either strongly agreed or agreed that they encourage their students to develop themselves (M= 4.74, SD= 0.45), they are able to manage their relationship with students (M= 4.61, SD= 0.50), they are empathic when dealing with my students (M= 4.39, SD= 0.50) and they are optimistic in their approach to teaching (M= 4.61, SD= 0.50). Furthermore, majority (n=21, 91%) of the teachers agreed that they work to earn the trust of their students. (M= 4.43, SD= 0.66). Finally, majority (n= 20, 87%) agreed that they encourage their students to build on trusting people (M= 4.26, SD= 0.69).

From the results, an overall mean, 4.44 (SD= 57) was obtained signifying that CRS teachers have a high level of personal leadership qualities in the teaching and learning of CRS in the New Juaben Municipality. This discovery can be attributed to the leadership roles teachers once assumed when they are under training previously. Studies (Katzenmeyer& Moller, 2001; York-Barr & Duke, 2004; Traversi, 2007; Singh &Esa, 2008) have found that teachers in other

countries have moderate leadership qualities as compared to the current studies. This discovery corroborates with Katzenmeyer and Moller (2009) who found that in their study that three types of leadership skills that are needed by the teachers are; have high knowledge and interpersonal ability. ii) teachers with leadership must be wise in influencing their students and colleagues and iii) also can serve as mentors. The above discoveries reflect Marzuki and Ahmad (2010) who revealed that the knowledge of the CRS teacher is high and it includes the achievement, creation, storage, distribution and application of knowledge into living practices.

Data was gathered from students through a questionnaire to confirm the results of the teachers. The students were to select from the several closed- ended items with options indicating the level of CRS teachers' personal leadership qualities by agreeing or disagreeing to each item. The coding of the items was done following with the scale provided; 5= Strongly Agree, 4= Agree, 3=Disagree, 2= Strongly Disagree and 1 = Uncertain). The mean scores interval was interpreted as 1.00 - 1.9= Low knowledge, 2.0-3.5 = Moderate knowledge and 3.6-5.0= High knowledge. Results are displayed in Table 14.

Table 14: Students' Response to CRS Teachers' Personal Leadership Qualities(n=400)

Statements	SA/A		DA/SDA		U		M	SD
	No	%	No	%	No	%		
My teacher is able to set priorities in the teaching of CRS	322	80	36	9	42	11	3.88	1.18
My teacher delegates authority and decision making to students	306	76	51	13	43	11	3.81	1.18
My teacher motivates students to focus on learning	390	97	7	2	3	1	4.57	.63
My CRS teacher sets out to develop students	350	87	22	6	28	7	4.09	1.04
My teacher encourages students to develop themselves	348	87	25	6	27	7	4.05	1.04
My teacher communicates his or her points to be view effectively	350	90	20	5	20	5	4.20	.96
My teacher inspires students to achieve better results	370	92	16	4	14	4	4.42	.89
My teacher encourages students to demonstrate emotional intelligence	290	72	57	15	53	13	3.73	1.28

Table 14: Continued

My teacher develops his or her student's emotional intelligence	272	68	59	15	69	17	3.58	1.38
My teacher values differences of opinions from students	361	90	26	7	13	3	4.23	.89
My teacher has good rapport with students	350	87	18	4	32	8	4.10	1.10
My teacher establishes alliances with students	321	80	34	9	45	11	3.83	1.19
My teacher negotiates effectively with students	339	85	32	8	29	7	4.08	1.06
My teacher is able to solve problem logically	352	88	21	5	27	7	4.16	1.05
My teacher researches on options before making decisions	331	83	45	11	35	9	3.94	1.15
My teacher avoids biases when dealing with issues and students	331	83	48	12	21	5	4.09	1.06
My teacher makes decision based on available information	321	80	48	12	31	8	3.96	1.12
My teacher is able to make appropriate decisions even under pressure	325	81	34	8	44	11	3.87	1.18
My teacher is able to build student self-awareness	348	87	18	5	34	8	4.05	1.10

Table 14: Continued.

My teacher encourages students to manage themselves in critical situations	353	88	23	6	24	6	4.15	1.00
My teacher makes students aware of social identity	353	88	21	5	26	7	4.09	1.01
My teacher is aware of his or her purpose in the classroom	369	92	21	5	10	3	4.37	.87
My teacher manages his or her relationship with others	342		33	8	25	6	4.01	1.06
My teacher manages his or her relations with students	344	86	24	6	32	8	4.01	1.07
My teacher is empathic in dealing with students	322	80	43	11	35	9	3.90	1.12
My teacher collaborates with student to earn their trust	302	75	64	16	34	9	3.79	1.15
My teacher encourages student to build in trusting people	225	56	111	28	64	16	3.31	1.36
My teacher is optimistic in his or her approach in teaching CRS.	367	92	11	2	22	6	4.27	1.00
Average							4.02	1.08

Source: Field Data (2022)

Table 14 presents results of students' responses on CRS teachers' personal leadership qualities. Majority (n=390, 97%) of CRS students either strongly agreed or agreed that their teachers motivate them to focus on learning (M= 4.57, SD= .63). In addition, 350 (87%) of the students agreed that their teachers set out to develop them (M= 4.09, SD= 1.04) while 348 (87%) agreed their teachers encourages them to develop themselves (M= 4.05, SD= 1.04). The majority 350(90%) of the students continued to indicate that they agreed their teachers communicates their points to be view effectively (M= 4.20, SD= .96). Lastly, majority (92%) agreed that their teachers are optimistic in their approach in teaching CRS (M= 4.27, SD= 1.00).

Again (n= 322, 80%) agreed that their teachers are able to set priorities in the teaching of CRS (M= 3.88, SD= 1.18) while 306 (76%) agreed that their teachers delegate authority and decision making to them (M= 3.81, SD= 1.18). Majority (322, 80%) agreed that their teachers are empathic in dealing with them (M= 3.90, SD= 1.12). Also, (n= 302, 75%) of the students agreed that their teachers collaborate with them to earn their trust (M= 3.79, SD= 1.15). Moreover, 225 (56%) agreed that their teachers encourage them to build in trusting people (M= 3.31, SD= 1.36).

From the above, it sufficed that an average mean score of 4.02(SD=1.08) were documented which means that majority of the students agreed that their CRS teachers have high level of personal leadership qualities in the teaching of CRS in the New Juaben Municipality.

Chapter Summary

The purpose of this study was to find out the expert authority of CRS teachers in the teaching and learning of CRS. Deducing from all the responses of both teachers and students, it was found that CRS teaches are expert authorities in the teaching of CRS. Concerning the level of CRS teachers' content knowledge in their teaching, it was found that they have high content knowledge in the teaching of CRS. It was found that they know how to select topics that focus on the rationale for teaching CRS. Again, it was revealed that they have high knowledge of teaching practices; and that they are able to state learning objectives for lessons, checks students exercise books, reviews assignment and home works. Also, CRS teachers have high knowledge of human development in the teaching of CRS. Thus, they showed that they know the hormonal changes in their students. It was seen that CRS teachers have high knowledge in classroom organizational skills and management and so they are able to communicate effectively, notice students' needs and wants as well as design appropriate learning environment. CRS teachers were found to have high personal leadership qualities in the teaching of CRS. Here, they are able to set priorities in their teaching, delegate authority and decision making, motivate students, encourage students to develop themselves, inspire students to achieve better results, demonstrate emotional intelligence and all these make them authorities in the teaching of CRS.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

This chapter of the write-up focuses on the summary of the research, major findings, conclusion, and recommendations. It further indicates areas that need to be studied further to aid decision and policy making in the field of religious education.

Summary of the Research Process

Teachers are most influential school factor on students learning and as a result, they have significant effects on students' learning. Teachers' expert authority is perceived as the teachers' knowledge and competence in specific areas. CRS teachers' expert authority comprises their knowledge in the content that they teach, teaching practices, human development, classroom organizational skills and management and personal leadership qualities. The purpose of this study was to find out the expert authority of CRS teachers in the teaching and learning of CRS. To achieve the above goal, these research questions were developed to steer the progress of the exploration.

1. What is the level of CRS teachers' content knowledge in the teaching and learning of CRS in the New Juaben Municipality?
2. What is the level of CRS teachers' knowledge of teaching practices in the teaching and learning of CRS in the New Juaben Municipality?

3. What is the level of CRS teacher's practices of human development in the teaching and learning of CRS in the New Juaben Municipality?
4. What is the level of CRS teachers' classroom organizational skills and management in the teaching and learning of CRS in the New Juaben Municipality?
5. What is the level of CRS teachers' personal leadership qualities in the teaching and learning of CRS in the New Juaben Municipality?

The study adopted the cross-sectional survey design. The sample size for the study was 423 which comprise 23 teachers and 400 students. The students were sampled using the proportionate random sampling procedure from a population of 3,500 whereas all the teachers were selected with the census method from eight senior high schools in the New Juaben Municipality. A questionnaire was used to collect data from both CRS teachers and students. Each item was coded, processed and analyzed with the use of SPSS (version 25). Statistical tool of frequency, percentages, mean and standard deviation were used to analyze data for all the research questions.

Summary of Major Findings

Based on the results, it was found that;

1. CRS teachers in the new Juaben Municipality have high level knowledge of the content for teaching and learning of CRS and they are able to carefully explain the selected themes, relate content which has aspect of social issues, consistently check students' exercise) (See Tables 5 and 6).

2. CRS teachers have high level knowledge of the teaching practices in CRS (review students' assignments, interact with students through studies, uses multiple teaching strategies to introduce and teach) (See Tables 7 and 8).
3. CRS teachers possess high knowledge of human developments (they are found to be aware of; the physical changes, adolescent stages of development, different stages of identity development, students' stage of independence) (See Tables 9 and 10).
4. CRS teachers in the New Juaben Municipality have high knowledge of the classroom organizational and management skills (design effective learning environment, cope with disruptive behavior, deal with students' misbehavior in classrooms, prepare good structured learning tasks, encourage students, capture students' attention) (See Tables 11 and 12).
5. CRS teachers have high level of personal leadership qualities (teachers make students aware of social identity, teachers manage their relationship with others, empathic in dealing with students, collaborate with student to earn trust, optimistic in his or her approach) (See Tables 13 and 14).

Conclusions

Based on the findings, the following conclusions are made.

It can be deduced that CRS teachers are able to teach the themes and contents in the CRS syllabus which have direct bearing on the rationale for teaching CRS and so students' lives are impacted positively towards learning.

Again, it can be concluded that CRS students are able to learn the content of CRS without facing any learning difficulty as teachers finds it flexible to

handle the course. This implies students' poor performances are not attributed to teachers teaching practices like teachers' use of multiple teaching strategies to introduce and teach.

In addition, CRS teachers with knowledge in human development, are able to vary their teaching methods in order to suit their students' understanding of what is been taught in the classroom.

It can be established that students' behavior control and classroom organization and management are not problems for teachers as expert authorities and so teachers are prepared to design learning environment that are conducive to learn. This connotes that students' disruptive behaviors' in the classroom are not from teachers authorities in ensuring order in class.

Lastly, CRS students are guided to become responsible members of the community and learners are in the process of becoming effective learners. This implies that teachers' authority as leaders have influence learners class achievement positively, therefore any poor performance by students cannot be pushed onto teachers.

Recommendations

Based on the findings and conclusions made, the recommendations below can be accepted for policy making.

1. CRS teachers should keep on upgrading themselves on issues revolving around the content of CRS. It is suggested that CRS teachers should identify areas/topics that they have challenges or difficulties in teaching and seek for assistance. This will ensure that CRS teachers are more conversant with the

aims and goals for teaching CRS, so that students' academic accomplishment will be better.

2. It can be recommended that the Ministry of Education in collaboration with the various headmasters, parents and teachers should ensure adequate provision of seminars so that teachers can learn fresh skills on teaching practices. This will help the aims of education to be achieved.
3. The Ghana Education Service should collaborate with the National Council for Curriculum and Assessment (NaCCA) to include in the curriculum facts about human development in the teaching and learning of CRS. This will equip teachers on developmental practices including understanding of issues in class concerning students' maturity and its effects on their learning; changes in hormonal development and its effects on the behavior of students in class. Teachers can help learners to excel greatly.
4. The Eastern Regional directorate of Education and GES should be organizing in-service training on regular basis to add up to teachers' classroom organizational skills and management for teaching CRS. This will ensure that fresh ideas are provided for effective classroom management and teachers' communication, design effective learning environment for learning.
5. Lastly, GES would intensify its training for CRS teachers on personal leadership qualities. Doing this will render teachers with solid skills to delegate authority and decisions making to students; motivate students to focus on learning to achieve the rationale for teaching CRS.

Areas for Further Studies

This study examined the expert authority of CRS teachers in the teaching and learning of CRS in the New Juaben Municipality. The study might be redone in other municipalities in all regions in the country to find out persistence of the issue there. Again, the study made use of questionnaires as instruments for data collection. Future studies may consider using interview guides to be able to probe further and collect detailed information on the subject from respondents and also make the study engaging.

REFERENCES

Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago Public High Schools. *Journal of Labor Economics*, 95–135.

Annobil, C. A. (2017). Implementation of the basic schools religious and moral education curriculum in Cape Coast Metropolis, Ghana: The learner factor.

Brantlinger, E., & Danforth, S. (2011). *Critical theory perspective on social class, race, gender, and classroom management.* Handbook of classroom management: Research, practice, and contemporary issues, 157–179.

Brantlinger, E., Morton, M., & Washburn, S. (1999). Teachers' moral authority in classrooms: Restructuring social interactions and gendered power. *The Elementary School Journal*, 491–504.

Darling-Hammond, L. (2008). Teacher learning that supports student learning. Teaching for intelligence, 91-100.

Darrin,T .(2004) .*Power in the classroom*. http://www.linkedin.com/pulse/20140609082714-324997647

Esmaeili, Z., Mohamadrezai, H., & Mohamadrezai, A. (2015). The role of teacher's authority in students' learning. *Journal of Education and Practice*, 1-15.

Kimosop, E. (2015). Teachers' preparedness for effective classsroom instruction of the Secondary School Christian Religious Education Curriculum in Kenya. *International Journal of Scientific Research and Innovative Technology*, 63-72.

Lynch, K., & Star, J.R. 2013. Teachers' views about multiple strategies in middle and high school mathematics: Perceived advantages, disadvantages, and reported instructional practices. Mathematical Thinking and Learning.

Meador, D. (2019). Using effective instructional strategies. Retrieved from thoughco.com

Mensah, E., & Owusu, M. (2022). Teachers' curriculum knowledge in teaching Christian religious studies among senior high schools of the Greater Accra Region of Ghana. *East African Journal of Education and Social Sciences EAJESS, 3*(4), 126–133.

Meshrabadi, J., Badri, R., & Vahedi, S. (2010). Examining the extent of lack of discipline within students in the conditions of exerting different resources of teacher's authority. *Science-Research Journal of Psychology* Tabriz University.

Mitchell, M. L., & Jolley, J. M. (2010). Research Design Explained. Wadsworth, Cengage Learning.

Njoku, N. C., & Njoku, C. I. (2015). Challenges to effective implementation of Christian Religious Studies Curriculum: A study of secondary school pupils in Ebonyi State of Nigeria. *Journal of Education and Practice*, 176-180.

Pace, J., & Hammings, A. (2007). Understanding authority in classrooms: A review of theory, ideology, and research. *Review of Educational Research*, 4 - 27.

Puttick, G., Drayton, B., & Karp, J. (2015). Digital curriculum in the classroom: Authority, control and teacher role. *International Journal of Emerging Technologies in Learning*.

Rockoff, J. E. (2004). The impact of individual teachers on student achievement. *American Economic review*, 247-252.

Sabastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education*, 69-108.

Schrodt, P., Witt, P. L., Myers, A. S., Turman, D. T., Barton, M. H., & Jernberg, A. K. (2008). Learner empowerment and teacher evaluations as functions of teacher power use in the college classroom. *Communication education*, 180-200.

Scott, D. (2017). *Intrinsic and extrinsic motivation of elementary teachers*. Harmony school of science. Austin. http://www.dscott@harmonytx.org

Shrigley, R. L. (1986). Teacher authority in the classroom: A plan for action. Pennsylvania: NASSP Bulletin.

Spears, l. (2005*). The understanding and practice of servant leadership*. Virginia: regent university school of business and leadership.

Sword, R. (2020*). Effective Communication in the Classroom: Skills for Teachers.* *http://www.*highspeedtraining.co.uk.hub/communication-skills-for-teachers/

Toshalis, E. (2010). From disciplined to disciplinarian: The reproduction of symbolic violence in preservice teacher education. *Journal of Curriculum Studies*, 183–213.

Vaaland, G. S. (2016). *Pupil aggressiveness, teacher authority and disruptive classroom behaviour*. University of Stavanger.

Weber, M. (1978). *Economy and society*, an outline of interpretive sociology. California: university of California press.

Weber, M., & Bandix, R. (1997*). An intellectual portrait.* 29. University of California press.Berkeley, Los Angeles,London.

APPENDICES

APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF ARTS EDUCATION

TELEPHONE: +233 0362290097
Email: daeia@ucc.edu.gh *EXT.* (268), Direct: 35411.
Telegrams & Cables: University, Cape Coast.

University Post Office
Cape Coast, Ghana.

OUR REF: DAsE/SM/11

YOUR REF:

Date: 26th September, 2022

TO WHOM IT MAY CONCERN
(LETTER OF INTRODUCTION)

We write to certify that:

SERWAA AMPOFO ANSAH EH/AED/20/0014

is an MPhil student of the Department of Arts Education of the University of Cape Coast, Ghana. She is carrying out a research study on the topic "***Expert Authority of Christian Religious Studies Teachers and the Teaching and Learning of CRS in the New Juaben Municipality***" under the supervision of Dr. Eric Mensah, a Senior Lecturer at the same Department.

The said candidate has reached the data collection stage of her research work and as part of it, will need to gather data in the form of administering questionnaires to some students and staff in your institution. She will therefore, need an assistance from your outfit to make her data collection exercise complete.

We would be grateful if your office could assist her in that regard.

Thank you.

PROF. CHARLES ADABO OPPONG
HEAD OF DEPARTMENT

APPENDIX B

UNIVERSITY OF CAPE COAST, GHANA
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF ARTS EDUCATION
QUESTIONNAIRE FOR TEACHERS

The study seeks to examine the **expert authority of CRS teachers and the teaching and learning of CRS**. The responses collected from you will only be for academic purposes. As a result of this, kindly feel comfortable in providing responses by reflecting on your personal experiences concerning the teaching and learning of CRS.

There are two main segments in this survey. In segment one, section A, kindly respond to each of the following items by ticking (√) the appropriate response box.

SECTION A
DEMOGRAPHIC DATA

1. Gender Male [ ] Female [ ]
2. Religious Affiliation

a.Christianity []
b.Islam []
c.African Traditional Religion []
d.Hindu [ ]
e. Buddhist [ ]
Others (please specify) ……

3.For how long have you been teaching CRS?

a.less than a year[]
b.1 – 5 years [ ]
c.6 -10 years []
d.11 – 15 years []
e.16 years and above [ ]

4.What is your highest academic qualification?

a.Bachelor's Degree []
b.Master of Arts []
c.Master of Philosophy []
d.Other (specify)……

5.What is your highest professional teaching qualification?

a.Teacher's Cert 'A' [] b.Diploma in Education []
c.Post Graduate Diploma in Education []
d.Bachelor of Education [] e.Masters in Education []
f.Other (specify)……

SECTION B: CONTENT KNOWLEDGE OF CRS TEACHERS

1=Uncertain(U) 2= Strongly Disagree (SD) 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	(U)	(SD)	(D)	(A)	(SA)
1. CRS focuses on carefully selected major themes in the bible					
2. The subject matter of CRS borders on the life stories of prominent characters of the bible					
3. CRS contains purely religious issues related to Christianity					
4. The content of CRS has some aspect of social issues that influence students daily lives					
5. The content of CRS exposes students to biblical principles and values to help them in making sound value judgments					
6. The content of CRS should be related to life experiences of students					
7. The content of CRS has two main sections; Old Testament and New Testament					
8. The content of CRS is structured in two sections for Year one, Two and Three					
9. The content for year one includes headings like; Leadership roles, Parental					

responsibilities, Disobedience and consequences.					
10. The content for year Two includes heading like ; Making decisions, Greed and its effects, Supremacy of God					
11. The content of Year Three includes headings like; Individual Responsibilities, concern for one's nation and faith in God.					

SECTION C: CRS teachers' knowledge of teaching practice
1=Uncertain(U) 2= Strongly Disagree (SD) 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	(U)	(SD)	(D)	(A)	(SA)
12. CRS teachers should explicitly state learning objectives for learners.					
13. CRS teachers should review previous lessons before the they start new lessons					
14. CRS teachers should consistently check students exercise books					
15. CRS teachers should review students' assignments and home works.					
16. CRS teachers should interact with students through question and answer to check their understanding during lessons.					
17. CRS teachers should make student work in smaller					

groups and come up with joint solutions to a problem or task.					
18. CRS teachers should allow students to do self-assignment					
19. CRS teachers should allow students to do self-assignment					
20. CRS teachers should group students according to their abilities					
21. CRS teachers should encourage debates in topical issues					
22. CRS teachers should task students to write argumentative essays					
23. CRS teachers should engage students in projects that requires at least one week to complete.					
24. CRS teachers should communicate with students regularly in order to engage them.					
25. CRS teachers should self-explain their communications to students to avoid miscommunication.					
26. CRS teachers should make connections between content and their students' lives.					
27. CRS teachers should provide individualized learning					

28. CRS teachers should tailor resources and support for individual students					
29. CRS teachers should use different practices based on students' needs.					
30. CRS teachers should use multiple forms of assignments to articulate students' progress					
31. CRS teachers should use multiple teaching strategies to introduce and teach the content of CRS.					

SECTION D: CRS teachers' knowledge of human development
1=Uncertain(U) 2= Strongly Disagree (SD), 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	(U)	(SD)	(D)	(A)	(SA)
32. There are physical changes associated with puberty					
33. These physical changes can cause distractions in class					
34. Students can mature late and it has effects on their learning					
35. Students can mature early and it has effects on their learning and understanding of issues in class					

36. Changes in hormonal activities has effects on the behavior of students in class					
37. The adolescent stage of development has implications on thinking					
38. Adolescents have different level of thinking					
39. There is variation in the cognitive development of adolescents					
40. Students take stands or perceptions on issues in and outside the classroom					
41. Students are subject to changes in the perspectives they take					
42. Parenting styles have influence on students growth and learning					
43. Parents of students use different parenting styles					
44. Students go through different stages of identity development					
45. Students are sometimes confused about their identity					
46. Students get to the stage of independence during their development.					
47. CRS teachers can help students to develop self-independence					

48. Students form cliques and friendship groups in schools as part of their development					
49. Students are particular about popularity when forming friendship groups					
50. Students change their friends with time because of hormonal and social activities					
51. Adolescents develop sexual behaviors'					
52. Students begin developing sexual desire and feelings					
53. Students behaviors' are influenced by their sexual desires					
54. Students have strong urge to date the opposite sex					
55. Students develop strong urge to have sexual relationship					

SECTION E: CRS teachers' classroom organizational skills and management

Statements	(U)	(SD)	(D)	(A)	(SA)
56. I encourage students to defend classroom rules					
57. I persuade students to obey the classroom rules					
58. I have skills about classroom management					
59. I can provide effective communication skills in the classroom					
60. I can notice students demands and wants					
61. I can also design effective learning environment					
62. I can cope with disruptive behavior of students in class					
63. I can use preventive strategies in the classroom					
64. I am able to deal with students misbehavior in the classroom					
65. I am able to use punitive measures in class (instructional management)					
66. I encourage student to engage in learning task					
67. I can prepare good structured learning activities					
68. I can encourage students to be active during instructional hours					
69. I am able to get students attention in class					
70. I am good at time management					
71. I can design suitable sitting arrangement in class					
72. I am able to praise and encourage success in class					

SECTION F: CRS TEACHERS' PERSONAL LEADERSHIP QUALITIES
1=Uncertain(U) 2= Strongly Disagree (SD) 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	(U)	(SD)	(D)	(A)	(SA)
73. I am able to set priorities in my teaching of CRS					
74. I delegate authorities and decisions making to my students					
75. I motivate my students to focus on learning					
76. I set out to develop my students					
77. I encourage my students to develop themselves					
78. I communicate my points to view effectively					
79. I can inspire my students to achieve better results					
80. I encourage my students to demonstrate emotional intelligence					
81. I value differences of opinions from my students					
82. I work on building rapport with my students					
83. I can establish alliance with my students					
84. I can negotiate effectively my students					
85. I am able to solve problems logically					
86. I am able to research on my options before making decisions					
87. I avoid biases when dealing with issues with					

students					
88. I make decisions based on available information					
89. I can make appropriate decisions even under pressure					
90. I am able to build my self-awareness					
91. I can manage myself in critical situation					
92. I am aware of my social identity					
93. I am aware of my purpose in the classroom					
94. I can manage my relationship with others					
95. I can be a source of energy for my students					
96. I am able to manage my relationship with students					
97. I am empathic when dealing with my students					
98. I work to earn the trust of my students					
99. I encourage my student to build on trusting people					
100. I am optimistic in my approach to teaching					

APPENDIX C

UNIVERSITY OF CAPE COAST
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF ARTS EDUCATION
QUESTIONNAIRE FOR STUDENTS

The study seeks to examine the **expect authority of CRS teachers and the teaching and learning of CRS.** The responses collected from you will only be for academic purposes. As a result of this, kindly feel comfortable in providing responses by reflecting on your personal experiences concerning the teaching and learning of CRS.

There are two main segments in this survey. In segment one, section A, kindly respond to each of the following items by ticking (√) the appropriate response box.

SECTION A: DEMOGRAPHIC DATA

1. Gender Male [ ] Female [ ]

2. Religious Affiliation

a.Christianity []

b.Islam []

c.African Traditional Religion []

d, Hindu [ ]

e. Buddhist [ ]

Others (please specify) ……

SECTION B: CRS teachers' Content Knowledge

1=Uncertain(U) 2= Strongly Disagree (SD) 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	1= (U)	2= (SD)	3= (D)	4= (A)	5= (SA)
1. My teacher focuses carefully on the selected themes in the bible.					
2. The subject matter of CRS borders on the life stories of prominent characters of the bible					
3. CRS contains purely religious issues related to Christianity.					
4. My teacher teaches content which has aspect of social issues that reflect on our daily lives					
5. The content my teacher teaches exposes students to biblical principles and values to help in making sound value judgment					
6. The content my teacher teaches relates to life experiences of students					
7. The content of CRS my teacher teaches has two main sections (New					

Testament and Old Testament)					
8. The content for year one includes headings like leadership roles, parental responsibilities, Disobedience and consequences.					
9. The content for year two includes headings like making decisions, greed and its effects and supremacy of God.					

SECTION C: CRS teachers' knowledge of teaching practice

1=Uncertain(U), 2= Strongly Disagree (SD), 3= Disagree(D), 4= Agree (A)

5= Strongly Agree (SA)

Statements	(U)	(SD)	(D)	(A)	(SA)
10. My teacher explicitly states learning objectives for lessons					
11. My teacher reviews previous lessons before the start of new lesson					
12. My teacher constantly checks students exercise books					
13. My teacher reviews students assignment and home works					

14. My teacher interacts with students through questions and answer to check our understanding during lessons					
15. My teacher allows us to form small groups to come up with joint solutions to a problem or task					
16. My teacher allows students to do self-assessment					
17. My teacher allows students to participate in lesson planning					
18. My teacher groups us according to our abilities					
19. My CRS teacher encourages debates on topical issues					
20. My teacher encourages students to write argumentative essays					
21. My teacher encourages students on project works					
22. My CRS teacher communicate with students in order to engage them					
23. My teacher helps students to make connections between content taught and students' lives					
24. My teacher provides individualized learning					
25. My teacher tailors resources and support for					

individual students					
26. My teacher uses different practices based on students' needs					
27. My teacher uses different forms of assessment to help evaluates students' progress					
28. My teacher uses multiple teaching strategies to introduce and teach content of CRS					

SECTION D: CRS Teachers' Knowledge of Human Development

1=Uncertain(U) 2= Strongly Disagree (SD) 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	(U)	(SD)	(D)	(A)	(SA)
29. My teacher makes us aware of the physical changes associated with puberty					
30. The physical changes of puberty can cause distractions in class					
31. Maturity of students can have effect on learning					
32. Early maturity of students can have effect on learning and understanding of issues in class					
33. Changes in hormonal activities has effects on the behavior of students in class					

34. My teacher makes us aware of adolescent stages of development which has implications on thinking					
35. My CRS teacher makes us attentive on the different levels of adolescents thinking					
36. There is variation in the cognitive development of adolescents					
37. My teacher encourages students to take stands on issues in and outside the classroom					
38. My teacher encourages students to be subjective to changes in perspectives they take					
39. My teacher makes students aware of the parenting styles which influence students growth and learning					
40. Parents of students use different parenting styles					
41. My teacher makes students aware of the different stages of identity development					
42. Students are sometimes confused about their identity					
43. My teacher is able to help students get to the stage of independence during their development					

44. My teacher aids students to develop self-independence					
45. My CRS teacher encourages students to form cliques and friendship groups in schools as part of our development					
46. My teacher encourages development of student sexual behaviors					
47. My teacher educates students on development of sexual desires and feelings					
48. Students' behaviors are influenced by their sexual desires					
49. My teacher educates students on sexual relationship of the opposite sex					

SECTION E: CRS teachers' Classroom organizational skills and management

1=Uncertain(U) 2= Strongly Disagree (SD) 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	(U)	(SD)	(D)	(A)	(SA)
50. My teacher encourage students to defend classroom rules					
51. My teacher persuades students to obey classroom rules					

52. My teacher has skills about classroom management					
53. My teacher provides effective communication skills in the classroom					
54. My teacher is good in noticing what students' needs and wants.					
55. My teacher is able to design effective learning environment					
56. My teacher can cope with disruptive behaviors of students in class					
57. My teacher is able to use preventive strategies in the classroom					
58. My teacher is able to deal with students misbehavior					
59. My teacher is able to use punitive measures in class (instructional management)					
60. My teacher encourages students to engage in learning tasks					
61. My teacher prepares good structured learning activities					
62. My teacher encourages students to be active during instructional hours					
63. My teacher is able to get students attention in					

class					
64. My teacher is good at time management					
65. My teacher can design sitting arrangement in class					
66. My teacher praises and encourage success in class					

SECTION F: CRS teachers' Personal Leadership Qualities

1=Uncertain(U) 2= Strongly Disagree (SD) 3= Disagree(D) 4= Agree (A) 5= Strongly Agree (SA)

Statements	U	SD	D	A	SA
67. My teacher is able to set priorities in the teaching of CRS					
68. My teacher delegates authority and decision making to students					
69. My teacher motivates students to focus on learning					
70. My CRS teacher sets out to develop students					
71. My teacher encourages students to develop themselves					
72. My teacher communicates his or her points to be view effectively					
73. My teacher inspires students to achieve better results					
74. My teacher encourages students to demonstrate emotional intelligence					
75. My teacher develops his or her student's emotional intelligence					
76. My teacher values differences of opinions from students					

77. My teacher has good rapport with students					
78. My teacher establishes alliances with students					
79. My teacher negotiates effectively with students					
80. My teacher is able to solve problem logically					
81. My teacher researches on options before making decisions					
82. My teacher avoids biases when dealing with issues and students					
83. My teacher makes decision based on available information					
84. My teacher is able to make appropriate decisions even under pressure					
85. My teacher is able to build student self-awareness					
86. My teacher encourages students to manage themselves in critical situations					
87. My teacher makes students aware of social identity					
88. My teacher is aware of his or her purpose in the classroom					
89. My teacher manages his or her relationship with others					
90. My teacher manages his or her relations with students					
91. My teacher is empathic in dealing with students					
92. My teacher collaborates with student to earn their trust					
93. My teacher encourages student to build in trusting people					
94. My teacher is optimistic in his or her approach in teaching CRS.					