UNIVERSITY OF CAPE COAST

FACTORS INFLUENCING IMPLEMENTATION OF THE BASIC SCHOOL RELIGIOUS AND MORAL EDUCATION CURRICULUM

CHARLES NYARKO ANNOBIL

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BY

CHARLES NYARKO ANNOBIL

Thesis submitted to the Faculty of Humanities and Social Sciences Education, University of Cape Coast, in partial fulfilment of the requirements for the award of Doctor of Philosophy Degree in Curriculum and Teaching

APRIL 2017

DECLARATION

Candidate's Declaration

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

Candidate's Signature:…… Date ……

Name: Charles Nyarko Annobil

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature …… Date ……..

Name: Prof. T. A. Ossei-Anto

Co-Supervisor's Signature …… Date ……..

Name: Rev Prof. Seth Asare-Danso

ABSTRACT

The study explored both school and community-based factors that influence implementation of the Basic school Religious and Moral Education curriculum in the Cape Coast Metropolis of Ghana. It was an exploratory survey study that adopted the sequential explanatory mixed method as a model. Six research questions and two hypotheses were formulated to guide the study. The population consisted of 515 people (446 teachers and 61 head teachers) with a sample size of 288. Data were gathered from questionnaire, interviews and observations. The convenience, simple random and the purposive sampling techniques were used to select the schools and the respondents. Descriptive statistics such as frequencies, percentages, charts, tables, means, and standard deviations were used to analyse the research questions whereas inferential statistics (multiple regressions) was used in analyzing the research hypothesis. Both the descriptive and multiple regression results showed that teachers, pupils, head teachers, parents as well as school and community-based instructional resources contribute directly or indirectly towards the RME curriculum implementation process at the basic school level. It was however revealed in the study that lack of in-service training courses, the absence and/or inadequacy of requisite instructional resources, and failure of parents in supervising their wards' learning negatively affected the successful teaching and learning of RME. On the basis of these findings, it was recommended that all the necessary processes involved in the RME curriculum implementation, including staff development, regular supervision as well as adequate provision of instructional resources be considered.

KEY WORDS

Factors

Influence

Implementation

Religious and Moral Education

Curriculum

Models

Fidelity

Mutual

Enactment

Basic System Models

Curriculum Implementation

Re-invention

Clarification

Re-utilization

Dissemination

Animation

Re-education

Translocation

Ministry of Education

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DEDICATION

Dedicated to all members of my family

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CHAPTER ONE

INTRODUCTION

Curriculum implementation involves translating the content of the curriculum into its practical form through combined efforts of teachers, learners and other stakeholders of education with the view that it will lead to some significant results (Glatthorn, Boschee & Whitehead, 2007). Unfortunately, most of the studies which have been done in Ghana with the view to identifying factors that influence implementation of the Basic school Religious and Moral Education curriculum have often emphasized greatly on the teacher factor and in some few occasions selected school-related factors with very little emphasis paid to other equally important community-based factors (Asare-Danso, 2011; Ballen & Moles, 1994). This is a matter of great interest to the research community because whiles teachers should be encouraged to use their own initiatives and skills in the curriculum implementation process, they will still need the support of their school principals, parents and the larger community so as to enhance their effectiveness and commitment (Fullan, 1999). This study was, therefore, carried out to explore both school and community-related factors that influence implementation of the RME curriculum especially at the basic school level. The recommendations from this study would inform head teachers, teachers, parents, civil society and other stakeholders of education to take appropriate steps to ensure that they contribute their quota to the effective teaching and learning of RME at the basic school level. The findings of the study would also add to the existing literature and provide basis for conducting further studies in line with teaching and learning of RME.

Background to the Study

The vision of any country is expressed in many ways, including the implementation of the school curriculum and other academic programmes offered by schools in that country. Similarly, one of Ghana's visions is to provide a curriculum that can address the moral and social needs of its citizens (Ganusah, 2002) and also help in solving national, political and social problems (Tamakloe, 1992). Religious and Moral Education (RME) is one of the many basic school subjects that aim at achieving Ghana's vision of making young people useful and responsible through provision of appropriate content and virtues (Ministry of Education [MOE], 2003).

The government of Ghana, identifying the fact that RME could be a good means for national growth and personal development, introduced it into the Basic school curriculum in 1998 to equip young people with relevant knowledge, skills, values and attitudes. It was intended to contribute to pupils' academic achievements and to make them useful and God-fearing citizens through appropriate religious and moral training (Ganusah, 2002; Gyamerah, 2001; MOE, 1998, 2000). This was very necessary because one of the major reasons for implementing any school curriculum is to provide better opportunities for learners to solve problems, reason, and to do critical thinking (Asare-Opoku, 1978; Fullan, 1991a; Quarcoopome, 1987). The subject deals with the development of the person in relationship to self-awareness, relationship with others, and the understanding of different beliefs, values and practices. It is probably due to the importance of the subject that individuals and social groups continue to show their desire for, and interest in the Religious and Moral Education curriculum; expecting that its implementation

will lead to the attainment of the set goals and result in many benefits for the good of the citizenry. The research studies by Nord & Haynes (1998) have shown that most programmes of moral education in schools and almost all character education programmes cannot ignore the role of religion.

In Africa, nations are not left out in keeping the policy of providing Religious and Moral Education for their citizens. Many countries in Africa continue to maintain religious and moral ideals under the umbrella of what is known as Religious and Moral Education, and Ghana cannot be left out in putting in place policies that would enhance effective religious and moral education for its ever-growing youth (Cobbina, 2003; Lickona, 1991; MacWilliam & Kwamena-Poh, 1975).

This study has historical, political, technological, industrial, managerial and organizational contexts. The 1972 Dzobo committee under the chairmanship of Rev. Dr. N.K. Dzobo formulated four main national educational goals with the view to developing the country's potential; national consciousness and unity; fostering political awareness and maturity among all sections of the society; developing and modernizing the nation's traditions and culture; and finally developing a new Ghanaian who will be healthy in mind, in body and in spirit (Aboagye, 2003; Dzobo, 1972). It is against this background that Kudajie (1995) lamented that we cannot defy the moral laws upon which the world was founded. We can only be true great and prosperous when we are as morally good and as we academically and technically efficient (p. 70). As a result, people across nations of the world recognize the fact that building character and imparting knowledge becomes everyone's business.

This study relates also to previous reports and findings. Religion and devout religious personalities made significant contributions to insights and discoveries in the17th and 18th centuries which enabled science to make great strides that have laid the foundations for much of modern science, technology and development. Woods (1997) writes that:

> Certain values are indispensable to an industrializing society. A country may be endowed with a lot of natural resources and may also boast of trained manpower but if the work ethic of values and attitudes, the country is deficient in the right types of values and attitudes, and the situation can be likened to eleven skillful footballers who do not have what it takes to win a match (p. 42).

Amenumey (2007) made reference to a speech made by Nkrumah in 1961 concerning the need for individuals to behave in ways that can contribute to the good of the society. Nkrumah (as cited in Amenumey, 2007) expressed that Ghana and Africa need a type of an individual who submerges self in service to the nation and mankind and abhors greed and detests vanity; a new individual whose meekness is his strength and whose integrity is his greatness (p. 6). In his assertion, Nkrumah was calling for a kind of moral society bound together with a common destiny.

Commenting on the relationship that should exist between morality and national development, Mr Afrifa, a former member of Ghana's Military Presidential Commission acknowledged in an address to the First Parliament of the Second Republic of Ghana in 1969 and advised that pupils were to be trained to behave in ways which were desirable. Durkheim (1961) also

emphasized the need for proper moral upbringing of the youth as a major means of improving pupils' academic achievement and success. He maintained that where religion is practiced, morality abounds and this becomes the source of security for the members of the society. The need to keep this order whether social, economic or political is what has made every society to ensure that religious and moral insights are developed in the youth. For instance, Great Britain embraced the teaching of religion in its schools because it was considered an important part of life. The Section 25 of the 1944 Education Act of Britain made specific provisions towards Religious Education, including character training among the youth. The act provided that no boy or girl was considered as properly educated, unless he or she had been introduced to the fact about the existence of a religious interpretation of life (Butler, 1944).

Kudadjie (1995) commenting on the need for good behaviour among the youth, quoted the third Report of the Education committee on Basic Education in 1986 and stated that "the inclusion of sound human values and ideals of the brotherhood of man as well as religious and moral beliefs should be an integral part of the education system"(p. 63). According to Kudadjie (1995), it was this commission, which probably proposed a curriculum, which, among other things was to reiterate the development of the individual as a moral being who would develop love for his/her country. Perhaps it was based on this commission's recommendations and other previous ones that the government of Ghana subsequently accepted in principle to replace the then basic school Cultural Studies curriculum with Religious and Moral Education

in 1998 to provide learners with the required religious and moral training (MOE Reports, 1997/1998/2003).

In Ghana, for example, various policy documents have been put in place to ensure that pupils and students have access to quality Religious and Moral Education (Graham, 1976; MOE Report, 1957). Of great importance to this study is the report of the Education Commission which was set up in 1994 by the then Minister for Education, Dr Harry Sawyer to study and report on the state of moral and ethical behaviour in the country's educational institutions. The committee agreed in principle that the home had largely abandoned the fundamental role it had to play in the provision of Religious and Moral Education for children. The Commission observed that most of the problems of student indiscipline and general misdemeanour start from the home; and added further that it was time to establish a closer relationship between parents and schools to provide the right kind of linkage for the moral and spiritual growth of the child (MOE, 1994). In their report, the Commission encouraged teachers to move away from the routine of preparing pupils for only examination to that of character training whiles parents on their part were also expected to co-operate with the school in order to train children in a more disciplined and cultured atmosphere.

Again, the education commission observed that pupils were being exposed to all types of influences, both good and bad, because of the uncertainties of transformation such as moral decline, family breakdown, prevalence of corruption, and dynamism of culture. The commission cautioned that if pupils were not given proper guidance, they were likely to grow to become religiously and morally corrupt. The Education system was seen to be

in desparate need for religious and moral values that were needed to save the nation from losing her future citizens. Since then, it has remained one of the subjects that have gained an important place in the Ghanaian School Curriculum (Buah, 1998; Ellias, 1957; Foster, 1965; Graham, 1971; Odamtten, 1978; Wise, 1956).

These reports, findings or even speeches contributed in one way or the other to make RME part of the school curriculum; and schools have taken it upon themselves to provide pupils with basic concepts, values and skills necessary to help them make correct choices and decisions in their growth toward adulthood. This was to ensure that pupils grow to become responsible persons capable of playing important roles in the society. On the basis of this, adults and individuals have depended on schools and other organized institutions or bodies to contribute meaningfully to the moral education of the young people particularly through the teaching and study of RME. In curriculum development, the issue of implementation is one of the most critical and important concepts in that it is the means of accomplishing desired educational objectives (Marsh & Willis, 2007).

Various curriculum implementation theories indicate that other factors, other than teacher factor, contribute to successful school curriculum, and Religious and Moral Education is of no exception (Fullan, 1991b). The curriculum implementation process involves the restructuring, reorganizing, rearranging; and balancing of human and material resources so as to achieve desirable educational goals. It also involves positive changes in curriculum goals, human and material resources, methods of teaching and learning, as well as changes in structure and content of curriculum through the school system.

In a study of curriculum implementation, Fullan (1991a) found that the conditions which ensure effective implementation of a curriculum include adequate use of materials, effective teacher preparation, effective management systems; as well as effective pupil participation and adequate parental support. Fullan (1991b) produced a list of factors affecting implementation and suggested that the process could be analyzed in terms of characteristics of the curriculum innovation or change, characteristics of the school, characteristics of the school district, and characteristics external to the school system. The Fidelity Model (Approach) is the initial and most extensively documented approach to curriculum implementation that has the aim of determining the extent to which curriculum implementation corresponds to goals and objectives (Fullan, 1991b). The approach was used in this study to help determine the degree to which teaching and learning RME corresponds to intended goals and to determine factors which facilitate or inhibit such implementation efforts (Fullan & Pomfret, 1977).

In this study, teacher factor, pupil factor, head teacher factor, parent factor as well as resource factor have been identified as the factors influencing implementation of the RME curriculum at the Basic school level (Durlak, & DuPre, 2008; Fullan, 1991a; Leithwood, 1991; Lewy, 1977). The teacher has always been central to every education reform processes around the world. Teachers influence implementation of the RME curriculum by their qualifications, experience and level of training (Goldman, 1965; Grimmit, 1978; Loukes, 1961).

In addition to the teacher factor, implementation of the RME curriculum is influenced greatly by the general patterns of developmental growth of pupils

including their mental, physical and emotional requirements. They are considered the focal points around which important decisions about the RME curriculum are made (Acland, 1963; Asare-Danso, Annobil, Afriyie, & Agyemang, 2014). The characteristics of the learner influence teachers in their selection of content and other important learning experiences without which implementation cannot be complete. The characteristics of the learner include learner ability; interest; motivation; self-concept; learning style; study habits; values; aspiration; socio-economic and religious background of the learner, which he or she brings into the learning of the subject (Acland, 1963; Goldman, 1965; Loukes, 1961). These characteristics often serve as input variables which jointly or individually influence what pupils learn and achieve in RME.

The implementation of the Religious and Moral Education curriculum cannot be successful without the support of heads of educational institutions. Campbell (2006) and Dee (2004) have argued that the aims of many academic subjects cannot be achieved unless they have been made possible through the supervisory function of school heads. Heads of basic schools influence implementation of the RME curriculum with their authority and power because their policies and decisions tend to affect what should be taught or learned in the schools**.** Issues about classroom teaching of RME, what teachers teach and how they teach those things, what pupils learn, RME curriculum documents, and debates over appropriate teaching methods are often determined by some school heads in collaboration with teachers.

The religion, beliefs and values of parents and other individuals in the community also affect the RME curriculum implementation process. Parents

and many other individuals contribute in kind and cash towards the teaching and learning of this subject. Alvestad (2000) and Rich and Jones (1985) found parents and other adults in the community as rich resources that the schools can engage in the business of educating pupils. Sharing a similar view, Fruchter, Galletta and White (1993) noted that their involvement can be enormous, as parents are regarded as an important component of the education system and have an input in curriculum development. Like teachers, parents have also a role to play in the implementation of the RME curriculum because they would like to be sure the extent to which the subject can prepare their wards for future adult life.

Any curriculum is reflected in and shaped by the resources allocated to support its implementation. Curriculum implementations therefore, involve substantial investments of resources, time, and expertise (Fullan, 1999). Resource materials figure prominently in the day-to-day activities of teachers and pupils. No meaningful teaching and learning takes place without adequate resource material. A survey study by Heyneman, Farrel and Sepulveda-Stuardo (1981) showed that curriculum materials play significant roles in the teaching and learning process. Clearly, any comprehensive studies of implementation must include information about how curriculum materials are used. The Basic Education RME syllabus recommends the provision of specific resources for ensuring the smooth teaching and study of Religious and Moral Education. These resources are usually in the form of reading materials, visual aids, audio aids, audio-visual aids, religious objects, religious sites as well as out-of-door activities and resource persons (Anti & Anum, 2003; Awuah, 2000).

It was based on the foregoing that speaking at the official opening at the 3rd Joint International Conference between the University of Cape Coast School of Medical Sciences and the University of Ilorin in Nigeria from the 11th to 16th August 2013, on the theme "Education for Sustainable Development in Africa, participants called for a collaboration between teachers and parents in order to produce citizens who are God-fearing and are of good character. At the same conference, a keynote address delivered by Professor J. B. Babaloda on behalf of the Vice Chancellor of the University of Ilorin showed that education was a key to national development. He called for proper human development and proper character training through teaching and learning of various school subjects such as Religious and Moral Education (Babaloda, 2013). Again, speaking at the national launch of the 2016 Global Education Monitoring (GEM) report on people and planet on 17th November, 2016 at the University of Education, Winneba, Prof. Yaw Ankomah indicated as a matter of urgency need the for partnership between stakeholders of education and other relevant authorities for a common agenda to ensure a successful quality global education (Ankomah, 2016). This call was important because the quality of education depends on contributions of other stakeholders of education whether human or material. These reports, findings or speeches tend to suggest that the implementation of any kind of curriculum can be influenced by certain identifiable factors. It is for this reason that the topic under study seeks to uncover the contributions other individuals make other than the teacher to ensure effective teaching and learning of Religious and Moral Education at the Basic school level.

In view of the issues raised in this write up, the study would seek to investigate factors that influence the teaching and learning of RME at the Basic school level in the Cape Coast Metropolis of Ghana. Such factors include teacher preparation and training, pupil characteristics and attitudes, availability and usage of resources, the supervisory roles by school heads as well as parental involvements. This study is therefore premised on the view that some other factors, other than the teacher factor, influence the implementation of the RME curriculum at the basic school level. The degree and how well these factors influence implementation is of great concern to the researcher and these need to be investigated. For this reason, an investigation into these factors is a principal focus of this study. The factors of interest to the researcher revolve around level of teacher preparation and training, pupil characteristics and attitudes, head teacher supports, parental involvements and resource availability and usage.

The study is both theory and empirical-based. It is intended to formulate a research problem that will test theories on curriculum implementation using research questions and hypothesis that are derived from the theories. Goddard, Sweetland and Hoy (2000) used theories to guide their research on factors affecting student achievement in urban elementary school and they drew social cognitive theory to a school's level of academic emphasis affected students' academic achievements. Researchers (Fullan, 1991; Lewy, 1977; Synder, Bolin & Zumwalt, 1992) also adopted theories to guide their research on factors which affect curriculum implementation.

Statement of the Problem

It is observed from literature on the topic under study that the implementation of the Religious and Moral Education (RME) curriculum involves key stakeholders and other important determinants (both school and community-based), especially at the basic school level. Anti and Anum (2003) identified these factors as teacher-related, student-related and society-related. It appears however, that most of the studies which have been done in Ghana to determine factors that influence teaching and learning of RME (as contained in the literature) have often focused on the teacher factor and occasionally some selected school-related factors at the expense of other equally important community-based factors (Asare-Danso, 2011; Ballen & Moles, 1994; Epstein, 1992). The closest were studies on implementation of the junior secondary school RME syllabus and students' attitudes towards religious and moral issues all of which did not deal extensively with the topic of this study (Adjei-Sarkodie, 2000; Adu-Fosu & Joyan, 2002; Asiedu, 2009; Damilie, 1997; Mensah, 2015).

These findings from the few research works are also not conclusive as to other key community factors that influence the RME implementation process. This is very worrying and calls for an investigation. This is because most of the studies have paid much attention to school-based factors with little attention given to those of the community (Adjei-Sarkodie, 2000). The inadequacy of empirical studies on the other society-based factors can be a threat to successful implementation of the RME curriculum, as no full implementation can take place without the support of other key stakeholders. For instance, apart from the RME teacher, pupils also contribute significantly

to the implementation by studying what they are taught (Asare-Danso, 2011; Goldman, 1965; Grimmit, 1978); basic school heads continue to play some critical supervisory roles (Fullan & Hargreaves, 1991; Fullan, 1991; Marsh & Willis, 2007); parents and guardians of pupils provide their wards with some basic needs (Ballen & Moles, 1994; Goodlad, 2003; Rich & Jones, 1985); and resources (both school and community-based) are being used in teaching the subject. Researchers (Anti & Anum, 2003; Elmore, 2000; Fullan, 1991a; House, 1996; Lusi, 1997) have cited provision of school and community resources, adequate teacher preparation, effective supervisory roles; as well as active student and parental involvements as some of the conditions which are conducive for effective implementation and dissemination of the RME curriculum. This study is, therefore, intended to help determine extent (degree) to which both school and community-based factors contribute to the RME curriculum implementation process as is revealed in the literature (Lusi, 1997). The current study does not only dwell on the teacher factor but also goes beyond to consider other school and community-based factors influencing implementation of the Basic school RME curriculum in the Cape Coast Metropolis of Ghana. This informed the decision to conduct this study.

Purpose of the Study

The purpose of this study was to explore extent to which school and community-related factors affect implementation of the Basic school Religious and Moral Education curriculum in the Cape Coast Metropolis of Ghana. Specifically, it was to examine the contribution of both school and community factors towards the teaching and learning of RME.

Objectives of the Study

The objectives of the study were to:

1. examine the extent to which school-related factors (teacher, pupils and head teachers) affect the implementation of the Religious and Moral Education (RME) curriculum in Basic schools in the Cape Coast Metropolis.
2. investigate the extent to which community-related factors (parents and community resources) affect the implementation of the Religious and Moral Education curriculum in basic schools in the Cape Coast Metropolis.

Research Questions

The following research questions were formulated to guide the study:

1. How are basic school teachers prepared (trained) to implement the RME curriculum in the Cape Coast Metropolis?
2. What are the attitudes of pupils towards the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?
3. What support systems do head teachers provide to assist teachers in the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?
4. What kinds of supports do parents of learners provide towards the implementation of RME curriculum in basic schools in the Cape Coast Metropolis?
5. What community resources are available for teaching and learning RME in basic schools in the Cape Coast Metropolis?

6. How is the RME curriculum being implemented in basic schools in the Cape Coast Metropolis?

Hypothesis

Ho = The following factors: teacher, pupil, head teacher, parent and resource will not individually and in linear combination, predict significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

H1 = The following factors: teacher, pupil, head teacher, parent and resource will individually and in linear combination, predict significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

Significance of the Study

This study is significant in many ways. Most importantly, it is intended to sensitize policy makers, educational administrators, and curriculum planners on the need to plan towards effective implementation of the Religious and Moral Education in Basic schools. This might go a long way to ensure the achievement of the set aims and objectives of the Religious and Moral Education curriculum in the basic schools. This could be achieved when stakeholders such as teachers, educationists, and interest groups are invited to assist in formulating appropriate goals for the subject. Teachers, pupils, headteachers, parents and other stakeholders of education will be informed about the importance of RME in human existence. This will be possible when stakeholders engage in discussions on how they can support the implementation process. Through this they might show positive attitude towards the teaching of the subject. Religious and Moral Education teachers

will be circumspect in their choice of themes (content), methods of teaching and mode of assessing Religious and Moral Education lessons. This will make them focus their attention on proper teaching of the subject.

The findings of the study would guide RME teachers to understand the extent to which their own academic and professional competences can contribute to effective teaching and learning of the subject. The teachers would then become motivated to work hard towards gaining mastery of the subject through in-service training sessions and workshops. By upgrading themselves professionally and academically, they might be in the position to understand the implementation process and prepare themselves adequately to teach the subject. This implies that the results of the study might serve as the basis for organizing professional development courses and in-service training programmes for RME teachers based on the knowledge of what they are already doing or not doing right in relationship to the implementation of the curriculum. All these might contribute to make them become conversant with the content of the subject; attempt to sharpen their teaching skills; improve their delivery methodologies; develop their leadership skills and qualities; be creative and innovative; improve their communication skills; and also ensure goal achievement.

It is hoped that findings of the study would be a means to rekindle interest of basic school pupils as they study Religious and Moral Education. This will in turn help them to develop positive attitudes towards the teaching and learning of the subject. The results will further lead the pupils to develop better relationships and also tolerate their friends who may be belonging to

other religious faiths. Most of the pupils would then have the intention of pursuing RME to highest academic level.

The results of the study will guide head teachers to adopt appropriate measures that can help to overcome the challenges of the teaching and learning of RME in their schools. They will encourage RME teachers to prepare adequately before going to teach; supervise the teaching and learning of RME; assist their RME teachers to overcome problems associated with the teaching of RME; and help to ensure that periods allocated for RME. Parents and other interest groups might show positive attitudes towards the teaching of Religious and Moral Education in the basic schools. Parents would give their wards the required motivation and support to facilitate their learning of RME. The findings of the study are expected to serve as a knowledge base for future research in Ghana. For instance, the study might add to the already existing literature on the factors that influence implementation of the RME curriculum in the schools.

The results of the study might further serve as a guide to the developers of the RME curriculum so that they can base the design of the curriculum on the conditions which are conducive for implementation. Finally, the findings are to help to unearth specific factors that militate against the teaching and learning of the subject so that suggestions and recommendations would be made to appropriate stakeholders. Thus, it may alert policy makers and other professional bodies such as teacher educators about the challenges faced by RME teachers in their classrooms as they respond to educational policy reforms initiated by governments. This will also be possible through frequent researches and workshops.

Delimitation of the Study

Delimitations deal with characteristics that narrow the scope of a study by defining its boundaries (Tagoe, 2009). Although the Religious and Moral Education curriculum is being implemented in all public basic schools across Ghana, this study was confined to basic schools in the Cape Coast Metropolis of the Central Region of Ghana. This became necessary because exploring the factors that influence implementation of the RME curriculum in all the districts in Ghana appeared to be difficult because of various logistical constraints. Again, even though RME is being taught at different levels of Ghana's education system, this study focused only on basic schools because all the different levels could not have been covered as that would have made the scope too broad and wide.

Also, although there are many other factors that can influence implementation of the RME curriculum, this study was limited to selected school and community factors such as the role of RME teachers, head teachers, parents (guardians) and community resources. However, only teachers and head teachers were actually used for the study because they were seen to be more suitable to serve the purpose of the study and to provide the required data as compared to pupils and their parents.

It was also both theory and empirical based study. It was theory-based because it consisted of hypothesis that was derived from theories of curriculum implementation as well as curriculum implementation models (fidelity, mutual and enactment models) and other basic model (CIPP) systems (Amedahe, 2007; Stufflebeam & Shinkfield, 2007).

Limitations of the Study

Rarely does one study provide all the information about an issue of interest. This means that limitations are issues and matters that beyond the reach and control of a researcher and therefore limit the outcome of a study and conclusions drawn (Gall, Gall & Borg, 2007; Tagoe, 2009). Even though there are many other exploratory studies, this study adopted the (exploratory) sequential explanatory mixed method design. The explanatory design starts with the collection and analysis of quantitative data and it is followed by qualitative data for which observation, field notes, and interview data were collected (Alhassan, 2007; Bernard, 2002; Cresswell, 1994, 2009; Mason, 1997; Nau, 1995). Such a design may have some shortcomings of external and internal validities because variables are usually isolated or controlled and samples randomized (Cohen, Manion & Morrison, 2007; Gronlund, 1981). Similarly, qualitative data require the subjectivity of respondents, their opinions, attitudes and perspectives which often contribute to some degree of biases (Oppenheim, 1992; Morrison, 1993).

`The study could not cover all the 61 public basic schools in the Cape Coast Metropolis except thirty-nine (39) due to time and financial constraints. The sample size of 284 RME teachers and 12 head teachers did not however limit the power of the statistics. Even though the findings were characterized with some sampling errors, the extensive nature of sampling increased the generalisability of the findings of the study (Cohen, Manion & Morrison, 2007; Gronlund, 1981). Also, private schools should have been included so that the researcher could get a broader picture of the subject matter of this study but for time constraints. Steps were taken to maximize reliability and

validity by using highly structured questionnaire, interview and observation guides with almost the same format in terms of content and sequence of words. The consent of the respondents were sought and also their anonymity and confidentiality assured. The data from the questionnaire, observation and the interviews were all put together to provide detail results which helped to reduce researcher biases. The researcher demonstrated high sense of objectivity, openness and neutrality in the data collection and analysis and these ensured reliability, validity and credibility of the results. Even though the researcher had fore-knowledge of some of the conditions which characterized the teaching-learning of RME in the study area, this did not raise any potential biases.

Definition of Terms

Basic School	The level of educational system, which precedes Senior High schools in Ghana.
Implementation	In the context of this study, implementation refers to the teaching and learning of Religious and Moral Education.
Curriculum	In this study, curriculum refers to the knowledge, skills, values, and attitudes which form the content of Religious and Moral Education.
Factors	This refers to the various variables that impact on the teaching and learning of RME.
RME	Religious and Moral Education: It is an integrated subject made of Christianity, Islam, and African Traditional religion, which provides students with knowledge, skills and values.

Organisation of the Study

The thesis is organised into five chapters. Chapter one introduces the study by setting the background, identifying the main issue to be investigated (statement of the problem), the purpose of the study, and formulates research questions which provides a guide for the study. It also outlines the significance of the study, the delimitation (scope) and limitation of the study, definition of terms as well as organisation of the study.

Chapter two is devoted to the literature review. The review covers the theoretical, conceptual as well as the empirical framework of the study. The theoretical framework deals with topics such as theory of curriculum implementation, various curriculum implementation models, as well as condition for ensuring effective curriculum implementation. The conceptual review deals with basic concepts relating to the topic understudy such as role of the teacher, pupils, head of educational institutions, parents as well as school and community-based resources. The chapter further discusses empirical evidence on the study.

The chapter three deals with the methods which were adopted in the study. Topics covered include research design, population, sample and sampling procedures, instrumentation, as well as data collection and data analysis procedures.

Chapter four is devoted to the discussion of the results and findings of the study. The findings from the study are presented and discussed in relation to the six research questions. The research questions are discussed based on quantitative and qualitative analysis of the data collected. The findings of the study are discussed under demographic information about respondents,

findings related to the research questions as well as discussion of results. The Chapter five provides a summary of the research findings and conclusions; and makes recommendations on how they influence educational theory and practice.

Chapter Summary

The chapter one of the thesis formed the introduction to the study. It described the background to the study, statement of the problem, the objectives and purpose of the study, as well as research questions which provided direction for the study. The chapter also outlined the significance of the study, the delimitation (scope) and limitation of the study, definition of terms as well as organisation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

What happens in the present is usually the result of historical dynamics and what already exists, and issues regarding curriculum implementation are of great importance to professionals and scholars. This is because irrespective of how well a curriculum of any subject is structured, designed and documented, its implementation becomes critical because problems of many educational endeavours arise at the implementation stage (Marsh & Willis, 2007). The implementation of the Basic School Religious and Moral Education (RME) curriculum in Ghana is no exception because, its successful implementation comes with many benefits. Merely viewing implementation of the RME curriculum in isolation or looking at it in current perspective without linking it with factors that influence its implementation may lead to partial conclusions. The factors that contribute to its implementation need to be explored, identified and brought to public knowledge. Secondly, it is of uttermost importance that we establish the extent to which the factors contribute to the implementation process so that critical decisions would be made about the effectiveness of the factors for policy and practice.

Therefore, the review of literature related to the topic was necessary to guide in establishing a theoretical, a conceptual, or an empirical framework of the study. This chapter discusses the work of earlier researchers which have relevance for this study. The theoretical review covers various curriculum implementation theories and models as well as conditions which must be fulfilled to ensure effective curriculum implementation (Fullan, 1991; Lewy,

1977; Synder, Bolin and Zumwalt). It also reviews some important features of the basic system models that have bearing on the implementation of the RME curriculum (Amedahe, 2007; Stufflebeam & Shinkfield, 2007).

The conceptual review deals with two areas. The first part deals with basic concepts relating to the topic under study such as the overview of the Basic education in Ghana (Oduro, 2000), the concepts of religious education, moral education, education, nature of the Basic school RME curriculum, aims of teaching RME, and other implementation efforts. The second part provides details of the actual conceptual framework of the study. This covers both school and community factors that influence teaching and learning of RME.

The empirical review highlights empirical studies on some of the factors that influence teaching and learning of the RME in basic schools. The factors are teacher-related; pupil-related; managerial; parent-related; as well as resource-related (Cullahan & Kellough, 1992; Flynn & Mok, 2002; Fullan, 2000).

Theoretical Framework

Theories of Curriculum Implementation

This study is guided by the theory of curriculum implementation (Fullan, 1991; Glatthorn, Boschee, & Whitehead, 2006; Leithwood, 1991). The topic of curriculum implementation is of outmost interest in discussions that have to do with the open use of a programme throughout an entire school system. Implementation involves enacting the curriculum instructional plan or programme produced during a previous stage. It is the "process of reducing differences between existing practices and practices suggested by the innovation"(Leithwood, 1991, p. 445). Leithwood (1991) used implementation

to imply either modifications being made in an existing set of practices or a completely new set of practices being carried out whiles Lewy (1977) sees it as the open use of a programme throughout an entire school system.

On the other hand, curriculum implementation involves putting a change into practice, an idea, programme, or set of activities and structures new to the attempting or expected to change. The change may be externally imposed or voluntarily sought, explicitly defined in detail in advance or developed and adapted incrementally through use, designed to be deliberately planned so that users can make modifications according to their perceptions of the needs of the situation (Fullan, 1991). Curriculum implementation focuses on the extent to which actual change in practice occurs and those factors which influence the extent of change. Implementation is critically important, in that it is the means of accomplishing desired educational objectives (Fullan, 1991a; Berman & McLaughlin, 1975). Researchers like Berman (1981) suggest that the educational change process consists of three major phases – initiation, implementation and institutionalization. Fullan, Bennett and Rolheiser-Bennett (1989) reviewed the professional literature on curriculum implementation since the 1950s and emphasized four themes, which they labeled adoption, implementation, standardization, and restructuring. House (1979), a prominent researcher on curriculum implementation in the 1970s and 1980s explains curriculum implementation to include specifically what happens in schools be it technical, political or cultural. Hargreaves, Earl, Moore and Manning (2001) have built on and extended on these three perspectives. The technical perspective assumes that systematic planning and a rational approach to implementation can overcome the typical problems teachers face, such as lack

of time and expertise. According to House (1996), the political perspective emphasizes the balance of power among stakeholders as what determines the success or failure of an innovation. On the contrary, the cultural aspect reflects the beliefs and values of stakeholders which are socially shared and shaped and ultimately affect what happens in classrooms. It is on the bases of this that Lusi (1997) argued that state officials faced extremely difficult task in curriculum implementation because they were required to improve the academic achievement of all pupils in all schools. According to him, this required changing the core processes of teaching and learning which in turns requires changing the behaviours of teachers (Lusi, 1997, p. 10).

Rogers (1983) classifies the implementation process into three stages. He calls the first stage re-invention and said it was the period during which the implementers made changes or modifications to the programme so that the changes could fit their organization or institution. On the other hand, the structure of the organization may have to be changed to suit the new programme. For example, in implementing the RME curriculum in basic schools, a new organizational unit such as an RME department or centre will be created with responsibility for the new programme. The amount of re-invention that takes place and why it takes place depends on a number of factors, which have to do with the nature of the innovation itself and the individuals implementing it. In the first place, innovations that are relatively more complex and not easily understood are more likely to be re-invented (Larsen & Agarwala-Rogers, 1977a, 1977b). In the second place, re-invention takes place when the implementer lacks detailed knowledge about the new idea, perhaps due to relatively little contact between the implementer and the

programme developer (Evaland, 1977; Larsen & Agarwala-Rogers, 1977a; Rogers, 1977a). In the third place, when an innovation is implemented in order to solve a wide range of users' problems, re-invention is more likely to occur (Rogers, 1983).

Finally, re-invention may occur when programme developers encourage implementers to modify or adapt the innovation as is often the case in a decentralised educational system or under an adaptation and/or enactment approaches to implementation. It is however worthy to mention that even under a strictly fidelity approach, some amount of re-invention takes place because implementers are not passive acceptors of new ideas but active modifiers and adapters of new ideas.

According to Rogers (1983), the second stage of implementation is the stage of clarification. Here, the relationship between the innovation and the institution implementing it is defined more clearly as the new idea is put into full and regular use. The meaning of the new idea then becomes clear to the implementers. The final stage of implementation given by Rogers (1983) is reutilization. According to Rogers (1983), "this is the point the new idea becomes an institutionalized and regularized part of the adopter's on-going operation" (p.175). This means that at this stage the new programme finally loses its distinctive quality because the separate identity of the new idea disappears. Rogers (1983) maintains that at this stage the problem might have been overcome, criticisms and opposition to the new programme abated and the programme's features internalized by the implementers.

As indicated earlier, curriculum implementation is the process of using an instructional programme (whether revised or newly designed) in all the

educational institutions and at all levels targeted to use that programme. It is associated with changes in the behaviour of people, especially the implementers, in the direction suggested or implied by the programme, and that such changes will depend on the acquisition of new knowledge, skills, attitudes and values. The effect is that a process of re-organising and adding to what one is able to do, and how one feels, is immediately set into motion. One characteristic feature of this process is that it is slow and gradual. Leithwood (1991) found that "in it, the implementers grow from their existing practices through immature approximations of practices suggested by the innovation, to relatively sophisticated use of the innovation" (p. 446).

Implementation also involves certain changes in an existing programme or within the educational system. For example, there is every reason to adjust the Basic School Programme to the requirements of the new programme by modifying pre-service and in-service training activities which are expected to shape teachers and or update their competences in the objectives, content area, teaching/learning methods, assessments and class management practices of the new programme. Changes must also be effected in the national examination system, if there exists one; otherwise teachers may not have the motivation for changing the focus of their teaching (Aboagye, 2003; Lewy, 1977; Leithwood, 1991).

In an attempt to use any new programme, problems may crop up at the initial stages of implementation. This may be due to lack of knowledge and skills required, negative feelings about the programme and implementation activities, unavailability of particular resources and the nature of the existing institution. With respect to the school system, these problems are likely to be

more serious because a large number of people are involved in the implementation, and also the implementers are often a different set of people from the programme developers or designers (Leithwood, 1991). The organization structure that provides stability and continuity to the school may also be a resistant force to implementation efforts. All these make individuals entertain a certain degree of doubt about the expected consequences of the programme. It will be quite reasonable that effective pre-implementation measures are taken to restore the problems.

Many curriculum specialists contend that for any implementation of an instructional programme to yield a high degree of success, certain conditions need to be met (Fullan, 1999). As the design of an instructional programme proceeds, it is tried as and when necessary in the classroom situation at the level for which it is intended. Tamakloe (1992) explained that this is done to ensure that what has been designed meets the desired objectives. At this stage it may become necessary to take another look at the objectives stated, the content selected, the learning experiences suggested and the ways of organising them. It may also be necessary to re-consider the resources suggested for use in the classroom.

Another pre-implementation measure which Bloom (1977) has suggested is the try-out. He recommended that as soon as self-contained sections or chapters of the programme are ready for use, they should be tried out in a few classes, about six to ten. According to him, these classes should be selected in accordance with the principles of judgmental sampling so that they represent the separate sub-groups of the population for which the programme has been designed. In addition, the schools and classes selected

should be those in which the teachers have undergone the recommended teacher training programme and are willing to work together with the programme development team (Fullan & Pomfret, 1975).

At the time of the tryout, three major types of data are collected (Adentwi & Sarfo, 2009; Bloom, 1977). These are judgmental data, observational data and data on student learning. 'With respect to the judgmental data, opinions of those who have used the instructional programmes: teachers, students, experts, supervisors, psychologists and subject organisers are sought. The information is obtained through the use of questionnaires, interviews and ratings to get the various persons to provide judgment on the suitability or otherwise of instructional programme'' (Tamakloe, 1992, p. 173). The observational data are collected in the classroom through careful observation of the teacher-learner interaction. The observation takes into consideration the degree of learner response, attention, involvement in the programme and the extent of success of the methods of teaching. Thus in the short term, information from the observation is used to redesign appropriate teaching methods in a revised instructional programme, while in the long term it helps to determine the problems which are posed in Basic Education (Tamakloe, 1992). The third type of data is data on student learning, and this is obtained through tests taken by the students on each unit of the programme, examination of student products (e.g. work sheets) and student self-report of what they experience in class. Such data help to establish the extent to which students acquire the knowledge, skills, generalizations and values, as required by the programme.

Following the preliminary try-out, Bathory (1977) suggests that there should be a large-scale try-out before the programme is considered ready for wide spread use in the system. He calls this a field trial and justifies its necessity thus: 'the use of a new programme throughout an educational system may unfold problems that do not appear at the preliminary try-out stage. It is important to extend the try-out to a wide-scale field trial. Such a field trial is very necessary to determine the conditions under which the programme will work and those where it may be less than satisfactory for teachers and students in particular schools and colleges' (Bathory, 1977, p. 105). Put in different words, a field trial allows for the observation of the operation of the whole programme in a situation that is typical of its actual expected use in the entire system. By this way problems that remained unseen and therefore unresolved in the small preliminary try-out are dealt with. It also gives a better evidence of the programme's suitability and appropriateness than the tryout.

A fourth strategy which plays a useful role with regards to the success or failure of the implementation of an innovation is the dissemination of the innovation (Kelly, 1989; Tamakloe, 1977). In a study of dissemination of the innovation Tamakloe (1992) found that before implementation of the instructional programme that has undergone purging and refinement through the tryout and field trial stage, there is the need for implementers to have an effective dissemination strategy and carry it through as thoroughly as possible. Dissemination in this sense refers to "planned pathways to the transmission of new educational ideas and practices from their point of production to all locations of potential implementation" (MacDonald & Walker, 1976, p.26). These pre-implementation measures lead to improved channels of curriculum

change; increase the speed of curriculum change, improve the quality of the curriculum; and also ensure greater cost effectiveness and enhanced curriculum implementation.

Four major components of dissemination have been identified namely translocation, animation, re-education and communication (MacDonald & Walker, 1976). Translocation implies the planning and transfer or movement of both people and materials required for the implementation of a new aspect of, or a new instructional programme. Issues here that need consideration include whether teachers should undergo in-service training and what type; whether people in the education system should perform different roles through changes in posts; whether inspectors or programme designers should visit schools, and how equipment, books and other materials are to reach the various schools.

Animation involves the provision of incentives, which will urge the implementers (teachers) to discharge their duties with all the zeal that they can exhibit. The incentive is also meant to develop in teachers desirable attitudes towards the programme; to bring about self-generated and individual changes towards the implementation of the instructional programme (Tamakloe, 1992); and "to increase the degree of relative advantage of the new idea: (Rogers, 1983, p. 219). Incentives may be direct or indirect payments of cash or in kind and this constitute the strength of the desire to implement a particular policy or practice.

Re-education implies an in-depth understanding and a high degree of commitment required to make the programme of instruction to be implemented effectively (Rogers (1983). In this regard, there is the need for a

deep co-operative experience among teachers in trying to carry out the programme of instruction and the establishment of an intimate rapport between the designers and the teachers. Communication involves passing on information about the instructional programme from one person or school to another (Rogers, 1983). This may have to do with personal contact through visits or the use of the radio, television, newspapers and itinerant information vans. Mass media channels are often the most rapid and efficient means to inform an audience of potential implementers about the existence of an innovation. On the contrary, interpersonal channels are more effective in convincing an individual to accept and implement a new idea, especially if the interpersonal channel links two or more individuals who are near-peers. Rogers (1983) explains that most individuals do not evaluate an innovation on the basis of scientific studies of its consequences, but rely more upon a subjective evaluation of the innovation which other individuals convey to them. This means that awareness must be created through intensive communication before implementing a new programme.

In the first place, when a thorough dissemination has been done, there is the need to find out if there is adequate equipment and materials such as tools, books and other teaching and learning resources, to sustain the implementation process. In the second place, it is necessary to ensure that the teachers who will implement the curriculum are adequately prepared to handle them effectively. According to Tamakloe (1992), a short-time measure is to run an in-service training programme for serving teachers. The long-term one is to re-design the pre-service teacher education programme so that the teachers who come out are equipped with the requisite knowledge and skills

for an effective implementation of the instructional programme. This involves knowledge of the content of the instructional programme, the appropriate methods to use to bring about effective learning and the use of the requisite resources to ensure a stamping in effect of what has been learnt. In 1975 for example, the Teacher Education Programme was restructured to meet the needs of the junior secondary schools, which were established in 1976. Student teachers were made to do a 3-year post-secondary course, specializing in the teaching of the subjects in the junior secondary schools.

In the third place, there is the need to redesign the end of course examination to suit junior secondary schools so that it will help provide the needed motivation for both teachers and students who use the programme. Thus, there should be re-designing of the examination system so that it will be in tune with the goals and objectives of the new curriculum. This is to ensure an effective use of well-designed curriculum programmes and materials.

The last and final condition has to do with quality control. This involves a systematic follow-up to ensure that some or all aspects of curricula are quickly replaced when it is realised that they have outlived their usefulness or are not serving the purposes for which they were designed. These four components of dissemination highly complement each other as not any one of them is adequate without the others (Tamakloe, 1992).

Curriculum Implementation Models

Perspectives on the implementation of innovations can be arranged on a continuum, depending on the amount of teacher input and the complexity of the decisions teachers are required to make. As a result, since the mid-1970s, the design of traditional implementation strategies has been divided into three

perspectives: (i) fidelity (ii) mutual adaptation and (iii) enactment and all these approaches are based on different assumptions about curriculum knowledge, curriculum change and the role of the teacher (Cho, 1998). Teachers adopt a fidelity, mutual-adaptation or enactment approach when they implement curriculum. Those adopting the fidelity approach are curriculum–transmitters who just deliver curriculum materials; teachers following the adaptation approach are curriculum-developers who undertake curriculum adjustments; whereas those who enact curriculum act as curriculum-makers who achieve significant curriculum changes (Snyder, Bolin, & Zumwalt, 1992). Each approach involves different implications for students, teachers, curriculum and school development. Again, the different curriculum approaches can turn the official curriculum into something different from the taught curriculum; and at the same time impact differently on teachers' professional development, since each approach entails different roles and opportunities. The fidelity and mutual adaptation approaches are found to have dominated in contemporary curriculum textbooks (Posner, 1994; Marsh & Willis, 2007). All the approaches require teachers to use a simple pattern of decision-making focused only on effective implementation of the innovations provided by educational authorities, usually the Ministry and the school board (Pinar, 2000).

The researcher would however focus the discussion on the fidelity approach to curriculum implementation and the conditions which are appropriate for its use in due course. The thesis of the current study is 'factors influencing implementation of the Basic school RME curriculum'. The thesis is rightly situated mainly in the fidelity-approach theory of curriculum

implementation because it represents the most popular and influential implementation model and also involves identifying the factors, which promote or impede implementation as planned (Shawer, 2003).

The Fidelity Model

Most curriculum implementation has been studied from a fidelity perspective or approach. It is the first and major implementation model. The approach deals with how sincerely implementers operate a new programme in accordance with the guidelines laid down by the developers or sponsors of the programme. Those who believe in fidelity believe that good education occurs through homogenized and standardized implementation of the curriculum while disciples of adaptive implementation emphasizes a local-oriented change process (Berman & McLaughlin, 1976; Fullan & Pomfret, 1977). The 'fidelity' approach suggests curriculum as 'a course of study, a textbook series, a guide, a set of teacher plans' (Snyder et al., 1992, p. 427), where experts define curriculum knowledge for teachers. In this case, curriculum change occurs through a central model in systematic stages, which confines the teacher's role to delivering curriculum materials.

The key aspect of the fidelity is the degree of strictness to the specified guideline as a standard used for labeling high implementers. The concerns of researchers have been centred on measuring the degree and (also) identifying the factors, which facilitate or hinder implementation as planned. Minor changes might be accepted but the emphasis is clearly on ensuring that practice concurs with the intentions of the designer (Berman, 1981; Crandall, 1982). According to Shawer (2003), the fidelity approach leads teachers to become curriculum transmitters who use the student's book as the only source

of instructional content. They transmit textbook content as its structure dictates by means of linear unit-by-unit, lesson-by-lesson and page-by-page strategies. Neither do they use `adaptation` strategies to adjust curriculum to their context; nor do they employ `skipping` strategies to eliminate irrelevant studying units, lessons or tasks. Moreover, these teachers rarely supplement the missing elements and focus solely on covering content without responding to classroom dynamics.

The fidelity approach to curriculum implementation is highly optimistic about achieving pre-determined goals through the use of systematic, rational processes. Leithwood (1991) contends that developers tend to view the programme "as a relatively complete solution to a clearly defined problem in the school or school system" (p. 447). As a result, implementers are urged to focus their attention on the new programme and its prescriptions and to trust that "faithful" implementation will solve the problem. Underlying this approach are certain assumptions about curriculum knowledge, change, and the role of the teacher. Here, curriculum knowledge is primarily created outside the classroom by the experts who design and develop the curriculum innovation. Thus, the curriculum is evaluated to determine whether the planned outcomes have been achieved and this would imply that implementation is successful when teachers carry out the curriculum change as directed (Leithwood, 1991). It can therefore be reasoned out that implementation is a non-problematic phenomenon which occurs unhindered provided people understand the value of an innovation and readily follow its presented practices. It is worthy to be noted that curricula are not always faithfully implemented; adequate training prior to implementation and support

and monitoring during implementation have become standard features of this approach. It is further assumed that curriculum change is a rational, systematic, linear process that can be better administered if much is known about the factors that either facilitate or hinder the smooth operation of the process (Leithwood, 1991). In the same way the teacher is regarded as a consumer who should follow the directions and implement the curriculum as the experts have designed it. As the one responsible for imparting curriculum to learners, the teacher's role becomes critical to the success of the curriculum. Thus, the curriculum in this perspective may be seen as a static thing (document) – a textbook or a syllabus. This view is supported by Snyder et al. (1992) when they state that "from a fidelity point of view a curriculum is something concrete; something that can be pointed to or something that can be evaluated to see if its goals have been accomplished" (p. 427).

Based upon its roots in behaviorism and positivism, the fidelity perspective views the change process in a technological and linear manner. The idea of this perspective is to use the curriculum as its developers originally intended. Hence, it is firmly expected that a highly specified programme developed by experts will be actualized in practice as exactly as possible, without any modifications. For instance, where implementing a curriculum, once a final decision is made, "programmed implementation procedures (fidelity) are supposed to be followed by all levels of the organization involved" (Berman, 1980, p. 208). Likewise, those concerned with curriculum change or improvement in this line of thought tend to believe that there is a significant relationship between the fidelity of use and the amount of planned change. The degree of implementation of an innovation is

largely determined by the extent to which actual use of an innovation corresponds to planned use (Fullan & Pomfret, 1977, p. 3; Loucks, 1983; Loucks & Pratt, 1979).

The Conditions for Implementing the Fidelity Model

In order that the fidelity approach could be successfully used in implementing a curriculum, there are certain conditions which must be satisfied. Among the conditions include, clearly defining the innovation needs; developing implementation scale or checklist and redefining the role of the teacher (Snyder et al., 1992). In the first place, before any programme could be declared as being a failure because the desired outcomes were not achieved, it is necessary that one should first determine whether the programme was really implemented. In the second place, an implementation scale or checklist should be developed to match desired practices, such as use of materials and activities, new roles/behaviour, new understandings and attitudes (Fullan, 2001b). Hence, defining the actual innovation is often the first step in developing a scale or checklist which is faithful to the intentions of the developers or a panel of experts who are asked to judge the validity of the instrument being used to make sure that it matches the intentions of those who developed the curriculum innovation. Once the scale or checklist is developed and validated, it is used to assess the degree of implementation of a particular innovation of these methods.

Redefining the role of the teacher is the third and final condition to allow for the use of the fidelity approach. Gross, Giacquinta and Bernstein (1971) were asked to do a study in the late 1960s' following reports of failed programmes designed to provide equal educational opportunities for

disadvantaged students. Gross et al. (1971) felt that the actual implementation of compensatory programmes had been inadequately measured and so it was pointed out that social scientists had been wrongly focusing on introduction of an innovation (adoption) as the fundamental problem of change. Later, Gross et al. (1971) assessed the degrees of implementation, which was labelled "Catalytic role model". This involved a change from teacher-directed to traditional instructional to child -centred instruction aimed at creating independent, responsible, thinking students. The role of the teacher is to assist children to learn according to their interests. The teacher is also expected to emphasize the process, not the content of learning and to allow pupils maximum freedom in choosing their own activities.

Gross et al. (1971) were interested in determining the extent to which organisational members had changed their behaviour so that it was congruent with the behaviour patterns required by the innovation. After analysing documents describing the new catalytic role model and consulting with the developers, they developed an observation instrument, which identifies teaching behaviours that should be present if teachers were fully implementing innovation. Based on the observation instrument, they encouraged teachers to make materials in their classrooms available to students; allow or encourage students to interact with each other; allow students to move freely about the classroom; encourage students to choose their own activities; and to allow them decide to work individually, in pairs, or in groups (Gross et al., 1971). Teachers are also encouraged to have their classrooms arranged according to work areas; to utilise rooms according to work areas; to try to work with as many individual students or groups as possible, to try to act as guides,

catalysts, or resource persons between students and materials. The fidelity does focus on individual teacher's perceptions about change, whether the innovation was actually being used in the classroom, and what the innovation looks like when integrated in the classroom. In the nutshell, implementation calls for putting into place certain favourable conditions to ensure the success of a particular programme. The absence of these conditions will render the programme ineffective because implementation cannot yield better results without them. It is interesting to note that even though many conditions influence curriculum implementation, how other school and community-based conditions influence the implementation process have not been captured. This study would address that issue.

The Mutual Adaptation Model

The second approach to implementation of research, which grew out of the fidelity perspective, is mutual adaptation (McLaughim, 1976). The 'adaptation' approach is a 'process whereby adjustments in a curriculum are made by curriculum developers and those who use it in the school' (Snyder et al., 1992, p.410). Researchers with this ambition are interested in studying how the innovation is adapted during the implementation process rather than in measuring the degree to which the innovation is implemented as planned. Models with a mutual adaptation perspective are characterized by an externally imposed middle-up dynamic (Cho, 1998). This perspective requires that the external authorities allow modifications to the innovation that has been designed by external experts for the classroom and also requires more complex decision-making by teachers as they reshape or adapt the innovation

for their respective classrooms (Pinar, 2000). This perspective recognized the complexity of the classroom settings for which the curriculum was intended.

This involves conversations between teachers and external developers to adapt curriculum for local needs. This approach does not suggest curriculum knowledge different from the fidelity approach, since experts still define it, but curriculum change has become more flexible through mutual adaptations. The teacher's role has also become more active through formulating teachers' curriculum adjustments. Shawer (2003) argues that though the adaptation and curriculum-development approaches involve adaptations into the official curriculum; the development approach does not involve communications between external developers and teachers regarding teachers' adaptations. Through curriculum adjustments, teachers become curriculum-developers who use various sources in addition to curriculum materials. They adapt existing materials and topics, add new topics, leave out irrelevant elements, use flexible lesson plans, respond to student differences and use various teaching techniques. The development approach reflects Cohen and Ball's (1999) notion of instructional capacity that results from the interactions among teachers and students around curriculum materials, where teachers' knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can. This way, Cohen and Ball echoed Doyle (1992) indicate that through this interaction, teachers can turn curriculum from the institutional into the pedagogical level (experienced/ enacted curriculum).

According to this approach, the implemented curriculum results from mutual adaptations emerging from the users, given their interests, needs and

competences, and also emerging from the central agencies. Thus, the adjustments that occur in the curriculum are made not only by central agencies, but also by the schools and in the context of the classroom, and thus imply a certain amount of negotiation and flexibility on the part of both designers and practitioners (Snyder et al., 1992). Consistent with the notion of the adaptive perspective is the sensitivity of post positivism that emphasizes the complexity of the context in which a change takes place. In curriculum implementation, this is widely referred to as "mutual adaptation," a term coined by McLaughlin (1976). Accordingly, most educational concerns are to fit a proposed innovation to the institutional setting that encourages reducing the gap between an ideal implementation goal and given local contexts. In short, the success of a new curriculum results from the consequence of trade-offs within a local context in which multiple values are embedded. Yet, the authority of written programmes selected is still, to a large extent, respected by change facilitators and implementers (Hall & Hord, 1987; Leithwood & Montgomery, 1982; Lewis, 1988). This approach focuses only on studying how an innovation is adapted during the implementation process without measuring the degree to which the innovation is implemented as planned. This study seeks to fill that gap.

The Enactment Model

The third implementation approach is the enactment model. This perspective is driven by an internally imposed, bottom-up dynamic (Cho, 1998). In this approach, the emphasis shifts from studying the implementation and adaptation of proposed curriculum to studying curriculum enactment. Researchers within this orientation are interested in studying how curriculum

is shaped through the evolving constructs of teachers and learners. Snyder et al. (1992) offered the enactment approach to help teachers and students make meaning in the classroom. According to this approach, the curriculum is understood as the educational experiences jointly created by students and teachers (Snyder et al., 1992). Thus, the teacher has the role of the curriculum maker who, together with his students, is increasingly responsible for developing educational experiences. This is where teachers and students create meaning in the classroom so that curriculum knowledge is no longer a product as in the fidelity and adaptation approaches, but ongoing constructions out of the enacted experiences that students and teacher create.

External knowledge is viewed as a resource for teachers who create curriculum as they engage in the ongoing process of teaching and learning in the classroom. Moreover, it is teachers and their students who create the enacted curriculum. In addition, curriculum change is neither about implementing nor even adapting curriculum, but 'a process of growth for teachers and students, a change in thinking and practice' (Snyder, et al., p. 429). The teacher's role ranges from using, adapting and supplementing external curriculum to curriculum-making (Clandinin & Connelly, 1988; Clandinin & Connelly, 1992; Craig, 2006). The teachers have become curriculum-makers who assess students' needs to derive curriculum themes, use strategies of curriculum-planning, curriculum-design, material-writing and curriculum-free topics. In addition, they improvise and develop and use their pedagogic techniques. The curriculum-making approach (enactment) also represents another form of classroom-level curriculum development (Shawer, 2003).

Teacher decision-making is regarded as being complex, focused on what will or will not be implemented, and how innovation will be implemented in their classrooms. In the enactment perspective, implementation of innovations in most subject areas and grade levels became more complex. Unlike many models which focused on school systems or schools, models in the enactment perspective focuses on involving teachers in implementing innovations in their classrooms (Pinar, 2000). Argued by Snyder et al. (1992), the enactment perspective refers to intracontextuality in creating meaningful educational experiences "shaped by the evolving constructs of teachers and students"(p. 404). What makes this an alternative perspective, compared to the previous two perspectives, is the way it defines the concept of curriculum. In this perspective, different priorities for “successful” implementation can be made while the teacher and students enact the curriculum. The text describes three paradigms--positivism, postpositivism, and constructivism--in order to compare and contrast the basic assumptions of each perspective. Since researchers within this orientation are interested in studying how curriculum is shaped through the evolving constructs of teachers and learners, this approach will also be a means to provide the needed motivation for other stakeholders (such as head teachers and parents) to work much more harder to contribute their quota to ensure successful curriculum implementation.

The Basic Systems Model- CIPP Model

The implementation of the Basic level RME curriculum can also be explained in terms of the context, inputs, process and outputs or product-CIPP Model (Amedahe, 2007; Stufflebeam & Shinkfield, 2007). The CIPP Model is a social systems model applied to programme evaluation. The approach was

developed by Stufflebeam (1971) and provides a systematic way of looking at many different aspects of the curriculum development process. It is vital to identify ways in which various stakeholders can be meaningfully involved. The concept of quality implementation is often associated with effectiveness and degree to which objectives are met (Adams, 1993; Cobbe, 1990). A quality school has teachers and students who are efficient, effective, of high quality and may be ready to produce good results.

Context indicators refer to characteristics of the society or community at large and structural characteristics of the national education system that may be of relevance. The specific indicators of context include demographics; basic financial and economic context; educational goals and standards; public community attitudes to education; role of the school in the community; and educational preparedness of the community (Amedahe, 2007; Stufflebeam & Shinkfield, 2007). These context indicators, among others, influence in different degrees the input, process and outcome.

The input indicators refer to material, financial and human resource invested in education. They include facilities and equipment; financing; teacher characteristics; classroom characteristics; teacher training and experience; and parent support (Amedahe, 2007). These input indicators are of great importance so far as quality of education at the basic schools is concerned. This is so because in their absence there cannot be effective performance in the end.

The process indicators are characteristics of the learning environment and the organization of schools. The specific indicators of process, among other things, include parental and community involvement; pupils' learning

characteristics; high expectation of pupils' progress; degree of evaluation and monitoring of pupils' progress; reinforcement of students' behaviour; educational leadership; quality of school curricular; discipline; as well as opportunity to learn (Amedahe, 2007; Stufflebeam & Shinkfield, 2007). The process indicators may individually or collectively influence the output because once the indicators are taken good care of within a good context; there is the possibility of the output becoming good.

The output/outcome indicators touch on access and participation, attainment and educational achievement. Such indicators include student academic achievement in basic curricular domains; participation rates in the various education levels; progression through the education system; as well as post-schooling outcomes (Amedahe, 2007; Stufflebeam & Shinkfield, 2007). All the major components are needed to ensure quality education at the basic level. Basic education and therefore education involves a broad range of various components each with its indicators. Measures of quality education are many and any specific measure used or adopted by a group or individuals depends on their characteristics. This means that quality implementation of the RME curriculum depends on teachers' professional training, availability of teachers, school management, methodological materials, and students' learning achievements (Amedahe, 2007). As a result, quality implementation of the RME curriculum may be determined by: the quality of particular components of the teaching process; the quality of the relations between particular components of the school system (head teachers-teachers; teachers-students; students-educational goals; teachers-teaching methods); and the quality of the relations between a school and its surroundings (Amedahe,

2007; Stufflebeam & Shinkfield, 2007). For complete and successful implementation of the RME curriculum all these indicators are to be considered.

Unfortunately, many a time people talk about effective curriculum implementation in terms of output or outcomes, usually in terms of students' achievements. According to a World Bank Policy Study report of 1998, educational quality is seen to mean how well the school system prepares students to become responsible citizens and instills attitudes and values relevant to modern society in them (World Bank, 1998). Educational quality is therefore concerned with how well students acquire knowledge, skills, competences and relevant attitudes. Also, UNESCO (1990) describes good quality basic education as the provision of essential knowledge and skills for all young people to withstand the numerous demands of a modern society. In looking at the quality of the RME curriculum and what it can offer humanity one cannot ignore these basic indicators that also contribute to successful implementation especially at the basic school level. This study would touch on some of these indicators and their importance to the RME curriculum implementation process. The absence of these key indicators can render implementation efforts ineffective.

Conceptual Review

The conceptualisation in this chapter provides a means of shedding light on issues that underpin modern-day understandings of nature, role, design and assumptions of the RME curriculum. The concepts reviewed in this section include an overview of the Basic education, the concepts: religious education, moral education, and education, religious and moral education, as well as aims

of teaching RME and other implementation efforts. It also includes conceptual review on teacher preparation and training; pupil attitudes; heads teacher support; parental support; as well as school and community material resources (Acland, 1963; De Souza, 2006; Goldman, 1965; Loukes, 1961; Oduro, 2000).

Overview of Basic Education in Ghana

Education remains a key to the development of education. This is because education is the means through which any nation can develop her human resource, which is very crucial in the development process (Amedahe, 2007). It is through education that many individuals and organizations are able to contribute to society. For those who are not able to make it to higher education basic education provides the foundation upon which work-related skills are developed.

Basic education seeks to train young people with basic skills of literacy and numeracy. Basic education offers young people the opportunity to continue to higher levels of education. Basic education seeks to equip its graduates with the relevant values and skills that aim at making them fit into the world of work or else to continue to higher levels of education (Oduro, 2000; Tamakloe, 1992).

The Basic education consists of six-year primary school and three-year Junior High school education. According to the New Structure and Content of Education, literacy, numeracy, socialization, attitudes development, development of values, development of enquiry as well as the development of problem solving and creativity skills are to be emphasized. Others include the development of leadership qualities in students, and pre-disposing all students to as many occupational skills as possible (Evans Anfom's Report, 1986).

The indicators of quality education at the basic education level are largely determined using the context, inputs, process and outputs-CIPP Models (Amedahe, 2007; Stufflebeam, 1971; Stufflebeam & Shinkfield, 2007). The concept of quality implementation (Adams, 1993) depends on teachers and students who are efficient, effective, of high quality and may be ready to produce good results. Equity in education refers to fairness between distinguishable groups in terms of access to, participation in and achievement of the educational system (Cobbe, 1990).

At the basic education level, the implementation of the RME curriculum should focus on nature of the society and structural characteristics of the national education system (context) such as public/community attitudes to education; role of the school in the community; and educational preparedness of the community (Amedahe, 2007; Stufflebeam & Shinkfield, 2007). These context indicators, among others, influence in different degrees the implementation of the RME curriculum.

The implementation process also requires material, financial and human resources to make it effective. They include facilities and equipment; financing; teacher characteristics; classroom characteristics; teacher training and experience; and parent support (Amedahe, 2007). These input indicators are of great importance so far as quality of education at the basic schools is concerned. This is so because in their absence there cannot be effective performance in the end.

Parental and community involvement; pupils' learning characteristics; high expectation of pupils' progress; degree of evaluation and monitoring of pupils' progress; reinforcement of students' behaviour; educational leadership;

quality of school curricular; discipline; as well as opportunity to learn (Amedahe, 2007; Stufflebeam & Shinkfield, 2007) are some of the requirements for effective basic education. All the major components are needed to ensure quality education at the basic level. This means that quality implementation of the RME curriculum depends on teachers' professional training, availability of teachers, school management, methodological materials, and students' learning achievements.

Religious Education (RE)

Religions education (RE) has been part of the formal curriculum of schools in Ghana and in many educational institutions across the world. Religions education is concerned with education that is provided by a school for instruction in faith, or for education in various aspects of religion (Smart, 1984; 1998). The term refers to the kind of education that promotes an open-ended, critical, and pupil-centred approach to the teaching and learning of religion (Smart, 1998 Smart, 1998. It is a situation in which pupils are given freedom and responsibility to evaluate religion critically and then to follow the religion of their own choice. This freedom is in line with the United Nations Declaration of the Rights of the Child (Mudalitsa, 2000).

The classroom component of religious education refers to the formal curriculum that has set educational objectives, methodologies and assessment processes. In secular usage, Religious Education (RE) implies the teaching of a particular religion and its varied components such as its beliefs, doctrines, customs, rites, rules and personal roles (Smart, 1968). It also involves trying to understand beliefs, values and practices of other world religions. This aim of religious education is to encourage learners to develop understanding of,

and respect for people of different faiths. RE helps to provide access to diversity of religious beliefs and practices and to assist with religious and spiritual development for all students at all levels, as appropriate. Religious education aims at personal understanding, conviction and commitment. For instance, in Ghana, all religious traditions, such as Christianity, Islam, African Traditional Religion, Hinduism and Buddhism have their own particular religious education. In Christianity, the approach to religious education is usually Bible-centred and reflects the world view which is Christian in character, and can lead to Christian commitment. For Islam, RE will be Qur'an centred and will lead Muslims to commitment to Muslim (Magesa, 1997; Smart, 1984; 1998). For African Traditional Religion, RE will be based on the experiences of the elders that are transmitted to the young in order that they would uphold African values. Religious education must be rooted deeply in humans including their social, political, historic as well as the cultural lives since it attempts to educate people to religious view of life (Ellias, 1975). It is therefore important that the major religions are equally covered in all junior high schools in Ghana. This will maintain a balance approach to religious education and distinguish RE from programmes designed to instruct or to indoctrinate learners in a particular religion. The principal aim of religious education is to enable pupils to understand, reflect upon and respond to the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life. The aim of religious education is to promote the spiritual, moral, social, cultural and intellectual development of pupils by encouraging them to explore and respond to those

aspects of religion and human experience, which raise fundamental questions of belief and value (Smart, 1975; 1984; 1998).

Religious Education provides challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be humans (Nukunya, 2003). It develops pupils' knowledge and understanding of the major religions in Ghana and other traditions that offer answers to many questions in the world. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expressions, as well as of the influence of religion on individuals, families, communities and cultures. Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, faith and ethics and to communicate their responses (Tillich, 1965; Tullock, 1993). Religious education encourages pupils to develop their sense of identity and belonging; it enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice. Summers (1996, p. 20), claims that whatever is the most prized aspect of someone's life can be called religion.

There are two main approaches to Religious Education namely the phenomenological and typological approaches. The phenomenological approach to religious education was developed in British county (state) schools in the early 1970s as a method for studying world religions (Grimmitt, 1973). It was primarily prescriptive in approach, revolving around the six dimensions of religion according to Smart (1968) who was a key figure in its development. The dimensions, according to Smart, were the doctrinal, ritual, ethical, mythological, social, and the experiential dimension (Smart, 1968). The typological approach was an extension of the phenomenological approach which focused on studying different types of religious phenomena such as sacred stories, sacred places, rituals of initiation, and sacred people. It was developed by Habel and Moore (1982) and working in the Adelaide College of Advanced Education. While specifically geared to the purpose of teaching religious studies programmes, it was also intended to have application in religious schools, and this possibility was noted in the attention it recommended to studying the home tradition. These approaches were not classified as confessional, that is, professing a commitment to a particular religious tradition (Ryan, 1999) - and hence were in contrast with a catechetical or faith oriented model.

Taylor (1993) emphasized the need to have a broad base of experiences and study that allowed for personal faith responses and a more academic dimension to suit individual students. An approach to religious education which was labelled as educational was a blend of developments from earlier approaches rather than a totally new approach. What was new was the

increased emphasis on religion as a subject with outcomes, assessment, exams, student written work and research.

At its best, religious education sets out to inform, form and transform learners and teachers by engaging them with the intellectual, ethical and spiritual richness of the religions. Religious education invites and enables a life-long journey of awakening to the deep meaning of human life and community, of the world we inhabit and sustain, and of our cultural and religious heritage. Unfortunately, the religiously pluralistic nature of the Ghanaian society, places many competing faiths and values systems in front of students. This can result in misunderstanding and can lead to challenges for teachers in presenting religious values and beliefs (Anti & Anum, 2003; Welbourne, 2004).

Moral Education

The overall shape of the Religious and Moral Education (RME) curriculum is morally loaded by virtue of what it requires, what it makes available and what it ignores. RME educators have devised a variety of approaches to values and morality contained in self-esteem, community service, civic education, sex education, drug education, multicultural education, values clarification, and other character education programmes (Turiel, 2002). Maqsud (1994) thinks that moral education should be able to produce an individual who could manifest the following behavioral trait; (a) A positive commitment towards the value of morality; (b) Ability to communicate with others; and (c) The ability to understand feelings of others and those of his own.

Moral Education (ME) involves a study based on morality. It is defined as what society does to introduce the young to its values, and to teach them its morality (Ryan, 1986). It is strategic teaching of basic values and principles such as fairness, honesty, and respect for others that would develop in learners a sense of social and personal responsibility (Straughan, 2000). It seeks to impart knowledge, values, beliefs, and attitudes that help learners become informed, concerned, responsible, caring citizens who understand and believe in the concepts of 'justice, fairness, and human welfare' (Nucci, 1987, p. 86). For this it should aim at promoting in the individual a desire to gain the greatest possible knowledge and understanding of his ability whatever kind, which will help within the framework and interest. Thus it involves the internalization of the societal values in relation to the dos and the don'ts of a given community to her citizens.

Without a certain level of adherence to these values, no community would survive and thrive. It involves the development of responsible attitudes towards others and the skill of moral judgment about what is right and wrong. Moral Education implies helping children acquire those virtues or moral habits that will help them individually live good lives (Nucci, 2001).

The first task of moral education is to nurture children those virtues and values that make them good people. The second task of moral education is to provide students with the intellectual resources that enable them to make informed and responsible judgments about difficult matters of moral importance. Both are proper and important tasks of schools-and both cut across the curriculum. Schools have a moral ethos embodied rules, rewards and punishment, dress codes, student government, relationships,

styles of teaching, extracurricular emphases, art, and in the kinds of respect accorded students and teachers. Schools convey to children what is expected of them, what is normal, and what is right and wrong. Thus through their ethos, schools socialize children into patterns of moral behaviour (Noddings, 2005). Textbooks and courses often address moral questions and take moral positions. In teaching religious and moral education teachers initiate young people into various cultural traditions and identities. Through moral education students learn to appreciate common values such as honesty, liberty, justice, fairness and respect for others which are cherished in society. Moral Education may also be taught without necessarily using Religion.

Education

The concept is defined in various ways by different scholars, depending on the time, condition and place under which such individual is giving the definition. Etymologically, the term education is derived from the Latin words "Educere‟ and "Educare". The former means to "draw out" or "to lead out" (Asare-Danso & Annobil, 2016). In this light, education is seen as a systematic process or activity which is directed towards inducing learning in an individual who is exposed or committed to such an educational process. The later "Educare", means to nourish, ‟ to bring up‟ or to raise‟. From this angle, education is seen as a process aimed at helping the individual lead the fullest of life he is capable of living. Amaele (1998) sees education as a process of enculturation or socialization of the younger by the elder members of the society. In other words, it involves the process through which an individual acquires the various physical and social capabilities demanded of

him in the society by the group into which he is born and within which he must function effectively.

Education is a means of preserving the way of life in which a person believes (Peters, 1966); it the systematic socialization of the younger generation by which the later learns religious and moral beliefs, feelings or nationality and the collective opinions of all kinds (Kalusi, 1996); and a system by which the individual is assisted to attain the maximum activation of his potentiality according to the right reason and to achieve thereby self fulfillment or self realisation (Okafor, 1981); it involves rearing, upbringing, fostering, training (Henze, 2000); implies the acquisition of needed competences for life in the society (Datta, 1984); and relates to processes and activities that can contribute to or involves something that is worthwhile (Oroka, 2005). These imply that education aims at helping the individual to develop.

Flowing from the definitions of education, it is necessary to emphasise here that education is a moral concept. Both the sociological and humanistic views portray education as a process or activity aimed at improving the quality of life of both the individuals in the society and the society as a whole. Education-be it formal or informal, seeks to nurture the child to imbibe those standards that will make him or her acceptable to other members of the society. By implication, education creates in the child the awareness of those behaviours, attitudes and skills exhibited and encouraged by members of the society because they are both good and desirable to mankind generally, the society and the individual child in particular as against those behaviors condemned and discouraged for they have been proven to be bad and

unhelpful. In the light of the this understanding, one can confidently say that, the present Ghanaian Junior High school system is capable of making the students who are committed to it become adults who are responsible, progressive and known for behavior that is worthwhile in the future? The present schooling system should be equipped enough in terms of human resources, curriculum content, and so on to produce individuals with the expected moral values.

Education describes deliberate, systematic efforts to inculcate desired behaviour patterns such as knowledge, skills, habits, sensitivities, attitudes and values and to do away with undesired ones. It involves a deliberate or purposeful creation, evocation or transmission of knowledge, abilities, skills, and values (Tamakloe, 1992). It is the total human learning by which knowledge is imparted, faculties trained and skills developed (Farrant, 1988). It has the purpose of socializing the child and molding him/her into a conforming member of the society (Bull, 1973).

Education essentially, aims to alter both mental and physical behaviour. It seeks to affect positively how people think, judge, assess, deliberate, draw conclusions, and how they make decisions and act (Straughan, 1989). The learner is subjected to various experiences which are designed to increase his knowledge, understanding and sensitivity. Education gradually increases the learner's comprehension of various kinds of reason in the hope that these will influence the ways in which he thinks and acts. Similarly, Peters (1966) sees education as concerned with initiating young people into what is worthwhile. This means that education, as a process, makes available to all young people those kinds of experiences which are regarded as educationally worthwhile. It

is the activity in which one individual seeks to promote in one another the desire and capacity to actualize himself so as to realize his potentialities to an optimum level (Msimeki, 1988, p.7).

Seen in this light, the ultimate aim of education becomes the proper actualization of the potential of every learner. Education becomes a human event where all learners receive appropriate learning in terms of their aptitude, capabilities, abilities, interests and other attributes. In short, education becomes a human event which enables learners to become worthy persons. In this study, therefore, education refers to the promotion of the development of a whole person in terms of spiritual, moral, mental and social human dimensions (Henze, 2003, p.3). It aims to produce pupils who are capable of doing new things based on knowledge from past experiences, not simply by repeating what other generations have done. It should produce people who are creative and innovative discoverers (Groome, 1980, p. 248).

Education involves teaching; it is neither about indoctrination nor preaching; it is concerned with the entire person: mind, body, spirit and character; it is a life- long process and it attends to the total experience of the person including his/her culture, language, family, group's music and arts. Education seeks to make a desirable difference in a person's life; it requires a minimum of knowledge and understanding; and that the knowledge and understanding should be that which can widen and deepen the child's cognitive perspective in a unique way. Again, it does not encourage procedures that lack willingness and voluntariness on the part of the learner; it requires a rational mode of communication as well as use of practical methods that encourage the use of faculties.

Nature and Scope of the Religious and Moral Education Curriculum

Religious and Moral Education (RME) has become a distinct subject within the Basic school curriculum in many other educational institutions in Ghana. It is an integrated subject made of Christianity, Islam, and African Traditional religion (Anti & Anum, 2003; Awuah & Afriyie, 2006); hence the RME syllabus has been designed to cover these three major religions in Ghana. The subject deals with themes such as religion, morality and education and aims at reinforcing the moral training young people acquire from their homes (Annobil, 2011; Anti & Anum, 2003; Asare – Danso et al., 2014). It covers both religious and non-religious secular topics as well as aspects of moral and social life of the people. The religious aspect of the subject encompasses religious beliefs, religious practices, ceremonies, and religious personalities whereas the moral deals with values such as cleanliness, honesty, respect, hard work, love, justice and self-control (Asare –Danso & Annobil, 2016). It also deals with critical and contemporary issues in today's world such as bribery and corruption, chastity, immorality, substance abuse, sexually transmitted diseases, and teenage pregnancy which society seeks to fight against (Asare-Danso et al., 2014). Finally, the subject deals with cultural and environmental issues. The cultural and environmental issues highlight need for decency, proper eating habits, proper greeting habits, good dressing habits, good table manners as well as good human relations which emphasizes good environmental practices (MOE, 2008).

Aims of Teaching Religious and Moral Education

To ensure that pupils are instructed and cultured in Religious and Moral Education (RME), information on their academic achievements and

behaviours are to be gathered, analysed and interpreted by classroom teachers. The data is then used to support classroom instructions (MOE, 2008) and also communicated to stakeholders of education to determine whether instructional processes are succeeding or failing in grooming pupils academically and morally. Therefore, the 2008 edition of the Basic Education syllabus recommends four major aims of the Religious and Moral Education curriculum as follows:

1. To help students develop an understanding and tolerance of other people's faiths.
2. To help students understand the differences between good and bad behaviours.
3. To help students to develop an awareness of their creator and the purpose of their very existence; and
4. To help students to become good and useful citizens of this country; capable of maintaining peace, understanding and order in their lives and in the lives of their families (MOE, 2008).

The 2008 edition of the Basic Education Religious and Moral Education (RME) syllabus outlines four important aims of the subject (MOE, 2008). In the first place, the RME curriculum is intended to develop in pupils an understanding and tolerance of other people's faiths. Risinger (1993) and Wilson (1993) have observed that the current public disputes that arise among nations and people require an understanding of religion's force in human life. They acknowledge the utilitarian power of religious education in sustaining society's moral standards and conclude that religion is for many years, a source of solace and for a few, a means of redemption. In a recent study on the

need for religious tolerance, Fleischacker (1999) concluded that the issue of sensitivity to other ethnicity, religious affiliation, age, sex, and deformities of people can be affected through study of appropriate religious and moral values. This aim of RME reflects the national goal of education which seeks to develop positive attitudes and values in learners and to promote harmonious relations among different ethnic groups and the international community.

A second major aim of teaching RME is to enable pupils to understand the differences between good and bad behaviours so that they can make right decisions and choices in life (MOE, 2008). Attitudes and good morals are dispositions, virtues and character traits of a people that are essential to human existence; and without them, life would not be pleasant. Schools have the responsibility to assist pupils in moral and religious decision making. They continue to make valuable contributions, especially in shaping character by recognizing the importance of the emotions, intellect, as well as the importance of school climate in creating an environment where character can develop (Lickona, 1991). The Religious and Moral Education curriculum is therefore, intended to improve on the religious and moral lives of pupils through identifying the sources of their values, analyzing and clarifying their values, and justifying them (Bryk, Lee, & Holland, 1993; Chubb & Moe, 1990). It is also concerned both with the intellectual development of pupil as well as development of constant values, attitudes and beliefs that motivate and control people's behaviour (Coleman, Hoffer & Kilgore, 1982; Hirst & Peters, 1970). Thus, the study of religious and moral values is a forward step towards the building of a healthy and morally sound nation. Damon (1988) found that when people learn about religious and moral values they become better

equipped and well groomed to make healthy moral choices. This aim of RME is in line with the national goal which aims to develop in the individual the ability to create, innovate, think critically and be independent minded. It is also in agreement with national goal that indicates the need for the development of a new Ghanaian who will be healthy in mind, in body and in spirit. In a study, Hoose (2000) concluded that moral claims will forever exist with us and for that matter it is required of individuals to do what is right and also make better moral judgments of others.

Development of an awareness of one's Creator and the purpose of his very existence is another goal of teaching and learning Religious and Moral Education. The RME curriculum has been designed to help develop in pupils an awareness of their Creator and the purpose of their very existence. Grimmit (1978) has expressed that the aim of teaching Religion in the schools is not simply to present any sacred book as a record of historical events but to bring learners into an encounter with their creator. Anti and Anum (2003) have found that when individuals encounter God truly, they gain a new insight into ways things are; their outlook on life changes for the better; their conscience is sharpened; a fundamental change in the disposition of their heart occurs; and their sensitivity to abhor evil is heightened. Such persons have the capacity to distinguish right from wrong; their one great desire is to be good, and they are irresistibly urged to do the right and avoid the wrong. This aim of RME is in line with the national goal which aims to develop and modernize our traditions and culture and to promote the spiritual and moral development of the youth (MOE, 2008).

Finally, the subject aims at making pupils become good and useful citizens capable of maintaining peace and promoting understanding and order in their own lives and in the lives of their families. This aim of RME reflects the national goal that seeks to encourage national consciousness and cultivates attitudes of good citizenship and patriotism (MOE, 2008). Ghana has been encouraging the development of national consciousness and unity as well development of civic awareness and maturity among individual and sections of the society (MOE, 2000; 2008). The RME curriculum is therefore, intended to provide a type of education that can train people to use democratic foundations to earn their dream of the good life. RME aims at helping pupils to carry out their responsibilities as members of a social group. This means that there is the need for the teaching of values which are considered ethical guidelines of society. The teaching of these values becomes the responsibility of the schools and other stakeholders in order that it will promote moral virtues which will eventually help to reduce immoral practices among the youth. Ghana's former President Rawlings, then Chairman of the Provisional National Defence Council (PNDC) saw from the very onset of his revolution and acknowledged that the struggle for economic emancipation was a struggle for the restoration of the principles of integrity and morality in our national life. In summary, these four major aims are what the RME curriculum seeks to achieve. Halstead (1995) summarizes the goals of religious and moral education as follows:

1. aiding the intellectual, moral and spiritual development of the individual,

2. increasing understanding of the society of which the individual is a part; and
3. transmitting knowledge (spiritual, moral, intellectual, artistic among others) into other people (p. 25). This confirms that the goals of religious and moral education are derived from the national educational goals.

Teaching of Religious and Moral Education

Teaching is the conscious and deliberate effort by teachers to impart information, knowledge and skills to pupils, with the intention that they will learn what they are taught on good grounds (Akinpelu, 1981). It involves a deliberate, systematic efforts to inculcate desired behaviour patterns such as knowledge, skills, habits, sensitivities, attitudes and values and to do away with undesired ones (Tamakloe, 1992). The subject provides pupils with the facts, ideas, skills, values and dispositions necessary for living better and responsible lives and also serves as solid foundation of knowledge and understanding about the variety of religions and cultures which young people are likely to encounter (Acland, 1963; Loukes, 1961).

The subject does not only seek to educate the youth religiously, morally and spiritually but also makes a distinctive contribution to the general school curriculum by providing learners with a consistent set of values and skills. It is meant to promote a holistic development when young people are given the required religious and moral training based on the needs and aspirations of a country. Baisie, Paaga and Quainoo (2007) see the subject as having a fundamental goal of developing pupils morally, ethically and spiritually because it helps to ensure that pupils grow and become responsible and God-

fearing citizens of a country (Kwabi, 2007). The subject is concerned with character formation and moral values, and its contribution to reshaping character cannot be ignored, as it seeks to expose pupils to a great deal of values and a consistent set of principles, which ensure human survival. Researchers (Asuborteng, 2007; Buor, 2009; Quarcoopome, 1987) have also found RME a worthy programme because it has a far more lasting impact on the personalities of learners. Their study shows that the subject is both capable of contributing to pupils' life chances and successes and also assist in addressing issues of religious and cultural diversity as well as social cohesion and principles of democratic values among the youth. One can therefore deduce from this discussion that RME curriculum is not only intended to provide a complete form of education aimed at training decision-makers who would use religious and moral principles to earn their dream of the good life but also help them carry out their responsibilities as members of a social group and citizens of the country.

The teaching of RME involves transmitting the three major religions in Ghana, from which pupils are expected to learn basic beliefs and practices to shape their moral character (Thompson, 1988, p. 21). Teachers are required to exhibit open-endedness in their quest to assist pupils to: develop positive attitudes and to consider generally accepted values; to make good moral decisions and choices; make judgments on moral issues that will prepare them for responsible social life; show positive attitudes towards other people and respecting their rights to hold different beliefs from their own; and to have the ability to make reasoned and informed judgment about religious and moral issues. It is also to bring about a desirable change in behaviour of people; lead

factors identifies the teacher as the most significant determining factor in the implementation efforts. The double-edged arrows linking up the various factors indicate that implementation can proceed in any direction, and that each factor affects and are affected by the other factors. The framework recognizes the fact that effective curriculum implementation is a cooperative venture of the stakeholders of education including individual pupils, teachers, school heads and interested persons. Figure 2 illustrates school and community-related factors that influence teaching and learning of RME:

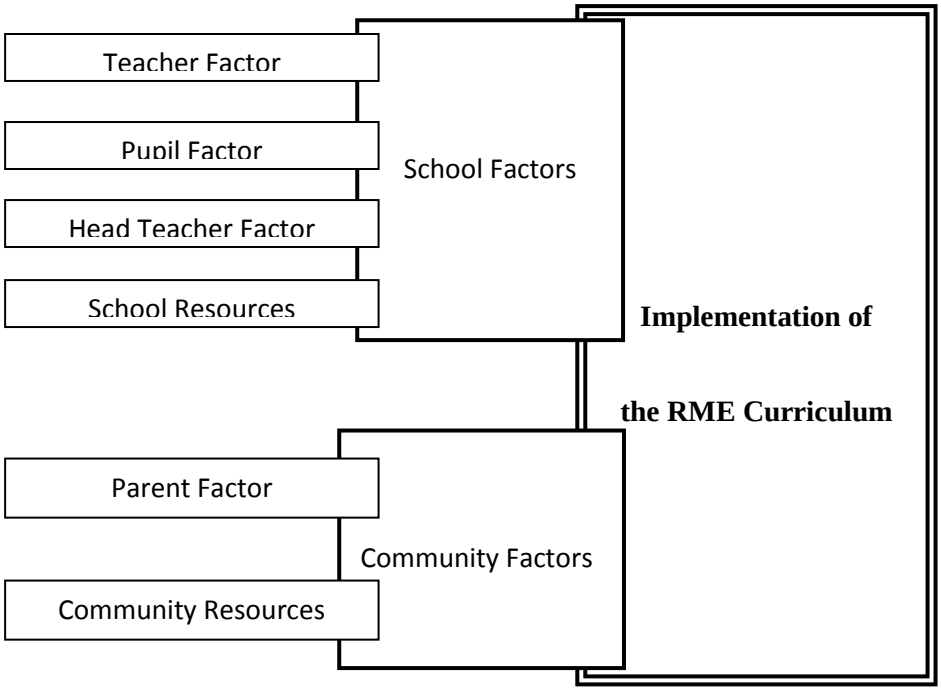


Figure 2: Interaction of School and Community-Related Factors

Source: Wiersma (2000)

Both school and community-related factors affect the teaching and learning of RME. In this study, the school related-factors include activities of teachers, pupils and head teachers whereas the community-related factors include parental supports and availability of community resources (Bryk, Lee, & Smith, 1990). Societal opportunities, the school community, pupil and

teacher relationships, parents and material resources influence the teaching and learning of RME. This is because teachers, students, head teachers and parents are all affected by the cultural elements of their societies and religion. That is why many character education programmes that work are, in fact, a strong mutual-improvement process involving teachers, students, administrators, parents and other stakeholders. Boyd (1992) suggests that factors contributing to a school culture include teachers' beliefs and attitudes, staff and student relationships as well as leadership roles within the school. This conceptual framework makes the curriculum implementation a multipurpose one because various stakeholders play significant roles which lead to full implementation. The framework also shows that no matter how well-designed the RME curriculum may be, it may not achieve the intended objectives unless both stakeholders and resources are involved to make it work. As a result, the framework calls for the participation and collaboration of all in curriculum decision making. On the basis of these revelations, one would conclude that the absence or the inadequacy of any of these factors (elements) is likely to hinder the effective teaching and learning of RME in the schools and vice versa.

Both the Fidelity Model of Curriculum Implementation and the Basic Systems Model frameworks present the curriculum implementation as being influenced by certain social forces either inside or outside the school. Both models (the fidelity and Basic Systems models) exhibit the interactionist nature of the curriculum implementation process (Synder et al., 1992). All the five factors identified in this study are interrelated directly or indirectly. Successful implementation of curriculum initiatives is highly dependent on

several factors particularly individual teacher's instructional practices. These classroom practices are a function of the teacher's personal attitudes, beliefs, and concerns. These individual values and beliefs are influenced by the larger school culture and this school culture is further affected by the larger community factors. In essence, is a function of an individual teacher's attitudes, beliefs, and concerns which is affected by an interaction with the other factors of implementation.

Teacher Factor

The school has been identified as a vehicle of direct instruction. It is a social institution in which is embedded a rich of norms, customs and ways of thinking of which the teacher is a conveyer. Teachers are considered the most important elements of the education system because they share in the overall task of general curriculum planning, design and implementation (Cochran-Smith & Zeichner, 2005). Any curriculum which has been constructed is essentially a set of proposals of intended learning; and it is the teacher who in the final analyses determines which of the proposed experiences learners must acquire. Their education and qualification levels play a decisive role in facilitating students' learning (Darling–Hammond & Bransford, 2005; Hama, 1998; Kennedy, 2008).

Teachers can be evaluated using the competences they possess. Teacher competences outline the professed skills and understanding teachers should have if they are to be effective in their teaching. Competency can be explained as the level of skill and knowledge necessary to perform work efficiently, according to the standards accepted by a profession or occupation at a given time. Teacher competences can be grouped into to four areas; namely,

understanding the curriculum and professional knowledge; subject knowledge and subject application; teacher strategies and techniques, and classroom management (Ornstein, 1995); and assessment and recording of students' progress (Weighand, 1999). Teachers' competence is significant in the implementation of the RME curriculum because the more competent teachers are, the greater the degree of implementation. Gross et al. (1971) consider lack of teacher knowledge and skill to meet the challenges as one of the inhibiting factors.

Flynn (1985) found that the quality of teachers is integral to the effectiveness of the school. Since the quality of the education system is measured by the quality of its educators, it is imperative that preparation and educator development be put in place to meet the demands and expectations of curriculum implementation. Researchers have drawn attention to how professional careers and personal lives of teachers influence how they participate in curriculum implementation (Hargreaves & Fink, 2000; Wise, 2000). Goodson (1992) emphasizes the importance of teachers' life histories and has been highly critical of curriculum implementation that depersonalizes teachers.

One factor that affects implementation is the issue of clarity. Clarity in this sense is the understanding of the goals of a programme or curriculum. Where implementers understand the goals and the benefits to be derived from the adopted change, the degree of implementation is greater. Gross, Giaquinta and Bernstein (1971) list lack of clarity as one of the major inhibitors of implementation.

The RME teacher plans and employs a variety of strategies to teach the subject taking into account the cultural differences among learners. Whether pupils will be innovative and productive, whether they would be able to generate knowledge or utilize knowledge, whether they can be competitive at the national level or not, all depend on the quality of education offered by teachers, as well as the calibre of the teachers themselves. If teachers are incompetent or are misfits, excellent material resources in the form of buildings, equipment and textbooks are likely to be ineffective, if not wasted (Ryans, 1962, p. 370). Thus when teachers become agents of enquiry they tend to become owners of the knowledge rather than mere consumers of other people's knowledge. The professional status of teachers is enhanced because teachers actively help to generate and shape the knowledge base of their profession. If teachers are competent enough to assess learning outcomes in the various domains, then they can teach to bring out the desired changes in students' total personality (Anti & Anum, 2003; Johnson, 1993; Miller & Pine, 1990).

Teachers' conceptions of their role are also informed by their expertise, both in terms of academic understanding of religious and moral education and subject-pedagogical knowledge. This has long been considered an issue, particularly the dependency on non-specialist teachers (Ofsted, 1997). A recent study by Awuah and Afriyie (2006) seeks to advise teachers to embrace contemporary technologies and educational strategies in order to engage with young people who are immersed in the Ghanaian culture.

There has been a greater awareness, in recent years, of the need for teachers to create learning environments and processes that engage students,

and which address the religious and moral issues raised by contemporary world. The role of the teacher in helping students to critique their society is an important element, and students have the opportunity to consider the values and beliefs that underpin structures and practices.

Preparation of teachers is regarded as a necessity so far as teaching and learning of RME is concerned. Unfortunately, some teachers who lack formal qualifications in the subject area are made to teach it (Engebretson & Rymarz, 2004) but this makes it difficult for such teachers to become well grounded in the theory and content of the subject (Kennedy, 2008). Until recently, the major qualification for teaching religious and moral education was a willingness to do so because teaching of the subject did not require any major qualification (Acland, 1963; Loukes, 1961). This still remains an issue for some schools, but there are now a growing number of teachers who have specific qualifications (diploma and degree) to teach the RME.

Over the last decade, graduates from a wide variety of subject areas have been welcomed into schools to teach religious and moral education. Their academic perspectives contribute to religious and moral education generally, but will probably differ from those of a graduate of religious education studies (Everington, 2009a). Beyond this group of teachers, there are non-specialists in the sense of teachers trained in other subjects. At primary school, it falls to the class teacher, where the lack of training in religious and moral education generally is of concern (McCreery, 2005; Revell, 2005), and who are often drawn to it because of their religious commitments (Francis, Astley, Wilcox, & Burton, 1999). The Warwick report investigated the expertise of subject coordinators and found that 71% of

primary coordinators had some qualification, though it emphasized that over a quarter did not (Jackson, 2010).

The RME teacher is expected to demonstrate a deeper knowledge and understanding of children's growth and development including knowledge of their spiritual, moral, intellectual, social, psychological as well as physical and emotional characteristics and how these can be enhanced for the benefit of children (Kohlberg, 1987; Piaget, 1983). Teachers are required to demonstrate their competence in the use of different methods of assessment as and when necessary in order to monitor their progress and individual differences (Anti & Anum, 2003; Goldman, 1965; Hunter & Russel, 1977).

By virtue of their position, teachers are indispensable with respect to lesson delivery and the quality of education. Their academic and professional competences have a direct bearing on their performance and consequently the academic achievement of pupils (Hama, 1998; Kwao, 2002; Melton, 1994; Olger & Garner, 1996; Simons, 1981). As the most vital single resource in the implementation process, the teacher should be capable of translating the content of RME and make it meaningful to learners. This means that school effectiveness depends largely on teacher quality because competent teachers through their good teaching can compensate for many deficiencies in a school but ill-trained teachers by their poor teaching can render nugatory any other advantage.

A profession is an occupation requiring specialised knowledge that can only be gained through intensive preparation. The issue of professionalism connotes all sorts of perceptions including prestige, power, influence, monopoly and exclusiveness (Fontana, 1981; Ozigi & Canham, 1984) and so

teach pupils to be moral, teachers will have to base much of what they teach upon the ages, abilities, interests and maturity of the pupils. Other researchers (Acland, 1963; Goldman, 1965; Loukes, 1961; Kohlberg, 1981; Wilson, 1973) have all shown that pupils are motivated by different considerations at different stages of their lives. Thus a warm teacher is likely to impact positively on his/her pupils by taking into consideration their ages, sex, achievement levels, socio-economic class, ethnic group, subject, and classroom contact. Teachers are expected to have broad-based preparations in the various components of the subject so that they can face various challenges whiles teaching RME. Successful teachers very often have professional attitudes because the essence of successful instruction and learning depends on the thoughts and actions of professionals in the schools (Shafritz, Koepper, & Soper, 1988).

A study by Hockings (1990) shows that the issue of sensitivity to other ethnicity, religious affiliation, age, sex, and deformities of people can be affected through the teaching and learning of RME. He found that religious differences or diversity often promote conflicts misunderstanding and destructions among families, societies and nations and therefore called for both teachers and students to learn to tolerate moral and religious views of other people. What he is saying here is that as they learn to maintain their religious faiths, they would at the same time respect other religions. These findings agree with the report of the Education Commission on Education in Moral and Ethics (1994) which stated among other things that people should learn to be tolerant and steadfast in their own religions without disparaging other faiths. This calls for objectivity and neutrality on the part of teachers.

This also means that in teaching RME the teachers need to distinguish facts from matters of faith (Anti & Anum, 2003; Asare-Danso & Annobil, 2016; Awuah & Afriyie, 2006; Carl, 1995; Wilson, 1971). The teacher is to be seen as a classroom teacher and not a preacher or any other religious practitioner.

The RME teacher is expected to demonstrate a deeper knowledge of the most current theories and practices which inform the implementation of the RME curriculum. These include both religious and moral development theories and other religious education tidbits without which implementation might not be successful. Such theories guide the classroom practices of RME teachers. For instance, the teachers should have knowledge of the various theories of religious and moral development including Goldman's theories of religious development (Acland, 1963; Freud, 1961; Loukes, 1961; Kohlberg, 1981; Piaget, 1983; Skinner, 1975). Teachers are required to take certain measures to ensure that their classrooms become conducive for effecting teaching and learning. This calls for efficient classroom management. Classroom management is a term used generally by teachers to describe the process of ensuring that classrooms lessons run smoothly without any disruptive behavior by pupils (students). They are as actions taken to create and maintain a learning environment conducive to successful instruction. Ornstein (1995) refers to it as the procedure needed to establish and maintain an environment in which instruction and learning can occur.

The report of the Education Commission on Education in Moral and Ethics (1994) stated that the lack of discipline has resulted in student strikes, which have turned eventually into riots. School property has been destroyed, staff attacked and mauled. According to the report, dishonesty, cheating,

bullying, envy, jealousy, sex abuses among others are immoral acts that must be nipped in the bud in order to foster development of positive traits (Butler, 1994).

RME teachers need to understand and have a conceptual understanding of their profession as teachers. Clearly, if teachers have a conceptual understanding of the subject they teach, it will influence their classroom practices in positive ways (Grimmitt, 1978) because their religious orientations, beliefs, judgments, attitudes, values; as well as their knowledge and skills can impact on the decisions they make which also tend to influence their actions in the classrooms (Hama, 1998; Melton, 1994; Simons, 1981). As the most vital single resource in the implementation process, the quality of the teacher becomes very paramount. This implies that many teachers can find the teaching of RME a daunting task if the implementation process is not well understood especially as it is characterized by various possible phases including the design, dissemination and evaluation. Without a clear focus on the nature of the RME curriculum by teachers, implementation efforts will undeniably become marginalized and until there is a better understanding of how teacher factor affects the implementation process, the subject will not achieve its intended goals of improving pupils' academic performance. Many researchers have demonstrated that certain teacher behaviours such as teacher self-concept, social relationship, and thinking abilities influence students' achievement. It is therefore evident that what teachers do and say in the classroom has impact on their teaching and also influence how students perceive a subject, and consequently, their leaning (Eisner, 1994).

Teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed RME syllabuses because implementation is a complex activity involving deliberate and planned actions and activities that are purposely organized or directed to bring about learning (Acland, 1963; Goldman, 1965; Loukes, 1961). Teachers are expected to act as agents who will enact the RME curriculum as required by education; making their conducts or practices in the classrooms very crucial in determining the success or failure of the programme. These require teachers who are highly knowledgeable and skillful in the subject. This includes their in-depth knowledge and understanding of the general characteristics of the RME syllabus and how it functions. In separates studies, Acland (1963) and Loukes (1961) found that teachers who did not have full understanding of the general functions of the RME syllabus failed occasionally in their teaching endeavours. This study would examine influence of the teacher factor on the implementation of the Basic school RME curriculum.

Pupil Factor

A multitude of factors contribute to pupils' participation in curriculum implementation. This ranges from individual ability, motivation, background, attitudes as well as the larger influences of the educational institution attended by the individual. Effective learning occurs when teachers provide students with varied learning experiences that fall within their abilities in order that they can address their individual needs (Thomas & Carver, 1990). Curriculum developers address students' needs through provision of relevant content because teacher decisions about what content to present probably have a

substantial effect on the pattern of student achievement. There is therefore evidence to suggest that particular characteristics of school culture, teachers, and leadership contribute, at least in part, to students' achievement gains.

Attitudes are clusters of related beliefs that express likes and dislikes, general feelings, opinions about some individual, group, object or event (Rokeach, 1968). The individual's attitude toward anything is largely influenced by the usefulness of that thing. Thus, the attitude of students towards the implementation of a school curriculum can be determined, among other things, by their perception of the programme and the envisaged benefits they are likely to derive from it. Behavioural forces, cultural forces, concepts and social norms as some of the determinants of one's attitudes towards a particular curriculum (Annobil & Addison, 2009). In the same vein, the way young people perceive the RME curriculum determines their level of commitment to its implementation.

A study carried out by Cullahan and Kellough (1992) reveals that students put much effort in their learning activities when they see that they would achieve their aim and be rewarded for their efforts. On the contrary, individual learners may have the requisite ideas but bad and unhealthy attitude would not motivate them to do their best. Educational research has shown, time and time again, that the success of innovations is determined to a considerable extent by the attitudes of teachers and students. Thus the nature of the RME curriculum demands an adjustment in attitude on the part of both teachers and students (Harmin, 1990; Sewall, 1995). They assert that successful teachers can impact positively on their students' academic performance and behaviour because they have professional attitudes.

Two important researches by Shkedi (1996, 1998) in the field of religious teaching indicated that teachers who apply various curriculum adaptation models are able to improve the reading, writing, speaking and listening skills of their students and this motivates or creates their interests in classroom learning. In contrast, material transmission neither motivated nor improved their religious learning.

On the importance of school culture and teachers' values and beliefs on achievement, Deal and Peterson (1999) found that not only is organizational culture critical to successful improvement of teaching and learning but also the underlying norms, values, traditions of a school contribute to achievement gains (p.5). Pupils often express interests in a number of school-related issues, and given the opportunity, can be active participants in dealing with them (Mumuni & Annobil, 2016). Even though teachers serve as the main implementers of the RME curriculum, it is pupils who experience it in their own ways. At the school level, curriculum implementation requires interaction between teachers and pupils (Bell, 2003; Marzano, 2003) because pupils contribute to the curriculum implementation when they are given the platform to express their views, opinions, feelings and general dispositions about a curriculum; and in so doing get the opportunity to make important suggestions such as which methods and instructional materials are more appropriate for teaching the subject (McKibben, 2004). This is the case of the Religious and Moral Education (RME) curriculum and how it is taught, where there is considerable potential for pupil participation in decision making.

On ways in which young people develop moral and spiritual values, Crawford and Rossiter (1993) found that young people were willing to draw

from various sources such as family, peers, the media, their religious traditions and their own experiences in order to develop such values. This eclectic nature of forming morality and spirituality was consistent with the nature of society today, where the multi-cultural and pluralistic nature of the media allowed young people access to multiple influences which were not available to their parents or grandparents. In a major study, Crawford and Rossiter (2006) analyzed past developments and a projected future for religious education within the broad prospective of the spiritual and moral dimension of the school curriculum and noted that any curriculum implementation should aim at promoting personal change in pupils and advancing knowledge and skills or personal development as well as positively changing pupils' beliefs, attitudes and values. Hence, teaching to promote personal change would probably always be based on freedom and personal choice of pupils (Crawford & Rossiter, 2006).

Pupils are involved in decisions that influence their study of RME. They contribute meaningfully to implementation of the RME curriculum in many important ways although they are not often directly involved in determining the broad areas or aspects of the curriculum. Researchers (Asare-Danso, 2011; Asare-Danso & Annobil, 2016; Grace, 1999; Johnson & Johnson, 1994) have indicated that pupils need to be engaged in what they learn; they are to be empowered in education; they should be encouraged to voice out their concerns about curricula; and they should be made to participate in decisions and talk and act like citizens in a democracy. According to them, if pupils become active participants in decisions that affect their study of religion, then

more positive collegial relationships are likely to be developed between teachers and pupils which will in turn lead to religious tolerance.

The Commission of Education in Morals and Ethics (CEME) that was set up in 1994 by the then Minister of Education to study and report on issues which bother on moral and ethical behaviours in Ghana's educational institutions also indicated the need for our schools to train students to develop better attitudes and values and to show good understanding of their friends. In a study, Reid (1982) concluded that pupils are responsible and trustworthy people, who if allowed to use their sense of responsibility in a meaningful way, do become independent learners, capable of generating and following through a quest for knowledge and understanding that will prove intrinsically rewarding"(p. 22). In a similar study, Vallance (1981) observed that the lived-in experiences of pupils are primarily what education is about; hence, firsthand accounts of these experiences are extremely valuable sources of information for those involved in the planning and enacting the RME curriculum.

Similarly, researchers (Banks, 1994; Good-lad & Oakes, 1988; Grimmitt, 1978) explain that pupils participate in a wide variety in out-of-class activities that are integral part of the life of a school; simply because pupils remain the clients of a school and so have the right to negotiate and evaluate what they learn. In schools, although most pupils are minors and their attendance is required by law, they are still clients because the RME curriculum, for instance, is meant to serve their needs and aspirations. Holdsworth (1991) and King (1990) found from their studies that many pupils are alienated from schools because teachers have unequal status and qualification as school authorities. Their conclusion therefore, was that pupils'

participation in planning and what they do in school is one way of ending their alienation and establishing some of their rights as the clients of the school. It is for this and many other reasons that Fullan (1991) has argued that teachers should not think of pupils just in terms of learning outcomes but rather think of them as people who are capable of being involved in new activities (p. 189). Pupils contribute in a variety of ways to ensure effective planning and execution of the RME curriculum when they work with their teachers (Acland, 1963; Loukes, 1961). Generally, through the guidance of the teacher, pupils are able to select and acquire the right kinds of experiences; they work with their teachers to determine appropriate instructional objectives; they decide on the appropriate experiences; and choose instructional procedures that can best lead to the attainment of some targeted objectives. Writers such as Grimmit (1978) and McKibben (2004) suggest that positive collegial relationships between pupils and teachers may be fostered when pupils are active participants in curriculum decision making. Dunn (1986) cites examples of how pupils collected data on an ongoing teaching practice and how their roles as participant-evaluators led to better relationships with their teachers together helped in solving problems of mutual concern. The research findings of Savage and McCord (1986) also showed that pupils as young as fourth graders were ready to collect data about what was going on in some classrooms and these served as basis for improving teaching and learning. As part of their study the children were able to prepare instructional materials for some lessons; they carried out relevant projects; they served as resource persons; and even helped in assessing and evaluating some overall instructional processes. However, the degree of pupils' participation in any lesson depends

largely on their ages and level of development and maturity. Goldman (1965) recommends strongly to RME educators to study and understand the physical, mental and emotional characteristics of their pupils so that they can effectively engage them and their contributions not under-estimated.

The RME curriculum recognizes some developmental limitations and so the information teachers provide to young pupils ought to match their immaturities and limitations. The curriculum seeks to facilitate the systematic development of mental capacities of pupils, to facilitate their manipulative or psychomotor skills, and also to develop their values and attitudes (Mumuni & Annobil, 2016). In implementing the RME curriculum, teachers need to consider the level of development and maturity of pupils. Pupils' attitude towards the RME curriculum will significantly affect what they see, what they do and how they feel about the implementation of the curriculum (Champman & McKnight, 2002; Harmin, 1990; Sewall, 1995). Based on these statements it is important for teachers to motivate students through addressing their needs, wants and interests because when teachers ignore such needs or interests, their good courses become halted and pupils subsequently lose motivation. They are supposed to plan their teaching around what learners like and to increase motivation. Interests involve students' readiness or tendency to approach learning and so creating student interest in learning is a key factor to effective learning (Asare-Danso & Annobil, 2016; Scriven, 1991). Motivation is a key factor for effective teaching and learning, because motivation makes people do what they do. When students are motivated, their behaviour is directed toward a specific target, and is very much purposive (Gross, 1996). Thus teachers motivate their students to enable them to consciously and willingly tackle

learning tasks and to actively respond to these tasks with willingness and commitment.

Many studies have investigated the relationships that exist between pupils' attitudes and achievements and performance in Religious and Moral Education. Loukes (1961) found that high achievement and intellectual readiness were related to pupils' readiness for religion. Acland (1963) and Loukes (1961) used young children and adolescents ranging between 5 and 19 years in structured interviews and found that effective teaching and learning of RME related significantly to children's performance in religious and moral education. Goldman (1964) studied about 50 children and found that high achievement and interest were related to their physical, emotional and intellectual readiness for religion. He found that underachievers had significantly poorer mental attitude than overachievers. Differences that approached statistical significance were sheer inexperience, immaturity of all kinds, emotional instability, and feelings of inadequacy. Grimmit (1978) also studied the relationship between pupils' religious characteristics and performance in RME in grades three through six. He investigated 40 pupils and found a relationship between immaturity and readiness for religion with correlation .72 at the third grade and .62 at the sixth-grade level. Goldman (1965) also found not only a significant relationship between readiness for religion and religious achievement and understanding but also children were highly motivated to study religion when they are of right ages. Studying some young children and adolescents, Goldman (1964) found that the group with limitations in their religious thinking had more negative conception about religion than the groups who had no limitations in their religious growths and

thinking. It was for this reason that Goldman called the stages of their religious development as pre-religious thinking and sub-religious thoughts stages I & II. His study revealed that the younger the child, the lower his religious reasoning (judgements) and the older he or she is, the more complex his/her religious reasoning. In an investigation of the relationship between pupils' attitudes and implementation, Acland (1963) and Loukes (1961) found that good academic achievement and successful implementation of the RME curriculum was more likely to be influenced by positive attitude and high level interest by pupils. They also concluded that a pupil was more likely to consider himself/herself well-adjusted and well-motivated by exposure to a lot of religious experiences and rate of natural growth. Acland (1963) found evidence of young children making immature judgements about problems, situations and people due to restricted religious experience; and Loukes (1961) found a significant difference in favour of adolescents in the areas of giving in-depth meaning of religious statements, hypothetic thinking and consistency in religious thinking and how these influence their study of religion. Investigating the relation between pupils' perceptions, opinions and interests in the kindergarten prior to their performance and their subsequent achievement in lower primary, both Myers (1986) and Wright (1999) found that self-perception scores correlated as high with academic achievement. Together, the scores were found to be better predictors of academic achievement than either scores taken separately. Other investigations of children and adolescents support the finding that a relationship exists between implementation of the RME curriculum and mental or chronological age of pupils. Researchers (Anti & Anum, 2003; Asare-Danso & Annobil, 2016;

Grimmitt, 1978; Smart, 1968) found that young people who are successful in their study of RME are those who have positive perception, dispositions and passion and vice versa.

The findings enumerated above suggest that some measure of readiness is necessary for the effective performance and development among children through the study of religious education. For instance, in developing the skill of writing in RME, varied experiences such as scribbling, drawing and painting should be selected to help young children control their hand movements. In a study, Wilson (1971) found that teachers who selected and systematically introduced their students to preliminary experiences relevant to their learning needs contributed to make their pupils happy and were highly motivated to study religion. Thus incremental stages in religious teaching should reflect the child's increasing capacity to deal with religious ideas of increasing complexity in order to make religious education relevant to the learner. Sound religious teaching will exploit a child's natural interest rather than to impose upon him an artificial and irrelevant series of ideas. Wilson (1971) also cautions teachers to avoid brain- washing so that it does not lead pupils to accept certain beliefs against their will. For this reason he encouraged teachers to support any kind of beliefs with 'publicly accepted evidence' and not simply what believers like to consider as evidence. By this teachers are not required to force their pupils to accept a religion or belief (faith) of which they are not convinced. Many other researchers hold the view that beliefs are as it were, implanted by any technique which by-passes proper critical exercise of reason. Hence to teach to indoctrinate or to convert or is therefore to deny the child the right to decide what religion or faith he or she

should uphold. This denies the autonomy or freedom to choose. Both Goldman (1965) and Wilson (1971) share a similar opinion that it is improper for teachers to attempt to pass on a body of beliefs which rests on false assumptions or for which no publicly acceptable evidence is or can be provided. In another study, Goldman (1965) recommended that learning experiences should increase in intensity and complexity with increased manipulative skills because they could not understand such lessons in terms of depth and quantity. Thus the physical condition of the learner also helps to influence the selection of topics and experiences. For instance, after an intended outcome has been determined, for example, to produce children with inquiring minds, the developers need to select content that will help achieve that objective. The .designers aim at identifying content that correspond to the maturity and development levels of the learners. The developers select learning experiences which will enable the learner to understand and appreciate the content of the RME curriculum. Learning experiences are organized in the same manner in which the content is organized and arranged according to their complexity.

An important study by Loukes (1961) on teenage religion in the late 1950's revealed that religious education (RE) did not become attractive to the learners because the syllabus did not contain life themes and so many adolescents could not solve certain important life problems which related to personal relation, personal responsibility and problem of meaning. As a result many of the adolescents were not ready to pursue RE further. In a related study on religion of the young in the early 1960's, Acland (1963) reported that the students did not see religious education as a unique subject because

adolescents found it difficult to understand the mythological and metaphorical language which were presented to them by the teachers. Also, the school time table, the teacher, the syllabus, and the content were all problematic and so a majority of the students expressed their lack of interest in the subject and were not ready to take it up to higher level. The report also revealed that the students were highly indoctrinated because unprofessional approaches and teaching methods were used. Wilson (1971) has therefore suggested that the content of RME needs not be chosen in the light of not only what promotes growth for each individual in an immediate, public, and discernable sense, but in a long-range, private, and less easily discernable sense as well. Since growth can never be quite the same for each pupil, the implementation of the curriculum should take into account individual experience and maturity. The assertions of Loukes (1961), Acland (1963) and Wilson (1971) seem to suggest that not all is well with respect to pedagogies that are used in delivering the content of religious education. It is for this reason that the content of RME must be based on the needs and maturity of young children and adolescents. This study would examine influence of the learner factor on the implementation of the Basic school RME curriculum.

Head Teacher Factor

Leadership and curriculum support factors play a significant role in the implementation of any school curriculum. Leadership qualities have direct influence on teachers' attitudes, beliefs and concerns and other curricula implementation initiatives. In well-organised schools, leadership qualities contribute in many ways to student achievement when school authorities

demonstrate a clear vision and motivate teachers toward that vision (Rogers, 1995).

Leadership is essential to long-term change success and curriculum implementation in general. Hall and Hord (2001) found administrative leadership as one of the major principles of change and successful curriculum implementation. Their cumulative findings theorize that given the presence of skilled leadership, teachers will move through a predictable set of stages of change towards implementation. Hall and Hord (2001) believe that successful changes involve team of leaders who are there to support implementation efforts and without them important initiatives may die out. Thus school heads have a greater degree of influence over the activities of their teachers in the schools.

The lack of effective leadership is the cause of the failure of many implementation initiatives. School leadership can promote or hinder implementation efforts (Blasse, 1998; Marsh & Willis, 2007) depending on a school head's ability to communicate and build common attitudes, beliefs, values, and norms among his/her teachers. Effective curriculum implementation cannot take place in schools where the heads are incapable of executing supervisory functions; indicating that teachers need the support of their school heads in order to facilitate important changes in the classroom. According to Hall et al. (1999), the function of school authorities include (1) strong strategic leadership, (2) skill change facilitators, (3) a worthwhile innovation, and (4) time management. Marzano (2003) identified empirical evidence showing a strong relationship between school leadership and elements of implementation such as school mission and goals, the school and

classrooms climate, attitudes of teachers, classroom practices of teachers, and finally organization of curriculum and instruction.

The implementation of the RME curriculum also requires the involvement and commitment of school heads. Numerous researchers see the influence of school heads as critical to curriculum implementation because they are responsible for providing material and psychological supports to teachers and serve as spokespersons of their schools (Anti & Anum, 2003; Johnson, 2000). School heads are often responsible for ensuring provision and supply of curriculum materials for teaching various subjects (Anti & Anum, 2003; Awuah & Afriyie, 2006; Ornstein, 1995).

In a study, Fullan & Hargreaves (1991) found that school heads perform many important functions such as taking vital decisions that bother on the teaching and learning of subjects, getting feedbacks from the teachers about their work, ensuring that the goals and content are being implemented or achieved; and helping to supervise the implementation of the school curriculum. They are school heads who are required to supervise and monitor the implementation of the RME curriculum to ensure that their own policies align with the goals of the subject. Apart from being indirectly involved in the design and implementation of the curriculum, they are also required to support pupils' learning of RME (Fullan, 2001a & Hargreaves, 1991; Hall, 1988; Heller & Firestone, 1994). They are also expected to be knowledgeable about current issues and theories that inform teaching and learning of RME and protect their teachers from issues that can detract their focus from key implementation practices.

Effective implementation is influenced by individual competences, interests, skills, and dispositions of school heads. In his seminal work, Fullan (2001a) outlines a framework for educational leadership designed to establish a system of shared values, beliefs, and norms aimed at influencing implementation stating that "leadership style affects climate and, in turn, performance" (p. 35). Fullan reiterates that leadership commitment must involve personal energy, enthusiasm, and hopefulness by incorporating the components of (1) moral purpose; (2) understanding the implementation process; (relationships); (4) knowledge creation and sharing; and (5) coherence making. Each of these components aims to stimulate and sustain a conducive and systematic curriculum implementation and a school environment of professional learning and quality leadership.

The functions of school heads to include: (i) having a vision of what they want for their schools (ii) ensuring that their expectations about a programme are made known; (iii) taking action, directly or indirectly, to see that their goals are acted on and accomplished; and (iv) finally, developing and maintaining good working relationships and a keen understanding of their work and progress of each teacher on their staff through staff development programmes (Elmore, 2000; Fullan, 2002; Heller & Firestone, 1994; Leithwood & Starger, 1989). Similar conclusions were made by Fullan and Hargreaves (1991); Geijsel, Sleegers, Leithwood and Jantzi (2002) and Riehl (2000) who maintain that effective school heads are those who have developed skills in developing interpersonal relations and organizational management; initiating innovations; finding out about and monitoring the degree to which a

school is attaining its goals; and obtaining resources and support for their academic programmes.

School authorities engage in an outreach by serving as advocates and spokespersons for their schools in line with teaching and learning. Hall and Hord (2001) and Riehl (2000) found head teachers as source of inspiration for their teachers and many other individuals because they inspire and champion new and challenging innovations and also serve as monitors or evaluators of the school curriculum and pupils' learning. They support curriculum implementation by recognizing and celebrating its successes and acknowledging its failure. This can be done by employing qualified teachers and helping to improvise instructional resources or creating an atmosphere conducive to effective teaching and learning of a subject; by monitoring the curriculum implementation process; by ensuring preparation of good lesson notes and quality lesson delivery by teachers; and by helping maintain a school tone and culture that create the climate of social responsibility (Hargreaves, Earl, Moore, & Manning, 2001; Togneri & Anderson, 2003).

Etsey, Amedahe and Edjah (2004) in a study of 60 private and public schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance improved in the private schools because of more effective supervision of work. Oduro (2000) investigated the implementation of the Basic education in Ghana in the post-reform period and found out that additional financial resources are but one of the many needs of the basic education sector in Ghana. The study also cited a review of the content of the curriculum and teaching methods as well as teacher supervision and provision of incentives for teachers as vital for successful implementation.

However, the lack of a positive link between school authorities and classroom teaching negatively affected implementation. Their findings showed that pumping resources into the teaching-learning process was not sufficient enough to solve the problems the teachers were facing. What was critical was how the resources were to be managed, monitored and utilized. These statements are similar to those made by Chubb and Moe (1990) who identified shared norms of improvement; a strong committed staff; flexible, distributed school leadership; and elements of instructional support as those that contribute to student achievement.

Clearly, leadership is a key component in the educational environment. Leadership and support are among the major determining factors in the success of curriculum implementation. Specifically, the level of understanding of school heads and their attitude to curriculum implementation can influence both teachers' and pupils' attitudes, beliefs and dispositions towards the teaching and learning of RME in the schools. In the light of these pronouncements school heads are required to discharge their duties with zeal and all seriousness so that they can cause important changes in respect of teaching and learning of RME. This study would investigate influence of the head teacher factor on the implementation of the RME curriculum.

Parent Factor

Parental engagement is an important avenue for supporting student achievement. Positive relationships between parents and teachers are increasingly recognized as vital in influencing implementation of a school curriculum. Parent-teacher relationships have long been considered both a vexing problem and a potential resource for improving students' school

success (Minke & Anderson, 2003). When parent-teacher relationships are productive they appear to exert a significant, positive effect on children's academic success (Fan & Chen, 2001). Generally, it appears that involvement is associated with higher academic achievement (Jeynes, 2011) because there is evidence to suggest that increases in parent involvement are associated with improved social skills and decreased behavior problems (El Nokali, Bachman, & Votruba-Drzal, 2010; Minke, Sheridan, Kim, Ryoo & Koziol, 2014).

Parent involvement is understood to be a multidimensional construct that encompasses parenting behaviours that support children's learning, including those that are visible to teachers. These include attending conferences, volunteering at school and supporting learning at home (Fantuzzo, Tighe, & Childs, 2000). Parent and teacher perceptions of parent involvement often differ. Teachers sometimes interpret a lack of visible involvement at school as evidence of parents' lack of support for their children's education, leading to unproductive working relationships (Lawson, 2003; Wong & Hughes, 2006).

The work of character education in schools and in many homes always starts with parents, because parents are believed to have strong influence on the religious and moral development of their wards. There is growing recognition that families and social institutions need the support of the school so far as children's education and character training are concerned. This is so because schools have become necessary partners with parents in the race to provide religious and moral training among the youth. Bryk, Lee and Smith (1990) take a positive stance and suggest that parents possess a variety of skills, talents, and interests that can enrich the curriculum, no matter how

teachers might be. According to Bryk et al. (1990), parents become involved in their children's education as they increase their involvement in the implementation of a school curriculum.

Parents occupy the most strategic position than many other individuals and groups when assessing the overall effectiveness of a school programme (Marsh & Willis, 2007). Parental examples and attitudes are essential elements in the faith education of their children because their influence is very significant and highly acknowledged influence in the faith development of young people far and above the influence of the Church (Maroney, 2007; McLaughin, 2005). Crawford and Rossiter (2006) citing empirical evidence from the Curriculum Corporation of the Australian National Values Education Study centre (ANVES, 2003) concluded that parents expect schools to promote personal and spiritual development of young people than either teachers, or the students themselves (pp. 259-261).

Parents and communities have been seen to be part of the process for setting future directions of schools. Cooper (1994) examined the level of involvement of parents in a Lutheran school in South Australia and found the existence of significant partnerships between the schools and parents. In a study of parents and teachers in a primary school, Hogan (1994) set out to see whether faith education was considered to be a partnership or not between parents and schools. He found that participation was a parental right and a responsibility in the education of their children. This however, raised issues about the nature of the participation of parents in schools, particularly in the area of religious education. The work of Berger (1987), Lombana (1983) and

Lovat (1989) showed that the quality of parent-school relationship was grounded in the communication skills of the parents and teachers.

A study by Ost (1988) showed that a gradual separation of schools from parents over the years was as a result of diminishing communication and proposed an improvement of teacher communication skills and increased parental knowledge of specific subjects. Again, in a similar study, Flynn (1979) found that families exist to supplement the school and, therefore, called for effective communication between the school and the home.

Parents have three different parental roles as instructors namely, those who have specialized expertise, those who are competent, and those who are skilled if trained (Epstein, 2013; McGilp & Michael, 1994). The experts are those who are professionally qualified and fluent in the knowledge and skills in which they instruct their children, simply because such parents routinely demonstrate to their children a relationship between school learning and adult work. Those who are competent often have well-developed skill in step-by-step instruction which arises from their interests and hobbies. They know the importance of reading carefully to perform a task, following multistep instructions, completing tasks in an orderly manner and numerous other skills. They are a valuable resource because they can model new skills for others from the perspective of being a beginner. According to McGilp and Michael, parents who attend training sessions to learn new skills (in schools their wards also attend) in order that they can teach their own children, are the ones who are skilled if trained. They require more frequent contact and follow-up in order to maintain their skills.

Groups and individuals also continue to support implementation of the RME curriculum at various levels of the education system. This is evident in the researches by Forson (2007) and Kwabi (2007) who opined that parents expect their wards to receive the best of religious instruction and so challenged the schools to provide quality religious instruction that could attract parents. Within the school, parents are seen by the society as having a central place in school education because they are considered natural and irreplaceable agents in the education of their children.

Parents can be a vital resource in improving schools and the community in general (Becher, 1984) by creating nurturing environments in which children can grow and learn. The rationale for involving parents and other lay citizens is that the school is designed to serve social functions or purpose. Emenwa (1990) sees parents and other lay citizens as performing two critical roles; such as suggesting and helping to define objectives and desired outcomes of the school experiences as well as suggesting and advising kinds of behaviour which the society will accept as appropriate and desirable for its citizens (p.19). Lambart (2003), Epstein and Salinas (2004) and Reeves (2004) have cited seven levels of parental participation, ranging from the most passive (receiving reports about their children's progress) to the most active (making decisions). These statements demonstrate that parents receive reports about their children's progress; they attend special events organized by schools; they help to raise funds for the schools; they passively participate in educational activities; they assist and participating in both educational and non-instructional activities assisting teachers in instruction and making decisions. In contrast, Fine (1993) contends that "parents enter the contested

public sphere of public education typically with neither resources nor power, usually not welcomed by the schools to the critical and serious work of rethinking educational structures and practices, and worse of all they typically represent a small percent of local taxpayers" (pp. 682-683). A major level of participation involves parents raising funds for schools through parent-teacher associations. They are usually very willing to be involved in fundraising activities with the aim of generating funds to be used for the benefit of their wards.

Parents also participate in educational activities (seminars and workshops) that deal with topics such as values analysis and sex education. These activities provide useful ways for parents to learn about such topics and to learn about the views of teachers (Epstein, 1995; Epstein, 2010). Most schools permit parents to observe classes informally, where parents can observe their own children learning and experiencing firsthand some of the everyday problems of teaching and learning RME and the various managerial tasks involved.

Another major level of participation involves parents actively assisting teachers in curriculum planning. Parents and friends and other ancillary groups form important part of school boards even though they seem to distinct themselves from involving themselves in actual classroom religious and moral education implementation process. Studies by Lambert (2003), Epstein and Salinas (2004) and Reeves (2004) showed that parents were often sought after to read stories to small groups of children and assisted with role plays in the beginning grades of elementary schools. Parents are to support and be supported, but they are not the professional educators and as such are called to

a different, yet essential, role as family faith-supporters, nurturers and witnesses to the religious and moral development of their wards. The school is charged with the provision of relevant and authentic religious education for students, which supplements and complements the work of parents and families. Quillinan (2004) highlighted the need for parents and schools to work together in order to fulfill the Church's goal of assisting young people with a personal faith and willingness to take on a life-long process of faith formation and a commitment to living that faith. Similar statements were made by researchers (Ballen & Moles, 1994; Comer, 1988; Elam, Lowell & Gallup, 1994; Harris, 1993) who have noted that parents contribute to the academic success of their wards across all subject areas in order to help reduce pupils' risk of academic failure and dropping out of school before graduation. This means that pupils' behavior and social adjustment tend to improve when parents are proactive with schools to cultivate an environment that promotes learning.

Finn (2009) investigated perceptions about the nature and purpose of religious education of parents and teachers in a study of one Catholic secondary school in regional Victoria, Australia. Data were collected using questionnaires and interviews from parents and religious education teachers who had a link with the secondary school. Fine (2009) found out that the parents and teachers were in agreement in relation to most areas of religious education, especially in areas associated with values, morality, individual spirituality and religious literacy. The parents and the teachers demonstrated different attitudes towards religious education in the school. The study revealed that teachers and schools play important role in providing religious

education for people living in the communities. The parents wished to see the school take on the primary role of educating children about religion; with the expectation that the children would be fully exposed to appropriate values and ethics.

Parents' willingness to contact teachers on a regular basis about their children's progress is perhaps the first step to becoming involved in the implementation of the RME curriculum. Armed with good information about pupils' performance in RME, parents can proceed in both direct and indirect ways to influence successful implementation. Another study by Ballen and Moles (1994) explained that parents and other individuals can become directly involved in the implementation of the curriculum by overseeing their wards' homework on RME; by setting a time each day to discuss homework that has been done in RME, by checking pupils' work for completeness and understanding; by taking advantage of opportunities to become involved with implementation and policy development of the programme, and by attending school board and PTA meetings and discussing issues relating to the implementation of RME. Children's attitudes may be indirectly influenced as parents volunteer to help in monitoring and championing the implementation of a school curriculum.

It has also been found that children respond positively when parents set high but realistic standards for achievement. Parents' expectations should be set reasonably high to give their wards something to reach for, but not so high the child will become discouraged (Ballen & Moles, 1994). Finally, children need positive encouragements in the form of praise, expressed interest, and rewarded efforts. Parents support the teaching and learning of RME by

providing their wards with adequate textbooks and other relevant resources. A research report by the U.S. Department of Education indicated that children's success in reading comprehension was directly related to the availability of reading materials in the home (Lee & Croninger, 1994).

Parents also contribute to the implementation process by monitoring the learning and activities of their wards. Monitoring children's academic work such as homework by parents (adults) of pupils has also been shown to increase pupils' academic achievements. It is really not so much for parents to know answers to all problems that young children bring to them however it is more important for them to demonstrate their interest by providing conducive environments for academic work, by encouraging children's efforts, by making available to answer questions, and being willing to discuss what their children study about RME (Ballen & Moles, 1994). A well-established institution in most schools is the Parent Teacher Association (PTA). The PTA has a long history of child advocacy and parent training. PTAs work to support and speak on behalf of young people in the schools and communities; they assist parents in developing the skills for raising and protecting their wards; and also encourage parent and public involvement in the schools. Finally, studies by Goodlad (1984, 2003); Clark (1988); Toseland & Rivas (1995) concerning the attitude of the public towards the teaching and learning of RME revealed that parents constantly want the RME curriculum to focus more on children's social, personal as well as their academic and vocational developments. According to McGilp and Michael (1994), parental involvement is most effective when it is comprehensive, long-lasting, and well planned.

Studies on school and family have shown over and over again that parental involvement helps to raise the academic achievement of pupils, helps to improve attitudes and performance of children in school, helps parents to understand the work of the school, enables parents and children to communicate more and show their caring toward each other, and builds school-community relationships in an ongoing, problem-preventing way (Henderson, Marburger, & Ooms, 1987). Through collaboration, parents expect schools to educate pupils about emerging problems and other pressing concerns that seek to address the needs and interests of their wards. Studies by Rich and Jones (1985) show that supportive home environments help children become successful both at home and in school. Parents demonstrate their connection to school goals by showing interest in pupils' academic work studying with them, by showing approval of their school activities, and by respecting their children's efforts (Fruchter, Galletta, & White, 1993).

Parents of pupils influence selection of educational experiences for schools and pupils. The content of RME is selected on the basis of the educational purposes and goals decided by the society so that content reflects the cumulative traditions, values, needs and aspirations of the society because the subject has the ultimate aim of meeting societal needs and improving the local environment (Anti & Anum, 2003).

Parents have the duty of inculcating good moral values into their wards. Many parents support their wards to study RME with the view to encouraging character training among them. For example, the British Education Act of 1944 made it compulsory for all pupils to study religious education (RE) and that no boy or girl was considered as properly educated unless he/she had been

taught the fact about the existence of a religious interpretation of life (The British Education Act, 1944). Again, Great Britain won many of the battles (wars) it had with other countries by adopting religious principles (Christian ethics). Britain believed in the power of democracy and Christian ethics (Anti & Anum, 2003) and so provided adequate moral education for its school pupils. It was religious education that many parents and individuals looked primarily to, to assist in the task of re-defining and re-enforcing personal and social moral values and standards in the minds of children who would pass through the nation's schools (Anti & Anum, 2003).

Many parents encounter obstacles and some other challenges in their attempts to participate in the education of their wards. Collins et al. (1995) found barriers to parental involvement in the implementation of the RME curriculum to include differing ideas among parents and teachers on what constitutes implementation; unwelcoming atmosphere toward visitors in schools and classrooms; ineffective systems of communication; as well as insufficient training for teachers on how to reach out to parents. The others were lack of parental education and parenting skills; time pressures; job pressures; as well as language barriers. Their study revealed that this decline in involvement was partly due to the variety of challenges that families were facing that made their participation difficult. For instance, negative contact with schools can contribute to an unfriendly climate that reduces the likelihood of parents involving themselves in the implementation of a school curriculum. Parents who suffer discrimination and humiliation or religious differences (Chavkin & Gonzalez, 1995) can view their children studying RME as something very unfriendly.

Studies carried out by Ballen and Moles (1994) showed that parents in economically disadvantaged families often face particular difficulties when they attempt to express their views concerning how the curriculum ought to be implemented in some schools. According to them, such parents, especially those with low-wage jobs, feared their wards would be denied better jobs if they were made to offer religious-related programmes. In addition, parents who were well-educated themselves found it difficult to explain to their wards the benefits to be derived in future from studying religious education.

While research has pointed to the benefits of parental involvement, less is understood about the areas of involvement that are most effective in improving pupils' achievement in RME. Differences sometimes exist between parents and teachers regarding how parents should be involved in the implementation process. Some educators prefer traditional types of parent involvement such as volunteering to help with activities planned by teachers, and helping their wards to do their homework (Collins, Cooper, & Whitmore, 1995). Although teachers may be very supportive of parents who volunteer to champion the implementation process, they may oppose parental involvement in academic planning of the subject or school policy, fearing parents will be too interfering or critical of how implementation of the curriculum ought to be (Collins et al., 1995). The challenge is to find ways for parents and schools to work together in a way that is not only mutually beneficial but also improves the lives of children. Parents are their children's best advocates.

Parents, individuals and other organized religious bodies spearheaded the reinstatement of the RME curriculum when it was removed from the basic school curriculum in the year 2007 (Asuborteng, 2007; Bour, 2009; Catholic

Bishop Conference, 2007). Parents expect young people to study RME in order that they would be exposed to the world religions particularly the three dominant faiths practiced in Ghana, namely Christianity, Islam and Traditional African religion.

In conclusion, many parents have high expectations for the religious and moral education to flourish and prosper. It seems apparent that, there is the need for a high level of co-operation and partnership between parents and schools as there is respect for the distinctive and complementary roles of both parents and teachers.

Resource Factor

Resources, both human and material, play important role in curriculum implementation efforts, including that of Religious and Moral Education. A resource is something material or abstract which can be used to satisfy some human wants or deficiencies (Ornstein, 1995). Schools have rich resources in the communities in which they are located. In any learning environment, there must be quantity of good quality materials suitable for a wide range of abilities and learning styles. Curriculum development endeavors in the United States in the early 1960s and early 1970s failed because less attention was paid to quality and usability of materials. Changes in financial, material or technical resources can affect implementation efforts (Glatthorn et al., 2006) and as a result, it becomes very appropriate for teachers to select specific resources (both human and material) that will enhance their teaching. RME teachers are therefore required to exploit the resources that are found in the communities.

Categories of instructional resources can be identified for use in RME lessons. These may be school-related or community-related resources. The

school-related include reading materials, visual resources, audio resources, and audio-visual resources that can be used in RME lessons. On the contrary, the community-related resources come in the form of religious objects, religious sites, religious ceremonies, and use of resource persons (Anti & Anum, 2003; Awuah & Afriyie, 2006).

(ii) School-Related resources

Reading Resources

Reading resources play a leading role in the teaching and learning of RME in Ghanaian Basic schools. They include the syllabuses, textbooks, religious literature, the teachers' manual, selected magazines, newspapers and the holy books of the major religions in Ghana. These reading resources play very important role in the teaching and learning of RME simply because as is in comparative studies, teachers need to make extensive researches from these sources to enable them collate comprehensive information for their lessons. For instance, the Basic school RME syllabus contains a list of topics to be treated over a period of time at each level of the basic school system (MOE, 2003, 2008). The syllabus indicates among other things, the general aims and rationale for teaching and learning RME.

Textbooks are perhaps the most widely used printed materials in the process of teaching and learning any subject at the basic school level. Textbooks do not only provide additional information on topics outlined in the various syllabuses but also serve as basis for imparting knowledge and concepts as well as the development of skills and values (Annobil, 2009; MOE, 2008). In the absence of any other widely available sources of information, the textbook becomes the most important and often the only

source of content and pedagogic information for the teacher. The pupils' textbooks also serve as basis for examining and assessing what pupils learn at school. Many countries in the world including Ghana, base important school leaving and school promotion examinations entirely on textual recall from established and prescribed textbooks (Annobil, 2009; Anti & Anum, 2003). The availability of textbooks afford teachers and pupils the opportunity to read far in advance before lessons are held and as a result teachers are required to familiarize themselves with the content of recommended RME textbooks to enable them make easy references for successful delivery of their lessons. For example, RME teachers must be familiar with the content of the holy books and other traditional resources and to locate information from them without difficulty. Bruce (1987) posits that greater availability of texts and reading materials raise the quality of learning activities, thus increasing pupils' achievements and successful implementation.

There is positive correlation between availability of materials and pupils' achievement. Heyneman, Farrel and Sepulveda-Stuardo (1981) have concluded that the availability and provision of textbooks should be the principal concerns of planners and administrators. Unfortunately, however, many basic schools do not have access to appropriate materials apart from few textbooks which might be found in the markets. Following the lack of appropriate textbooks in the various schools, Finch & Crunkilton (1993) have remarked that "the logistic associated with maintaining any curriculum are often complex and time consuming and this may lead to success or failure"(p.16). This assertion implies that resources can facilitate or retard implementation of a curriculum.

Teaching manuals (guides) provide teachers with practical teaching ideas. They indicate among other things, the activities teachers can engage students in when teaching RME. Indeed, manuals provide teachers with confidence and mastery in any lesson delivery. Newspapers contain the most current information on varied issues, which may be relevant to the content of RME (Ornstein, 1995).

Visual Resources

Visual aids constitute another major source of resources for teaching and learning Religious and Moral Education. They include pictures, illustrations, diagrams, sketches, drawings, charts, models, photographs and projections (Annobil, 2009). For instance, a collection of photographs can be used to teach various topics in RME whiles charts and photographs serve as visual symbols for summarizing, comparing, contrasting or for explaining subject matter relating to teaching and learning of RME (Anti & Anum, 2003).

Audio Resources

Audio resources form other components of resources available to RME teachers. They include tape recorders, radio cassette players, disc recorders and teachers' voice (Annobil, 2009; Anti & Anum, 2003). Video and audio tape recordings provide very useful means for evaluating the quality of teacher-pupil relationship. Recordings of class sessions offer the teacher a richness of data unequaled through any other procedures. Through video and audio tape recordings teachers can capture the dynamism and the fluidity of personality, behaviour, as well as human emotions (p. 27). Tamakloe, Amedahe and Atta (2005) found radio broadcasts to be powerful audio aids which seek to reach schools with programmes that are nationalistic in

character. According to Tamakloe, et al. (2005), recordings on tapes are generally more suitable for class teaching than individual teaching. For example, programmes could be recorded on cassette players during school excursions and played back to pupils at the most suitable times. Thus information from tape recordings helps to foster self-discovery and personal confrontation of teachers and for them to become more sensitive and more attuned to their pupils.

Audio-Visual Resources

Audio-visual aids also form another major type of resources available for use by RME teachers in the schools. Audio-visual resources are those which cater for both audio perception and visual perception (Anti & Anum, 2003). Examples of these resources are film strips, slide projectors and televisions. By using these resources, the teacher attempts to excite as many sense areas in their pupils, as much as possible, in order to bring them into complete involvement in the learning situation. Awuah and Afriyie (2006) have observed from a study that a multiple approach, through hearing, seeing, touching, smelling and tasting makes for more complete understanding of a lesson. On the contrary, their findings revealed that teachers who relied solely on oral presentations found their pupils frequently unable to relate effectively to new learning in any well-founded basic experience. These statements imply that RME lessons could be prepared based on audio-visual resources and broadcast outside school hours so that much of the vital information which are out of reach of pupils because of distance and unavailability can be managed in the classroom through audio-visual aids (Annobil, 2009; Tamakloe, Amedahe & Atta, 2005).

Community-Related Resources

Community resources constitute another important source for teaching RME lessons in the schools. They are in the form of religious objects, religious sites and religious ceremonies or activities (Awuah, 2000; Hammond, 2001). These resources are being referred to as 'religious' because they have religious connotations and are widely used for religious purposes.

Religious Objects

Making use of religious objects is another way teachers can make teaching of RME effective. Such resources include rosaries, model crucifix, cowries, whisks, candles, traditional drums, models of animals and plants, idols, statutes as well as sacred stools and animal skins (Anti & Anum, 2003; MOE, CRDD, 2000). Annobil (2009) investigated into instructional resources which can be used in teaching Religious and Moral Education in Junior High Schools in Abura- Asebu- Kwamankese District of the Central region of Ghana. He concluded that some of these objects could be brought into the classrooms for demonstration purposes with the aim to make RME lessons real and practical.

Religious Sites

These resources are in the form of religious sites, historic sites, cultural sites, worship centres and other places considered to be the abodes of spirits, which teachers and students often visit to acquaint themselves with. They include local sites and structures such as chapels, mosques, shrines, archives, museum exhibits, cultural centres, zoos, town halls, theaters, departments, and historical societies, other places of great historic and religious importance (Anti & Anum, 2003; Awuah, 2000). These can also be cataloged as resources

for field trips, projects, and information resources. Religious sites can be utilised effectively in RME lessons through planned visits (Anti & Anum, 2003).

Accessing all these resources within the community can make learning more relevant to pupils and enable them to see a connection between teaching and learning of RME and the real world. Establishing community resource collections also results in stronger business and community partnerships with the school. Teachers become successful in using community resources. Firstly, teachers need to determine which community resources would be most beneficial to the subject and pupils and which resources are also accessible. Secondly, they also need to organize the community resources for easiest access by the school community and thirdly to publicize and promote the community resources to ensure full use by those who would benefit most (Heyneman, et al., 1981; Tamakloe, et al., 2005).

Determining which community resources are the most beneficial can be a daunting task, especially in large metropolitan areas such as Cape Coast and its surroundings. To ensure efficient use of these resources, RME teachers are encouraged to first conduct needs assessment to determine which community resources would be of the most benefit to the subject. This can be done by teachers by first identifying key areas in the RME curriculum where resources would be readily available and most useful. Teachers can easily accomplish this through assessment surveys with administrators, pupils, and parents and through knowledge of the school's curriculum and pupils' needs (Annobil, 2009; Asiedu, 2009). Since community resources exist to meet the needs of pupils, it makes sense to begin this process with the pupils' needs. This will

help to sensitize learners to the feelings which underlie religious beliefs and principles rather than teaching them mere formal RME concepts. Asiedu (2009) investigated teachers' and pupils' perceptions of the religious and moral education programme in the junior high school and its implication for curriculum design in the Cape Coast municipality of the central region of Ghana. Her findings revealed that good teachers become better teachers when they use resources relevant to the needs and interests of students. Learning what resources to use, and how to use them, comes with experience; because once teachers have used surveys and other tools to create a list of the information needs of pupils and teachers, it is then possible to brainstorm resources beyond the walls of the school that could meet those needs.

Unfortunately, there is the problem organizing these intangible resources for effective access by users. Bruce (1987) recommends organized access to these resources through centralized bibliographic control as the most effective method for both student and staff use. Both human and material resources can be listed through the school's online public catalog (OPAC).

Resources Persons

The final type of resource that can be used in teaching RME involves employing the services of resource persons. Human resources constitute important instructional resources in the teaching and learning process. Resource persons are considered having richer experiences or richer knowledge in their areas of study than the normal classroom teacher (Asiedu, 2009; Tamakloe, et al., 2005). They include leaders in the community such as chiefs, religious leaders, politicians, administrators, social workers, local artists, actors, business leaders, researchers, professors, doctors, attorneys,

veterinarians and community activists. These individuals can serve as very good resources for interviews, field trips, and projects (Tamakloe, et al., 2005). The appropriate use of resource persons in the teaching and learning process does not only help in developing interests of students and pupils in their classroom learning, but also helps to make lessons practical, meaningful and efficient. A resource person may be invited also to break the monotony in which students continually see and hear the same person-the teacher (Crandall, 1982; Tamakloe, et al., 2005). The teachers' knowledge about the vast resources in the community and drawing on these resources would enhance effective implementation of the RME curriculum. It appears however, that many RME teachers are yet to realize the importance of resource persons available in the communities.

Empirical Review of the Study

Empirical review helped to determine the nature, extent and quality of the RME curriculum implementation process in basic schools. The review covers both school and community-based factors.

Teacher Factor

Damalie (1997) investigated the factors, which affect the implementation of the Cultural Studies Programme in Ghanaian Junior Secondary Schools using interview guides and observation checklists as the major instruments. The findings were that religious orientation of teachers, teachers' lack of expertise in handling the various components of the curriculum, inadequate time allocation, lack of continuous in-service course and lack of materials impeded the implementation of the curriculum. On the contrary, positive attitude of teachers and students towards the Programme,

cooperation of the students, the provision of textbooks, cooperation of parents in supplying needed resources, the practical nature of the subject, students' familiarity with some aspects of the content, and the use of resource persons were listed as factors which facilitate the smooth implementation of the curriculum. Stakeholders of education need to pay attention to those factors impede implementation efforts and work towards overcoming such impediments.

Annobil (1999) investigated the methods and techniques which are applicable to the teaching and learning of RME in selected Junior Secondary Schools in the Abura- Asebu- Kwamankese District of the Central region. He found that inadequate instructional resources, lukewarm attitudes of teachers as well as use of unpractical teaching methods affected the smooth teaching of the subject. A similar study carried out by Annobil (2005) investigated the implementation process of the JSS RME curriculum in Cape Coast schools in the Central region of Ghana. The findings revealed that absence of requisite instructional resources, lack of funds, lack of in-service training courses and use of unpractical teaching methods were among the challenges that impeded the implementation process. He recommended for staff development, adequate provision and supply of resources to schools, as well as effective supervision and monitoring strategies to ensure successful teaching and learning of RME in the schools. Finally, a study carried out by Ofosua, Adu and Boakye (2001) on 'the strengths and weaknesses of the JSS RME Syllabus' revealed that overloaded items, limited time for teaching, and non-availability of textbooks among other factors impeded the teaching of RME in the schools. On the contrary, the provision of textbooks, practical teaching strategies and co-

operation of teachers and students were considered factors which encourage the effective implementation of the programme. This is critical because effective implementation of any kind revolves around provision of both human and material resources as well as co-operation of key stakeholders.

Mumuni and Annobil (2012) investigated the perception of teachers about their role in moral education in the University of Cape Coast Practice Junior High School in the Cape Coast metropolis of the Central region of Ghana. The study utilized qualitative technique using interview, observation, and documentary analysis as methodology. Their findings were that knowledge and skills are important tools teachers can use to develop the learners' capacity to analyse, to reflect, and to bring harmony into reality. It was recommended to teachers to promote quality education by using pedagogical techniques, motivation, and appropriate assessment tools which are necessary tools for promoting successful moral education.

Erden (2010) investigated the challenges preschool teachers face in the curriculum implementation and whether these challenges differ in relation to teachers' education level, department they graduated from, the type of the school they were working in, teaching experience and level of in-service training. The study also aimed to find out the underlying reasons of most frequently stated issues of implementation from the teachers' perspectives. Both quantitative and qualitative data were collected through questionnaire and interviews respectively from preschool teachers teaching in public and private kindergartens in Ankara. From the results, the most frequently reported issues by the participants were the problems, which related to evaluation and physical facilities followed by those that are related to planning

of learning activities, organizing field trips, and parental involvement and inclusion. Results showed that the problems related to physical facilities experienced by preschool teachers working in public kindergartens significantly differed compared to teachers working in private preschools.

Brown (2013) investigated from a Swedish perspective on the extent to which religious teachers were incorporating political factors into their classroom instruction. His study sought to evaluate the pupils' opinions about religious studies and to identify the sociological aspects which had influenced the religious studies curriculum. A significant correlation was established between the teachers' knowledge and interests in the subject matter of the religious studies course during classroom instruction. Group interviews and individually completed questionnaires by both teachers and students in a semi-controlled setting were used. The study recommended for a religious education that was based on publicly acceptable evidence and not on political considerations.

Suryana (2014) carried out a study to analyze the relationship between religious education teachers' educational qualifications and their efforts in developing students' religiosity at Junior High School 21 Palembang, Indonesia. Sixty-three (63) religious education teachers with civil servants status were used. The results showed that there is no positive and significant effect of the teachers' educational qualifications and their efforts in developing students' religiosity. Closely tied to the issue of in-service is that of resource support.

Engebretson and Rymarz (2004) found that most religious education teachers in Catholic secondary schools in the Archdiocese of Melbourne

lacked strong academic qualifications and this made it difficult for the teachers to efficiently handle religious education. Rymarz (2006) carried out a similar study in Australian schools to verify the extent to which competences of teachers influenced their religious and moral education lessons. His finding indicated that the teachers lacked the needed academic and professional skills to teach religious education as required.

Pupil Factor

Asare-Danso (2011) investigated the attitudes of pupils towards Religious and Moral Education (RME) in selected Junior High Schools in Cape Coast of the Central region of Ghana. Six hundred (600) pupils were randomly sampled from fifteen (15) schools. His findings showed that when pupils study RME they become tolerant of people of other faiths as well as good and committed citizens of their respective religions. However, more than half of the number indicated that the study of RME would not help them secure good jobs. He recommended among other things, the use of resource persons by teachers to explain the carrier values in studying RME as well as the importance of using pupil-centred methods in teaching.

Goldman's (1965) study on readiness for religion among young people revealed that pupils with positive attitude towards religious education seemed likely to make a big difference in terms of achievement and development of good moral behaviour. This can be explained to mean that if pupils have negative attitudes, or are preoccupied with them, they will be reflected in their attitudes as viewed by others; and finally they will simply also not get good results nor perform well academically if they do not show positive attitudes towards RME.

On his part, Loukes (1961) observed that if pupils focus on the possibility of success, their senses will become sharper, their enthusiasm released and they will come closer to reaching potentials. In the view of the researcher, since the RME curriculum aims at fostering the religious and moral development of pupils, many of them are likely to look up to it for academic achievement and moral guidance and this requires effective implementation of the curriculum. The content of the subject should therefore not be based on particular religious faiths at the expense of others to encourage learners fill free to take active part in RME lessons.

Head teacher/ Stakeholder Factor

Mumuni and Annobil (2013) investigated the curricula practices of private preschool teachers at Calvary Hill Crest in Cape Coast of the central region. The study utilised interview, observation, and personal communication as methods, and the respondents were selected using the purposive sampling procedure. Their findings were that preschool teachers need support from school authorities and families they serve, in order to implement the developmentally appropriate practices their children deserve. The study also concluded that support for developmentally appropriate practices in private preschools require negotiations by teachers, parents, head teachers and other stakeholders who are part of the communities they serve. Mumuni and Annobil (2016) did a critical analysis of the cognitive constructivist and socio-cultural theories and their implications on children's learning of RME and found that many learning environments do not take into consideration the interest of young children because children are usually not given the opportunity to create their own knowledge through interacting with learning

materials and with their peers. It was recommended to teachers to augment young children's efforts by engaging them in meaningful activities as well as provision of relevant instructional resources. These are important recommendations that should guide stakeholders to be alive to their duties by intensifying their supervisory roles and making provision for adequate teaching-learning resources.

Badugela (2012) investigated the problems facing educators in implementing the National Curriculum Statement (NCS) booklet in some selected South African schools. The booklet contained policy statements explained how teaching should be done in terms of objectives, outcomes and assessments standards. It was a qualitative investigation that took place in a single school in Limpopo Province with the aim of finding out the challenges which were facing the implementation of the NCS. Data were collected through questionnaires and interviews. He found that the implementation of the National Curriculum Statement was problematic and far from satisfactory due to inadequate resources, financial constraints and lack of training. He recommended to the Department of Education to prioritize educational resources for schools and educator training in curriculum implementation. This empirical review is important because it is pointing out how teaching ought to be done in terms of formulation of relevant objectives and usage of instructional resources as well as statement of learning outcomes and assessments standards.

Parent Factor

Amedahe (2007) carried out a study on quality education in Ghana: Ghana's status and challenges in the 21st century at the basic education level

and found that inadequate financing of education reflected in the quality of the teaching force. He recommended that if quality of education should be improved then there was the need to put more resources into the financing of education. In the same study he found lack of parental and community participation in and support of education at the basic school level and reiterated that parents participate more by caring about what happens at school and making sure that the needs of their wards are met. He also recommended that the present level of parental and community support should be improved (Amedahe, 2007). Parental and community participation is paramount to ensure quality religious and moral education in Ghanaian educational institutions.

Again, in a study on whether parents were willing to participate in parent training activities, Epstein (1990) found that over 90% of all parents of elementary and middle school students studied were ready for the advice of the school to enable them supplement their efforts at home. A further 85% of the parents were prepared to offer much more assistance if they had their own way. A similar one by Epstein (1992) showed that parent involvement improves students' achievement, attitudes, homework, grades, and aspirations. The study revealed that extra learning time at home could actually produce gains in students' reading scores. From the study, it was clear that when parents give appropriate help at home, achievement is enhanced. It was also established that consistent and appropriate assistance at home could save school systems millions of dollars each year and allow students to participate more inclusively in the learning opportunities offered by classroom teachers. In the face of these revelations parents of learners need to do more in creating

conducive learning environments by providing supplementary materials and supervising their wards learning of RME.

Resource/Logistics Factor

Adu-Fosu and Jayon (2002) investigated the implementation of the JSS RME Syllabus in some selected schools in Cape Coast Municipality. They observed that the curriculum was not being implemented in accordance with the aims and objectives stated in the syllabus. Their findings revealed that instructional resources and methods prescribed for instruction in RME were not being used. Owusu, Appeagyei and Akaban (2001) also investigated the implementation of the junior secondary school RME curriculum in three selected Junior Secondary Schools in Cape Coast. Their findings revealed the lack of textbooks, negative attitudes of teachers as well as use of unpractical methods impeded the smooth implementation of the curriculum. These events are worrying because instructional resources and teaching methods play key roles in the RME implementation process. The lack or absence of these resources will rather retard effective teaching and learning. Adjei-Sarkodie (2000) conducted a study on 'Preparing the teacher trainee to teach RME effectively at the Basic School level in Ghana' and concluded that factors such as the academic and professional base of the teacher, availability of instructional materials, adequate time and appropriate methods were those that facilitate implementation efforts.

Chapter Summary

The review of the literature has provided guidance to the researcher to arrive at a conceptual, a theoretical and an empirical framework for the study. The theoretical review covered various curriculum implementation theories

and models as well as basic system models which are applicable to the study. The conceptual review dealt with basic concepts such as the overview of the Basic education in Ghana, the concepts of religious education, moral education, and education, the nature and scope of the Basic school RME curriculum as well as aims of teaching RME. The conceptual review also covered both school and community-based factors that influence teaching and learning of RME. In this chapter, special emphasis was placed on teachers, pupils, head teachers, parents and school and community-based resource factors that influence implementation of the RME curriculum. The empirical review also covered evidences of earlier researches about the topic. Thus the theories, concepts and the empirical review together revealed that successful implementation can be influenced by teachers working together with students, head teachers, parents, stakeholders and making judicious use of both school and community resources. The theoretical, conceptual and the empirical reviews would be combined to provide a strong framework (foundation) and good source of principles to guide the present study. The literature review has also helped in filling the gaps in previous studies relating to the current study.

CHAPTER THREE

METHODOLOGY

Overview

This chapter presents the methodology of the study. It focuses on the research paradigm, the design employed, description of the study area, the study population, as well as the sample and sampling procedures used. It also describes the research instruments used, the details of the pre-test, the data collection and data analysis procedures employed, the ethical issues considered as well as the chapter summary.

Research Paradigm

The nature of research is often influenced by a researcher's world view. According to Creswell and Plano-Clark (2007), every research needs a foundation, and that this foundation, whether explicit or implicit, is found in the 'worldview' or philosophical framework chosen by the researcher. For the purpose of this study, the pragmatist paradigm was considered more relevant by the researcher. The pragmatic paradigm in its simplest terms implies that, the overall approach to research is that of mixing data collection procedures and analysis within the research process (Creswell & Plano-Clark, 2007). Pragmatism seeks to debunk concepts such as truth and reality and focuses instead on what works as the truth regarding the research questions to be investigated (Teddlie & Tashakkori, 2003). The nature of the problem (thesis topic) (i.e. Factors influencing implementation of the Basic school Religious and Moral Education curriculum) justifies using the pragmatist world view (mixed methods). This is because, the pragmatist paradigm is most suitable in situations where complex and pluralistic social contexts demand analysis that

is informed by multiple and diverse perspectives (Teddlie & Tashakkori, 2003).

This study represents the pragmatic worldview in that it uses both quantitative and qualitative methods to collect data (i.e. Questionnaires, interviews and observation) and thus embraces the idea of multiple realities (ontology) by reporting different perspectives of the study participants (Johnson & Onwuegbuzie, 2004). Secondly, knowledge is based on subjective views of the participants as depicted in interview results (epistemology) (Bessey, 1999; Esterberg, 2002). Thirdly, by acknowledging the researcher's interpretation in consonance with that of the participants, as well as biases present in the study, the value nature of the research (axiology) is revealed (Corbetta, 2003). Fourthly, the research process used was characterized by a combination of both inductive and deductive methods of data collection and analysis that give more strength than either of two alone (methodological). Lastly, the study is inherent to the pragmatic worldview as it is designed around research questions with the intent of addressing them in the different ways that were deem appropriate and utilising the results in ways that can bring about positive consequences to those who will benefit from this research (Teddie & Tashakkori, 2003).

The positive paradigm is based on the assumption that social reality has an objective ontological structure and that individuals are responding agents to this objective environment (Morgan & Smircich, 1980). This implies that there is an objective truth existing in the world that can be measured and explained scientifically. Quantitative paradigms are associated with measurements like reliability, validity and generalizability in predicting cause

and effect (Cassell & Symon, 1994). They involve counting and measuring of events and performing the statistical analysis of a body of numerical data Quantitative research is based upon formulating the research hypotheses and verifying them empirically on a specific set of data (Smith, 1988). Scientific hypothesis is a value-free; a researcher's own values, biases, and preferences have no place in the quantitative approach.

Pragmatism is likewise seen as a means of bridging the gap between the empirical singular scientific approach to research and the newer "freewheeling" inquiry of qualitative research theories (Tashakkori & Teddlie, 2003, p. 52). It draws on many ideas, including using "what works," diverse approaches, and valuing both objective and subjective knowledge (Creswell, 2003). Johnson and Onwuegbuzie (2004) draw on the philosophy of pragmatism to argue that quantitative and qualitative approaches can coexist productively within a single study. According to Teddlie and Tashakkori (2003), taking a pragmatic and balanced or pluralist position will help improve communication among researchers from different paradigms as they attempt to advance knowledge.

Pragmatism also helps to shed light on how the research approaches can be mixed fruitfully. Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study. With this design both types of data are collected simultaneously with one type having a significant larger role in the study than the other. The dominant research approach in this study was quantitative and it is supported by qualitative data (Corbetta, 2003). This study used a primary

quantitative design while at the same time employing qualitative procedures to triangulate the quantitative data.

On the contrary, qualitative research shares the theoretical assumptions of the interpretive paradigm which is based on the notion that social reality is created and sustained through the subjective experience of people involved in communication (Morgan, 1980). The interpretive paradigm helps researches with deep understanding of situations or behaviour from the perspectives of the people being studied rather than explaining behaviour through cause and effect (Bessey, 1999; Grbich, 2007). Interpretive paradigm argues that social reality is created jointly through meaningful interaction between the researcher and the researched on agreement (Gray, 2004; Esterberg, 2002) and also acknowledges the feelings, experiences and viewpoints of researchers (Fryer, 1991). Ting-Toomey (2008) points out three characteristics of qualitative inquiry. First, it involves study of symbolic discourse that consists of the study of texts and conversations. Second, it is the study of interpretive principles that make sense of their symbolic activities; and third, it is the study of contextual principles, such as the roles of the participants, the physical setting, and a set of situational events that guide the interpretation of discourse.

The study therefore adopted the interpretive paradigm to collect data verbally through interview and observation. Patton (2002) identifies strengths of qualitative design as emergent and flexible because it promotes deeper understanding of situations. Mixed method was used for the study because it is pragmatic which takes from both positivist and interpretivist positions (Ting-Toomey, 2008). It explains, therefore, that the nature of reality and knowledge about that reality should be taken into consideration in a study.

Research Design

To help gain a wider and an in-depth understanding of the factors influencing the implementation of the Basic school Religious and Moral Education curriculum, and to get detailed results of the study, two traditional approaches (qualitative and quantitative) methodologies were combined for data collection and analysis. This was necessary because neither quantitative nor qualitative methods are sufficient by themselves to deal with the problem sufficiently in the metropolis. This was an exploratory study that adopted the sequential explanatory mixed method design (approach) because this was in line with the purpose of the study which sought to explore extent to which school and community-related factors affect implementation of the Basic school Religious and Moral Education curriculum in the Cape Coast Metropolis of Ghana.

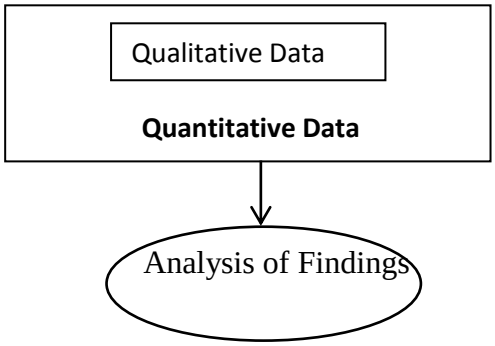
The explanatory design is a two-phase mixed method design that has an initial quantitative phase followed by a qualitative phase. This design sought to gather more of quantitative data and supported it with qualitative data in order to gather reliable and valid results (Alhassan, 2007; Bernard, 2002; Cresswell, 1994, 2009; Mason, 1997; Nau, 1995).

The first phase of the study involved quantitative description of the factors that influence the teaching and learning of RME at the Basic school level. The quantitative results were then followed by an in-depth qualitative study that explained the initial quantitative results such as significant results, outlier results, or surprising results (Cresswell & Plano, 2007; Leedy & Ormrod, 2005). This design begins quantitatively and so the researcher placed greater emphasis on the quantitative methods than the qualitative methods.

Data from both phases were then mixed in the final analysis and this provided more detailed results (Arthur, 2012; Best & Khan, 1995; Fraenkel & Wallen, 2000; Seidu, 2012). Thus the quantitative and qualitative approaches were used to complement each other and this provided detailed information to guide the study.

Figure 2 visually depicts two models of this mixed methods approach from the perspective of Cresswell (2003) and Cresswell, Plano-Clark, Gutman, & Hanson (2003). Both models illustrate how the quantitative method is dominant and the data collection occurs simultaneously during the data collection stage of the study.

Model 1



Model 2

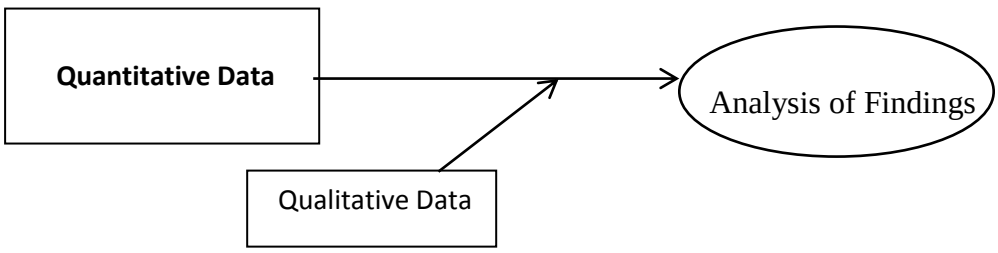


Figure 3: Visual Models of Sequential Explanatory Research Design (Source: Creswell, Plano-Clark, Gutman & Hanson (2003).

Figure 4 also shows diagrammatic representation of Creswell and Plano-Clark's Mixed Method Sequential Explanatory Model.

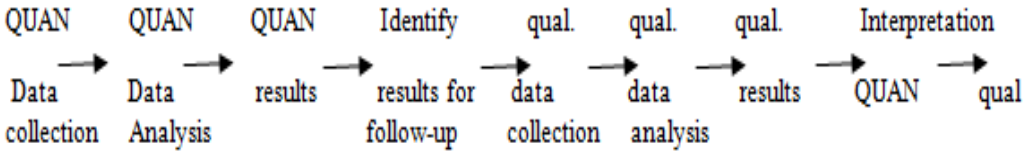


Figure 4: Mixed Method Sequential Explanatory Model (Source: Creswell & Plano Clark, 2011)

Figure 4 also shows that the explanatory sequential design occurs in two distinct interactive phases. The design first starts with the collection, analysis and results of quantitative data, which has the priority for addressing the study's questions. This phase is then followed by subsequent collection and analysis of qualitative data. The second, qualitative phase of the study is designed so that it follows from the results of the first, quantitative phase. The researcher interprets how the qualitative results help to explain the initial quantitative results (Creswell, 2003; Cresswell & Plano- Clark, 2011).

In this study, a survey was first conducted to gather quantitative data in order to have a general understanding of RME teachers' and head teachers' perceptions of factors influencing the teaching and learning of RME and other classroom practices. Creswell (2003) postulates that a survey study can be done in a short time where the investigators administer a survey (questionnaire) to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviours or characteristics of the population. Survey was thus deemed appropriate for the study as the views, attitudes and opinions of the teachers and head teachers were needed to be sampled and described. Creswell (2003), however noted that, survey data is self-reported information, reporting only what people think rather than what

they do. Therefore, issues arising out of the quantitative phase helped to develop qualitative instrument (semi-interview and observational guide) concerning the implementation of the RME curriculum.

The sequential explanatory mixed method design (approach) has some strengths (Cohen, et al., 2007; Cresswell, 2009; Gall, Gall & Borg, 2007). It combines both quantitative and qualitative methods in a single study; the approach helps in providing richer insights and raises more interesting questions for future research than only one set of study; it is closely concerned with seeing what the data themselves suggest with some evidences; and provides a better understanding of the problem than either approach can achieve alone (Elliot, 2005). The mixed method research design is able to offset the weakness of both quantitative and qualitative research design used separately in a study and also provides researchers with the opportunity to draw on a wide range of tools of data collection in order to comprehensively study and understand a problem.

In addition, mixed method research also helps answer questions that cannot be answered by a single approach; it encourages collaboration of researchers across the two fields of inquiry (Cohen, et al., 2007; Cresswell, 2009; Gall, Gall & Borg, 2007); it is also more useful when the research problem is more quantitative oriented; and the researcher has time and ability to conduct the study in two phases, thus developing qualitative questions out of the issues arising out of the quantitative results (Creswell & Plano - Clark, 2011). Finally, it is associated with a host of graphical forms of data presentation including frequency and percentage tables; bar charts;

histograms; line graphs; pie charts; scatterplots; and box plots (Cohen, et al., 2007).

This design however has its own challenges. One major challenge is that a researcher cannot use it if he or she is not an expert. For example, the design can only be used by experts and researchers who possess specialized skills, time, resources and expertise for extensive data collection and analysis. Both quantitative and qualitative phases of the research design need certain expertise and some precision from researchers who carry them out (Plano - Clark, 2005). For example, a researcher should be able to deal with the situation in which quantitative and qualitative results contradict each other. Again, a researcher should be able to merge two or more sources of data with little or no difficulty. Thus since the main aim of the design is to gather data from both quantitative and qualitative sources, the final segment will be to merge the two data sources for conclusions to be drawn. As such an individual who does not have the merger qualities will not be able to use the design.

Another challenge of the sequential explanatory design is the possibility of a researcher having different samples and different sample sizes when merging two data sets. Both the quantitative and qualitative phases employ different sampling techniques and sizes therefore merging the two might be problematic for one who is not an expert. The whole process is complex and time consuming. Time for designing the quantitative instrument, administering, analyzing, identify areas for follow ups before undertaking the qualitative phase really takes time. Plano- Clark (2005) is further of the view that the most challenging perhaps, is educating and convincing others of the

need to employ a mixed methods design so that a researcher's mixed methods study will be accepted by the scholarly community.

Morse (1991) cited two main types of mixed method approaches namely: simultaneous and sequential mixed methods, however, researchers Creswell, Plano-Clark, Gutmann and Hanson (2003); Creswell and Plano-Clark (2007); and Tashakkori and Teddlie (2003) also enumerate five main types as sequential explanatory, sequential exploratory, sequential transformative, concurrent transformative, concurrent embedded and concurrent triangulation design. To overcome the challenges of the design, the researcher did an extensive study of how to combine these two methods in a single study and this provided him with relevant knowledge and skills (expertise) which subsequently led to the successful completion of this study. The different instruments, samples, sampling techniques and sample sizes were merged successfully with no difficulty by following the recommended (set) rules. Also, even though the process was complex and time consuming, the researcher made judicious use of the time that was available to him for the study. This became a solid reason for the adoption (application) of this design in spite of its weaknesses.

Study Area

The Religious and Moral Education curriculum is being implemented in many public pre-tertiary and tertiary institutions in Ghana. Any of these institutions could have been selected for study anywhere in Ghana but this study was limited to basic schools in the Cape Coast metropolis of the Central Region of Ghana. The Cape Coast metropolis was chosen as the study area because it was seen as a better option in terms of access to and availability of

relevant data. Many municipalities and districts were considered but Cape Coast Metropolis served as a good example among many study areas for the study.

In the regional context, the metropolis is uniquely situated among other districts, bordered on the North by the Abura-Asebu-Kwamankese (AAK) district, East by Mfantseman municipality, on the West by Komenda-Edina-Eguafo-Abirem district, and on the South by The Atlantic Ocean. Cape Coast remains the regional capital of the Central Region of Ghana. The metropolis has six educational circuits which are well spread among the rural and urban communities. The metropolis is among the few privileged places in the region where access to basic social amenities are guaranteed. The availability of these amenities has attracted many urban dwellers. Among the over utilized social amenities is the school. Classrooms, furniture, class sizes, teaching and learning resources and other school facilities seem to be normal or adequate to meet the demands of the increasing number of students/pupils in the populated urban and rural communities of the metropolis. This has also resulted in the high teacher-student ratio in the classrooms. Besides this high teacher-student ratio, there are higher numbers of professional teachers both in the urban and rural schools in the communities. Majority of teachers who teach Religious and Moral Education at both (primary and JHS levels) are graduate professional teachers (Bachelor's Degree) and diploma holders; followed by 3-year post-secondary teacher certificate 'A' holders with sizeable number of the teachers having their masters in both the urban and rural communities. The indigenes of the metropolis are mostly fisher folks.

There are also many other tertiary institutions located in the study area. They include the University of Cape Coast, the Cape Coast Technical University, the OLA College of Education, the St Peter's and St Nicholas Seminaries, a number of Senior High schools and many other tertiary and pre-tertiary educational institutions. All of these institutions are opportunities for the teachers to constantly upgrade their knowledge on new pedagogies of teaching RME. The researcher had not only taught RME in some of the basic schools in the metropolis but had also done some earlier studies and therefore had fore knowledge of some of the conditions which characterized the teaching and learning of RME. During those periods, the researcher was able to build the trust and confidence of the target population.

Population

A target population includes all the members of a real or hypothetical set of people, events, or objects to which a researcher would like to generalize the results of a study whereas accessible population is the individuals who realistically can be included in the sample (Arthur, 2012; Gall et al., 2007; Gall, Gall & Borg, 2007). The population for this study consisted of all public Basic school Primary and JHS RME teachers and head teachers in the Cape Coast Metropolis of the Central Region of Ghana with an estimated total population of five hundred and fifteen (515) from the sixty-one (61) public basic schools. This comprised 446 RME teachers and 69 head teachers from both primary and Junior High Schools from all the six (6) circuits in the Cape Coast metropolis. The circuits are Cape Coast; Aboom; Bakano; Pedu/Abura; OLA; and Effutu (See Appendix C). The population comprised both males and females and their educational qualifications ranged between Certificate 'A'

and Masters' degree. The ages of the teachers and head teachers ranged between 19 and 55 and they were all government employees from the Ghana Education Service (GES).

Sample and Sampling Procedures

Sample Size

Two hundred and ninety-six (296) people consisting of 284 RME teachers and 12 head teachers formed the sample size for the whole study. The sample size (ie 296) formed 57.4% of the total population of the teachers and head teachers in the study area. The detail is provided as follows:

Selection of Teachers

Out of the 446 RME teachers in public basic schools in the study area, 284 of them were purposively selected from 39 schools across the 6 circuits to form the sample size of the teachers (Krejcie & Morgan, 2006). The 39 schools were simple randomly selected from the 61 schools after the names of the schools had been written on pieces of papers so that each school had the chance of being selected. The schools were selected at random from the list of the schools until the required numbers of the schools were selected to form the school sample. Thus the purposive method was used to include all the RME teachers from the 39 schools for the study (both Primary and JHS levels) giving a total of 284 teachers. The breakdown of teachers sampled is as follow: Cape Coast circuit (42); Aboom circuit (46); Bakaano circuit (49); Pedu/Abura (50); OLA circuit (48); and Effutu circuit (49). Purposive sampling starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit that purpose (Fraenkel, & Wallem, 2009). Both primary and JHS teachers were used

because RME is taught at both levels of the Basic education system. The 284 teachers consisted of 236 primary and 48 JHS RME teachers. They were selected on the basis of their unique characteristics and expertise related to the study. The 284 teachers represented 63.7% of the total teacher population and 96.0% of the total sample size. The teachers were used for both the quantitative and qualitative survey components of the study. Each basic school (both primary and JHS combined) had an average of about 7 RME teachers.

Out of the 284 teacher respondents, twelve (12) of them were purposively selected from 12 of the schools for the qualitative component of the study (interview) (i.e. 2 teachers were purposively chosen from 2 schools in each of the six circuits and were interviewed on the variables of the study). Seven (7) of them were females and 5 of them were males. This figure represented 4.2% of the teachers who were sampled and 4.1 % of the total sample size. Again, out of the 12 teachers 6 were conveniently used for the observation. The 6 were made up of 3 females and 3 males. This figure also represented 2.1% of the teachers who were sampled and 2.0 % of the total sample size.

Selection of Head Teachers

Twelve (12) head teachers were purposively selected for the interview. The 12 head teachers also formed 17.4 % of the total head teacher population and 4.2 % of the sample size. Only 12 head teachers were selected for the interview because the sample size in qualitative studies is most often very small; it might even be a single case (Arthur, 2012; Gall, Gall & Borg, 2007; Patton, 2002; Yin, 2003). In purposeful sampling, the sample or elements are selected on the basis of their unique characteristics or expertise related to the

study. Thus the qualitative study comprised 24 respondents, made up of 12 RME teachers and their head teachers.

According to Krejcie and Morgan (2006), with a sample size of 515, a sample size of 236 is adequate and sufficient to yield useful results. The 12 head teachers were interviewed on the variables of the study. Again, Krejcie and Morgan (2006) and other qualitative and quantitative researchers claim that the appropriate sample size depends on the purpose of the research and the variability of population characteristics.

In this study, only teachers and head teachers were selected because they were more suitable for the purpose and objectives of the study. Again, the teachers formed a majority of the sample size because they were the most focal point so far as the implementation of the RME curriculum is concerned. In purposeful sampling, the goal is to select cases that are likely to be "information – rich" with respect to the purpose of the study (Patton, 2003, p. 243).

One weakness of the purposeful sampling technique is that it is usually not designed to achieve population validity but to achieve an in-depth understanding of a phenomena being studied. It is also not to select a sample that will represent accurately a defined population but to achieve a deeper understanding. The sample of the teachers and head teachers are contained in Table 1.

Table 1: *Sample Sizes of the RME Teachers and Head teachers*

Circuit	No. of Basic Schools Used (Primary & JHS)	No.of RME teachers	No.of Head Teachers
Cape Coast	6	42	2
Aboom	6	46	2
Bakaano	7	49	2
Ola	6	48	2
Pedu/Abura	7	50	2
Effutu	7	49	2
Totals	39	284	12
Total Sample Size:		296	

Source: Field Data- Sample of RME Teachers and Head teachers (October, 2015).

Units of Analysis

Units of analysis served the basis upon which data were collected and analyzed. They represent main issues or cases of which a researcher is often interested in a study (Gall, Gall & Borg, 2007). Since the purpose of the study was to explore both school and community-based factors that affect the teaching and learning of RME at the Basic school level, this study adopted the multiple-case study design approach, hence six research questions. These guided the selection of appropriate units of analysis and number of cases, namely: teachers, pupils, head teachers and parents and resources (Gall, Gall & Borg, 2007). In all, there were six units of analysis as there were six cases.

Research Instruments

No single method is completely adequate to solve research problems because each technique contributes in a unique way to empirical reality (Denzin, 2004). In this regard, three different instruments that involve

quantitative and qualitative data collection were used to obtain the necessary data and to address the research questions. These are questionnaires, lesson observation guide (checklist) and interview schedule. Two separate interview guides were developed for both teachers and head teachers (see Appendices D, E, F and G). The questionnaires as well as the observation and interview guides were developed by the researcher adopting some items related to studies by Borg and Gall (1989); Nwana (1992); and Oppenheim (1992).

Questionnaire

The questionnaire was used as the main instrument in collecting data for the study because it is used to generate large amounts of data from large samples over a short period of time (Nwana, 1992), and also it is suitable to collect information on perception, attitudes, knowledge and experiences of people (Borg & Gall, 1989). The questionnaire items were developed following guidelines given by Oppenheim (1992); Simon-Uguru (1991); Wisker (2001); and Wittrock (1986). This instrument was chosen because it has been used many times for research purposes and has been proven effective for studies on factors that influence curriculum implementation (Ghosh, 1992; Judd, 1991; Jude, 1991). It also has numerous advantages associated with its usage. Best and Khan (1995) suggest that questionnaire is used when factual information is desired and so to get factual information, the questionnaire was used as one of the data collection instruments.

A 78-item questionnaire was designed to enable the researcher obtain the necessary information from the teachers who were sampled on the factors that influence the implementation of the RME curriculum at the Basic school level. The questionnaires consisted of seventy-eight closed ended questions

(Combes, 2001; Nachmias & Nachmias, 1981) and the items were written to cover all the variables of the study. According to Cohen, Manion and Morrison (2007), close-ended questions are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are. Borg, Gall and Gall (2007) found it to be popular, easy to construct and to administer and score.

The questionnaire was structured into two main sections, Sections 'A and B'. Section A sought demographic data of the teachers. Section B also elicited information from the teachers to answer the various research questions. The questionnaire focused on the following details:

Section A: Demographic data (items 1 – 7).

Section B: Main data (items 8 – 78).

i. School-Based Factors

(i) Teacher Factor (items 8 – 22)

(ii) Pupil Factor (items 23 – 33).

(iii) Head teacher Factor (items 34 – 42)

ii. Community- Based Factors

(iv) Parents Factor (items 43 – 52)

(v) Community Resource Factor (items 53 – 67)

iii. Dependent Variable

(vi) Teaching/Implementation of RME (68-78)

The teachers were expected to respond to all the items on the questionnaire. Options were provided for the teachers to choose from. Items 8-78 in the questionnaire were structured on both four and five-point likert-type scales. They were asked to rate the intensity, frequency and degree of use

of resources in teaching and learning RME. For instance, on the extent to which the teachers were trained and prepared to teach RME, a five-point likert type scale ranging from "Strongly Disagree" (SD) to "Strongly Agree" (SA) was used. On the extent to which pupils' attitudes affect the teaching and learning of RME, a five-point likert type scale ranging from "Strongly Disagree" (SD) to "Strongly Agree" (SA) was used. Support from school administration ranged from "Strongly Disagree" (SD) to "Strongly Agree" (SA) was used. The extent to which parents were involved in the teaching/learning also ranged from "Strongly Disagree" (SD) to "Strongly Agree" (SA). Also, on the availability and usage of instructional resources, a four-point likert type scale ranging from "Not Available" (NA) to "Available and Adequate" (AA) and from "Not Used at All" (NA) to "Used Very Frequently" (UVF) was used. Finally, on the extent to which the RME curriculum was being implemented in the schools, a five-point likert type scale ranging from "Never" (N) to "Very Often" (VO) was used (Cohen, et al., 2007).

The questionnaire was used to collect quantitative data for the study. The choice of questionnaire was based on the fact that, it is designed for self-administration and is possible to use a larger number of subjects than is practical with the interview (Ary, Jacobs & Razavich, 1990). The questionnaire was stable, consistent and of uniform measure without variation and this ensured a more systematic tabulation. It also ensured greater anonymity and less opportunity for biases. The questionnaire also offered a considerable and objective view because it allowed respondents to consult their records, gave them the opportunity to write rather than talk (Sarantakos,

1998), and it encouraged greater honesty among them. Again, the use of the questionnaire was cheaper in terms of cost and time involved as compared to interview and observations. Thus, with the questionnaire it was easy to contact respondents at their schools and administer them.

Among the problems which were associated with the use of the questionnaire are that a few of the respondents did not respond to some items; the questionnaire did not allow probing, prompting and classification of questions; it did not show the identity of the respondents and the conditions under which the questionnaire were to be answered; and some of the questionnaires were filled very hurriedly (Cohen, et al., 2007; Gall, Gall & Borg, 2007). This prevented the researcher from detecting whether the right persons answered the questions posed as the lack of supervision led to partial response as much as possible by some of the respondents.

Semi-Structured Interview Guide

Two different semi-structured interview guides (schedules) with both closed and open-ended items were employed as a way of overcoming some of the weaknesses of the questionnaires (Borg & Gall, 1983; Kvale, 1996). Borg, Gall and Gall (2007) describe semi-structured interview technique as "asking a series of structured questions and then probing more deeply using open-form questions to obtain additional information" (p.240). Here, each participant is asked the same set of pre-determined questions, often interspersed with impromptu follow-up queries, intended to clarify participant responses. In this study, the interview (schedules) guides were designed for the teachers and head teachers and consisted of two main sections, 'A' and 'B,' each containing twelve (12) items (see Appendices E and F). The Section 'A' sought

demographic data of the teachers and the head teachers. The section 'B' also elicited information from the teachers to answer the various research questions. The interview guides focused on the following details:

Section A: Demographic data (items 1 – 5).

Section B: Main data (items 6 – 12). The items focused on the research questions posed.

Main data (items 6 – 12).

i. School-Related Factors

(vi) Teacher Factor (items 6)

(vii) Interactions between RME teachers and School heads (item 7)

(viii) Pupil Factor (item 8).

(ix) Head teacher Factor (item 9)

ii. Community-Related Factors

(x) Parents Factor (items 10)

(xi) Community Resources Factor (item 11)

(xii) Challenges Encountered from implementation efforts (12)

The interview was set up in advance through verbal means and by appointments. They were used to probe critically and thoroughly attitudes and responses of the teachers and head teachers of how they contribute to the teaching and learning of RME. The head teachers were allowed to express their own opinions freely on the open-ended questions in respect of the extent to which they and other factors were influencing the teaching and learning of RME in the schools. The researcher was therefore able to probe further for detailed information in order to make truer assessment of what they really believe regarding teaching and learning of RME.

The purposes of using interviews are many and varied. They may be used as the principal means of gathering information that have direct bearing on research objectives (Tuckman, 1972); they might be used as explanatory devices to help identify variables and relationships (Barker & Johnson, 1998); and they might be used to follow up unexpected results, or to validate other methods, or to go deeper into the motivations of respondents and their reasons for responding as they do (Kerliger, 1986). It is more flexible and reflective and emphasizes categories and concepts rather than using mere frequencies, and identifying relationship (s) between variables (Patton, 2002). Finally, they are to assess individual persons in some respects; to test or develop hypotheses; to gather data; and to sample respondents' opinions (Cohen, et al., 2007). In this study the interview helped in gathering different kinds of information concerning the teaching and learning of RME with respect to attitude, interests, supervision, motivation, and ambitions (Gall, et al., 2007; Walliman, 2005).

There are however, some problems in conducting interviews. Studies have however shown that race, religion, gender, sexual orientations, status social class and age in certain contexts can be potent sources of bias. Both interviewers and interviewees bring their own experiences and emotions into interview situations (Cohen, et al., 2007; Hitchcock & Hughes, 1989; Lee, 1993; Scheurich, 1995). In other words, most often the sources of bias are the characteristics of the interviewer, the characteristics of the respondents, and the substantive content of the questions (Cohen, et al., 2007).

Observation Guide

A 41-item observation guide (refer to Appendix G) developed by the researcher was used in observing extent to which the Religious and Moral Education curriculum was being implemented at the classroom level. There are different ways of entering data onto a structured observation schedule as well as a number of checklists for planning a structured observation (Dyer, 1995). However, this study made extensive use of rating scales at the expense of other ways such as event sampling, instantaneous sampling, interval recording and duration recording (Dyer, 1995). The observation guide (schedule) was adopted from Cohen's K (Kappa) Interaction Analysis**.** It was structured into seven main sections, Sections A, B, C, D, E, F and G. Section 'A' sought information on particulars of the schools and personal data of the teachers. The Section 'B' gathered information on the adequacy of the physical environment of the classroom such as classroom space, classroom resources, and classroom arrangements. The Section 'C' gathered information on the major ways in which pupils' activities were structured whether as a whole group; as a small group; as pairs; or as individuals. The Section 'D' sought information on ways in which students are engaged in class activities. The Section 'E' gathered information on major activities pupils go through during RME lessons. The Section 'F' collected information on key RME Implementation indicators; and finally the section 'G' sought to verify whether the instructional resources were available or not available. The teachers were expected to rate the items and comment on them. The observation guide focused on the following details:

Section 'A': Particulars of school and Personal data of the teachers (items1-10).

Section 'B': Classroom Context: the adequacy of the physical environment of the classroom (items 11-13).

Section 'C': Major ways in which pupils' activities were structured (items 14).

Section 'D': Ways in which pupils are engaged in class activities (item15).

Section 'E': Major activities pupils go through during RME lessons (item 16).

Section 'F': Key RME Implementation indicators (items 17- 32).

Section 'G': Verification of available instructional resources (items 33 – 41).

Observations can be of facts, such as the number of textbooks in the classroom, it can focus on events as they happen in a classroom, and it can also focus on behaviours or qualities. Observation can be a very useful research tool. In this study, observations enabled me to gather data on: the physical setting (the physical environment of the classrooms); the human setting (characteristics and the make-up of the teachers and pupils observed); the interactional setting (the interactions that took place among pupils and teachers) as well as the programme setting (availability and usage of resources and other classroom practices). It is for this reason that Moyles (2002, p. 181) has suggested to researchers to record the physical and contextual setting of the observation such as the number, who they are, what they do and what are their roles; the time of the day of observation, the layout of the setting (seating arrangements and arrangements of desks); the chronology of the events observed; and any critical incidents that happen.

A unique feature of observation data is that it offers a researcher the opportunity to gather 'live' data from naturally occurring social situations by looking directly at what might be taking place *in situ* rather than depending on second-hand accounts (Cohen et al., 2007, p. 396). There are degrees of participation in observation (LeCompte & Preissle, 1993) but in this study, the researcher acted as 'observer-as-participant' where I only acted as mere observer by recording what was happening in the classrooms for a short duration for research purposes. Participation observation may be useful in studying small groups, or for events and processes that last only a short time or are frequent, for activities that lend themselves to being observed, for researchers who wish to understand certain issues, and when the prime interest is in gathering detailed information about what is happening (Cohen et al., 2007). For example, the observation guide provided information concerning what goes into the implementation of the RME curriculum at the classroom level with respect to teacher competency, attitude, interests, supervision, motivation, parental support, and availability and usage of resources.

Information obtained from the observation complemented the data from the questionnaires and the interview (Buku & Taylor, 2006; Morrison, 1993). The observation helped uncover extent to which RME lessons, which were being conducted in the schools in the area, conformed to what the majority of the teachers and head teachers had given as responses to the items in the questionnaire and interview schedule (guide). The sections in the observation guide were based on the suggestions and recommendations of Lofland, 1971, Moyles, 2002; Spradley, 1980). Lofland (1980) provides six main categories of information in participant observation: acts, activities, meanings,

participation, relationships, and settings. On his part, Spradley (1980) suggests a checklist of the content of field notes to include space, actors, activities, objects, acts, events, time, goals and feelings.

Observation-based researches are also characterized by some problems. In exploring issues of relevance the researcher may be unaware of important antecedent events; things which appear to be very important are recorded (paper-based recording); informants may be unrepresentative of the sample in the study; the presence of the observer might bring about different behaviours; a researcher might become too much attached to the group (Cohen, et al., 2007, p. 159), and it might also take a long period for a researcher to get the required behaviour or phenomena. It can be costly in time and efforts; it is often prone to difficulties of interpreting what a particular data might mean (Cohen, et al., 2007); the individuals being observed can be influenced by the observer's intentions; it is prone to observer personal and observer contamination bias; events are often open to observation; and is subject to rating errors (Everton & Green, 1996; Gall et al., 2007). To overcome these problems the observation instrument went through refinement and pre-testing to ensure validity and reliability.

Validation and Pre-Testing of Instruments

It is important for a researcher using the mixed methods in a study to ensure validity and reliability of the instruments in order to decrease errors that might arise from measurement problems in that study. Ary, Jacobs and Razavich (2002) argue that the items of research instruments have to be examined to judge whether they are appropriate for measuring what they are supposed to measure. Validity refers to a degree to which a research

instrument accurately assesses the specific concept that a researcher is attempting to measure (Kumar, 1999) whereas face validity seeks to establish logical link with what it intends to measure (Pallant, 2005). On the other hand, content validity has to do with establishing the relevance and adequacy of the items of the instruments. Oppenheim (1992) suggests several biases in interviewing to include biased sampling, poor rapport between interviewer and interviewee, changes to question wording, selective recording of data and poor handling of difficult interviews (p. 96). Therefore, to ensure the validity of the instruments, draft copies were given to my supervisors and some colleagues for their comments and suggestions which ensured their face validities. To establish the content validity of the instruments, the researcher ensured that the factors contained in the literature review were well represented in different sections of the instruments. In this case the interview questions sought to measure what they were intended to measure thereby reducing any potential sources of bias.

The instruments were then pre-tested. Pre-testing involves testing of the research instruments. Pre-testing study has several functions, mainly to increase the reliability, validity and practicality of the instruments to be used for a main study (Morrison, 1993). Three (3) different instruments were pre-tested and validated in order to address the research questions. They were questionnaire, interview schedule and observation guide. In this study, both the pre-test and validation aimed at improving the construct validity and reliability of the instruments. The questionnaire was the first instrument to be pilot tested. The questionnaires were pilot tested because according to researchers (Oppenheim, 1992; Morrison, 1993; Wilson & McLean, 1994),

everything about the questionnaire ought to be piloted and that nothing should be excluded, not even the type face or the quality of the paper. To ensure the validity and reliability of the instruments, the questionnaires were pre-tested (field-tested) on a small scale by the researcher in four basic schools which were not included in the main study (2 in Abura-Asebu-Kwamankese (AAK) district and another 2 in Efutu municipality. The two schools in the AAK district are Asebu D/A and Asebu R/C Basic schools respectively and the two schools in the Efutu municipality are the University Practice and Methodist 'B' Basic schools, Winneba. The questionnaire instruments sought the views of the teachers on those factors, which contribute to implementation of the RME curriculum. The respondents rated the intensity, frequency and degree to which teachers, pupils, head teachers, parents and resources influence implementation of the RME curriculum. The instruments were given to experts including my supervisors, lecturers and other colleague students for their comments, criticisms and suggestions for the purposes of refinement and to ensure content validity and reliability (Wragg, 1978). The items were scored using both Four and Five Point Likert Type Scales.

The pre-test helped to determine the length of the time that was needed to administer the main questionnaire. It also helped to uncover ambiguities and poorly worded questions. It was to identify omissions, redundant and irrelevant items. It was also to check whether the questionnaire was too long or too short, too easy or too difficult (Cohen, et al., 2007). After the pre-test, items which were found to be misleading were removed while others were modified to facilitate reading and understanding. Finally, the pilot study gave me some indication of the tenability of the research and its methods. The

internal consistency of the questionnaire was determined by calculating the Cronbach's alpha coefficient value (See Appendix H). The Spearman-Brown Correlation Formula was used in testing the internal consistency of the questionnaire instrument. The Cronbach's Co-efficient Alpha, a means of measuring the reliability internal consistency was used in determining the reliability of the instruments for the main study. The choice of cronbach's co-efficient alpha was based on the merit of Ary, Jacobs & Razavich's (1985) view that attitudinal alpha is used when measures have multiple – scored items such as attitudinal scales.

The questionnaire for the teachers obtained an overall reliability co-efficient of r =.945 (see appendix H) which clearly showed that the questionnaire instrument could be used for the study. The following show details of the Cronbach's Co-efficient alpha of each: Teacher factor = .916; Pupil factor = .800; Head teacher factor = .887; Parent factor = .842; Resource Availability = .808; Resource Usage = .672; and teaching and Learning = .741. As it can be seen, the computed internal consistencies of the factors indicate moderately high level correlation and indeed, high reliability indices; signifying that the items in the questionnaire were highly reliable.

The purpose of pre-testing the questionnaire among other things, was to check the clarity of the questionnaire items; to gain feedback on the validity of the questionnaire items; to eliminate ambiguities in wording; to identify redundant questions; to check the time taken to complete the questionnaire; and to try the coding system for data analysis (Wilson & McLean, 1994, p. 47).

Apart from the questionnaire, a semi-structured interview guide was the second instrument to be pre-tested to collect qualitative data for the study. The interview guide (schedule) which consisted of twelve (12) items were tried in a few interviews in order to check vocabulary, language level as well as respondents' understanding and reactions to the questions. Interview trustworthiness (validity) and dependability (reliability) were checked in several ways. They were first transcribed verbatim (Kvale, 1996) and content validated by my experienced colleague students and lecturers who modified the questions in wording and number (Bloom, Fischer & Orme, 1995). This prevented ambiguities and helped to restructure the interview items.

The observation checklist was the third instrument to be pre-tested. Cohen's Kappa (Cohen's K) was run to determine if there was an agreement between two observers' judgments on whether the teachers were implementing the RME curriculum effectively at the classroom level in the Cape Coast Metropolis. There was substantial agreement between the two observers' judgments, $\kappa = .785$ (95% CI, .300 to .886), $p < .000$. As a rule of thumb, values of Kappa less than (<) 0 are considered poor agreement; 0.0 to 0.20 are regarded as slight agreement; 0.21 to 0.40 are fair; 0.41 to 0.60 are considered moderate; 0.61 to 0.80 substantial and 0.81 to 1 are also considered outstanding (Landis & Koch, 1977). According to Altman (1999), most statisticians prefer Kappa values to be at least 0.6 and most often higher than 0.7 before claiming a good level of agreement. It is imperative to note that the Cohen's K value ($\kappa = .785$, $p < .000$) obtained from the analysis is very substantial and therefore indicates a high level of reliability of result on the observational guide (See Appendix I). Thus the reliability was checked by

having a well-prepared checklist which listed the specific behaviours to be observed and the times at which they were to be observed; by using an observer who was not familiar with the aims of the study, and by using two observers and testing for the differences between them in terms of their records of the observations.

Any important research is concerned with producing valid and reliable knowledge in an ethical manner (Merriam, 2009). Lincoln and Guba (1985) itemize credibility, transferability, dependability and conformability, to substitute internal validity, external validity and reliability in using qualitative instruments. Credibility deals with the question of how research findings match reality (Merriam, 2009). In this case for instance, are investigators observing or measuring what is intended to be measuring? In this study, the respondents' voices were replayed to them to confirm their responses so as to rule out the possibility of misinterpreting the meaning of what participants said and did. Some of the interviewees also had the opportunity to do few corrections in the transcribed script when they identified differences in the interpretations. These were done in order to reduce biases in the study. Again, the multiple methods of collecting data such as questionnaire survey and observation ensured consistency and dependability.

Transferability is concerned with the extent to which the findings of one study can be applied (generalized) to other situations. Here, an investigator needs to provide sufficient descriptive data to make transferability possible (Lincoln & Guba, 1985). To ensure transferability, the researcher selected a study site and sample that reflected semi-urban and urban-towns. It was also ensured that the teachers who were sampled had been teaching in their current

schools for more than one academic year. To generalize the findings of a study depends on how similar the other settings are to the setting of the study (Descombe, 2002). Notwithstanding the fact that the cases studied in this research might be similar to others in the region, my aim was to make partial generalization where applicable. Furthermore, the researcher sought to suggest practicable recommendations and add to existing literature by exploring the factors influencing RME curriculum in the Cape Coast metropolis of the Central region of Ghana. All these ensured that the results were consistent with the data collected. These measures were put in place to ensure that the findings were not influenced by the researcher.

Data Collection Procedures

Letters of introduction (see Appendices A and B) were obtained from the Head of Department of Arts and Social Sciences Education of the University of Cape Coast and the Cape Coast Metropolitan Education Office respectively stating the aims and purpose of the study and those who had some roles to play to give their consent and cooperation. At least, two visits were made to each school in the process of gathering the data from the participants. I made initial visits to the schools which were sampled for dates and times they were prepared to receive me and this enabled me to plan for the days to administer the questionnaire and to conduct interviews and observations in the schools. In administering each of the instruments, the purpose of the study was made known to the participants and their consent were sought to participate in the study. They were assured that the information they would provide would be used solely for academic purposes. They were also assured of the confidentiality with regard to the information they were to provide the

researcher. These assurances were to encourage them to provide the needed information without any fear.

The first stage of the data administration procedures involved collection of questionnaire data from the teachers who were sampled for the study. The questionnaires were administered personally by the researcher to 284 RME teachers in the schools which were sampled. The researcher explained to them each item of the questionnaire. The respondents were expected to respond to all the items on the questionnaire choosing from the options which were provided. The completed questionnaires were collected back by the researcher within three (3) weeks period. Some of the questionnaires were collected on the spot and few others on some appointed dates. The data collection process began on the 1st of February 2016 and ended on 19th of February 2016. In all 264 of the (out of 284) teachers returned the completed questionnaire giving a high return rate of 93.5%.

The second stage of data collection involved interviewing selected teachers and head teachers. Since the researcher used the sequential explanatory mixed method design, interviews were conducted after the collection of the completed questionnaires. The exercise was to obtain more in-depth qualitative information to compliment the qualitative data. Twelve (12) RME teachers and 12 head teachers were purposively selected and interviewed. I personally visited the teachers and head teachers and interviewed them with the aid of interview guides. The teachers were interviewed on one-on-one basis to prevent any external influences. The one-on-one interview section was aimed at gathering responses from the respondents around the following themes:

1. Teachers' preparedness to handle RME.
2. Pupils' attitudes towards RME.
3. Support from Head teachers.
4. Support of parents (guardians) of school pupils toward RME
5. The availability and usability of resources.
6. Challenges facing the Implementation process.

In all, there were no variations of questions, except in follow-up questions due to differences in responses. Each interview lasted between 20 and 30 minutes. The responses were used to cross-check the views expressed on the questionnaire items by the teachers. The interview session took place between 22nd of February 2016 and 11th of March, 2016.

The third stage of data collection involved one set of observation of RME lessons in the schools with the aim of comparing the responses (data) with the views expressed on the questionnaire items by the teachers. I personally visited the schools to observe the teachers teach with the aid of the observation guide to enable me comment on the similarities and differences in the evidence of behaviours observed. The same sets of things were observed in the different classes taken by different teachers. Six (6) of the teachers who were interviewed were selected (according to the judgment of the researcher) for observation. The lesson observation took place between 14th of March 2016 and 31st of March, 2016. Each lesson was observed once. Narrative records of observations were made (Stake, 1995). Observational data were validated and checked for dependability and credibility. The evidences gathered were compared with the details of the questionnaire and the interview. The collection of the data was however characterized with certain

challenges. Occasionally, the researcher had to spend several hours in some of the schools in an attempt to get data from the teachers.

In summary, data from the questionnaire; the observation; as well as the interviews were put together to provide detail results of the views which were analyzed, expressed or observed. All these results together helped in answering the research questions.

Data Analysis Procedures

The descriptive and inferential statistics were used to analyze the responses to the research questions for the study. Data from the questionnaire, interview and observation were analyzed. Descriptive statistics such as frequencies, percentages, charts, tables, means, and standard deviations were used to analyze the research questions. The inferential statistics (multiple regressions) were used in analyzing the research hypothesis (Bowerman & O'Connell, 1990; Devore, 2004; Field, 2005; 2009; Myers, 1990). The interview data were analyzed using the thematic approach. The observation data were analyzed using summative content analysis.

Questionnaire

After the questionnaire had been collected, they were scrutinized by the researcher to ensure that there were no multiple items. It was also to ensure that there was no one common responses where respondents might have ticked the same responses throughout. It was also to find out if some of the items were left unanswered. The scrutiny revealed few of the items were invalid. They were then coded, tabulated, scored, computerized, analyzed, and interpreted in the light of the research objectives for statistical inferences using the Statistical Product for Services Solution (SPSS) software programme 20.0.

The SPSS was used to summarize reports, charts as well as complex statistical analysis including frequencies, percentages, means, standard deviations, and regressions (Green, Salkind & Akey, 2000). Descriptive statistics such as frequencies, percentages, charts, tables, means, and standard deviations were used to analyze the biographic data in Section 'A' whereas inferential Statistical tool (multiple regression) was used to analyze the research hypothesis.

The 5-point Likert scale type of measurement was used for research questions 1, 2, 3, 4, and 6 whereas the 4-point Likert scale type was used in answering research question 5. The 5-point scale began with 1 to 5 points and the 4-point type also began with 1 to 4 points. The points were just for identification, and do not mean that one response is better than other (Brown, 2001). To get the ranges for the scales, Best's (1977) criteria as indicated below was used.

Higher scores – Lower scores

———————

Number of levels

5 – 1= 4

5 5

= 0.80

This implies that, 0.80 was the range assigned to the scale. Therefore, the implementation scale was as follows: Very Low (1.00 – 1.80); Low (1.81 – 2.60); Undecided (2.61 – 3.40); High (3.41 – 4.20); Very high (4.21 – 5.00).

On the other hand, the 4-point Likert scale type of measurement began with 1 to 4 points. Very low (1. 01 – 1. 75); Undecided = (1. 76 – 2.50); High = (2.51 – 3.75); and Very high (3.76 – 4.00).

Research Question 1: "How prepared (trained) are basic school teachers in handling the implementation of the Religious and Moral Education curriculum implementation in the Cape Coast Metropolis?

This research question was answered using the 5-point Likert scale type of measurement. To determine the level influence of the factors influencing implementation, the following scales were used: Strongly Disagree (SD) (1.00 – 1.80); Disagree (D) (1.81 – 2.60); Uncertain (U) (2.61 – 3.40); Agree (A) (3.41 – 4.20); Strongly Agree (SA) (4.21 – 5.00). The responses to items 8-22 of the teachers' questionnaire were used to answer this research question. The close-ended items in the questionnaire were assigned numerical values (weights) of 5, 4, 3, 2 and 1 for each of the items as follows:

Strongly Agree" (SA) 5; "Agree" (A) 4; Uncertain (U) 3; "Disagree" (D) 2; and "Strongly Disagree" (SD) 1. The respondents indicated how well or not they were prepared to handle RME. The high weights represented adequacy of the preparedness while low weights also indicated inadequacy of their preparedness. The questionnaire did not include open-ended items. The responses were edited, coded and scored. The first stage of the analysis involved use of frequencies, percentages, means and standard deviations. The statistical analysis of the results involved use of multiple regressions.

Research Question 2: "What attitudes of pupils contribute to the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?

This research question was answered using the 5-point Likert scale type of measurement. The responses to items 23-33 of the teachers' questionnaire were used to answer this research question. The close-ended

items in the questionnaire were assigned numerical values (weights) of 5, 4, 3, 2 and 1 for each of the following:

"Strongly Agree" (SA) 5; "Agree" (A) 4; Uncertain (U) 3; "Disagree" (D) 2; and "Strongly Disagree" (SD) 1. The teachers indicated the degree to which they agree or disagree with the statements which were provided.

Research Question 3: "What support systems do school heads provide to assist teachers in the implementation of the RME curriculum in basic schools in Cape Coast Metropolis?"

This research question was answered using a five-point likert-type scale. The responses to items 34-42 of the teachers' questionnaire were used to answer this research question. The close-ended items in the questionnaire were assigned numerical values (weights) of 5, 4, 3, 2 and 1 for each of the following:

"Strongly Agree" (SA) 5; "Agree" (A) 4; Uncertain (U) 3; "Disagree" (D) 2; and "Strongly Disagree" (SD) 1. The teachers indicated the degree to which they agreed or disagreed with the statements.

Research Question 4: "How supportive are parents of learners towards the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?

This research question was answered using a five-point likert-type scale. The responses to items 43-52 of the teachers' questionnaire were used to answer this research question. The respondents indicated the degree to which they agree or disagree with the statements. The close-ended items in the

questionnaire were assigned numerical values (weights) of 5, 4, 3, 2 and 1 for each of the following:

"Strongly Agree" (SA) 5; "Agree" (A) 4; Uncertain (U) 3; "Disagree" (D) 2; and "Strongly Disagree" (SD) 1. These showed the level or degree of parental involvement.

Research Question 5: "What community resources are available for the teaching and learning of RME in basic schools in the Cape Coast Metropolis?

To answer research question 5, the following sub questions were used as a guide:

i. What school and community resources are available in basic schools in the Cape Coast Metropolis to support the implementation of the RME curriculum?

ii. To what extent are the available resources being used in the RME curriculum implementation process in basic schools in the Cape Coast Metropolis?

The purpose of the first sub-question under research question 5 was to assess the availability or otherwise of teaching and learning resources that are used in implementing the RME curriculum in the Cape Coast Metropolis. These resources were listed under two broad sub-headings: school and community based resources. The school based resources sub-scale had 4 items (eg.: textbooks, syllabuses, visual resources, and audio resources) while the community based resources sub-scale also had 3 items (religious objects, religious sites, and resources persons). The responses to items 53-67 of the teachers' questionnaire were used to answer this research question. The

data which were gathered about these resources are presented and discussed in chapter four using descriptive statistics such as frequencies, percentages, mean rating and their standard deviations.

The close-ended items in the questionnaire were assigned numerical values (weights) of 4, 3, 2 and 1 for each of the following:

(i) Available and Adequate (AA) (3.76 – 4.00); Available but not Adequate (AnA) (2.51 – 3.75); Uncertain (U) (1. 76 – 2.50); Not Avaliable (NA) (1. 01 – 1. 75).

(ii) "Used Very Frequently" (UV) 4; "Used Frequently" (UF) 3; "Used Occasionally" (UO) 2; and "Not Used at All" (NU) 1.

Research Question 6: "How is the RME curriculum being implemented in basic schools in the Cape Coast Metropolis?

This research question was also answered using a five-point likert-type scale. The responses to items 68 - 78 of the teachers' questionnaire were used to answer this research question. The respondents rated the extent to which teaching and learning of RME was going on in the schools. The close-ended items in the questionnaire were assigned numerical values (weights) of 5, 4, 3, 2 and 1 for each of the following:

"Very Often" (VO) 5; "Often" (O) 4; Sometimes (St) 3; "Seldom" (S) 2; and "Never" (N) 1.

Qualitative Interview Data

An interpretive analytic approach was applied on the interview data set. The interview data were manually analyzed into themes by the researcher. Thematic analysis is a method of identifying, analyzing and reporting themes or patterns within data set (Braun & Clarke, 2006). Data were transcribed by

listening to several playbacks of the audio tape recording and transcribing responses from the respondents by typing verbatim the written notes. To be double sure that the information had been captured correctly, there was an intense reading of all the information gathered for the researcher to determine the analytical themes in accordance with the research questions. Thus individual transcripts were read and re-read a number of times, followed by a writing process, which is critical component of the hermeneutic process (Reicher & Taylor, 2005). The analysis was reported using narrative style with embedded direct quotations.

The data were analysed based on themes taking into consideration significant statements, common patterns, as well as commonalities and differences in the themes. In qualitative data, the data analysis is highly interpretive in the sense that it is more of a reflexive, reactive interaction between the researcher and the decontextualized data that are already interpretations of a social encounter (Reicher & Taylor, 2005). In this study, ethical considerations such as confidentiality and anonymity were taken care off. The data were grouped together and eventually organized into themes and sub-themes. Morrison (1993) provides five continuum of different ways of conceptualizing interviews. At one end of the first continuum are, numbers, statistics, objective facts, and participants' voice about their experiences in the teaching and learning of RME. The interview sessions were held for both classroom teachers and their head teachers.

Qualitative Observational Data

The observations were also guided by the research questions. The researcher personally observed teaching-learning as well as other classroom

interactions and rated them (using rating scales) for the purpose of assessing what pertained in the schools in respect of teaching and learning of RME. The items in Sections 'A' and 'B' of the observation guide highlighted particulars of the schools and demographic state of the teachers. The items in Section 'C' of observation guide were rated as: 1 for Not at all, 2 for A little, 3 for A lot, and 4 for A greater Extent. These ratings were used to rate the implementation practices of the RME teachers observed. The availability and usage of instructional resources ranged from 1 (Not Observable) to 2 (Observed) and from Regularly Used to Never Used and so on.

The data were analyzed using the summative content analysis approach. This analytical tool is defined as a process of coding and identifying themes or patterns. There are three types of content analysis: conventional, summative and directed. In conventional content analysis the coding categories are derived from the data. In summative content analysis the process involves counting and comparisons. The directed approach on the other hand, starts with a theory as a guide to the analytical process. A summative approach to content analysis was used to analyze the observation data in this study. Summative content analysis usually begins with identifying and quantifying certain words or content. The quantification is not initially an attempt to infer meaning but to explore classroom practices. The summative process then goes on to where the codes are interpreted to discover underlying meaning. In this way, the counting process allows for interpretation of the associated context.

The observational data were systematically recorded and analyzed using both qualitative and quantitative methods in the form of observation

checklist and numbers of persons or behavioural units. The qualitative aspect involved writing detailed descriptions of the observed by observing, describing, classifying, summarizing, interpreting, synthesizing, discovering patterns, understanding features, discovering commonalities, differences and similarities and recording and reporting the observational data (Flick, 1998). In this study, the classroom practices of the RME teachers which were of interest to the researcher were observed, written down, responses entered into a rating scale, and analyzed through recording and making judgments about the events observed. Wragg (1994) suggests that observed teaching behaviour might be entered onto rating scales by placing the observed behaviour onto a continuum and making higher degree of inference (making judgments about events observed).

The approach involved a strict and systematic set of procedures for the rigorous analysis, examination and verification of observational data (Cohen, et al., 2007) and was also followed with sound personal judgment. The basic goal of it involves finding out chronology of events and transforming it into quantitative data (Bailey, 1978). It was developed specifically for investigating a broad spectrum of problems in which recorded events serves as a basis of inference, from word counts to categorization. This method helped to monitor classroom practices and events such as student-teacher conversations as well as true chronological order in which the events occurred. The analysis helped uncover more about the social context and the kinds of factors which were stressed or ignored. It is an unobtrusive technique in that one can observe without being observed (Krippendorp, 2004, p. 40). It focuses on direct observation of specific behaviours which have occurred,

meaning in context, is systematic and verifiable (uses checklist), and recorded frequencies or incidence of observed situations as some of the rules for analysis (Mayring, 2004, pp. 267-269). Anderson and Arsenault (1998) introduce quantitative element into observational analysis by pointing out that it involves counting concepts, words or occurrences in observations made and reporting them in the form of frequencies.

Robson (2002, p. 310) identified the purpose of observation namely: to describe trends in the observed; to provide a reality on what people do or say to determine whether they differ, to enable a researcher to look afresh at everyday behaviour that otherwise might be taken for granted, expected or go unnoticed, to demonstrate strong ecological and contextual validity, and to describe patterns of behaviour. In this study, the researcher sought to identify structures, patterns, and regularities in the observations and out of these made important inferences.

Ethical Issues

Ethical Issues in the study included informed consent, confidentiality and anonymity which Robinson (1993) considers very useful in research. This is because the participants should be made aware of the nature of the research and the right to withdraw at any time (Pattons, 2002; Robson, 2002). The participants gave their consent to the study due to how they were assured of anonymity and confidentiality. This was to avoid deception and to allow for cohesion. Bell (1991) advises researchers to gain permission early on, with fully informed consent gained, and indicating to participants the possible benefits of the research. Therefore in the study, confidentiality issues were treated under three levels.

The first stage involved the gaining of official permission from appropriate stakeholders to undertake the research in the metropolis. Secondly, the respondents were assured of my keeping in confidence every bit of information they provided in respect of their personality. They were asked to avoid the possibility of pleasing the researcher with their responses. Thirdly, regarding anonymity, they were assured that when reporting the findings no reference would be made to individual participants and that when necessary to quote participants, pseudonyms were used.

Triangulation

To overcome the problems of reliability and validity in the data sources and methodologies, the data from the questionnaire, interview and observation were triangulated (matched up) to provide detailed results of the views which were analyzed, expressed or observed (Flick, 2000; Marvasti, 2004, 2008; McFee, 1992; Merriam, 2002; Sarantakos, 2005). All these results together assisted in answering the research questions by ensuring credibility, confirmability, transferability, and dependability. The detailed analysis of the data is provided in chapter four.

Chapter Summary

The chapter three of the thesis described the methodology of the study. It included the research design, the research paradigms, population, sample and sampling techniques used, the research instruments as well as data collection and data analysis procedures used. It was an exploratory study that adopted the sequential explanatory mixed method design (approach) because the study used both quantitative and qualitative data.

A sample size of 296 respondents comprising 284 RME teachers and 12 head teachers were purposively selected from 39 schools for the actual study using the purposive random sampling technique. Data collection procedures were questionnaire, structured interviews and observations.

Ethical Issues in the study included informed consent, confidentiality and anonymity. The chapter ended with the data from the questionnaire, interview and observation would be triangulated (matched up) to provide detailed results of the views which were to be analyzed, expressed or observed in the subsequent chapter. The detailed analysis of the data is provided in chapter four.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study sought to explore and examine extent to which both school-related and community-related factors affect the implementation of the Religious and Moral Education (RME) curriculum in basic schools in the Cape Coast Metropolis of Ghana. The sequential explanatory mixed method design was employed because the design begins with an analysis of quantitative data followed by an analysis of qualitative data.

The research questions that were formulated to guide the study are:

1. How are basic school teachers prepared (trained) to implement the RME curriculum in the Cape Coast Metropolis?
2. What are the attitudes of pupils towards the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?
3. What support systems do head teachers provide to assist teachers in the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?
4. What kinds of supports do parents of pupils provide towards the implementation of RME curriculum in basic schools in the Cape Coast Metropolis?
5. What community resources are available for teaching and learning RME in basic schools in the Cape Coast Metropolis?
6. How is the RME curriculum being implemented in basic schools in the Cape Coast Metropolis?

Hypothesis

Ho = The following factors: teacher, pupil, head teacher, parent and resource will not individually and in linear combination, significantly predict the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

H_1 = The following factors: teacher, pupil, head teacher, parent and resource will individually and in linear combination, significantly predict the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

In this chapter, the findings are presented and discussed in relation to the six research questions and the hypothesis enumerated above. The research questions are discussed based on quantitative and qualitative analysis of the data collected. The findings of the study are discussed under three sections: (i) demographic information about respondents, (ii) findings related to the research questions and hypothesis and (iii) discussion of results. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to analyze the research questions. Multiple regressions were used in analyzing the research hypothesis (Cohen, Cohen, West & Aiken, 2003; Corder & Foreman, 2009; Green, Salkind & Akey, 2000; Narula & Wellington, 1982; Draper & Smith, 1998).

Demographic Data

Structured questionnaire was administered to 264 basic school RME teachers in the Cape Coast Metropolis in the Central Region of Ghana. The demographic characteristics of the respondents centered on their gender, age, religious affiliation, academic qualification, number of years they had been

Age Distribution of the Teachers

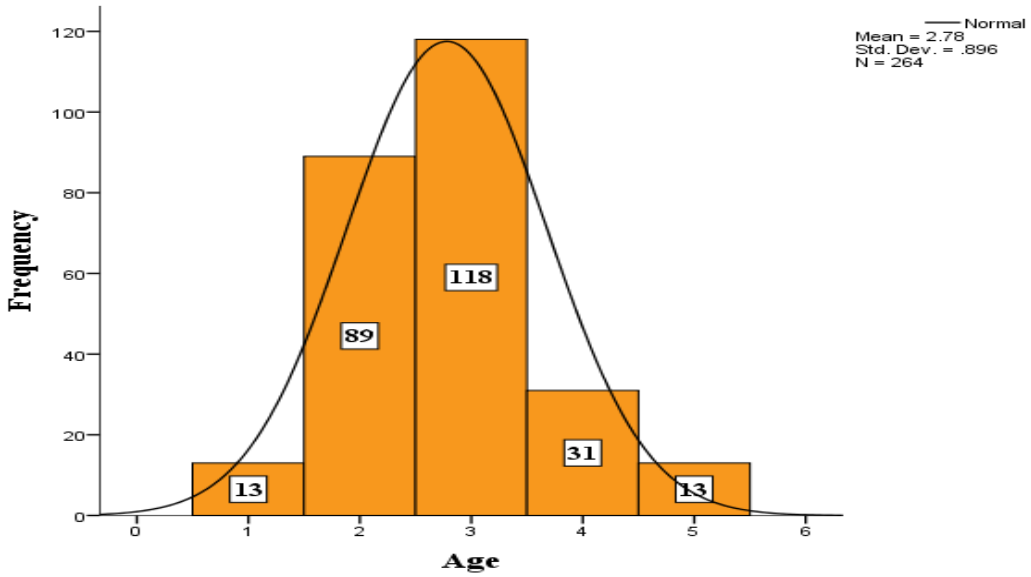


Figure 6: Age Distribution of the Teachers

The teachers were requested to indicate their age range as applied to them (see Figure 6). Almost Five Percent (4.9%, *n* = 13) of them indicated that their ages were below 20; the ages of 89 (33.7%) of them were between 21 and 30; 44.1%, *n* = 113 fell within 31 and 40 years; whiles the ages of 31 (11.7%) were within the 41 – 50 year age range. Finally, another 13 (4.9%) of the teachers were within the 51 and above year age range. Figure 6 summarizes the findings on age distribution of the teachers. From the chart, a majority of the teachers fall within 21 and 50 years of age. This is good news because since a greater number of them belong to the youthful section of the teaching profession, it is expected that they will bring their youthful exuberance to bare on their work as teachers.

Religious Affiliation of the Teachers

Additionally, the teachers were asked to indicate their religious affiliation. This is shown in Table 2.

Table 2- *Religious Affiliation of the Teachers*

Religious Affiliation	No.	(%)
Christian	240	90.9
Muslim	24	9.1
Total	264	100.0

Source: Field Data - Questionnaire (February, 2016)

From Table 2, majority (n = 240, 90.9%) of the teachers indicated that they are Christians, while a minority (9.1%, n = 24) indicated that they are Muslims. The religious affiliation of teachers is significant in view of the fact that some school authorities select teachers to teach RME teachers base on religious affiliations of such teachers. However, this is educationally not justifiable because the selection of RME teachers has to be based on competence and qualification.

Academic Qualification of the Teachers

A summary of teacher respondents and their academic qualifications is presented in Table 3.

Table 3 - *Academic Qualification of the Teachers*

Academic Qualification	No.	(%)
Cert. 'A'	22	8.3
Diploma	92	34.8
Specialist	1	0.4
Bachelor's Degree	136	51.5
Master's Degree	12	4.5
Others	1	0.4
Total	264	100

Source: *Field Data - Questionnaire (February, 2016)*

The teachers were subsequently asked to provide information on their educational background by simply indicating their highest academic/professional standing. From Table 3, majority of the teachers 136 (51.5%) indicated that they had a First Degree; 92 (34.8%) of them indicated that they had Diploma; Certificate 'A'. holders were 22 (8.3%); 12 (4.5%) held Master's Degree; and finally, only one (0.4%) indicated that he held other academic and specialist qualification. A close look at the academic qualifications of the teachers suggests that they were highly knowledgeable. It is therefore reasonable to conclude that to a moderate extent the teachers were competent. Interestingly, the competency and efficiency of teachers are determined greatly by their knowledge of a subject matter as well as their professional knowledge and experience.

Qualification of the Teachers in RME

A summary of the teachers' responses on their qualification in RME is presented in Table 4.

Table 4- *Qualification of the Teachers in RME*

Qualification in RME	No.	(%)
YES	145	54.9
NO	119	45.1
Total	264	100.0

Source: *Field Data - Questionnaire (February, 2016)*

The teachers were further required to indicate their qualification in Religious and Moral Education by indicating 'YES' or 'NO'. From Table 4, majority (n = 145, 54.9%) of the teachers had qualifications in RME while the rest of them (n = 119, 45.1%) indicated that they had no qualification in the

subject. It is evident from the data that not all the RME teachers in basic schools in the study area possessed adequate qualifications in RME. This finding is not too encouraging so far as teaching and learning of RME is concerned.

Teaching Experience of the RME Teachers

Item six on the bio data section of the questionnaire sought to find out the teaching experience of the teachers in the Cape Coast Metropolis. The responses are shown in Figure 7. Data gathered indicate that 54 (20.5%) of the teachers had been teaching RME for less than 1 year; 91 (34.5%) of them had taught within 1 to 5 years; 62 (23.5%) have had between 6 – 10 years of teaching experience; 31 (11.7%) had been teaching between 11 and 15 years; while 26 (9.8%) indicated that they had taught for over 16 years and above. Figure 7 is a diagrammatic representation of the teaching experience of the teachers. It is evident therefore, that a majority of the teachers had taught RME for more than 1 year. The long years of teaching is appropriate since this was likely to give the teachers the necessary experience to teach RME in the schools in spite of the fact that not all of them have the requisite qualification to handle the subject. It is expected that teachers who handle RME would have gained some teaching experience in the subject. This is true and confirms the saying that 'experience is the best teacher'.

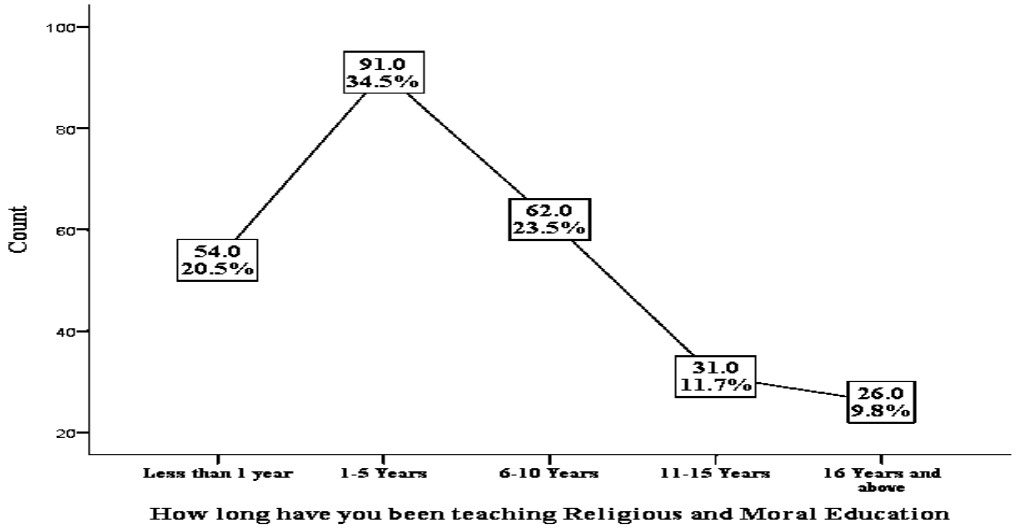


Figure 7: Teaching Experience of the RME Teachers

In-Service Training Courses attended by the Teachers

The final item on the demographic data, requested the respondents to indicate whether they had received any training courses in methods of teaching RME or not. Figure 8 is a diagrammatic representation of the teaching experience of the teachers.

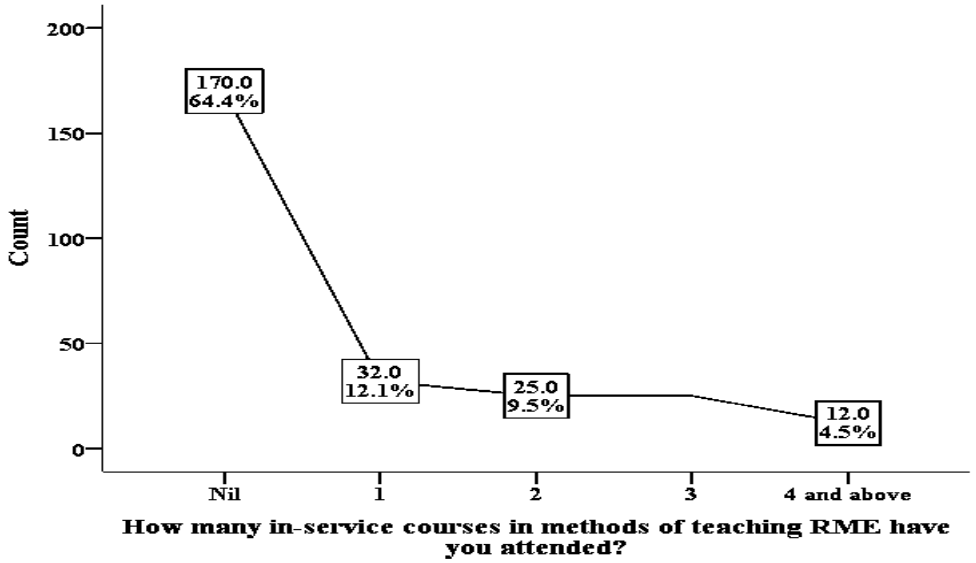


Figure 8: In-Service Training Experience of the Teachers

The outcome revealed that, as many as 170 (64.4%) of the teachers had no in-service training at all in methods of teaching RME; 32 (12.1%) of them

had attended one form of in-service training or the other; 25 (9.5%) had attended two in-service training progrmmes; (*n* = 25, 9.5%) indicated that they had two in-service training courses; and finally 12 (4.5%) also had attended four (4) or more of such in-service training courses. This result is not encouraging enough to impact positively on implementation of the RME curriculum. Teachers are required to attend in-service training courses in respect of their work so as to upgrade their knowledge and skills.

Results and Discussion

Research Question 1: **How are basic school teachers prepared (trained) to implement the Religious and Moral Education curriculum in the Cape Coast Metropolis?**

Teacher Factor: Preparation and Training

Effective implementation requires capable personnel and commitment teachers who have sound knowledge of the subject matter they teach and what is used in teaching them. Similarly, a successful teaching and learning of RME depends largely on a well prepared teacher who has sound knowledge and training in teaching pedagogies. The RME teacher is expected to demonstrate knowledge of specific methodologies and procedures necessary for the effective teaching of the subject. This also calls for teachers who are academically and professionally alive to their responsibilities.

To get a detailed result of the, data from questionnaire, interview and lesson observation were used to answer the research question. The purpose of this research question was to explore the extent to which the basic school teachers had been prepared to enable them handle RME in the Cape Coast Metropolis. The teachers were asked to rate their level of

preparation and training with respect to implementing the RME curriculum in basic school in the Cape Coast Metropolis. This research question was answered using responses to items 8-22 in the teachers' questionnaire. The results are presented in Table 5.

Table 5- The teachers' views of their preparedness to implement the RME curriculum

ITEM	SD (%)	D (%)	U (%)	A (%)	SA (%)	*M (SD)*
1. I have requisite training to teach Religious and Moral Education	31(11.7)	65(24.6)	31(11.7)	101(38.3)	36(13.6)	**3.2 (1.3)**
2. I am clear with the aims of RME.	12 (4.6)	30(11.4)	30(11.4)	137(52.1)	54(20.5)	**3.7 (1.1)**
3. I know which methods to use when teaching various topics in RME	13 (4.9)	30(11.4)	37(14.0)	137(51.9)	47(17.8)	**3.7 (1.1)**
4. I have skills in using instructional materials	11 (4.2)	30(11.5)	32(12.2)	143 (54.6)	46(17.6)	**3.7 (1.0)**
5. I use appropriate procedures to assess pupils learning	11 (4.2)	21 (8.0)	30(11.4)	147 (55.7)	55(20.8)	**3.8 (0.9)**
6. I am able to handle RME objectively and dispassionately	14 (5.3)	22 (8.4)	42(16.0)	128 (48.7)	57(21.7)	**3.7 (1.1)**
7. I have the ability to distinguish facts from faiths	7 (2.7)	15 (5.7)	41(15.6)	129 (49.0)	71(27.0)	**3.9 (0.9)**
8. I have the skills to translate the content of RME into a reality	14 (5.4)	21 (8.0)	38(14.6)	128 (49.0)	60(23.0)	**3.8 (1.1)**
9. I understand various ways pupils study RME.	7 (2.7)	26 (9.9)	56(21.4)	124 (47.3)	49(18.7)	**3.7 (0.9)**
10. I have the ability to accommodate opinions of pupils	11 (4.2)	16 (6.1)	22 (8.4)	125 (47.7)	88(33.6)	**4.0 (1.0)**
11. I have knowledge of the general characteristics of the RME syllabus.	19 (7.3)	29(11.1)	41(15.7)	122 (46.7)	50(19.2)	**3.6 (1.1)**
12. I attend in-service training programmes on RME regularly	91 (34.9)	62(23.8)	21 (8.0)	64 (24.5)	23 (8.8)	**2.5 (1.4)**
13. I take pupils' abilities into consideration when teaching RME	20 (7.6)	29(11.1)	19 (7.3)	132 (50.4)	62(23.7)	**3.7 (1.2)**
14. I am abreast with most current theories and practices in RME	32 (12.2)	45(17.1)	36(13.7)	113 (43.0)	37(14.1)	**3.3 (1.3)**
15. I have skills to maintain discipline during RME lessons	9 (3.4)	16 (6.1)	21 (8.0)	131 (49.6)	87(33.0)	**4.0 (0.9)**

Source: Field Data - Questionnaire (February, 2016) Key: SD = Strongly Disagree (1. 00 – 1. 80); D = Disagree (1.81 – 2.60); U = Uncertain (2.61- 3.40); A = Agree (3.41 – 4.20) and SA = Strongly Agree (4.21 – 5.00); (%) = Percentage, *M* = Mean, *SD* = Std. Deviation. Mean of Means score = 3.6 →Agree (A); Mean of Standard Deviations = 1.1.

Data in Table 5 show views of the teachers about their preparedness to handle RME. The results show that the teachers were more than ready to handle RME. As shown in Table 5, a majority of the teachers agreed/strongly agreed that they were adequately prepared to handle Religious and Moral Education (RME) in the schools. The Table indicates very high mean scores between 3.2 and 4. 0 and low standard deviation scores between 0.9 and 1.3 for many of the items. This is an indication that the teachers were adequately prepared (trained) to handle RME. For instance, as results in Table 5 indicate for item two, majority 191(72%) of the teachers agreed that they were very clear with the aims of RME curriculum. Only 42 (16%) of them disagreed with the claim while 30 (11.4%) were undecided on the item. The mean score attracted by this item was M = 3.7 SD = 1.1. Again, as many as 184 (69.7%) of the teachers claimed they knew which method to use when teaching various topics in RME (item 3). Here too only a minority 37 (14%) were undecided on the item with 43 (16.3%) disagreeing with the claim. From the table a mean score of M = 3.7 SD = 1.1 was also recorded by item three. In addition, as many as 189 (72.2%) of the teachers believed strongly that they possess the skills needed for using RME instructional materials; 32 (12.2%) were undecided and the rest 41 (15.7%) indicated the opposite. These amalgamated data on item four resulted in M = 3.7 SD = 1.0. A critical examination of the results presented in Table 5 suggest that, more than three-quarters of the teachers 202 (76.5%) believe (either 'agreed' or 'strongly agreed') using appropriate procedures when assessing pupils' learning in RME lessons. Very few 33 (12.2%) of them do not use such procedures and 30 (11.4%) were uncertain of their stand on the item. This result is very welcoming because

teachers are expected to possess skills for assessing pupils' learning. Subsequently, the item attracted *M* = 3.8 and *SD* = 0.9. Interestingly, both items ten and fifteen attracted mean scores of 4.0 and standard deviations of 1.0 and 0.9 respectively. The high mean scores were as a result of the high number of the teachers 213 (81.3 %) who 'agreed'/ 'strongly agreed' indicating that they were prepared to accommodate diverse opinions from their pupils when teaching RME. Also, as many as n= 218, 82.6% of the teachers expressed that they possess the needed skills in maintaining discipline during RME lessons with very few (n=25, 9.5%) of them indicating that they did not have those skills. Only n=21, 8% were undecided on the issue. Unfortunately, a little more than half of the teachers (58.7 %) claimed that they hardly attended in-service training programmes on RME with 87 (33.3%) indicating that they were regular attendees of such programmes**.**

From Table 5, it is clear that the teachers were adequately trained and prepared to teach RME in the Cape Coast Metropolis**.** This is seen in the overall mean score or the mean of means score of 3.6 with a standard deviation score of 1.1. It is evident from the results that the RME teachers in basic schools in the study area possess adequate academic and professional qualifications that are enough for teaching RME.

Section B: Thematic Analysis of Qualitative Interview Data

The results from the interview guide formed the first part of the qualitative data. The interview results aimed at presenting the voice of the participants in the study, to add strength to the quantitative data, and to ensure thorough exploration of the phenomenon of teaching/learning of RME in the Cape Coast Metropolis. Twelve (12) RME teachers and 12 head teachers

participated in the interview. The data sought not only to explore and explain the qualitative findings but added depth and richness to the study.

The abbreviation *PT* followed by a number in the write up is an identity of primary school teacher respondent while *JHST* followed by a Roman numeral in the write up is an identity of a JHS RME teacher respondent. For example, *PT1* means first basic primary school teacher interviewee and *JHST II* means second Junior High School teacher interviewee. On the other hand had the abbreviation such as *HT* followed by a number was used as the identification for the head teachers. The data had been analyzed based on themes (thematic analysis). The analysis was based on six main themes which also consist of several sub-themes. What characterizes the data is the widespread agreement of the respondents on the issues. There was absolute unanimity in the responses to several of the questions or items and this degree of unanimity gave a lot of power to the results. As an introduction to the presentation, the results of the Qualitative Interview data are summarized in Figure 9 below.

curriculum? Why do you say so? Can you give specific examples to illustrate your position?

The teachers indicated having adequate knowledge and skills to teach the subject, having passion for teaching RME, attendance to some in-service training programmes, receiving training from the colleges of education; and having the ability to prepare lesson notes. Thus data revealed five sub-themes as the level of their preparedness to handle RME. All the teachers reported that they were prepared and well trained to teach RME.

The excerpts below are some of the responses participants gave to the questions:

> *Yes, I am well prepared on the basis that I have gotten the training, skills and the knowledge to teach RME. This was achieved through pre-service and in-service training* (*PT 3*, Interview data, 2016).

In the same vein another teacher from the Junior High School section remarked that:

> *Yes, I am well prepared and trained to handle RME. This is shown in the passion I have for teaching RME. I always prepare my lesson notes so that I can teach the subject for my pupils to understand. So I have the passion for teaching RME* (*JHST 2*, Interview data, 2016).

A Junior High School teacher in another circuit expressed the following:

> *Yes, sir I am well prepared to handle it. Why do I say that? This is because I have attended a lot of in service training courses. I have knowledge of the subject matter through a lot of workshops. I offered a course in African studies that has given me a lot of information concerning the subject. Also, I have attended a lot of school-based in-service training courses on the subject as well as workshops organized for those of us who are teaching RME. Because of this I think that I am well prepared to teach RME. With this I think I have the requisite*

> *knowledge to enable me implement the RME curriculum* (*JHST 4*, Interview data, 2016).

All the head teachers interviewed for the study confirmed the position of the teacher respondents. All of them agreed that the RME teachers in their schools were well prepared to teach the subject. For example, when asked about whether or not their teachers were well prepared in teaching RME in their schools, some of them gave the following answers:

> *Yes, the RME teachers are well prepared simply because they have received training from the colleges of education and the universities and they are in the system to teach RME. We also intend to organize in-service training courses, which will help them to be fully equipped to teach RME* (*HT 4*, Interview data, 2016).

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In the same regard another head teacher from a different circuit was of this view:

> *Yes, my teachers are very well prepared in the sense that they have been taken through some training courses and so they are all well prepared to teach the subject. They are also able to prepare RME lesson notes and TLMs before coming to teach. They have also attended some in-service training courses and if I go for any training myself I come back to teach them (HT 6*, Interview data, 2016).

The comments from the respondents (teachers) indicated that they were adequately prepared to handle RME at the basic school level. In any educational institution, teacher preparedness and training is very crucial if teaching and learning is to be successful. Teachers who handle RME ought to have requisite knowledge and skills to able them discharge their professional work.

Section C: Analysis of Qualitative Observation Data

Overview

This is the second phase of the qualitative data. It sought to help explain the quantitative data in greater depth by exploring how the teachers were implementing the Religious and Moral Education curriculum in real classroom setting. The observation data not only explored and explained the quantitative findings but added depth and richness to the data. A total of six Religious and Moral Education (RME) teachers (both primary and Junior High School) were purposively sampled for the classroom observation. This sample size for a qualitative phase was usual in qualitative studies. In order to maintain confidentiality in this study, the researcher used a pseudonym for each of the teachers. Each teacher was observed once and they were allowed to select and design their own lessons. Each observed lesson lasted for about 60 minutes.

The Classroom Lesson Implementation Observation Guide (CLIOG) was used to observe each of the six RME classroom teachers. A brief description of all the teachers and their classroom coupled with a general description of the lessons observed was presented first. This was followed by a matrix of curriculum implementation practices adopted by primary and Junior High School RME teachers in the classroom. The abbreviation *PT* followed by a number in the thesis is an identity of primary teacher respondent while JHST followed by a Roman numeral in the write up is an identity of a JHS RME teacher respondent. The outcomes of the observation data are presented as follows:

Primary Teacher 2 (PT2)

Primary Teacher 2 (PT2) had two years of teaching experience with a Bachelor of Education certificate in Basic Education from one of Ghana's premier universities. She was within 35 – 40 years of age and had been teaching class three for the last two years. She, like Primary Teacher 1, had been teaching Religious and Moral Education. The teacher (Primary Teacher 2) had participated in a few in-service training programmes, which were organized at both school and cluster levels. Teaching and learning techniques such as demonstrations and gestures were employed in her lesson. The lesson observed was based on the topic 'Religion: God's Promise to His people'.

Primary Teacher 3 (PT 3)

Primary Teacher 3 (PT3) was a graduate and a professional teacher. She was holding a Bachelor of Education (B. Ed) degree in Basic Education. She had been teaching for 10 years and she was between 40 – 45 years of age. The teacher had been teaching RME in class three (3) for the past six years of her 10 years teaching career. On the day of observation she taught the topic 'The Temptation of Jesus'. The lesson was taught through the whole class engagement in which the entire class was engaged in the same activity at the same time.

Junior High School Teacher I (JHS TI)

Junior High School Teacher I (JHS TI) was a first degree holder and a professional teacher from one of the Ghana's public universities. She had been teaching for about seventeen (17) years and had participated in a number of in-service training programmes aimed at enhancing the skills of Junior High school teachers in the metropolis. She was between the ages of 40 – 45 and

was the only teacher who was teaching Religious and Moral Education at the JHS level in that school. The topic for discussion was 'Non-Religious Songs'. Her lesson delivery mode was mainly brief lecture and demonstrations. The class was sparsely equipped with teaching and learning resources.

Junior High School Teacher II (JHS TII)

Junior High School Teacher II (JHS TII) was a graduate teacher and he held a Bachelor of Education (B. Ed) degree in Special Education. He had been teaching for about 4 years and he was within the ages of 30 and 35. The teacher had been teaching RME for 2 years at the Junior High School level. He taught the topic 'Christian Marriage Rites' in JHS 2 and the number on roll was 28 consisting 12 boys and 16 girls. Teaching and learning resources were also not visibly displayed in the classroom.

Junior High School Teacher III (JHS TIII)

Junior High School Teacher III **(**JHS TIII) was a holder of a certificate in education and a Junior High School 2 teacher. He was between the ages of 45 and 50. He had a teaching experience of over eighteen years and he had been teaching RME at the Junior High School level over the last ten years of his teaching career. His classroom was adequately spacious and had dual-type desks. There were very few visual resources in the form of charts and pictures found on the walls of the classroom. The topic for the lesson was 'Life and Contribution of Caliph Umar to Islam.' The pupils were made to listen to their teacher's presentation, which included extensive narration, procedural instruction, demonstration and brief lectures.

The researcher after gathering general information observed and ticked implementation practices carried out by the teachers in the process of lesson

delivery. All the 6 teachers observed proved in their deliveries that they were really prepared to handle RME as required.

Discussion

Questionnaire, interview, and observation data were used to answer this research question. All the three different data gathered showed that the teachers do possess the required academic and professional training and competences for teaching Religious and Moral Education (RME) in the schools. The high mean of means score of 3.6 and mean of standard deviations score of 1.1 from the questionnaire results (See Table 5) implies that majority of the teachers are well prepared and competent in handling the RME curriculum in the Cape Coast Metropolis. These competences agree with those mentioned in the interviews as well as those observed. From the interview responses, majority of the interviewees (teachers) were well prepared academically and professionally to handle RME in basic schools in the Metropolis. For example, Primary Teacher 3 (PT3) had this to say about his level of preparedness and competence: *Yes, I am well prepared on the basis that I have gotten the training, skills and the knowledge to teach RME.* This statement was confirmed by an excerpt from JHS Teacher 2 (JHS T2) which indicates that the teachers were adequately prepared to teach RME. *Yes, I am well prepared and trained to handle RME. This is shown in the passion I have for teaching RME. I always prepare my lesson notes so that I can teach the subject for my pupils to understand.* This result complements the finding from the quantitative survey. These findings agree with the views of researchers (Godson, 1992; Flynn, 1985; Melton, 1994) who have claimed that the quality of the teacher is key to the curriculum implementation process.

The observation showed that almost all the teachers were implementing the RME Curriculum as was required. This is evident in the matrixes of curriculum implementation practices employed by the teachers as shown in Table 13**.** The observation also showed that the competences exhibited by the teachers were related to the competences stated in the questionnaire data. The findings from the three sources imply that the teachers possessed the requisite academic and professional competences for teaching RME in the Basic schools.

These findings agree with the views of researchers (Melton, 1994; Olger & Garner, 1996; Wise, 2000) who have stated that the quality of the teacher is integral to the effectiveness of school because teachers share in the overall task of planning, designing and implementing the school curriculum. The findings also agree with the claims of Grimmitt (2000) and Simons (1981) that effective teaching and learning of RME depends on capable personnel and committed teachers who have sound knowledge of the subject matter they teach. Studies by researchers (Anti & Anum, 2003; Awuah & Afriyie, 2006; Carl, 1995) confirm that successful teaching and learning of RME depends on well prepared teachers who have sound knowledge and training in teaching pedagogies. This is the reason why RME teachers are expected to demonstrate knowledge of the particular methodologies and procedures necessary for effective teaching of the subject. This calls for RME teachers who are academically and professionally alive to their responsibilities. The RME teacher plans and employs a variety of strategies to teach the subject taking into account the cultural differences among learners. Whether pupils will be innovative and productive, whether they would be able to generate knowledge

or utilize knowledge, whether they can be competitive at the national level or not, all depend on the quality of education offered by teachers, as well as the calibre of the teachers themselves.

Further analysis of the results show that the teachers understand various ways and manner adolescents learn RME. A study carried out by Goldman (1972) showed that adolescents pass through different stages in the development of their religious thinking and that the understanding of these stages can aid the religious educator in understanding the possibilities and limitations of students of religion. The results imply that teachers need to focus more on the needs and interests of young people and adolescents and not so much on the content of religious education. The analysis of the results further indicated that the teachers' knowledge of the philosophy and purpose of RME was very important to serve as basis for relating learning experiences to the needs of the society. This was confirmed by Tanner and Tanner (2007) that decisions about the selection of educational objectives and subject matter as well as learning approaches should be based on the philosophy and purpose of that subject.

Unfortunately, from the results, a few of the teachers were not using community resources as expected. This situation could be attributed to the non-availability and or inadequacy of such community resources. According to Ryans (1962), if teachers are incompetent or are misfits, excellent material resources in the form of buildings, equipment and textbooks are likely to be ineffective, if not wasted. This result demonstrates the need for the teachers to be competent in respect of their use of instructional resources. From the finding of the present study, the teachers were adequately trained to use

appropriate procedures to test students' learning in the three domains. This result confirms the views of researchers (Anti & Anum, 2003; Hama, 1998; Johnson 1993; Kennedy, 2008) who argue that teachers need to demonstrate specialized competences for assess learning outcomes in the various domains of learning.

The result from the analysis also showed that the teachers had adequate exposure to the RME syllabuses. This could be explained by their long experience in using the syllabus. The RME syllabus is one of the basic curriculum materials which describes among other things, the general aims, and rationale for teaching the subject in basic schools (MOE, 2003). This result is in line with the findings of researchers (Acland, 1963; Anti & Anum; Awuah & Afriyie, 2006; Loukes, 1961) who expressed need for teachers to be conversant with the nature of the RME syllabus so as to facilitate reference and application. It was therefore not surprising that the teachers possessed full knowledge of the aims and nature of the RME syllabus. Finally, from the analysis of the results, the teachers were not only objective in their delivery of RME lessons but they could also distinguish facts from matters of faiths. These results give credence to the views of researchers (Acland, 1963; Anti & Anum, 2003; Asare –Danso et al., 2014; Goldman, 1965; Wilson, 1973) who have expressed that teachers should support any kind of beliefs they have with publicly accepted evidence in order to prevent indoctrination from occurring.

Research Question 2: "What are the attitudes of pupils towards the implementation of the Religious and Moral Education curriculum in basic schools in the Cape Coast Metropolis?"

Pupil Factor: Attitudes of Pupils towards RME

In relation to research question two, Table 6 shows results about teachers' perceptions of pupils' attitude or characteristics they possess which contribute positively or negatively towards the teaching and learning of RME in basic schools in the Cape Coast Metropolis. This research question was answered using responses to items 23-33 in the teachers' questionnaire. The results are presented in Table 6.

Table 6- *The teachers' perception of the pupils' attitudes toward RME*

ITEM	SD (%)	D (%)	U (%)	A (%)	SA (%)	*M (SD)*
1. Pupils find RME very interesting	2 (0.8)	9 (3.4)	14 (5.3)	150(57.0)	88(33.5)	**4.2 (0.8)**
2. Pupils become happy if it is time to study RME	2 (0.8)	12 (4.6)	28(10.7)	157(60.2)	61(23.8)	**4.2 (0.8)**
3. Pupils are willing to study RME.	1 (0.4)	8 (3.1)	22 (8.4)	158(60.5)	72(27.6)	**4.1 (0.7)**
4. Pupils tolerate other religious faiths through the study of RME	7 (2.7)	14 (5.3)	32(12.2)	150(57.3)	59(22.5)	**4.0 (0.9)**
5. Pupils see RME as unique as any other subject	11 (4.2)	27(10.3)	55(20.9)	109(41.4)	61(23.2)	**3.7 (1.1)**
6. Pupils participate actively in RME lessons	9 (3.4)	17 (6.4)	18 (6.8)	133(50.4)	87(33.0)	**4.0 (0.9)**
7 Pupils are satisfied with the materials available to support their study of RME	63(23.9)	74(28.0)	46(17.4)	59(22.3)	22 (8.3)	**2.6 (1.3)**
8. Pupils are satisfied with support they receive from their parents to enable them study RME	50 (19.1)	63(24.0)	56(21.4)	67(25.6)	26 (9.9)	**2.8 (1.3)**
9. Pupils develop better relationships with their teachers through the study of RME	4 (1.5)	21 (8.0)	40(15.3)	139(53.1)	58(22.0)	**3.9 (0.9)**
10. Pupils have the intention of pursuing RME to the highest level	15 (5.7)	27(10.3)	112(42.7)	70(26.7)	38(14.5)	**3.3 (1.0)**
11. Pupils submit homework on RME in time.	12(4.5)	21(8.0)	32(12.1)	132(50.0)	67(25.4)	**3.8 (1.0)**

Source: Field Data - Questionnaire (May, 2015)
Key: SD = Strongly Disagree (1. 00 – 1. 80); D = Disagree (1.81 – 2.60); U = Uncertain (2.61- 3.40); A = Agree (3.41 – 4.20); and SD = Strongly Agree (4.21 – 5.00); (%) = Percentage, *M* = Mean, *SD* = Std. Deviation, Mean of Means score = 3.7 →Agree (A); Mean of Standard Deviations =1.0

From Table 6, the high mean scores obtained on each of the statement, except for items 7 and 8, reveal that majority of the teachers were aware that the pupils in the metropolis possessed positive attitudes towards the teaching and learning of RME in their various schools. It is evident from the data in Table 6 that the pupils had positive attitudes towards the teaching and learning of RME. The results show very high mean scores between 4.2 and 3.3 except for items 7 and 8 and low standard deviation scores between 1.0 and 0.7 for many of the items. The table recorded mean of means score of 3.7 and mean of standard deviations of 1.0. This is an indication that the pupils were ever ready to study RME.

For instance, the first item from Table 6 shows that as many as n=238, 90.5% of the teachers either 'agreed' or 'strongly agreed' that the pupils find RME very interesting subject to study. This item recorded a mean score of 4.2 (*SD* 0.8). Again, majority of the teachers (n= 218, 84%) felt (agreed/strongly agreed) that pupils become happy if it was time to study RME. Item two recorded a mean score of 84.1 (*SD* 0.8). Additionally, as many as 230 (88.1%) of the teachers either agreed or strongly agreed that pupils were willing to study RME while 9 (3.5%) either disagreed or strong disagreed with the statement.

Also, as seen from Table 6, a majority (n= 209, 79.8%) of the teachers believed that pupils are able to tolerate their friends who belong to other religious faiths as a result of the study of RME. A few 21 (8%) of them however either 'disagreed' or 'strongly disagreed' with the statement. Interestingly, 32 (12.2%) of them were undecided. Again, quite a sizeable number of the teachers (n=170, 64.6%) felt that pupils see RME as unique

as any other subjects been taught in their schools. However, n=38, 14.5% disagreed or strongly disagreed with the statement while 55 (20.9%) were undecided about pupils seeing RME as unique as any other subjects been taught in their schools. Furthermore, about 133 (50.4%) and 87 (33.0%) of the teachers respectively 'agreed' and 'strongly agreed' that pupils participated actively in RME lessons while 9 (3.4%) and 17 (6.4%) 'strongly disagreed' and 'disagreed' with the statement. Unfortunately, the mean score of the item 7, 'Pupils are satisfied with the materials available to support their study of RME' was 2.6 with a standard deviation of 1.3. This suggests that the learners are not satisfied with the few materials that are available to support the study of RME in their schools as expected of them. This was very much evident in their rating of item 7, where 63 (23.9%) and 74 (28.0%) respectively 'strongly disagreed' and 'disagreed' with the statement while 59 (22.3%) and 22 (8.3%) respectively 'agreed and strongly agreed' with the statement. Again, from the table, 56 (21.4%) of the teachers were unsure and undecided about the support pupils receive from their parents to enable them study RME in their schools. This result necessitated the item to attract a low mean score of 2.8 (1.3).

From the high mean of means score of 3.7 and mean of standard deviations of 0.9, it is reasonable to draw a preliminary conclusion that majority of the pupils had positive attitudes towards the teaching and learning of RME in the Cape Coast Metropolis.

Theme 2: Attitudes of Pupils towards RME

Another key issue of enquiry to guide the study had to do with the teachers' and the head teachers' perceptions of the pupils' attitude

(contributions) towards the implementation of the RME curriculum. This question sought to collect qualitative data to show whether or not the attitudes of the learners contribute to make the implementation of the RME curriculum either positive or negative. It was clear during the interaction section that majority of the respondents perceived most of the learners to possess positive attitude towards the implementation process. Data revealed seven sub-themes as some of the ways pupils influence the teaching and learning of RME. These are pupils' passion for the subject, regular attendance to RME lessons, comportment during lessons, active participation in lessons, show of interest, having advance knowledge of the subject because of their religious backgrounds, the practical nature of the subject, and it is easier to learn RME.

These issues are best expressed in the following citations:

> *The pupils show very good attitude towards RME. They also have passion for the subject. This is because I teach the subject well and so when there is time for RME I see my pupils coming in their numbers (PT 4*, Interview data, 2016).

Another teacher postulated that

> *I will say about 70% of the pupils show positive attitudes toward RME in the school. This is because they comport themselves when I am teaching this subject. They also participate actively when RME lessons are in progress. Sometimes I teach them not steal and so when they find anyting that belongs to their friends they bring it to me (JHST 4*, Interview data, 2016).

Another important topic which I discussed with the head-teachers during the interview section had to do with the pupils' attitude towards RME. The themes generated from their responses were parallel to those of the

classroom teachers. Thus almost all the head teacher interviewed indicated that majority of the pupils in their schools show positive attitude towards teaching and learning of RME. Their themes are best expressed in the following quotations:

> *You know RME is a practical subject so the pupils always love to be in their classes to welcome their teachers and to contribute to RME lessons. Yes the pupils want to take RME to the higher level (HT 6*, Interview data, 2016).

In the same regard, another head teacher was of the view that:

> *The pupils are very positive towards RME because most of them are Christians and Muslims and therefore have knowledge of the subject. That makes them happy (HT 1*, Interview data, 2016).

Finally, another head teacher from different circuit intimated that

> *The readiness of teachers to teach the subject has also made the pupils to develop interest in learning it. For instance, since they are part of the traditional community which deals with traditional issues, pupils tend to develop more interest in the subject (HT 3*, Interview data, 2016).

It is evident from the themes and data presented from the respondents that leaners in the Cape Coast Metropolis have a positive attitude toward the implementation of the RME curriculum. For example, 3 out of the 6 head teachers provided almost the same answers as those of the teachers that the pupils approached the study of RME with seriousness. This result complements the finding from the quantitative survey.

Observation: Pupil Factor

The lessons observed revealed that the pupils were involved to some extent in the teaching and learning of RME. For example, from all the 6 lessons observed, all the teachers (PT 1, PT 2, PT 3 and JHST I, JHS II and JHS TIII) sought to involve the pupils to some extent in their RME lessons. However, they were often made to work together as one whole group in the same activities at the same time. For instance, they were made mostly to listen to the teacher (PT1) as he delivered his lesson, which included extensive narration, procedural instruction, demonstrations and brief lectures. The process was however interspersed with some informal contributions from the pupils in the form of answering oral questions. The lesson which was observed was on the topic "Commitment to our Family".

Discussion

Questionnaire, interview, and observation data were used to answer this research question. All the three different data gathered showed that basic school pupils in the Cape Coast Metropolis have positive attitudes toward the teaching and learning of RME**.** The high mean of means score of 3.7 from the questionnaire results (See Table 6) shows that almost all the pupils have positive attitudes toward the teaching and learning of RME in the metropolis. The attitudes stated in the questionnaire agree with those mentioned in the interviews as well as those observed. It is evident from the themes and the data that emerged from the interview sessions that the pupils have a positive attitude toward the implementation of the RME curriculum. It emerged from the results (themes) that both the teachers and head teachers were satisfied with the attitudes pupils show towards RME.

For instance, Primary Teacher 4 (PT4) had this to say about the attitudes of his pupils:

> *The pupils show very good attitude towards RME. They also have passion for the subject. This is because I teach the subject well and so when there is time for RME I see my pupils coming in their numbers (PT 4*, Interview data, 2016).

This assertion was supported by JHST4 which indicates that pupils were ready to study RME and learn some values.

> *I will say about 70% of the pupils show positive attitudes toward RME in the school. This is because they comport themselves when I am teaching this subject. They also participate actively when RME lessons are in progress. Sometimes I teach them not to steal and so when they find anything that belongs to their friends they bring it to me (JHST 4*, Interview data, 2016).

These findings agree with the report given by the Commission of Education in Morals and Ethics (1994) indicating that students need to be trained in religion and morality in order that they would develop appropriate attitudes and values in life. The results also confirm the assertions by researchers (Goldman, 1965; Gross, 1996; Loukes, 1961; Reid, 1982; and Rossitter, 1993) that students are willing to study religious education (RE) in order to facilitate their understanding and foster their capacity to think for themselves through relevant motivation. Similar statements were expressed by Harmin (1990) and Sewall (1995) that the best way for students to develop better relationships with people who belong to other faiths is through the religious teaching of right and wrong. This means that religion should not be taught for missionary

purposes (which seeks to expose pupils to a particular religious faith) but must be concerned with the personal needs and moral development of young pupils.

The observation revealed among other things, that the students show interest in RME lessons; they are happy when it is time for them to study RME; they are willing to study RME; they tolerate each other and are fully cooperative during teaching and learning of RME; they see RME as unique as any other subject and are ever prepared to study it. Again, the students were very supportive with regard to resolving vital issues, which were raised in the lessons. It is worth mentioning that a sizeable number of the pupils had some materials to enable them to study RME. Finally, not only did they exhibit high sense of good behaviour but they were not influenced by their religious affiliations. The result is similar to studies conducted by Loukes (1961) which indicated that high achievement and intellectual readiness were related to pupils' readiness for religion. Acland (1963) and Loukes (1961) used young children and adolescents ranging between 5 and 19 years in structured interviews and found that effective teaching and learning of RME related significantly to children's performance in religious and moral education. What this implies is that the advancement of dogmatism and teaching of beliefs as if they are well-digested facts should not be the primary role of religious education in religiously pluralistic state such as Ghana. Teachers should not omit the religious needs of their pupils instead their approaches to teaching should be highly intellectual and not results in promoting any form of religious faiths.

At the school level, curriculum implementation requires interaction between teachers and pupils because pupils contribute to teaching and learning

of RME by expressing their views, opinions, feelings and general dispositions about the subject; and in so doing get the opportunity to make important suggestions such as which methods and instructional materials are more appropriate for teaching and learnings (Bell, 2003; Marzano, 2003; McKibben, 2004). It is when both teachers and pupils play their roles well that they can achieve their dreams. This kind of cordial relationship may be what has created the positive and healthy among pupils and their teachers. This will auger well for serious academic work and good interpersonal relationships which are key for successful school education.

Research Question 3*: *"What support systems do head teachers provide to assist teachers in the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?"

Head Teacher Factor: Support from Head teachers

Since head teachers are active participants in the RME curriculum implementation process, information about their support and contribution to the implementation process were gathered from the teachers and the results are presented in Table 7. This research question was answered using responses to items 34-42 in the teachers' questionnaire.

Table 7- *Contributions of the head teachers as reported by the teachers*

ITEM	SD (%)	D (%)	U (%)	A (%)	SA (%)	*M(SD)*
1. Head teachers understand the essence of RME	5 (1.9)	5 (1.9)	19 (7.2)	140(53.0)	95(36.0)	**4.2 (0.8)**
2. Head teachers have positive attitude towards the teaching & learning of RME	7 (2.7)	10 (3.8)	16 (6.1)	136(51.1)	96(36.4)	**4.2 (0.9)**
3. Head teachers encourage RME teachers to prepare adequately before going to teach	10 (3.8)	21 (8.0)	27(10.3)	120(45.8)	8(32.1)	**3.9 (1.0)**
4. Head teachers supervise the teaching/learning of RME	22(8.4)	25(9.5)	48(18.3)	120(45.8)	47(17.9)	**3.6 (1.1)**
5. Head teachers frequently engage their RME teachers on issues concerning teaching of RME	30(11.4)	53(20.1)	67(25.4)	84(31.8)	30(11.4)	**3.1 (1.2)**
6. Head teachers organise in-service training programmes for RME teachers	62(23.5)	92(34.8)	50(18.9)	45(17.0)	15(5.7)	**2.5 (1.2)**
7. Head teachers provide teaching/learning materials for RME lessons	44(16.7)	66(25.0)	50(18.9)	81(30.7)	23(8.7)	**2.9 (1.3)**
8. Head teachers ensure that periods allocated for RME are used judiciously.	20(7.6)	28(10.6)	19(7.2)	137(51.9)	60(22.7)	**3.7 (1.2)**
9. Head teachers make efforts to get feedback from the teaching and learning of RME	29(11.0)	43(16.3)	50(18.9)	98(37.1)	44(16.7)	**3.3 (1.2)**

Source: Field Data - Questionnaire (February, 2016).
Key: SD = Strongly Disagree (1. 00 – 1. 80); D = Disagree (1.81 – 2.60); U = Uncertain
2.61- 3.40); A = Agree (3.41 – 4.20); and SD = Strongly Agree (4.21 – 5.00); (%) = Percentage, M = Mean, SD = Std. Deviation. Mean of Means score = 3.5 →Agree (A); Mean of Standard Deviations = 1.1.

Data in Table 7 show views of the teachers about the extent to which head teachers were supporting the implementation process. The results show that the head teachers were supporting the teaching and learning of RME. The sub-scale mean scores ranged from 2.5(SD = 1.2) to 4.2(SD = 0.8) while the frequencies of the teachers' scores ranged from 5 (1.9%) to 140 (51.1%). The results show that teachers had a better appreciation of the contribution their head teachers were making. It is evident from the data in Table 7 that the head teachers were supporting the teaching and learning of RME. The results show very high mean scores between 4.2 and 3.3 except for items 6 and 7 and standard deviation scores between 0.8 and 1.2 for many of the items. The table recorded mean of means score of 3.5 and mean of standard deviations of 1.1. This is an indication that the head teachers were supporting teaching and learning of RME.

This conclusion was arrived at as a result of the high item mean scores. Considering the first item "Head teachers understand the essence of RME," a greater number of the teachers n=140, 53.0% and n=95, 36.0% respectively 'agreed' and 'strongly agreed' that their head teachers understood the essence of RME subject. This item scored a high mean score of 4.2 **(**SD = 0.8). For Item 2, as many as 204 (87.5%) of the teachers either 'agreed' or 'strongly agreed' with the statement that head teachers had positive attitude toward the teaching and learning of RME. The item mean score for this indicator was 4.2 (SD = 0.9). Out of the 264 teachers, 206 (78 %) 'agreed' or 'strongly agreed' that head teachers in their schools encourage RME teachers to prepare adequately before going to teach RME.

The teachers were divided in their responses on the fifth item on the contribution of head teachers' contributions sub-scale. While nearly one-half (n=114, 43.2%) of them agreed and strongly agreed that head teachers frequently engage their RME teachers on important issues concerning teaching of RME**,** close to one-third disagreed or strongly disagreed with the statement. The main contradiction among the teacher respondents was about whether head teachers in the various schools in the Metropolis do organize in-service training courses for RME teachers. A little less than one-half of the teachers (41.7% disagreeing/strongly disagreeing) were of the view that their head teachers did not organize in-service training courses for RME teachers, while a little above one-third of the respondents agreed or strongly agreed with the statement.

Again, results in Table 7 show that head teachers ensure that periods allocated for teaching RME are used judiciously by teachers. An examination of the eighth item (74.6% agreeing/strongly agreeing) indicates that the head teachers ensure that periods allocated for RME were used judiciously. However, a few of the 9 (7.2%) of the teachers were undecided on the issue while 18.2% disagreed or strongly disagreed with the statement. Finally, the ninth item 'Head teachers make efforts to get feedback from the teaching and learning of RME' attracted 29 (11%) of the teachers strongly disagreeing with the statement; 43 (16.3%) disagreeing, 50 (18.9%) were undecided, while 98 (37.1%) agreed with and 44 (16.7%) also strongly agreed to the item. This item attracted a mean score of 3.3 with a standard deviation of 1.2; implying that the head teachers were very supportive. From the high mean of means score of 3.5 and standard

deviations score of 1.1 it is reasonable to draw a preliminary conclusion from the results that majority of the head teachers were very supportive towards the implementation of the RME curriculum in the Cape Coast Metropolis.

Theme 3: Head teacher Factor

The next qualitative data gathered from the teachers bothered on the contribution of school authorities to the teaching and learning of RME. The question sought to explore how effective and efficiently school authorities were contributing to the successful or otherwise implementation of the RME curriculum in the basic schools. The respondents (both teachers and head teachers) were therefore taken through few items in order to understand and appreciate the contribution of school authorities to teaching and learning of RME.

Item: Do you interact regularly with your school authorities on how best to implement the RME curriculum? If 'yes', how? If 'no', why?

One way by which school authorities can contribute to the implementation of the RME curriculum is through constant interaction with teachers. When asked about the interaction between school authorities and RME classroom teachers, almost all the teachers indicated that they had been having interactions with relevant authorities in their schools. They used such interactions among others, mostly to: present their lesson notes for vetting by the head teacher, to request for teaching and learning materials for their lessons, to ask for some level of guidance, to overcome certain challenges with their work, and also to ask for some basic assistance. This data shows five sub-themes showing how school authorities contribute to the implementation of

the RME curriculum. Interestingly, as many as 8 out of the 12 teachers indicated that their head teachers were to some extent supportive. Also 5 out of the 6 head teachers expressed their support for the teaching and learning of RME. The following excerpts throw more light on the themes under discussion:

> *...Anytime that I have a problem with which materials to use in teaching RME, I consult my head teacher. I also ask for his assistance when he is available. I interact regularly with my school authorities so that I can best teach RME (JHST 1,* Interview data, 2016).

This teacher's counterpart in the primary section of the basic school in the Metropolis was of the opinion that:

> *Yes, if I face some challenges while teaching RME I try to seek the help of school authorities. If there is anything I don't understand I ask them to help me out. Again, if there are some TLMs that I need to use I ask for their help. If I have to take the pupils out of school compound I ask permission from school authorities (PT 2,* Interview data, 2016).

A similar item was posed to the head teachers in the Metropolis to appreciate their interaction with their classroom teachers.

Item: Do you interact regularly with your RME teachers on how best to implement the RME curriculum? If 'yes', how? If 'no', why?

> *Yes I do interact with my teachers. Occasionally when they are teaching I get into the class to see how they are handling the subject and if there are any corrections I call the teacher involved later into my office and help him/her. Also my teachers sometimes come to me and we talk about how best they can teach the subject because most of the materials are not available (HT 1,* Interview data, 2016).

In the same respect, another head teacher from a different circuit intimated that,

> *Yes, I do it. I interact with my RME teachers on how best they can implement the RME curriculum. The teachers also look for other sources of TLMs. I do support the teachers in vetting their lesson notes by helping them to know what they are supposed to know (HT 3,* Interview data, 2016).

At this stage, the researcher took the interview section to a higher level by asking a direct question from the teachers: "How supportive are your school authorities towards the implementation of the RME curriculum? Please explain further and give specific examples".

The item offered an opportunity for the teachers to indicate how supportive school authorities had been in implementing the RME curriculum. Contributions from both the teacher and head teacher respondents indicate that most of the authorities were supporting the implementation of the RME curriculum among other things, through provision of model resources and marking of lesson notes. These themes are best expressed in the following extracts:

> *My head shows positive attitude in that he organizes in-service training programmes for us so that we can get the knowledge to teach the subject (PT 2*, Interview data, 2016).

Another teacher intimated that

> *School authorities provide us with syllabuses and textbooks. When we have some cultural programmes we invite them to talk to the pupils (PT 5,* Interview data, 2016).

However, one of the teachers who was interviewed expressed a different concern about the support his head teacher provides to aid the implementation of the RME curriculum.

> *School authorities are supportive to certain extent. This is because we don't have the required number of RME textbooks we need for teaching (JHST 6,* Interview data, 2016).

The head teachers were also provided with the opportunity to indicate how they support and contribute to the implementation of the RME curriculum. The following are the views the head teachers expressed as being their contribution to the implementation of the RME curriculum.

> *We are very supportive. We ask for materials from the GES so that the teachers can teach the subject well (HT 4*, Interview data, 2016).

Another head teacher responded that

> *The directorate has been very supportive with respect to teaching of RME. When it comes to areas where teachers have challenges we come in to support by organizing in-service training for those who have difficulties in teaching certain areas of the subject (HT 3,* Interview data, 2016).

Similarly a female head teacher indicated that

> *I advise them to teach very well. I advise them to stop things which are not helping them. Yes, I provide other supports by asking for assistance from schools which have the things I need for my teachers to teach (HT 2,* Interview data, 2016).

The foregoing excerpts and other themes presented on the third question show that majority of the head teachers do provide basic supports and contribute to some extent to make the implementation of the RME curriculum.

Observation: Head teacher Factor

All the lessons observed indicated that school authorities (head teachers) were playing their respective roles to ensure a smooth implementation of the RME curriculum. For example, the *Primary Teacher 3 (PT* 3) had been provided with some charts and religious objects by school authorities and were displayed at the time of the observation. Again, the teacher *Primary Teacher 2 (PT 2)* had participated in a few in-service training programmes, which were organized by the school and at cluster levels.

Discussion

Data from the questionnaire, interview and observation were used to answer research question 3. All the data showed that the head teachers were to some extent supportive toward the implementation of the RME curriculum. The high mean of means score of 3.5 and low standard deviation score of 1.1 from the questionnaire results show that they were very supportive in respect of teaching and learning of RME (See Table 7). The excerpts and themes from the interviews show that some of the head teachers do provide some basic supports to make the teaching and learning of RME. For example, an excerpt from an interview with PT2 substantiate stance. *Yes, if I face some challenges while teaching RME I try to ask and seek the help of school authorities. If there is anything I don't understand I ask them to help me out. Again, if there are some TLMs that I need to use I ask for their help. If I have to take the pupils out of school compound I ask permission from school authorities (PT 2*, Interview data, 2016). These findings agree with the researches on attitude of teachers and students carried out by Hall and Hord (2001) and Rogers (1995) that given the presence of skilled leadership,

teachers will continue to remain key implementers of the school curriculum. Hall and Hord (2001) were however, quick to add that without appropriate leadership support to address implementation concerns, major initiatives may die out as teachers may fail to put up best classroom practices.

In the same respect, a head teacher from a different circuit intimated that, he *interacts with his RME teachers on how best they can teach RME. The teachers also look for other sources of TLMs. I do support the teachers in vetting their lesson notes by helping them to know what they are supposed to know (HT 3*, Interview data, 2016).

The findings confirm the studies by Blasse (1998) and Hall & Hall (2001) that successful implementation initiatives depend on strong leadership because school authorities have the ability to control curriculum implementation. These findings imply that teaching and learning of RME cannot take place effectively in schools where the heads are incapable of executing supervisory functions. This calls for school heads who are alive to their tasks and make priority issues relating to smooth teaching and learning of RME in their schools.

The results are also in consonance with the findings of researchers (Johnson, 2000; Marsh & Willis, 2007) that school heads are critical to constructive curriculum implementation because they contribute to provide both material and psychological support to teachers and serve as spokespersons on behalf of their schools. Similar studies by Hall et al. (1999) show that institutionalization is a function of (1) strong strategic leadership, (2) skill change facilitators, (3) a worthwhile innovation, and (4) time. Marzano (2003) identified empirical evidence showing a strong relationship

between leadership and a number of elements of implementation including school mission and goals; climate of the school and classrooms; attitudes of teachers; classroom practices of teachers; and organization of curriculum and instruction. In the case of RME, school heads are often responsible for ensuring the provision and supply of curriculum materials such as syllabuses, textbooks, and teachers' manuals for teaching the subject at the school level (Ornstein, 1995). The results are also in consonance with claims by Fullan and Hargreaves (1991) that the responsibilities of school heads among others, include determining the number of lesson periods for teaching subjects; helping to take vital decisions that bother on the teaching and learning of subjects; getting feedbacks from the teachers concerning the extent to which the goals and content of curricula are being implemented or achieved; as well as supervising the implementation of curricula in the schools. These statements are summed up in the views of Fullan and Hargreaves (1991) and Heller and Firestone (1994) that school heads are indirectly involved in curriculum implementation as well as instruction and assessment of pupils' learning of RME.

The findings also are similar to Elmore's (2000) claims that effective implementation requires individual competences, interests, skills, and dispositions. Similar conclusions were also made by researchers (Fullan & Hargreaves, 1991; Geijsel, Sleegers, Leithwood, Jantzi, 2002; Riehl, 2000) who maintain that effective school heads are those who have skills in developing interpersonal relations and organisational management; initiating innovations; monitoring; and obtaining resources and support for their academic programmes. The findings are in agreement with the studies by

Etsey, Amedahe and Edjah (2004) and Oduro (2000) who found that effective teacher supervision and provision of incentives for teachers were required in order to achieve an efficient curriculum implementation. Indeed, the lack of a positive link between school authorities and classroom teaching is likely to affect implementation. School authorities are required to engage in an outreach by serving as advocates and spokespersons for the implementation of the RME curriculum to all stakeholders and acting as change agents by willing to and actively challenging the status quo in line with teaching and learning of RME.

Research Question 4: "What kinds of support do parents of pupils provide towards the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?"

Parents Factor: Support from Parents of Learners

In relation to the fourth research question, data in Table 8 represent the views of the teachers concerning the level of support and contribution made by parents towards the implementation of the RME curriculum in the basic schools in the Cape Coast Metropolis. The responses to items 43-52 of the teachers' questionnaire were used to answer this research question. Results from Table 8 were also used to answer the research question.

Table 8- *Contributions of the parents as reported by the teachers*

ITEM	SD (%)	D (%)	U (%)	A (%)	SA (%)	*M(SD)*
1. Parents show interest in RME	14 (5.3)	20 (7.6)	83(31.4)	106(40.2)	41(15.5)	3.5(1.0)
2. Parents know the importance of RME	10 (3.8)	28(10.7)	79(30.2)	112(42.7)	33(12.6)	3.5(1.0)
3. Parents engage teachers on how regularly their wards attend RME lessons	16(6.1)	29(11.0)	88(33.3)	101(38.3)	30(11.4)	3.4(1.0)
4. Parents want their wards to study RME	14(5.4)	23(8.8)	97(37.2)	99(37.9)	28(10.7)	3.4(1.0)
5. Parents want RME to be compulsory for all pupils	24(9.1)	25(9.5)	105(39.8)	81(30.7)	29(11.0)	3.3(1.1)
6. Parents provide their wards with materials to enable them study RME.	51(19.3)	74(28.0)	59(22.3)	69(26.1)	11(4.2)	2.7(1.2)
7 Parents provide RME teachers with teaching/learning materials	98(37.1)	92(34.8)	36(13.6)	28(10.6)	10(3.8)	2.1(1.1)
8. Parents supervise children's homework/assignments on RME	58(22.0)	54(20.5)	86(32.6)	57(21.6)	9(3.4)	2.6(1.2)
9. Parents visit schools to discuss issues relating to the teaching and learning of RME	101(38.3)	78(29.5)	37(14.0)	41(15.5)	7(2.7)	2.2(1.2)
10. Parents show concern for performances of their wards in RME exams/exercises.	60(22.7)	66(25.0)	58(22.0)	64(24.2)	16(6.1)	2.6(1.2)

Source: Field Data - Questionnaire (February, 2015) Key**:** SD = Strongly Disagree (1. 00 – 1. 80); D = Disagree (1.81 – 2.60); U = Uncertain (2.61- 3.40); A = Agree (3.41 – 4.20); and SD = Strongly Agree (4.21 – 5.00); (%) = Percentage, *M* = Mean, *SD* = Std. Deviation. Mean of Means score = 2.9 → Uncertain (U); Mean of Standard Deviations = 1.1.

Table 8 shows the kinds of supports that were provided by the parents of the pupils as reported by the teachers**.** As shown in Table 8, the high mean scores obtained on five of the items as well as the low mean scores obtained on another five items is an indicative that one-half of the RME teachers applauded the significant support made by parents/guardians towards implementation of the RME curriculum. For instance, when asked to rate whether "parents show any interest in RME" (item 1), slightly above half of the respondents (n=147, 55.7%) indicated their agreement with the statement; around one-third were undecided while 34 (12.9%) indicated their disagreement with the statement. As evidenced in Table 8, item 3 on the parent sub-scale, "parents engage teachers on how regularly their wards to attend RME lessons", attracted split view from the respondents. For instance, 88 (33.3%) of the teachers were undecided; 131 (49.7%) were in agreement; while 45 (17.1%) were in disagreement with the statement.

From the results in Table 8, 125 (47.3%) of the teachers were convinced that most parents do not provide their wards with the relevant materials to enable them study RME in the Metropolis. However, 30.3%, (n = 80) indicated that some parents did their best to provide the needed materials to their wards. Item eight, 'parents supervise children's homework/assignments on RME', attracted a mixed reaction from the teacher respondents. Whereas some 42.5%, (n = 112) were disagreeing or strongly disagreeing to the statement, others (32.6%, n = 86) were undecided and a few (24.4%, n = 66) rated the item in the affirmative. 'Parents visit schools to discuss issues relating to the teaching and learning of RME' was the ninth item on the parent sub-scale on the questionnaire instrument. Majority of the

teachers 67.8% (n = 179) indicated that most parents do not visit their schools to discuss issues relating to the teaching and learning of RME; a few 14.0% (n = 37) of them were undecided on the issue and yet a few more 18.2% (n = 48) indicated that some parents often visit the schools in relation to the teaching and learning of RME. An inspection of the first five mean scores indicated that most teachers were undecided or agreed to the items whereas the remaining five item mean values indicated that most teacher respondents were in disagreement with the items**.** From the mean of means score of 2.9 and a standard deviation score of 1.1, it can be inferred from the questionnaire results that a reasonable number of the parents were not very much supportive towards the teaching and learning of RME in the Metropolis.

Theme 4: Parental Support

Parents and guardians of basic school pupils are considered one of the key stakeholders of the educational enterprise. For this reason, the study also sought to explore from the teachers and head teachers about the contributions of parents (guardians) of the pupils to the teaching/learning of RME in the Metropolis. The major outcome from the interview session was that, majority of the parents and guardians are somehow supportive and to some extent contribute significantly to the teaching of RME. When they were asked to comment on the kind of support parents of pupils provide, they mentioned provision of learning materials, occasional visits to the schools, helping their wards to study topics that deal with good moral values, and ensuring that their children do their homework on RME. These four sub-themes explain how supportive the parents were towards the implementation process. The following excerpts throw more light on the themes under discussion:

Parents buy RME textbooks and other learning materials for their wards (HT 1, Interview data, 2016).

Yes. Parents help both positively and negatively. The positive aspect is that some of the parents buy RME textbooks for their children. The negative aspect is that when I give children homework based on Islam and the children come from Christian homes some of the parents don't want to help them do the homework and vise visa. (PT 6, Interview data, 2016).

Yeah, as the head of this school, some parents do come around to actually monitor or interact with me so as to get some information concerning how the teachers teach the subject. As and when they come I do get time for them and I also tell them how their children are also responding (HT 5, Interview data, 2016).

Parents do contribute positively in the sense that some of the topics deal with morality and parents help in teaching these topics. I give them homework and parents make sure the homework is done so parents are really helping in implementing the RME curriculum (JHST 4, Interview data, 2016).

It can be seen from the foregoing extracts that the parents of some of the pupils are very supportive and contribute positively to the teaching and learning of RME because among other things they provide their wards with basic study materials and help them to do their homework.

Observation: Parent Factor

All the lessons observed indicated that some parents of pupils were playing their respective roles to ensure a smooth implementation of the RME curriculum. For example, almost all the observations revealed that some of the pupils had some couple of RME textbooks which had been provided by

their parents whiles others had assisted their wards to do their homework and other assignments.

Discussion

The questionnaire, interview and observation data together showed that the parents in the metropolis were not so much supportive of the implementation of the RME curriculum. However, the questionnaire and interview data formed the main data for the analysis of the result. From the mean of means score of 2.9, it can be inferred from the questionnaire results (see Table 8) that a reasonable number of the parents were not very much supportive of the implementation process.

The interview revealed that even though not all the parents were directly involved in the implementation process, it was clear that majority of the parents and guardians are somehow supportive and to some extent contribute positively to the implementation of the RME curriculum in the Metropolis. For example, the interview sections revealed the following excerpts:

> *Parents buy RME textbooks and other learning materials for their wards (HT 1*, Interview data, 2016).

> *Yeah, as the head of this school, some parents do come around to actually monitor or interact with me so as to get some information concerning how the teachers teach the subject. As and when they come I do get time for them and I also tell them how their children are also responding (HT 5*, Interview data, 2016).

Observation

For example, the observation revealed that *some of the pupils had in their possession some RME textbooks which had been provided by their parents*

whiles others had assisted their wards to do their homework and other assignments.

The results agree with the findings of Bryk, Lee and Smith (1990) who opined that parents possess a variety of skills, talents, and interests that can enrich the curriculum, no matter how teachers might be. This is because they are involved in their children's education which contributes positively to the implementation of the school curriculum. The findings of the results also give backing to the views of researchers (Marsh & Willis, 2007; Maroney, 2007; McLaughin, 2005) that parents occupy the most strategic position than all other groups of planners to assessing the overall effectiveness of a school programme. They found that parental examples and attitudes are the most important elements in the faith education of children. The results also corroborate the study by Crawford and Rossiter (2006) who found that parents seek to promote personal and spiritual development of young people than either teachers, or the students themselves.

Cooper (1994) examined the involvement of parents in a particular Lutheran school in South Australia. The finding revealed a significant partnership between the school and the parents, but indicated that there were differences in the ways that this partnership was viewed by the parents and the schools. The present results confirm similar studies by Berger (1987) and Lombana (1983) in which the quality of the parent-school relationships was grounded in the communication skills of the parents and teachers (Hogan, 1994).

The results buttress the study by researchers (Berger, 1987; Cooper, 1994; Flynn, 1979; Lambert, 2003; Lombana, 1983; Ost, 1988) which

indicated that a gradual separation of schools from parents over the years was as a result of diminishing communication and proposed an improvement of teacher communication skills and increased parental knowledge of specific subjects. They found in their study that parents have a duty to supplement the efforts made by schools through effective communication between the school and individual homes.

The findings also agree with a related study by McGilp and Michael (1994) who identified three different parental roles as those who are experts, those who are competent, and those who are skilled if trained. Those who are competent often have well-developed skill in step-by-step instruction which arises from their interests and hobbies. According to him, parents who attend training sessions at the children's school to learn skills that they subsequently teach to their children are the ones who are skilled if trained. They require more frequent contact and follow-up in order to maintain their skills.

The results give cognizance to the works by researchers (Lambert, 2003; Epstein & Salinas, 20043; Reeves, 2004) which show that there are seven levels of parental participation, ranging from the most passive (receiving reports about their children's progress) to the most active (making decisions). According to these authorities, the levels of participation include parents doing the following: receiving reports about their children's progress; parents' attending special events organized by the schools; helping to raising funds; passively participating in educational activities; assisting and participating in both educational and non-instructional activities; as well as assisting teachers in instruction and making decisions.

Research Question 5: "What school and community resources are available for teaching and learning RME curriculum in basic schools in the Cape Coast Metropolis?"

Availability/Usage of Resources

To answer research question 5, the following sub questions were used as a guide:

i. What school and community resources are available in basic schools in the Cape Coast Metropolis to support the implementation of the RME curriculum?

ii. To what extent are the available resources being used in the RME curriculum implementation process?

These sub-questions under research question 5 sought to assess the availability or otherwise of school and community resources that are used in teaching RME in the Cape Coast Metropolis. These resources were listed under two broad sub-heading: school and community based resources. The school based resources sub-scale had 5 items while the community based resources sub-scale also had 3 items. The responses to items 53-67 of the teachers' questionnaire were used to answer this research question. The data collected about these resources are presented and discussed using descriptive statistics such as frequencies, percentages, mean rating and their standard deviations bearing in mind that each school or circuit may have their individual and peculiar challenges. The descriptive statistics **(**results) from the analysis are presented in Table 9.

Table 9- *Availability and adequacy of resources as reported by the teachers*

ITEM	NA (%)	U (%)	AnA (%)	AA (%)	*M(SD)*
1. Textbooks are available for teaching RME in your school	118(44.7)	9(3.4)	120(45.5)	17(6.4)	**2.7(1.6)**
2. Syllabuses and teachers' manuals are available for teachers to use	75(28.4)	17(6.4)	134(51.0)	37(14.0)	**3.2(1.5)**
3. Visual resources such as charts, pictures and photographs are available for teaching RME.	138(52.3)	19(7.2)	97(36.7)	10(3.8)	**2.4(1.5)**
4. Audio resources such as radios and cassette players are available for teaching RME	190(72.0)	19(7.2)	47(17.9)	7(2.7)	**1.8(1.3)**
5. Religious objects are available for teaching RME e.g. models of crucifix, drums, sacred stools, etc.	154(58.3)	22(8.3)	79(29.9)	9(3.4)	**2.2(1.5)**
6. Religious sites are available for teaching RME e.g. worship centres, archives, museums, historic sites, sacred sites., etc.	127(48.1)	22(8.3)	98(37.3)	16(6.1)	**2.5(1.5)**
7. Resource persons are available to assist teachers in implementing the RME curriculum	132(50.0)	27(10.2)	87(33.0)	18(6.8)	**2.5(1.5)**

Source: Field Data - Questionnaire (February, 2016) Key: NA = Not Available (1. 01 – 1. 75); U = Uncertain (1. 76 – 2.50); AnA = Available not Adequate (2.51 – 3.75); and AA = Available and Adequate (3.76 – 4.00); (%) = Percentage, *M* = Mean, *SD* = Std. Deviation. Mean of Means score = 2.4 →Uncertain (U); Mean of Standard Deviations = 1.5.

Table 9 shows the availability and adequacy of resources in the schools and communities as reported by the teachers. As shown in the Table 9, the mean and standard deviation scores on teachers' assessment of the availability or the otherwise of teaching and learning resources ranges from 1.8 (1.3) to 3.2 (1.5) while the frequencies and percentages of their assessments ranged from 7 (2.7%) to 190 (72.0%). From the table, the mean scores obtained for each of the items show that teaching and learning resources which are meant to be used to enhance RME instructional processes were mostly not available or available but were inadequate for use. This recorded low mean of means score of 2.4 and high mean of standard deviation score of 1.5. A majority (n = 171, 65.0%) of the teachers stated that syllabuses and teachers' manuals were

available for teachers to use but were not enough as indicated in item 2. This is the only item that scored a mean of 3.2 with a standard deviation of 1.5. Most of the teachers (72.0%, n = 190) vehemently denied the existence of audio resources such as radios and cassette players in their schools. Nineteen (7.2%, n = 19) of them indicated that they were unsure; some 17% (n = 47) also claimed that audio resources were in existence in their schools but they added that they were inadequate; whereas 2.7% (n = 7) indicated the availability and adequacy of such resources in the schools.

Again, as many as 154 (58.3%) indicated the non-availability of religious objects such as models of crucifix and sacred stools in their schools; 22 (8.3%) were unsure of their presence; 79 (29.9%) affirmed their existence but pointed out that they were not sufficient and only 9 (3.4%) indicated both the availability and adequacy of the material. The sixth item, 'religious sites are available for teaching RME e.g. worship centres, archives, museums, historic sites, and sacred sites' attracted 127 (48.1%) of the teachers answering in the negative; 22 (8.3%) of them were unsure; 98 (37.3%) affirmed their availability but were quick to indicate their insufficiency but 16 (6.1%) stated that these religious sites were in their communities and enough for use. It can be inferred from the mean of means score of 2.4 and a standard deviation of 1.5 that the resources were available in the schools and communities but in very small quantity.

ii. To what extent are the available resources being used in the RME curriculum implementation process in basic schools in the Cape Coast Metropolis?

In relation to the fifth research question, data were also collected indicating the extent to which the available resources were being used. The responses to items 60-67 of the teachers' questionnaire were used to answer this part of the research question. These are presented and discussed in the Table 10 as follows.

Table 10- *The extent to which instructional resources were used in the schools*

ITEM	NU (%)	UOc (%)	UF (%)	UV (%)	*M(SD)*
1. Textbooks	53(20.2)	45(17.2)	84(32.1)	80(30.5)	3.4(1.6)
2. Syllabuses/ teachers' manuals	40(15.2)	39(14.8)	89(33.7)	96(36.4)	3.6(1.5)
3. Visual resources	106(40.3)	73(27.8)	64(24.3)	20(7.6)	2.3(1.4)
4. Audio resources	170(64.4)	70(26.5)	20(7.6)	4(1.5)	1.6(0.9)
5. Religious objects in the community	113(43.0)	89(33.8)	48(18.3)	13(4.9)	2.1(1.3)
6. Religious sites in the community	105(39.8)	102(38.6)	43(16.3)	14(5.3)	2.1(1.2)
7. RME lessons coincide with Ceremonies	113(43.0)	54(20.5)	69(26.1)	28(10.6)	2.2(1.2)
8. Resource persons in the community	131(49.8)	78(29.7)	38(14.4)	16(6.1)	2.0(1.3)

Source: Field Data - Questionnaire (February, 2016).

Key: NU = Not Used at all (1. 01 – 1. 75); UOc = Used Occasionally (1. 76 – 2.50); UF = Used frequently (2.51 – 3.75); and UV = Used Very frequently (3.76 – 4.00). (%) = Percentage, *M* = Mean, *SD* = Std. Deviation. Mean of means score = 2.4; Means of Standard Deviations score = 1.3.

Table 10 shows the extent to which instructional resources were being used in the schools. The mean scores obtained on each of the other remaining teaching and learning resources reveals that majority of the teachers did not use the resources at all or used them occasionally. An examination of the mean values of items presented in Table 10, shows that the most frequent used instructional resources in the schools were the RME syllabus/teacher's manuals (*M* = 3.6, *SD* = 1.4) and RME textbooks (*M* = 3.4, *SD* = 1.5). In fact

15.2% (n = 40) of the teachers indicated that they did not use the syllabus or teacher's manual and 20.2% (n = 53) of them also did not use textbooks at all to teach RME. More than one-half of the teachers (64.4%, n = 170) expressed the view that they did not use audio resources for teaching; slightly above one-quarter (26.5%, n = 70) asserted that they 'occasionally used' it; and small number (7.6%, n = 20) indicated that they used it frequently. Very few (1.5%, n = 4) of them stated that they used audio resources 'very frequently'. The analysis shows that only 48 (18.3%) of the teachers used religious objects 'frequently' and only 13 (4.9%) used them 'very frequently'. On the extent to which the teachers applied religious sites in the community as part of the implementation process, a majority (39.8%, n = 105) of them indicated that they did not apply such community resources; another reasonable number (38.6%, n = 102) of them used it 'occasionally;' some (16.3%, n = 43) of them used it 'frequently'; and only (5.3%, n = 14) used them 'very frequently'. Finally, almost one-half of the teachers (49.8%, n = 131) did not employ the services of resource persons in the community. Only 20.5% (n = 54) of them claimed to use them frequently or very frequently. The patterns of responses from the teachers imply that the available resources were not being utilized extensively to facilitate a smooth implementation of the RME curriculum. It can be inferred from the mean of means score of 2.4 and a standard deviation of 1.3 that the few school and community resources were not being fully exploited.

Theme 5: Availability and Usage of Resources

Teaching and learning resources constitute one of the main factors that influence the implementation of the RME curriculum. This is because abstract

concepts or ideas are given concrete form and made real to learners if resources are employed in the teaching and learning process. As a result one of the objectives of the study was to explore some basic teaching and learning resources which were being employed by the teachers in their quest to implement the curriculum. When they were asked to comment on the most available resources and the extent they were used, they mentioned lack of funds, unavailability of resources, inadequate resources, low patronage of the resources as well as inadequate support from stakeholders. This development the respondents noted, was hindering the successful implementation of the RME curriculum in their schools. The following extracts indicate their views of the respondents on the availability and use of teaching and learning resources:

> *Teaching and learning materials are not available. We don't get the required number of textbooks from the district Education offices and so we have to buy them for our teachers. However, if there are specific materials we need for our work, we call on the people in the community for help which they do. For example when teaching Islamic topics we fall on the community for help (PT 2*, Interview data, 2016).

Another teacher had this to say:

> *The lack of textbooks is a major challenge. Sometimes I have a class of 50 but I only have 20 textbooks and I will be forced to pair them. However, as soon as I do the pairing they start making noise and their interest also decline because as I teach they will be talking (JHST 2*, Interview data, 2016).

> *The basic teaching and learning materials are available but not to the maximum satisfaction. What we expect is not up to the numbers that we need to be able to teach RME. Majority of the TLMs can be found in*

> *the community but it's hard to get them. For instance, one is likely to get a lot of the TLMs from the chief's palace but hardly the teacher would get them. At the chief's palace teachers and pupils are only allowed to observe some of the TLMs without taking them away. In the school we have some text-books and bibles as well as some few manual cards for drawing. We have very few copies of the RME syllabus. The resources in the school are not enough (JHST 3*, Interview data, 2016).

The head teachers also had similar views. They indicated that the teachers did not have most of the resources for teaching RME in the schools and that this was a major hindrance to the teaching and learning of RME in the Metropolis. This theme is expressed in the following excerpts

> *Teaching and learning materials are not available. We don't get the required text books from the metropolitan education office so we buy them for our teachers to use. However there are other resources we get from the community such as resource persons. For example, when teachers find it difficult to teach some topics, the people in the community who are well vexed in those aspects are called upon to teach. Also, in teaching some aspects of the Islamic religion we try to get the Quran from the community (HT 3*, Interview data, 2016).

> *In this community some of the TLMs are available because we have the shrine, the mosque and the churches. In our school, they are not enough because we want at least one textbook for one child (HT 6,* Interview data, 2016).

School and community-based resources play a major role in the teaching and learning of RME. Teachers become very confident and successful when they have the right amount of instructional resources to use in their RME lessons. From the comments above it is clear both school and community-based

resources were not adequate in the schools for them to use. This really made it difficult for them to achieve the objective of using resources in teaching RME.

Observation: Availability and Usage of Resources

Effective implementation of the Religious and Moral Education (RME) curriculum can take place if and when instructional materials are available and are in good conditions. It is in this light that the researcher sought to establish the availability and the conditions of some selected instructional resources the teachers were using to help implement the curriculum. Apart from Primary Teacher 1 (PT 1), (PT 3), (JHS TIII) whose classes were to some extent resourced with syllabuses, textbooks, some charts and some pieces of chalk and a chalkboard as at the time of the study, the classes of the other teachers were sparsely equipped with instructional resources. There were some few charts which were being used by the teachers in order to communicate and demonstrate important concepts and values.

The rating ranged from 1 (not observed) to 2 (observed). The results of the findings from the observation are presented in Table 11.

Table 11- *Matrix of Instructional resource used by the teachers*

No	Instructional Resource	T1	T2	T3	TI	TII	TIII
1	Textbooks	2	1	2	2	1	2
2	Teachers' Handbooks	1	1	1	1	2	1
3	RME Syllabuses	2	2	2	2	1	2
4	Religious objects	1	2	1	1	2	1
5	Audio resources	1	1	1	2	1	1
6	Audio-Visual aids e.g charts/pictures	1	2	1	1	2	1
7	Visual resources	2	2	2	1	1	2
8	Resource persons	1	1	1	1	1	1

Source: Field Data (Observation Guide)
1 = (Not Observable); 2 = (Observed).

The data in Table 11 reveal information about the extent to which instructional resources were available for teaching RME in basic schools in the Cape Coast Metropolis. An examination of the scores for each item measuring the presence or the otherwise of the resources reveals that majority of the schools lacked some of the basic resources that can be used in teaching RME. As the table indicates, majority of the schools observed did not have teachers' handbook on RME (item 2). When the researcher enquired about whether or not the handbook was available and the extent to which it was being used in the schools, some of the teachers simply replied "*I have made efforts to get a copy from my school authorities but my efforts have yielded no significant results"*. Another material that was lacking in the observed schools as indicated in the table is community resources in the form of Religious objects. But for T2 and TII, who had some religious objects such as the Qur'an, Bible, and few cowries the other observed teachers did not have such community resources in their classrooms. It is shown in Table 11 that most of the teachers also did not have audio resources in their classrooms. It was only teacher TI who brought a small tape player into her class for demonstration on the topic "Non-Religious Songs". Another instructional resource that was lacking during the time of observation was the audio-visual aids, such as charts, LCD projectors, film projectors, computers, VCD/DVD player, among others. Finally, on the issue of whether or not they employ the services of resource persons for classroom instructions, all the classes observed did not have any additional instructor except the subject or classroom teacher whose normal duty it was to teacher the subject. When enquired, some of the teachers said they had been inviting some resources persons from outside the school as

and when there was the need for it. Others claimed to be experts themselves in the subject and that they did not need additional hands.

It is worthy of mention, on the other hand, that some copies of the pupils' textbooks, syllabuses, and visual resources were in most of the classrooms observed. For example, some copies of the RME textbooks were available in four out of the six observed classrooms. The two other classes observed had few students possessing their own textbooks. The RME syllabus was also observed in all but one of the schools. Finally, a couple of visual resources such as pictures, charts, paintings, drawings were also presented in most of the classrooms to the extent as recommended by the Ghana Education Service (GES).

Discussion

Data from the questionnaire, interview and observation were used to answer the research question. The questionnaire, interview and observation data showed that most of the instructional resources needed for the teaching-learning of RME were either not available or they were woefully inadequate. These findings from the questionnaire data and lesson observation imply that most of the instructional resources are not available in the schools.

For instance, as shown in Table 11, more than half of the teachers have indicated either non-availability or inadequacy of instructional resources in the schools. with the exception of the syllabuses and few textbooks. From the interview data all the interviewee emphasized the non-availability and inadequacy of both school and community resources. The following comments were made by JHST 3 and HT 6 respectively:

> *The basic teaching and learning materials are available but not to the maximum satisfaction. What we expect is not up to the numbers that we need to be able to teach RME (JHST 3).*

HT 6 commented that:

> *In this community some of the TLMs are available because we have the shrine, the mosque and the churches. In our school, they are not enough because we want at least one textbook for one child (HT 6,* Interview data, 2016).

The inability of the government of Ghana to adequately provide necessary logistics such as syllabuses, textbooks and teachers' manuals has necessitated use of other community resources but these are also not being exploited by many of the schools. This is very worrying because religious objects, religious sites and religious ceremonies can be brought into classrooms or be utilized in RME lessons through planned visits. Teachers are required to visit the communities for models such as rosaries, crucifix, cowries and other traditional objects for their lessons. The three major religions in Ghana have historic sites and worship centres which teachers and pupils can visit and get firsthand information to supplement their lessons. Unfortunately, many teachers fail in this aspect. These findings do not agree with what many scholars have said concerning the need for teachers to make adequate use of both school and community-based instructional resources in their lessons. In their study, Jarolimek and Foster (1989) concluded that in any learning environment there must be quantity of good quality materials suitable for a wide range of abilities and learning styles. However, the analysis of the results indicated that most of such resources were not available to be used by the teachers. These findings are in alignment with the researches carried out

by researchers (Anti & Anum, 2003; Awuah & Owusu, 2006; Finch & Crunkilton, 1993) which noted that availability of textbooks affords teachers and students the opportunity to read far in advance before lessons are held. This is in line with Heyneman et al.' (1998) assertions that educational planners and administrators should make it their principal concern to ensure availability of textbooks for use by students.

The syllabuses together with the teachers' manual are two basic curriculum materials which are needed for the effective teaching of RME. In a related study, Anti and Anum (2003) see the tasks of the RME teacher to include arranging instructional materials to meet the needs and interests of students. In the opinion of Bruce (1987), greater availability of texts and reading materials can raise the quality of learning activities thus increasing achievements.

The analysis of the results also revealed that visual resources were available but were not found in some of the schools for the teachers to use them. The analysis of the result is not in agreement with the findings of Anti & Anum (2003) which indicated that visual resources should be used in summarizing, comparing and for explaining important concepts in RME. The non-availability of these aids in the schools must be viewed as a serious situation because these are among the basic teaching-learning resources, which teachers frequently refer to.

The analysis of the results also showed the absence of audio and audio-visual resources such as cassette players, film strips and television sets in almost all the schools. This must be considered a serious problem because these resources constitute powerful tools that can be used in teaching of

learning RME. Awuah and Afriyie (2006) found out from their study that a multiple approach, through hearing, seeing, touching, smelling and tasting makes for more complete understanding of the lesson. Another finding from the analysis of the results was that the teachers had access to few religious objects and religious sites. However, the contribution of these resources cannot be overemphasized because they help to explain religious and cultural concepts through observation, demonstration and manipulation of such resources. The analyses of the results agree with the studies carried out by researchers (Annobil, 2009; Anti & Anum, 2003; Awuah, 2000) that instructional materials have the potential to make RME lessons interesting and real.

Finally, it was evident that very few of the teachers were employing the services of resource persons in the schools. The non-availability or the inadequacy of resource persons can impact negatively on the teaching and learning of RME because in situations where teachers have very little information about particular topics the services of resource persons become very paramount. These findings confirm the study by Asiedu (2009) and Crandall and Associates (1982) that many RME teachers are yet to appreciate the importance of resource persons in helping to break the monotony of RME lessons in which students continually see and hear the same the teacher. Anti and Anum (2003) call on religious education teachers to rely on resource persons for effective teaching and learning of RME.

Research Question 6: "How is the RME curriculum being implemented in basic schools in the Cape Coast Metropolis?"

Implementation/Teaching and Learning Factor

The purpose of this research question was to give the teachers the opportunity to rate the extent to which they were putting into practice the RME curriculum in the Metropolis. Frequencies, percentages, mean and standard deviation scores were the descriptive statistical tools employed to analyse the questionnaire data. Responses from items 68-78 in the questionnaire were used in answering the research question. The findings of the analysis are presented in Table 12.

Table 12- *The teachers' views on how they were implementing the RME curriculum*

ITEM	SD (%)	D (%)	U (%)	A (%)	SA (%)	*M(SD)*
1. I am able to prepare a standard lesson note to guide the teaching and learning of RME	6(2.4)	1(0.4)	20(8.0)	106(42.4)	117(46.8)	4.3(0.8)
2. I am able to provide pupils with clear lesson objectives during teaching and learning of RME	1(0.4)	6(2.4)	22(8.8)	105(42.2)	115(46.2)	4.3(0.8)
3. I am able to select appropriate instructional methods and materials for my lessons	5(2.0)	13(5.2)	36(14.4)	106(42.4)	90(36.0)	4.1(1.0)
4. I am able to teach the content of RME in accordance with the aims of the subject	4(1.6)	3(1.2)	15(6.0)	134(53.4)	95(37.8)	4.3(0.8)
5. I am able to encourage pupils to take effective part in RME lessons	1(0.4)	5(2.0)	26(10.4)	116(46.4)	102(40.8)	4.3(0.8)
6. I am able to relate the teaching of RME to real life situations	2(0.8)	14(5.6)	25(10.0)	104(41.6)	105(42.0)	4.2(0.9)
7 I am able to monitor and assess pupils' learning during my RME lessons	2(0.8)	5(2.0)	28(11.2)	131(52.6)	83(33.3)	4.2(0.8)
8. I am able to determine the extent to which lesson objectives have been achieved	4(1.6)	9(3.6)	33(13.2)	127(50.8)	77(30.8)	4.1(0.9)
9. Head teachers provide adequate support towards the teaching and learning of RME	9(3.6)	50(20.1)	58(23.3)	78(31.3)	54(21.7)	3.5(1.1)
10. Parents provide adequate support towards teaching and learning of RME	19(7.6)	114(45.6)	53(21.2)	43(17.2)	21(8.4)	2.7(1.1)
11. Parent assist their wards to study and do their homework on RME	23(9.2)	101(40.4)	55(22.0)	39(15.6)	32(12.8)	2.8(1.2)

Source: Field Data - Questionnaire (February, 2016)

Key: SD = Strongly Disagree (1. 00 – 1. 80); D = Disagree (1.81 – 2.60); U = Uncertain, A = Agree (2.61- 3.40); and SD = Strongly Agree (4.21 – 5.00); (%) = Percentage, *M* = Mean, *SD* = Std. Deviation. Mean of Means score = 3.9 →Agree (A); Mean of Standard Deviations = 0.9.

From Table 12, the mean and standard deviation values suggest that most of the teachers were teaching RME as required. The high mean scores between 3.5 and 4.3 and low standard deviations between 0.8 and 1.1 were particularly associated with items 1-9 which measured the role of the teachers in the implementation process of the RME curriculum. The table recorded means of means score of 3.9 and mean of standard deviations of 0.9; is an indication that the teachers were teaching RME as recommended. However, the respondents reacted negatively to items 10 and 11 which also sought to measure the role of parents in the RME curriculum implementation process.

The results in Table 12 show that a majority 223 (89.2%) of the teachers (35% agreed and 23.3%) strongly agreed that they were able to prepare standard lesson notes to guide the teaching and learning of RME; 105 (42.2%) and 115 (46.2%) of the respondents agreed and strongly agreed respectively with the statement that, 'I am able to provide pupils with clear lesson objectives during teaching and learning of RME'. Majority of the teachers (42.4%) agreed and 36.0% strongly agreed also indicated that they were able to select appropriate instructional methods and materials for teaching RME (item 3). A smaller number however answered in the negative to the item. A close examination of item 4 in the table shows that majority (91.2%, n = 229) of the teachers (agree/strongly **agree)** perceive themselves as being able to teach the content of RME in accordance with the aims of the subject. Similarly, as many as 87.2% (n = 218) of the respondents (agreed and strongly) agreed that they were able to encourage pupils to take effective part in RME lessons and more than three-fourth (83.6%, n = 209) of them were able to relate the teaching of RME to real life situations.

A little above one-half (53%, n = 132) of the teachers indicated that their head teachers provide adequate support towards the teaching and learning of RME in their schools. Besides, a little over one-half (53.2%, n = 133) of the teachers asserted that parents who had their wards in their schools did not provide the needed (adequate) support towards teaching and learning of RME. Finally, the respondents were split over the last item, (item 11), 'Parents assist their wards to study and do their homework on RME'. For example, 124 (49.6%) of the teachers strongly disagreed or disagreed; 55 (22.0%) were undecided while 71 (28.4%) either agreed or strongly agreed with the item.

From Table 12, it is clear that the teachers were adequately prepared to implement the RME curriculum in the schools**.** This is seen in mean of means score of 3.9 and mean of standard deviations score of 0.9. It is evident from the results that the RME teachers in basic schools in the study area were teaching RME as required.

Theme 6: Some Challenges inherent in the Implementation Process

Curriculum implementation over the years has come with their own self-imposed and system-imposed challenges which negate the efforts of implementers in the realization of outcomes. For this and many more reasons, the study sought to explore and gather some of the challenges the teachers encounter in their quest to implement the curriculum. When they were asked to comment on the most recurring challenges, almost all the 18 respondents mentioned lack of funds, unavailability of teaching and learning resources, and inadequate external support. The following expressions show summaries of the above themes:

People from the metro office don't come around to ask how teachers are handling RME in the schools (HT 5, Interview data, 2016).

My main challenge has to do with unavailability of textbooks and the syllabuses. These remain the problems that I do face as the implementer of the RME curriculum (JHST 6, Interview data, 2016).

There are a lot of challenges that I do face as head in this school with regard to teaching and learning of RME. For example there are some teachers if you tell them how and what to teach they feel you are undermining them. The teaching and learning materials are also not enough (HT 5, Interview data, 2016).

We find it difficult to get textbooks for the students and some of the textbooks are very old and need to be revised. They should give RME teachers some textbooks and a lot of in-service training to help them teach effectively (PT1, Interview data, 2016).

The main challenge is that we don't have textbooks and syllabuses for teaching RME (PT 6, Interview data, 2016).

Despite these challenges the respondents indicated that they were doing their best to support the teaching and learning of RME and called on authorities to come to their aid by providing the needed support to enable them teach the subject to their maximum ability.

Observation: Implementation/Teaching Factor

All the 6 teachers PT 1**,** PT 2, PT 3, JHS TI, JHS TII, and JHS TIII were using various implementation practices. They included level of preparedness and training, speaking skills, knowledge of subject matter, lesson delivery, statement of instructional objectives and methods, availability and usage of resources, use of assessment tools, pupils' involvement and

classroom management approaches. The matrixes of curriculum implementation practices employed by the teachers are shown in Table 13**.**

Table 13- *Matrix of curriculum implementation Practices used by the teachers*

No	Statement	T1	T2	T3	TI	TI	TII
1	Teacher communicated the objectives of the topic to the learners at the start of the lesson	2	2	2	3	2	2
2	Teacher related pupils' relevant previous knowledge to the current topic(s) being taught	4	4	4	4	4	3
3	Teacher uses appropriate instructional methods in teaching RME	3	3	4	3	3	4
4	Teacher uses appropriate instructional resources in the teaching and learning process.	2	2	2	4	2	3
5	Teacher translated the content of RME to reflect reality	4	4	2	3	3	3
6	The teacher was able to handle RME objectively and dispassionately.	3	3	3	4	3	4
7	Teacher exhibited high level of knowledge of subject matter (application of theories)	4	4	4	4	4	4
8	He/she chose and varied assessment tools and methods for instructional decisions	3	3	4	3	3	3
9	Teacher was able to probe students' reasoning and answers.	3	3	3	3	3	3
10	RME lesson incorporated tasks, roles, and interactive activities.	2	2	3	3	2	3
11	Teacher encouraged students to talk and share ideas relating to the topic under consideration.	2	1	1	2	1	3
12	Pupils were given immediate feedback when they needed directions to proceed.	3	3	3	2	2	3
13	Pupils serve as peer-assessors and self-assessors during general discussion and question and answer sections	2	2	1	1	2	2
14	The teacher's questioning strategies were likely to enhance the development of student analytical thinking (e.g., emphasized higher order questions, identified prior conceptions and misconceptions in relation to the RME concept under study).	3	4	4	3	3	3
15	Pupils had chance to ask questions.	2	4	2	3	2	4
16	Teacher was able to identify students who had difficulty in understanding the main ideas of the lesson	3	3	3	3	2	3
17	The teacher was able to bring the lesson to a successful closure.	3	4	3	3	3	4
	Total	$\frac{48}{56}$	$\frac{51}{56}$	$\frac{48}{56}$	$\frac{51}{56}$	$\frac{44}{56}$	$\frac{54}{56}$

Source: Field Data (Observation Guide)

Note: Not at all = (1. 01 – 1. 75); A little = (1. 76 – 2.50); A lot = (2.51 – 3.75); and to a greater extent = (3.76 – 4.00).

Table 13 shows the overall ratings of all the teachers who were observed as part of data gathering procedures for the study. The rating ranged from 1 (not at all) to 4 (to a greater extent). A glance of the table shows that majority of the RME teachers observed were implementing the RME curriculum as expected of them. This resulted in most of the observed teachers scoring high marks on the observational guide. For example, it is evident from Table 6 that, all the teachers, except Teacher I (TI), were rated 2 on the first indicator (Teacher communicated the objectives of the topic to the learners at the start of the lesson). This meant that all the participants were able to communicate orally the objectives of the lesson to their class at the start of the lesson. However, Teacher I (TI) was able to go a step further by writing the objectives on the chalk board after stating it orally. The second indicator on the observation guide sought to find out the extent to which the observed teachers related pupils' relevant previous knowledge to the current topic(s) being taught. Five out of the six observed teachers were rated highly (4 out of 4) on this item. The only teacher who was rated 3 on the item was Teacher III (a JHS 2 teacher). There were evidence of all the teachers relating pupils' previous relevant knowledge to the topic(s) which were been taught. For example, when Teacher 1 was teaching "Commitment to our Families" to his class, he was able to relate the pupils' previous knowledge to the topic by helping the pupils to identify among other things, some of the institutions or organizations which exist in the society like the home, school, religious communities and villages. He then went on to ask the pupils to identify the various units of the family and their respective responsibilities, roles and rights. Teacher 1 then took the lesson from that angle.

There was evidence of teachers using appropriate instructional methods in teaching RME lessons during the observation period. 'Teacher uses appropriate instructional methods in teaching RME' was an indicator on the observation guide (item 3). A practical case of such practices was when Teacher II was teaching "Christian Marriage Rites" to his JHS 2 class. He organized the class to role play and discussed how Christian marriage is celebrated by the Christian community. Generally, the majority of the teachers did not score a good rating on indicator 4 (Teacher uses appropriate instructional materials in the teaching and learning process). This was as a result of the fact that most of the teachers used some painting and drawings on cardboards which were not representative enough of the content they sought to communicate to their learners. A classic example was when a purported drawing which was supposed to represent Jesus Christ was presented to class three pupils in Primary Teacher 3's (PT 3) classroom. It was worth noting however that Teacher I, during her lesson on "Non-Religious Songs" used variety, interesting and appropriate instructional materials in teaching. She was able to do so by asking the learners to give examples of non-religious songs in their communities. After the pupils had listed and sung a few of such songs, she asked the class to draw some moral lessons out of the songs. Item 5 (Teacher translated the content of RME to reflect reality) on the observation guide saw majority of the teachers scoring high marks (4 or 3) while Teacher 3, scored 2 on the item. The evidence of such instance was when most of the teachers were able to bring real life experience of the learners to the discussion of the topics understudy. On the issue of the teachers' ability to handle RME objectively and dispassionately (item 6), the observed teachers were not found

wanting. This was as a result of the fact that most of them handled the subject without allowing personal interference from their experiences and beliefs. Items 7 and 8 in similar manner recorded significantly high marks from the participants. During the observation, the researcher noted with great interest that all the teachers who were handling RME were exhibiting high level of knowledge of subject matter (indicator 7).

It was also noted that most of the teachers choose and vary assessment tools and methods for instructional decisions (indicator 8). Some of the assessment tools and methods the teachers selected for their lessons were mostly: oral and written questions, presentations, and group projects. The choice of these varieties of assessment tools and methods helped the teachers to attract high marks on the 9th item. This item sought to identify teachers who were able to probe students' reasoning and answers for possible misconceptions and misrepresentations. For when the teachers were monitoring their students' progression they do as the whole class questions such as "*Class Do you understand*" to which the class will respond "*Yes sir or madam*" (as the case may be). Majority of the teachers then would call some learners to explain a concept which had been discussed earlier with some follow up probing questions as the learners attempt to express their views.

Concerning whether or not the teachers were incorporating tasks, roles, and interactive activities into their RME lessons (indicator 10), some of the teachers observed were found wanting as they were unable to incorporate tasks, roles, and interactive activities into their RME lessons. This resulted in some of the participants scoring '2' and others scoring '3' on the indicator. The eleventh item on the observational guide sought to enquire if the observed

teachers encouraged their students to talk and share ideas relating to the topic under consideration among themselves (indicator 2). It was interesting to note that, most of the teachers did not allow their learners to engage in any constructive discussion among themselves. The teachers basically were the main communicators while their pupils mostly participated in the lessons by providing answers to questions individually or in a chorus manner. It is however important to note that Teacher III was able to organize his class in an academic discourse manner by leading a discussion on the topic he was teaching "Life and Contribution of Caliph Umar to Islam". This process allowed the students to get involved in the lesson.

From Table 13, most of the teachers gave regular feedback to their pupils when they needed directions to proceed in the course of the lesson (item 12). On item 13 the only time the students served as peer-assessors was when they were made to provide answers to questions such as "*Is he/she correct?*" to which the respond be "*No sir/madam*" (as the case may be). Self-assessment on the other hand was not evident in all the classrooms observed. Indicators 14, 16 and 17 attracted high ratings from each of the teachers. For example, on item 14 both Teacher 3 and 4, scored 4. This shows that they were able to use questioning strategies that were likely to enhance the development of student analytical thinking (e.g., emphasized higher order questions, identified prior conceptions and misconceptions in relation to the RME concept under study). All the teachers scored 3 on item 16 except T II. This gave an indication that all the teachers observed were to some extent able to identify students who had difficulty in understanding the main ideas of the lesson and tried to take some measures to help them. Finally, it is clear from

the Table that most of the teachers observed were able to bring the lessons they were teaching to a successful closure (item 17). An overall rating was carried out on each individual teacher's performance on the various indicators showed that all of them performed way above average. It can therefore be deduced from the data presented in Table 13 and its analysis thereof that most of the teachers observed were implementing the RME curriculum as expected of them and according to the measure the researcher used.

Discussion

Questionnaire, interview and observation data were used to answer the research question six (6). The evidence in the literature suggests that most of the teachers were implementing the RME curriculum as required. All the three different data gathered showed that the pupils in the Metropolis have a positive attitude toward the implementation of the RME curriculum. The results corroborate the studies by Annobil (1999) and Ofosua, Adu and Boakye (2001) that well prepared lesson notes enhance effective teaching and learning of RME in the schools.

On the issue of teachers been able to provide pupils with clear lesson objectives during teaching and learning of RME', the results from the study are in agreement with the findings of Adu–Fosu and Jayon (2002) that the RME curriculum ought to be implemented in line with its aims and objectives. Anti and Anum (2003) share the same views by pointing out RME teachers to state clear lesson objectives for better direction and understanding by their pupils.

The analysis of the results agree with the findings of Mumuni and Annobil (2012), which suggest that knowledge and skills are important tools

teachers can use to develop their pupils' capacity to analyse, to reflect, and to bring harmony into reality. This means that teachers should work towards achieving the aims of RME by using relevant pedagogical and motivational techniques as well as standardized lesson notes and assessment tools. The analysis of the results are in consonance with the findings of Adjei-Sarkodie (2000) and Damalie (1997) who concluded that the academic and professional base of teachers, availability of instructional materials, adequate time and appropriate methods are some of the factors that promote effective teaching of RME. In his study, Badugela (2012) noted that teaching ought to be done in terms of objectives, outcomes and assessments standards because the implementation can be problematic due to inadequate resources, financial constraints and lack of training.

The analysis of the results agree with the findings of Brown (2013) that there is a significant correlation between teachers' knowledge and young peoples' interests in religious studies. Religious education teachers are encouraged to avoid incorporating political factors into their classroom instruction and instead evaluate pupils' opinions about religious studies by helping in identifying social factors which can influence their study of the religious education. In their study, Engebretson and Rymarz (2004), Rymarz (2006) and Suryana (2014) also expressed that religious education teachers' lack of strong academic qualifications will obviously not encourage effective students' participation and interests.

On 'readiness for young people to study religion,' Acland (1963) and Goldman (1965) argue that pupils who are encouraged to show positive attitudes toward RME seem likely to make a big difference in their

achievements and application of knowledge to real life situations. On the contrary, if pupils who have negative attitudes, or are preoccupied with them, they will simply not see the content as being relevant. This result is very similar to Loukes' (1961) assertion that many young pupils are likely to look up to religious education for academic achievement and moral guidance. Teachers are therefore, not expected to base content of the subject on particular religious faiths to the detriment of other faiths so that learners will fill free to take active part in such RME lessons.

Unfortunately, almost all the respondents indicated some challenges inherent in the implementation process. For example, HT 5 and JHST 6 indicated the following:

> *People from the metro office don't come around to ask how teachers are handling RME in the schools (HT 5*, Interview data, 2016).
> *My main challenge has to do with unavailability of textbooks and the syllabuses. These remain the problems that I do face as the implementer of the RME curriculum (JHST 6*, Interview data, 2016).

Resources, whether human or material play leading role in the teaching and learning of RME and for that matter their availability is paramount. Naturally, teachers will find it all joy when they have access to adequate teaching and learning resources. The analyses of the results are in consonance with the findings of Adjei-Sarkodie (2000) and Owusu, Appeagyei and Akaban (2001) when they found in their studies that instructional methods and resources were not being used effectively in the schools and made recommendation for their usage to ensure the smooth implementation of the curriculum.

The result from the analysis is in agreement with the findings of researchers (Annobil, 1999, 2005; Erden, 2010; Ofosua, Adu & Boakye, 2001)

who opined that absence of requisite instructional resources, lack of funds lack of in-service training courses and use of unpractical teaching methods constituted some of the challenges impeding RME implementation efforts. They recommended for staff development, adequate provision and supply of resources to schools, practical teaching strategies, co-operation of teachers and students as well as an effective supervision and monitoring systems.

On the issue whether or not teachers are able to determine the extent to which RME lesson objectives are achieved', Damalie (1997) supports the finding by noting that teacher competences, cooperation of students, the provision of textbooks, cooperation of parents, students' familiarity with content, and the use of resource persons are factors which can lead to smooth implementation.

The findings also are similar to Arnott's (1994) claims that a greater degree of instructional leadership at the school division and school level would assist teachers in their efforts to implement mandated changes. Arnott however, identified socioeconomic factors, questionable levels of instructional leadership, as well as distance between community and school as serious challenges to implementation (Elmore, 2000; Fullan, 2001a; Fullan, 2001b). Similar results were established by researchers (Fullan, 2002; Heller & Firestone, 1994; Leithwood & Starger, 1989; Oduro, 2000) who confirmed that curriculum implementation is a complex venture necessitating organizational and operational changes at the school level.

Testing of the Study Hypothesis

Ho = The following factors: teacher, pupil, head teacher, parent and resource will not individually and in linear combination, predict the

implementation of the RME curriculum in basic schools in the Cape Coast Metropolis. H_1 = The following factors: teacher, pupil, head teacher, parent and resource will individually and in linear combination, predict the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

The purpose of this hypothesis was to explore the extent to which variables such as teacher, pupil, head teacher, parent and resource factors were influencing implementation of the RME curriculum in Basic Schools in the Cape Coast Metropolis. Multiple linear regression analysis was employed to find out how the predicting factors (teachers, pupils, head teachers, parents, and resources) were influencing in singular and in linear combination the implementation of Religious and Moral Education curriculum in Basic Schools in the Cape Coast Metropolis. According to Field (2009), regression analysis is a way of predicting an outcome variable from one predictor variable (simple regression) or several predictor variables (multiple regressions). The process of predicting a dependent factor based on the association between the dependent factor and two or more independent factors is called multiple linear regressions (Devore, 2004). In multiple linear regressions, the objective is to build a probabilistic model that relates a dependent variable to more than one independent variable.

Field (2005) cautioned that a great deal of care should be taken in selecting predictor variables (independent variables) for a multiple linear regression model because the value of the regression coefficient depends upon the variables in the model; therefore the selection of predictor variables should be based on the substantive theoretical importance of the variables or on past

research studies. Based on this premise, the researcher selected the predictors based on the theoretical and empirical evidence presented in the literature section of this study. Consequently, only five predictor factors, (Factor 1- 5) among the many identified, were used in the multiple regression model.

Assumptions of the Study

Assumptions of parametric statistics were examined to ensure the appropriateness of using the multiple linear regressions to explain the influence of various factors influencing implementation of the RME curriculum. This is because almost all statistical tests rely upon certain assumptions about the variables used in the analysis and when these assumptions are not met the results may not be trustworthy (Barnett & Lewis, 1978; Berry, 1993; Osborne & Elaine, 2000; Field, 2009; Green, 1991; Morrison, 1993). In this study, preliminary assumptions testing was conducted to check for anonymity on sample size, the variable type, variance, level of collinearity (See Appendix M), correlations of external variables, homoscedasticity (see Appendix J), Normality (See Appendix L), Independence (See Appendix N), linearity (see Appendix K), outliers/Influential cases and none of these assumptions was violated (see Appendix J). For example, a sample size of 264 and 5 predictors (Factors 1-5) produced a value of 0.02 [ie 5/(264-1)], which was representative and therefore met the requirement (Field, 2009; Morrison, 1993). Again, the outcome variable (teaching of RME) and predictor variables (Factors 1- 5) used in the regression model were all quantitative, categorical, continuous and unbounded with their respective means. Also, all the predictor variables used in this study had a variance of zero which was tenable for the study.

Multicollinearity was checked using a correlation matrix of all the factors, as suggested by literature (Bowerman & O'Connell, 1990; Field, 2009; Myers, 1990). From the bivariate correlation of regression factors, predictor variables (Factors 1- 5) moderately correlated among each other with correlation coefficients ranging from 0.277 to 0.628 ($0.277 \leq r \leq 0.628$) (See Table 14).

Descriptive Statistics of the Factors

In this study, the dependent variable (DV) used in the multiple regression is, 'Implementation of the RME curriculum (Teaching_of_RME)' while the independent variables (IV) are: Factor 1: Teacher Factor, Factor 2: Pupil Factor, Factor 3: Head teacher Factor, Factor 4: Parent Factor, Factor 5: Resource Factor

For Factors 1-5, both four and five point Likert-type scale items were administered. Each factor/sub-scale had its unique scale. The aggregate score for the factors (both the Dependent Variable and Independent Variables) were used in the multiple regression analysis. Data in Table 14 show the descriptive statistics of the factors used in the multiple regressions.

Table 14- *Descriptive Statistics of the factors*

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Factor 1 Teacher	264	18	75	54.44	10.243	104.912
Factor 2 Pupil	264	22	55	40.47	6.270	39.318
Factor 3 Headteacher	264	9	45	31.33	7.119	50.686
Factor 4 Parent	264	10	50	29.25	7.442	55.377
Factor 5 Resource	264	8	37	19.53	6.295	39.626
Teaching_of_RME	264	19	54	42.63	10.243	33.800

Source: Field Data (2016)

From Table 14, the average mean score of the teachers (Factor 1) was 54.44 (*SD* = 10.24); indicating that the teachers considered themselves highly

prepared to teach RME. Factor 2 (Pupil factor) had an average mean score of 40.47 (SD = 6.27) which indicates that the pupils in the school have characteristics that do promote effective teaching and learning of the RME. Factor 3 attracted a mean value of 31.33 (SD = 7.12) which shows that the teachers had a positive perception about the support their head teachers were providing in making the implementation of the RME curriculum a reality in the metropolis. The fourth factor (Parent Factor) also registered an average mean score of 29.25 (SD = 7.44). This shows that the teachers recognized efforts parents in the metropolis were making towards the teaching and learning of RME. The last predictor factor (Resource Factor) also recorded a mean value of 19.53 (SD = 6.30). The Teaching of RME (dependent variable) had an average score of 42.63 (SD = 10.24), which indicates that the implementation of the RME curriculum was being carried out successfully.

Table 15- *Bivariate correlation of regression factors*

	Teaching_of_RME	Factor 1: Teacher	Factor 2: Pupil	Factor 3: Headteacher	Factor 4: Parent	Factor 5: Resource
Teaching_of_RME	1.00					
Factor 1: Teacher	.558	1.00				
Factor 2: Pupil	.628	.468	1.00			
Factor 3: Headteacher	.551	.407	.601	1.00		
Factor 4: Parent	.433	.277	.604	.562	1.00	
Factor 5: Resource	.429	.227	.286	.445	.296	1.00

The bivariate correlations among the factors are shown in Table 15. From the Table, all the factors correlated strongly with the dependent variable (Teaching of RME). Factor 1 (Teacher) had a strong positive correlation (r = 0.558, p = .000) with the dependent factor (Teaching of RME). Factor 2 (Pupil Factor) in like manner recorded a positive correlation (r = 0.628, p = .000)

with the dependent variable. Factor 3 (Head teacher Factor) correlated highly (r = 0.551, p = .000) with the outcome variable. This was followed by factor 4 (Parent Factor) which correlated averagely with r = 0.433, p = .000 and factor 5 (Resource Factor) recorded the least correlation value of r = 0.429, p = .000.

These findings indicate that, the teachers' preparation (training) has a considerable high positive influence (r =.558) on the implementation process (Teaching of RME) as literature have indicated (e.g. Cochran-Smith & Zeichner, 2005; Darling–Hammond & Bransford, 2005; Kennedy, 2008). Additionally, the high positive correlation of the pupils' characteristics (Factor 2) (r = 0.628) and the availability of resources (Factor 5) (r = 0.429) with the implementation of the RME curriculum (Teaching of RME) substantiate the findings of Ofosua, Adu, and Boakye (2001) which indicated the provision of textbooks, practical teaching strategies and co-operation of teachers and students as factors which encourage effective implementation. Moreover, support from head teachers (Factor 3) highly positively correlated (r = 0.551) with the implementation of RME curriculum (Teaching of RME). The finding confirms the earlier study by Riehl (2000) which states that head teachers serve as source of inspiration by inspiring and leading new and challenging innovations in respect of the curriculum as well as serving as monitors or evaluators of the curriculum and their impact on pupils' learning. Additionally, the parent factor (Factor 4) also recorded a considerable positive high correlate (r = 0.433) with the implementation of the RME curriculum. The result is in line with Bryk, Lee and Smith's (1990) findings which indicate that parents possess a variety of skills, talents, and interests that can enrich the curriculum, no matter how teachers might be. They are involved in their

children's education by acting in a positive way to increase involvement of their wards in the implementation of the school curriculum. Finally, resource factor (Factor 5) recorded the least correlation value of $r = .429$, $p = .000$.

Multiple Linear Regression Analysis

Research question 6 sought to predict the relationships between and or among the following factors: Factor 1: Teacher factor, Factor 2: Pupil factor, Factor 3: Head teacher factor, Factor 4: Parent factor, Factor 5: Resource factor, with the implementation of the RME (Teaching of RME) using a multiple regression procedure at 5% significance level ($\alpha = .05$).

Hypotheses Testing

The multiple regression was conducted to answer the following research hypothesis:

(a) H_0: $\underline{R} = 0$, that is the linear combination of independent factors does not significantly influence the implementation of the RME curriculum (Teaching of RME) in the Cape Coast Metropolis.

(b) H_1: $\underline{R} \neq 0$, which is the linear combination of independent factors does significantly influence implementation of the RME curriculum (Teaching of RME) in the Cape Coast Metropolis.

(c) H_0: $\beta_i = 0$, that is Factor i does not significantly influence implementation of the RME curriculum (Teaching of RME) in the Cape Coast Metropolis, i = 1, 2, 3, 4, 5.

(d) H_1: $\beta_i \neq 0$, that is Factor i significantly influence implementation of the RME curriculum (Teaching of RME) in the Cape Coast Metropolis, i = 1, 2, 3, 4, 5.

(e) H_0: $\underline{R}$ = 0, there is no any other significant combination of factors better than the full-model.

(f) H_1: $\underline{R} \neq 0$, there is a significant combination of a reduced model better than the full model.

Hypothesis (a) was used to test the significance of the combined factors of the regression model; hypothesis (b) was used to test for the significance of individual factors; and hypothesis (c) was used for the test of significance of the reduced model.

Test of Significance of the Combined Factors

Standard regression analysis was conducted to determine the relationship of a linear combination of the predictor variables (Factors 1- 5) with the implementation of RME curriculum in the Cape Coast Metropolis using the following research hypothesis:

H_{01}: $\underline{R}$ = 0, that is the linear combination of independent factors does not significantly influence the implementation of RME curriculum (Teaching of RME) in the Cape Coast Metropolis.

H_{A1}: $\underline{R} \neq 0$, that is the linear combination of independent factors significantly influence the implementation of RME curriculum (Teaching of RME) in the Cape Coast Metropolis. Table 16 shows the standard regression model summary.

Table 16- *Standard Regression Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.688[a]	.473	.461	4.267	.473	40.552	5	226	.000	1.879

a. Predictors: (Constant), Resources_Factor, Teacher_Factor, Parent_Factor, Head_Factor, Pupil_Factor

b. Dependent Variable: Teaching of RME.

The Standard Regression Model Summary (Table 16) shows the value of the multiple correlation (R = .688). All the five factors combined contributed to produce this value. This shows how well all the independent factors combined influenced the dependent factor (Teaching of RME). Since R= .688 represents the value of all the 5 factors combined against teaching of RME (dependent variable), it means that the value (.688) is not linear and has to be converted into R Square (R^2) and subsequently expressed in percentage. Therefore, the R^2 = .473 shows that all the factors combined contributed to about 47.3% of the variances in the dependant factor (Teaching of RME). Lastly the Stein formula was applied to the adjusted R^2, to get an idea of its likely value in different sample.

Adjusted $R^2 = 1 - \left[\left(\frac{n-1}{n-k-1}\right)\left(\frac{n-2}{n-k-2}\right)\left(\frac{n+1}{n}\right)\right](1 - R^2)$

Key: $n =$ sample size, $k =$ number of predictors

$= 1 - \left[\left(\frac{264-1}{264-5-1}\right)\left(\frac{264-2}{264-5-2}\right)\left(\frac{264+1}{264}\right)\right](1 - 0.473)$

$= 1 - [(1.019)(1.019)(1.003)](0.527)$

$= 1 - 0.549$

$\therefore = 0.451$

The Stein formula was calculated manually to make double sure that the R Square figure was correct. The value (0.451) is similar to the observed value of R^2 (0.473) and Adjusted R Square value (.461) indicating that the cross-validity of this model is very good. This is because 45.1% and 46.1% are both closer to the R Square figure .473 (47.3%). Finally, an inspection of the Durbin-Watson statistics indicates a value of 1.879. As a rule of thumb, Field (2009) opines that Durbin-Watson values less than 1 or greater than 3 are unacceptable. However, he proposed that values which are closer to 2 are better. Therefore, for this data the value 1.879, is closer to 2 and so confirms that the assumption has almost been met.

Table 17- *ANOVA of Regression Significance*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3692.337	5	738.467	40.552	.000[b]
	Residual	4115.532	226	18.210		
	Total	7807.869	231			

b. Predictors: (Constant), Resources_Factor, Teacher_Factor, Parent_Factor, Head_Factor, Pupil_Factor

a. Dependent Variable: Teaching_of_RME

Table 17 indicates the Analysis of Variance (ANOVA) test of statistical significance of the regression model. From the ANOVA., F (5, 226) = 40.552, p = .000 (< .05) indicates that the test was statistically significant. Therefore the null hypothesis (H_0) was rejected which means that the linear combination of independent factors significantly influence implementation of the RME curriculum (Teaching of RME) (H_1).

Test of Significance of the Reduced Model

To test this hypothesis the stepwise method was used in the regression model to select the best possible model. The factors were entered in the

following order Factor 1, Factor 2, Factor 3, Factor 4 and Factor 5. This was based on the preliminary standard regression results. The stepwise method generated five (5) regression models. To test the significance of the various models the ANOVA table (Table 18) was inspected.

Table 18- *ANOVA- Regression Significance of the Five Models*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1464.094	1	1464.094	53.082	.000[b]
	Residual	6343.775	230	27.582		
	Total	7807.869	231			
2	Regression	2213.458	2	1106.729	45.303	.000[c]
	Residual	5594.411	229	24.430		
	Total	7807.869	231			
3	Regression	2887.967	3	962.656	44.612	.000[d]
	Residual	4919.902	228	21.579		
	Total	7807.869	231			
4	Regression	3423.145	4	855.786	44.305	.000[e]
	Residual	4384.724	227	19.316		
	Total	7807.869	231			
5	Regression	3666.650	5	733.330	40.020	.000[f]
	Residual	4141.219	226	18.324		
	Total	7807.869	231			

a. Dependent Variable: Teaching_Factor

b. Predictors: (Constant), Teacher_Factor

c. Predictors: (Constant), Teacher_Factor, Pupil_Factor

d. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor

e. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor, Parent_Factor

f. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor, Parent_Factor, Resource_Factor

Data in Table 18 show the ANOVA of regression significance of the five models. The statistics for the models are: Model 1 $F(1, 230) = 53.08$, $p < 0.001$, Model 2 $F(2, 229) = 45.30$, $p < 0.001$, Model 3 $F(3, 228) = 44.61$, $p < 0.001$, Model 4 $F(4, 227) = 44.31$, $p < 0.001$ and Model 5 $F(5, 226) = 40.02$, p

< 0.001. These results indicate that the linear combination of independent factors in all the five models significantly influence implementation of the RME curriculum in the Cape Coast Metropolis.

However, the summary of the standard regression of the five models (Table 18) have the following statistics: Model 1 (R = .433, R^2 = .188), Model 2 (R = .532, R^2 = .283), Model 3 (R = .608, R^2 = .370), Model 4 (R = .662, R^2 = .438) and Model 5 (R = .685, R^2 = .470). Since the multiple correlations of the full model (Model 5) is the highest (R^2 = .470) of the five models, we fail to reject the null hypothesis (H_0) that there is not any other significant combination of factors better than the full-model.

Table 19- *Summary of Standard Regression for the Five Models*

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.433[a]	.188	.184	5.252	.188	53.082	1	230	.000	
2	.532[b]	.283	.277	4.943	.096	30.674	1	229	.000	
3	.608[c]	.370	.362	4.645	.086	31.258	1	228	.000	1.915
4	.662[d]	.438	.429	4.395	.069	27.707	1	227	.000	
5	.685[e]	.470	.458	4.281	.031	13.289	1	226	.000	

a. Predictors: (Constant), Teacher_Factor

b. Predictors: (Constant), Teacher_Factor, Pupil_Factor

c. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor

d. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor, Parent_Factor

e. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor, Parent_Factor, Resource_Factor

f. Dependent Variable: Teaching_Factor

Table 19 shows the regression coefficients: Model 1, Model 2, Model 3, Model 4 and Model 5. Since there was not any other significant combination of factors better than the full-model (Model 5), it was the one used for the

main analysis. Therefore, the final regression equation for the unstandardized β- coefficients was:

$Y_i = (b_0 + b_1 X_{i1} + b_2 X_{i2} + b_3 X_{i3} + b_4 X_{i4} + b_5 X_{i5}) + \varepsilon_i$

Teaching of RME $_i$ = b_0 + b_1 teacher factor + b_2 pupil factor + b_3 headteacher factor + b_4 parent factor + b_5 resource factor + ε_i

Also, the final regression equation for the reduced model involving significant factors was:

= 19.77 + (0.12 teacher factor) + (0.33 pupil factor) + (0.150 headteacher factor) + (0.26 parent factor) + (0.18 resource factor.

Table 20- *Regression Coefficient of Five Standard Regression Models*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	29.253	1.869		15.654	.000	25.571	32.935
	Teacher_Factor	.246	.034	.433	7.286	.000	.179	.312
2	(Constant)	21.167	2.286		9.261	.000	16.663	25.671
	Teacher_Factor	.153	.036	.269	4.253	.000	.082	.224
	Pupil_Factor	.325	.059	.350	5.538	.000	.209	.441
3	(Constant)	20.844	2.149		9.699	.000	16.609	25.078
	Teacher_Factor	.118	.034	.209	3.453	.001	.051	.186
	Pupil_Factor	.143	.064	.154	2.227	.027	.016	.269
	Head_Factor	.305	.055	.374	5.591	.000	.198	.413
4	(Constant)	20.841	2.033		10.250	.000	16.835	24.847
	Teacher_Factor	.130	.033	.229	4.001	.000	.066	.194
	Pupil_Factor	.002	.066	.002	.028	.977	-.129	.132
	Head_Factor	.214	.054	.262	3.929	.000	.107	.321
	Parent_Factor	.271	.051	.347	5.264	.000	.169	.372
5	(Constant)	19.771	2.002		9.876	.000	15.826	23.715
	Teacher_Factor	.260	.050	.332	5.174	.000	.161	.359
	Pupil_Factor	.325	.059	.350	5.538	.000	.209	.441
	Head_Factor	.150	.056	.184	2.690	.008	.040	.260
	Parent_Factor	.124	.032	.218	3.905	.000	.061	.186
	Resource_Factor	.183	.050	.198	3.645	.000	.084	.282

a. Dependent Variable: Teaching_Factor

The first part (column) of Table 20 gives the estimates of the β values and these values indicate the contribution of each individual predictor to the model. From Table 20, it is evident that teacher factor recorded a β value of

0.260. This value shows that as a teacher's preparation or training in RME increases by one unit, the implementation of the RME curriculum (teaching of RME) also increases by 0.260 units. Both variables were measured in percentage wise therefore, for every percentage (1%) increase in teacher preparation, an increase of 0.260 (26.0%) of implementation of the RME curriculum is recorded in the Cape Coast Metropolis. This interpretation is true only if all other factors such as pupil factor, head teacher factor among others are held constant. It can be seen that pupil factor also recorded a β value of 0.325. This value indicates that as the quality of attitudes of pupils toward RME increase by one unit, the implementation of the RME curriculum will increase by 0.325. Therefore every additional quality attitude (1%) expressed by the pupils is associated with an extra 0.325 (32.5%) increase of in the implementation of the RME curriculum in the Cape Coast Metropolis. This interpretation is true only if all other factors such as teacher, head teacher and parent among others factors are held constant. Head teacher factor recorded a β value of 0.150. This value indicates that as support from head teacher increases by one unit (1%) higher, the implementation of the RME curriculum in the Cape Coast Metropolis would experience additional increase of 0.150 (15.0%). This interpretation is only true if all other factors such as pupil factor, teacher factor among others factor are held constant. The parent factor also recorded a β value of 0.124. This value shows that as contribution of parent to the teaching and learning of RME increases by one unit (1%), an extra 12.4% of the implementation of the RME curriculum is realized. This interpretation is true only if the influence of all other factors such as teacher, pupil, head teacher and resource factors are held constant. Finally the resource factor

attracted a β value of 0.183. This value indicates that as the availability of the resources increase by one unit (1%), the implementation will increase by 0.183 or 18.3%. This interpretation is true only if the influence of all other factors is held constant.

The result of the *t*-test from Table 20 shows whether a predictor is making a significant contribution to the model. For model 5, teacher factor (t (260) = 5.174, $p < 0.001$), pupil factor (t (325) = 5.538, $p < 0.001$), head teacher factor (t (150) = 2.690, $p < 0.05$), parent factor (t (124) = 3.905, $p < 0.001$) and resource factor (t (183) = 3.645, $p < 0.001$) are all significant predictors of the implementation of the RME curriculum. From the magnitude of the *t*-statistics one can see that teacher and pupil factors had a similar and higher impact, parent and resource factor also had a similar and medium influence while head teacher factor had less impact on the implementation process in the metropolis.

Comparative Importance of the Factors

An inspection of Table 21 further shows the standardized beta values of the various factors.

Table 21- *Beta Values- Comparative importance of factors*

Factors	Standardized Coefficients Beta
Teacher_Factor	.332
Pupil_Factor	.350
Head_Factor	.184
Parent_Factor	.218
Resource_Factor	.198
a.Dependent Variable: Teaching_Factor	

From Table 21, teacher factor recorded a standardized β value of 0.332. This value indicates that as the preparation/training of the RME teacher increased by 1 standard deviation (10.243), implementation of the RME curriculum also increased by 0.332 standard deviation unit and so this constitutes a change of 3.40 (10.243 × 0.332) (34.0%) in the implementation process. Therefore, for every 10.243% more of quality training of a teacher in RME, an extra 34% implementation of the RME curriculum is realized. This interpretation is true only if the influences of all other factors are held constant. Pupil factor recorded a standardized β value of 0.350. The pupil factor recorded a standardized β value of 0.350. This value shows that as the attitude/characteristics of pupils towards the implementation of RME get better by 1 standard deviation (6.270), implementation of the RME curriculum increases by 0.350 standard deviation units. This value constitutes a change of 3.59 (10.243 × 0.350) (35.9%) in the quality of implementation. Therefore, if attitude of pupils goes up by 6.27 over a period of time, implementation of the RME curriculum can be expected to go up by 35.9%. It is however, to be noted that this interpretation is true only if the influence of all other factors such as teacher factor, head teacher factor among others are held constant. The head-teacher factor attracted a standardized β value of 0.184. This value indicates that if supports from head teachers are upped by one standard deviation (7.119) higher, implementation of the RME curriculum can expect additional realization of 0.184 standard deviation units. The indication is that, this standard deviation constitutes a change of 1.88 (10.243 × 0.188) (18.8%) of quality implementation of the RME curriculum. Parent factor also recorded a standardized β value of 0.218. This value also indicates that as contribution

of parent increases by one standard deviation (7.442), implementation of the RME curriculum increases by 0.218 standard deviation. The standard deviation of implementing the RME curriculum is 10.243 and so this constitutes a change of 2.23 (10.243 × 0.218) (22.3%). It therefore implies that, for every 7.442 standard deviation contribution from the quarters of parents in the Cape Coast Metropolis, an additional 22.3% of implementation of the RME curriculum is realized. This interpretation is true only if the influence of all other factors such as pupil factor, head teacher factor among others are held constant. Finally, resource factor recorded a standardized β value of 0.198. The value indicates that as resources are been made available for implementing the RME curriculum, an additional 0.198 standard deviation of the implementation process is realized. This value constitute a change of 2.03 (10.243 × 0.198) (20.3%) in the implementation process. This interpretation is true only if the influence of all other factors such as teacher factor, pupil factor, head teacher factor and parent factor are held constant.

Table 22- *Zero-order, Partial and Parts correlation of significant factors*

	Correlations			
Factors	Zero-order	Partial	Part	Part- Square
Teacher Factor	.558	.325	.251	.063
Pupil Factor	.476	.344	.310	.096
Head Factor	.551	.176	.130	.017
Parent Factor	.433	.251	.189	.036
Resource Factor	.429	.236	.177	.031

a. Dependent Variable: Teaching Factor

Table 22 shows the zero-order, parts and partial correlation of significant factors. Zero-order correlation (Pearson's correlation) is the correlation coefficients of the individual factors with the dependent factor

The findings from the regression model revealed that attitudes of pupils are the most important factor for determining the implementation of the RME curriculum in the Cape Coast Metropolis. This factor contributed about 9.6% to the total variance in RME curriculum implementation process. The findings confirm studies by researchers (Acland, 1963; Anti & Anum, 2003; Grimmitt, 1978; Loukes 1961; Scriven, 1991; Wilson, 1971; Wright, 1999) that students' contribution (interest) is a key factor to effective teaching and learning of RME. They maintain that young people are likely to study RME when they are highly motivated and are also introduced to preliminary experiences relevant to their learning needs. Their findings also revealed that when learning experiences increase in intensity and complexity with increased manipulative skills pupils tend to have positive perceptions, dispositions and passion for the subject.

Also, it was found that teacher preparedness and training in the RME curriculum implementation process contributed about 6.3% to the total variance in the implementation process. This result signifies that teacher preparation was very crucial in the curriculum implementation process. There is a major need therefore to help teachers to prepare adequately for the task of implementing the RME curriculum. This finding is in consonance with several researchers (Anti & Anum, 2003; Cochran-Smith & Zeichner, 2005; Damalie, 1997; Hama, 1998; Kennedy, 2008; Shafritz, Koepper & Soper, 1988) that teachers are considered the most important elements because they have the major responsibility to implement curriculum which has been designed. This is really true of teachers successful curriculum implementation depends on the preparedness and level of training of the teacher.

It was also found in the multiple linear regression that contribution and support from parents of pupils also influenced the implementation of the RME curriculum in basic schools. According to the model, this contributed about 3.6% to the total variance in the implementation process. This result is in consonance with the findings of researchers (Ballen & Moles, 1994; Bryk, Lee & Smith, 1990; Flynn, 1979; Forson, 2007; Kwabi, 2007; Lambert, 2003; Marsh & Willis, 2007) that parents are seen by the society as having a central place in general. According to them, parents occupy the most significant position than many other individuals and groups because they are seen to be ever prepared to assist their wards learn at home. In this modern world parents are expected to contribute their quota to the educational needs of their wards.

Additionally, the fallout from the regression analysis shows that the availability of teaching and learning resources also contributed significantly to the implementation of the RME curriculum. The model indicated that the resources factor explained about 3.1% of the total variance in the implementation of the RME curriculum process. The aforementioned findings related to the studies by the researchers (Anti & Anum, 2003; Asiedu, 2009; Awuah & Afriyie, 2006; Bruce, 1987; Hammond, 2001; Tamakloe et al., 1996) that resources constitute very significant component of the teaching and learning process because they are symbols for summarizing and explaining key points in lessons.

Finally, the regression model summary revealed that contribution and supports from head teachers in the curriculum implementation process was also a key factor. The results obtained from the analysis indicated that the head teacher contribution and support to the implementation process was around 1.7% of

the total variance contributing to the RME curriculum implementation process. The finding was in consonance with findings of Elmore (2000); Hall and Hord (2001); Oduro (2000); Marsh and Willis (2007); Rogers (1995) that teachers need the support of their school heads so as to enhance curriculum implementation.

Chapter Summary

The study made an attempt to sequentially explore and examine the factors which were contributing to the implementation of the Religious and Moral Education (RME) curriculum in basic schools in the Cape Coast Metropolis of the Central Region of Ghana. Understanding the factors contributing to the implementation of RME curriculum may provide insights into how such factors may influence policy recommendations, curriculum implementation and students learning. The study, after exploring and examining the factors, made an attempt to identify the factor which influenced the implementation of the RME curriculum the most. Quantitative results and analysis from the self-developed structured questionnaire was presented first. This was followed by qualitative results from both the semi-structured interview schedule and the observational guide. The results are discussed in light of relevant theories and empirical research on curriculum implementation in Ghana and the world as a whole.

It was found that school-related factors such as teachers, pupils and head teachers) as well as community-related factors such as parents and community-based resources have some influences on the teaching and learning of RME. One interesting revelation about the factors was that all the respondents rated all the factors as contributing to the implementation of the

curriculum. The findings from the regression model revealed that attitude of pupils are the most important factor for determining the implementation of the RME curriculum in the Cape Coast Metropolis. This factor contributed about 9.6% to the total variance in RME curriculum implementation process. Teacher preparedness and training in the RME curriculum implementation process contributed about 6.3% to the total variance in the implementation process. This result signifies that teacher preparation was very crucial in the curriculum implementation process. It was also found in the multiple linear regressions that parents of pupils in basic schools in the Cape Coast Metropolis contributed about 3.6% to the total variance in the implementation process. This was followed by the availability and usage of resources and finally the head teachers made the least (1.7%) contribution to the RME curriculum implementation process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter is organized under the following headings: an overview of the study, summary of key findings, conclusion, recommendations, and suggestions for further research.

Summary of the Study

The purpose of this sequential explanatory mixed method study was to explore both school and community factors that influence the implementation of the Basic school Religious and Moral Education (RME) curriculum in the Cape Coast Metropolis of Ghana. The study also sought to explore and examine the influence of the identified factors on the implementation of the RME curriculum. All RME teachers and head teachers from the sixty-one (61) public basic schools in the Cape Coast metropolis formed the population; numbering five hundred and fifteen (515).

The sample size of teachers and head teachers together was 296. This consisted of 284 RME teachers and 12 head teachers. However, 264 consented teachers completed and returned their questionnaire (Primary = 236 and JHS = 48). This number represented 89.2% of the sample size and about 51.3% of the total population of the study. The RME Implementation Curriculum Instrument (RMEICI) (questionnaire), semi-structured interview and Classroom Lesson Observation Map (CLOM) (Observation Check List) were the instruments used in collecting the data and to address the research questions.

The study was guided by six research questions. One hypothesis was formulated to guide the study as follows:

Ho = The following factors: teacher, pupil, head teacher, parent and resource will not individually and in linear combination, influence significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

H1 = The following factors: teacher, pupil, head teacher, parent and resource will individually and in linear combination, influence significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

A survey was first conducted to explore the RME teachers' perceptions of the state of the various factors that were influencing RME curriculum implementation, how the RME curriculum was being implemented in the Cape Coast Metropolis, and the influence of the factors on the implementation process. Descriptive statistics (frequencies, percentages, means scores and standard deviations), and multiple linear regression were the tools used in analyzing the quantitative data generated from the questionnaire instrument. Quantitative data served as the main grounding for the study. Using the data obtained in the quantitative phase, in-depth interviews and lesson observations were employed to explore areas identified in the quantitative findings. Thematic and content analyses were used to analyze the qualitative data. A summary of the results of the study by each research question and hypothesis is presented as follows:

Summary of Key Findings

This section summarizes the RME teachers' and head teachers' perceptions of how the RME curriculum is been implemented. These are presented and discussed comparatively based on each research question or hypothesis. The results are summarized and examined in the light of the relevant theories and research on the implementation of the Religious and Moral Education curriculum in the Ghanaian context.

Research Question 1: How are basic school teachers prepared (trained) to implement the RME curriculum in the Cape Coast Metropolis?

a. Majority of the teachers had the requisite training to teach Religious and Moral Education in basic schools in the Cape Coast Metropolis. The demographic characteristics of the teachers especially their academic qualifications indicate that most of the RME teachers had one form of higher education or the other (Certificate 'A', Diploma, Bachelor's Degree, Master's Degree among other). Some of them also indicated that they had attended some in-service training programmes and other continuous professional development programmes, which are all geared towards exposing them to RME content and methodology in this 21st century.

b. In like manner, the head teachers also indicated that most of their RME teachers have had the requisite training, either through pre-service, in-service training or other continuous professional development programmes.

c. Most of the RME teachers also revealed that their training had helped them in understanding the aims of the Basic RME curriculum and are capable of handling the various components of the subject with no difficulty.

Research Question 2**:** What are the attitudes of pupils towards the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?

a. In relation to students' attitude towards the implementation of the Religious and Moral Education curriculum, both teachers and their head teachers expressed that the pupils had a positive attitude toward the curriculum implementation process. They both reported that the pupils were always motivated to actively participate in the implementation process.

b. The positive attitude the pupils possessed helped and led them to tolerate their colleagues of other religious faiths in and outside the classroom.

c. The teachers further indicated that the pupils had developed better relationships with their teachers as a result of studying RME.

d. It was also clear from the study that most of the pupils had the intention of pursuing RME to highest academic level.

e. Unfortunately, most of the teachers reported that contribution from some parents to heighten the positive attitude of students was lacking because most of the pupils did not have RME curriculum materials to facilitate their learning and others did not receive support from their parents to enable them study RME effectively.

Research Question 3: What support systems do school heads provide to assist teachers in the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?

a. It was evident from the study that the head teachers support the teaching and learning of RME by ensuring that all resources (human and

materials) are available, adequate and in a good shape for quality curriculum implementation process to take place.

b. Most of the teachers revealed that the head teachers understood the essence of implementing the RME curriculum and they had positive attitude towards it. Among the positive attitudes that the head teachers were said to have been exhibiting in the implementation process included: encouraging RME teachers to prepare adequately before going to teach; supervising the teaching and learning of RME; encouraging RME teachers to frequently consult them for assistance; ensuring that periods allocated for RME are used judiciously and finally making efforts to get feedback from the teachers on the teaching and learning of RME.

c. It was however revealed in the study that most head teachers hardly organize in-service training programmes for their RME teachers nor do provide teaching/learning materials for RME lessons.

Research Question 4: What kind of support do the parents of learners provide towards the implementation of RME curriculum in basic schools in the Cape Coast Metropolis?

a. Most of the respondents indicated that parents and guardians show some interest in the RME curriculum; they know the importance of RME; they encourage their wards to attend school early and on regular basis; they want their wards to study RME to the highest academic level; and most of them supported their wards by providing them with the basic needs such as buying books, feeding, and money among others.

b. The study however indicated that the behaviour of some parents negatively affected curriculum implementation because they did not provide

the needed support. For instance, some parents did not provide their wards with materials to enable them study RME, some did not supervise their children's homework/assignments on RME, some did not visit the schools to discuss issues relating to the teaching and learning of RME, and some parents did not show concern for performances of their wards in RME exams/exercises.

Research Question 5: What community resources are available for teaching and learning RME in basic schools in the Cape Coast Metropolis?

a. Religious and Moral Education teachers in basic schools make use of different instructional resources/materials (school and the community-based resources) to teach different skills, impart knowledge and to develop pupils holistically.

b. Most of the teaching and learning resources were not available to enable the teachers carry out the RME curriculum implementation process effectively and efficiently. Some of such resources that were lacking included charts, pictures and photographs; models of crucifix, drums, and sacred stools; resource persons; worship centres, museums (historic sites); as well as radios and cassette players.

c. Finally, the results show that the most used and relied on teaching and learning resources were the textbooks, syllabuses, teachers' manuals, and some visual resources such as charts, pictures and photographs. However, religious objects, religious sites, resource persons and other resources in the community were used less or not used at all.

Research Question 6: How is the RME curriculum being implemented in basic schools in the Cape Coast Metropolis?

a. In relation to this research question, the teachers were given the opportunity to respond to a set of questionnaire items. This was followed with classroom observation on a few of them to triangulate the results generated from the questionnaire data. The outcome of the analysis on the research question indicated that the aims of the RME curriculum were being achieved at a moderate-high level in the Metropolis.

b. The results from the questionnaire revealed that most of the teachers were able to prepare a standard lesson note to guide the teaching and learning of RME; provide pupils with clear lesson objectives during teaching and learning of RME; select appropriate instructional methods for their lessons; monitor and assess pupils' learning of RME; and to determine the extent to which lesson objectives have been achieved among others.

c. The findings from the observation section indicated that most of the teachers were able to: communicate the lesson objectives to the leaners at the start of the lesson; translate the content of RME to reflect reality; exhibited high level of knowledge of subject matter (application of theories); chose and vary assessment tools and methods for instructional decisions; probed students' reasoning and answers; and give immediate feedback when they needed directions to proceed.

d. However, some of the teachers indicated that some parents (guardians) did not give the needed assistance to their wards and this affected the curriculum goal achievement. The interview also showed that a reasonable number of the teachers were not using the required instructional materials in the teaching and learning of RME because these resources were not available in the schools. The observation section showed that most RME teachers did

not encourage their students to talk and share ideas relating to the topic under consideration.

Based on these major findings outlined above, it is evidently clear to say that all the factors identified in this study influence implementation of the Basic school Religious and Moral Education curriculum to a certain degree. This is a good point of departure from the previous studies which have often paid much attention on the teacher factor and less on other community-related factors.

Research Hypothesis: Ho = The following factors: teacher, pupil, head teacher, parent and resource will not individually and in linear combination, predict significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

a. The results obtained from the teacher respondents revealed that the factors identified and proposed by the researcher to some extent impact on the RME curriculum implementation process in many ways. The school factors arranged in no particular order comprised the RME teachers, pupils, the head teachers and some school-based instructional resources. The community-based factors on the other hand, consisted of parents and other community-based instructional resources. Each of these factors to some extent contributed directly or indirectly to the attainment of the RME curriculum goals in basic schools in the Cape Coast Metropolis. In fact, it must be mentioned that most of these factors identified in the literature are not mutually exclusive to each other. All of the proposed factors can be divided into two main categories – school and community based factors.

b. The first factor which was influencing implementation of the RME curriculum according to the teachers was the school pupils. The findings from the regression model revealed that attitudes of pupils are the most important factor for determining the implementation of the RME curriculum in the Cape Coast Metropolis.

c. The second factor that was affecting the implementation of the RME curriculum in the basic schools in the Cape Coast Metropolis according to the respondents was the teacher. Specifically, the level of preparedness of the RME teacher (pre and in-service training) was found to be the main predictor in the RME curriculum goal attainment process.

d. The third factor identified as having an impact on the curriculum implementation process is the parents of the pupils in basic schools in the Cape Coast Metropolis. The parents supported and contributed to the pupils' total schooling experiences in many ways through to provision of instructional resources, ensuring they attend school regularly and on time, and ensuring the pupils have extra tuition on RME at home among others.

e. Furthermore, from the regression model summary, the resources factor explained about 3.1% of the total variance in the implementation of the RME curriculum process. Even though the factor did not explain much of the variance in the implementation of the RME curriculum process, yet its absence in the process may impact negatively on the pupils' learning out comes.

f. The last but not the least factor identified by the teachers to be responsible for influencing the RME curriculum enactment process was the head teacher. The regression model summary revealed that contribution and supports from head teachers in the curriculum implementation process was

also a key factor. The results obtained from the analysis indicated that head teacher contribution and support to the implementation process was around 1.7% of the total variance contributing to the RME curriculum implementation process.

Conclusions

The study provided evidence to suggest that all the identified factors (teachers, pupils, head teachers, parents and resources) in one way or the other were influencing the RME curriculum implementation process. The main results as well as the demographic characteristics of the teachers especially their academic qualifications indicate that most of the RME teachers had the required training (through pre- and in-service courses) to implement the Religious and Moral Education curriculum. The teachers possess requisite academic and professional training that will lead to effective transmission of the content of RME curriculum. They contributed 6.3% (Part-Square = .063) to the whole curriculum goal achievement process.

Both teachers and their head teachers indicated that most of the pupils in the Metropolis had positive attitudes toward the RME curriculum implementation process. They contributed 9.6% (Part-Square = .096) to the teaching and learning of RME. This is a positive development because the pupils will become highly motivated to contribute meaningfully to RME lessons and also show commitment to the study of the subject. This is educationally acceptable and should therefore be sustained by both students and their teachers.

The head teachers in the Metropolis were to some extent supportive and contributed 1.7% to the whole RME curriculum implementation process. This

finding reveals that most headteachers make use of most of the supervisory practices identified, and that their practice of the supervisory tasks was above average. Unfortunately, a few of them did not provide regular in-service training programmes for their RME teachers. Headteachers need to cooperate to sustain their supervisory duties because their activities correlated significantly with the RME curriculum implementation processes. This can be achieved through various headteacher motivational techniques such as provision of motivation and regular in-service training courses.

The parents showed a positive sign towards the implementation process, by supporting and contributing 3.6% to the implementation process. Clearly, parents of pupils contribute towards the RME curriculum implementation process in various ways and this should not be discontinued because their contributions go a long way to make the teaching-learning of RME a success. They can do this through regular visits to the schools and making available useful suggestions and instructional resources for effective delivery of RME.

Unfortunately, majority of the instructional resources (both school and community-based) that were required to aid the teachers in the implementation process were not available for use. The unavailability, the inadequacy as well as the occasional use of instructional resources is likely to influence the RME curriculum implementation process negatively. Most of the teachers have the requisite training to enable them deliver their RME lessons according to the prescribed aims and objectives. The RME curriculum was being implemented successfully by the teachers.

Recommendations

On the basis of the major findings of the study and conclusions reached, the following recommendations are made to teachers and other stakeholders who have the mandate to ensure implementation of the Religious and Moral Education curriculum.

1. Teacher preparation and training is key to the implementation of the Religious and Moral Education curriculum at the basic school level. RME teachers are expected to deliver their lessons with professionalism and objectivity and not stick to personal convictions. This calls for staff development through pre-service and in-service training activities, which are expected to shape teachers and or upgrade their competences in the objectives, content, teaching and learning strategies, as well as assessments and class management practices. This goal could be achieved if the teachers are provided with the necessary operational funds and logistics to carry out periodic in-service training courses to upgrade their knowledge and skills. The MOE in collaboration with teachers and head teachers should sustain and continue to undertake pre and in-service training programmes for teachers to enable them put up their best.

2. Teachers are encouraged to avoid all forms of teacher-centred approaches (rote-learning methods) and rather engage students in practical and meaningful activities which make pupils active participants during RME lessons. By these pupils would show positive attitudes towards the subject and apply what they learn to real life situations. Therefore, the school, teachers and parents should do everything within their means to support pupils' learning of

RME so that it will subsequently lead them to develop good moral character and apply the content of the subject in many life situations.

3. It is recommended to heads of basic schools, circuit supervisors and other appropriate stakeholders to provide regular supervision and monitoring to enable teachers handle Religious and Moral Education as desired. This will help minimize absenteeism among teachers and students so that instructional time is used judiciously. It will also motivate the teachers to give off their maximum best and this will lead to the attainment of the intended goals of the subject as outlined in the RME syllabuses.

4. It is recommended to parents and guardians of pupils to contribute their quota to the teaching and learning of RME through regular visits and provision of resources. Since the work of character education in schools and homes always starts with parents, they are expected to take active part in decisions which may affect their children's learning of RME such as provision of textbooks and pupils workbooks and intensifying their supervisory roles to ensure that their wards study RME both at home and in school.

5. The MOE in collaboration with head teachers, parents and teachers need to ensure adequate provision and supply of both school and community-based resources that would enhance effective teaching and learning of RME. Teachers could be trained to develop and improvise simple teaching and learning materials for their lessons. This will reduce the over dependence of teachers on the Ministry of Education (MOE) for the supply of teaching-learning materials. The Curriculum and Research Development Division (CRDD) of Ghana Education Service can employ competent teachers to write standard RME textbooks for basic schools. For instance, resource persons with

special expertise could be invited from the communities to help in teaching specialized (sensitive) RME topics. This could serve as means to promote good school-community relationships.

6. It is suggested to MOE and curriculum developers to provide a policy direction which will guide effective teaching and learning of Religious and Moral Education at the basic school level. This will compel both teachers and pupils to play their respective roles so as to ensure that the best is derived from teaching and studying of the subject.

Suggestions for further Studies

The study took place at the basic school level of the Cape Coast metropolis of the central region of Ghana. It would have been much more useful if the study had been done to cover the whole country to lead to generalization of its findings for the country. It is therefore suggested that a further nation-wide study be conducted by any interested organizations or individuals on the all interrelated factors influencing implementation of the RME at all levels of the Ghana's education system.

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APPENDIX C

POPULATION

POPULATION OF RME TEACHERS AND HEAD TEACHERS IN PUBLIC BASIC SCHOOLS - CAPE COAST METROPOLIS-(2014/2015)

Circuit	School (Primary & JHS)	No. of RME teachers	No. of Head Teachers
Cape Coast	Ekon M/A 'A' & 'B'	13	3
	St. Michael's Catholic Girls	7	1
	Ghana National	7	1
	Mensah Sarbah A	7	1
	Mensah Sarbah B	7	1
	Nkamfoa Catholic	7	1
	Amanful Catholic Boys A&B	7	2
	School for the Deaf	7	1
	Rev Alex Jones Mem. Basic	7	1
Aboom	Antem M/A	7	1
	Aboom AME Zion B	7	1
	Aboom AME Zion C	7	1
	Christ Church Anglican	7	1
	Catholic Jubilee Boys A&B	7	1
	St. Nicholas Anglican N&S	12	2
	St. Monicas M&S	8	2
	Falahiya Islamic Basic	7	1
	Kwegyir Aggrey	7	1
Bakaano	Wesley Girls	7	1
	Cape Coast AME Zion A	7	1
	Cape Coast AME Zion D	7	1
	Church of Christ M/A	7	2
	St. Augustine's Basic	7	2
	Philip Quaque Girls A&B	7	1
	Philip Quaque Boys A&B	7	1
	Bakatsir Methodist A-D	8	1
	Cherubim & Seraphim M/A	7	1
	Cape Coast Presby	7	1
	Jacob Wilson Sey Basic	7	1
Pedu/Abura	Pedu M/A A	7	1
	Pedu M/A B	8	1
	Kakomdo M/A	7	1
	Esuekyir M/A	7	1
	Abura Ahmadiyya A	7	1

	Abura Ahmadiyya B	7	1
	Ayifua St. Mary's Anglican	8	2
	Abura Eng/Arabic	7	1
	St.Lawrence Catholic A	7	1
	St.Lawrence Catholic B	7	1
	Ebubonko M/A	7	1
	St. Anthony's Anglican	7	1
OLA	Apewosika M/A A&B	13	1
	OLA Girls Boarding	7	1
	Imam Khomeini	7	1
	Abakam CRAN Presby	7	1
	Kwaprow M/A	7	1
	OLA Presby Basic	7	1
	Amamoma Presby Model	7	1
	Dunwell Methodist Basic	7	1
	Archbishop (Okyeso) Cath	7	1
Effutu	Kubease M/A	7	1
	St. Cyprian's Anglican	7	1
	Mpeasem AME Zion	8	1
	Effutu M/A	5	1
	Effutu Mampong	7	1
	Nyinasin M/A	7	1
	St. Peter's Anglican	7	1
	Ankaful M/A	7	1
	Dehia English/Arabic	7	1
	St. Andrews Anglican	7	1
	Hasaniyya Islamic	7	1
Totals	61	446	69
Total Population Size:			**515**

APPENDIX D

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

This questionnaire is designed to elicit information from teachers in order to explore factors that influence implementation of the Basic School Religious and Moral Education (RME) curriculum in Central Region. You will be contributing immensely towards the successful teaching and learning of RME in Basic Schools if you answer the following questions as frankly and truly as possible. Your name is not required and any information given will be treated as confidential.

Thanks for your co-operation.

SECTION A

BIOGRAPHIC DATA

Please, tick [√] the appropriate box [ ] or column; or write in the blank spaces where necessary

1. Sex: Male [ ] Female [ ]
2. Age: Below 20 years [ ] 21– 30 years [ ] 31– 40 years [ ]
   41– 50 years [ ] 51– 60 years [ ].
3. Religious affiliation …….
4. Your highest academic/professional qualification.
   Cert. 'A' 3-Year [ ]
   Diploma [ ]
   Specialist [ ]
   First Degree [ ]
   Masters Degree [ ]
   Others (specify)…… …
5. Do you have qualification in Religious and Moral Education?
   Yes [ ]
   No [ ]

6. How long have you been teaching Religious and Moral Education?

Less than 1 year [ ]

1 - 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 ears and above [ ]

7. How many in-service courses in methods of teaching RME have you attended?

Nil [ ], 1 [ ], 2 [ ], 3 [ ], 4 and above [ ]

SECTION B

TEACHER FACTOR

Please respond to all items given below by putting a tick [√] in the appropriate space using the following scale: 1 = Strongly Disagree (SD), 2 = Disagree (D); 3 = Uncertain (U), 4 = Agree (A) and 5 = Strongly Agree (SA). How would you rate your preparation (training) as an RME teacher with respect to each of the following competencies?

No.	Item	SD	D	U	A	SA
8	You have requisite training to teach Religious and Moral Education					
9	You are clear with the aims of RME.					
10	You know which methods to use when teaching various topics in RME					
11	You have skills in using instructional materials					
12	You use appropriate procedures to assess pupils learning					
13	You handle RME objectively and dispassionately					
14	You have ability to distinguish facts from faiths					
15	You have skills to translate the content of RME into a reality					
16	You understand various ways pupils study RME.					
17	You have the ability to accommodate opinions of pupils					
18	You have knowledge of the general					

	characteristics of the RME syllabus					
19	You attend in-service training programmes on RME					
20	You take pupils' abilities into consideration when teaching RME					
21	You are abreast with most current theories and practices in RME					
22	You have skills to maintain discipline during RME lessons					

SECTION C

PUPIL FACTOR

How would you rate the extent to which pupils' attitudes/characteristics affect the teaching-learning of RME? Thick [√] 1 = Strongly Disagree (SD),_2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A) and 5 = Strongly Agree (SA). . Thick [√] in the appropriate space.

No.	Item	SD	D	U	A	SA
23	Pupils find RME very interesting					
24	Pupils become happy if it is time to study RME					
25	Pupils are willing to study RME					
26	Pupils tolerate other religious faiths through the study of RME					
27	Pupils see RME as unique as any other subject					
28	Pupils participate actively in RME lessons					
29	Pupils are satisfied with the materials available to support their study of RME					
30	Pupils satisfied with the support they receive from their parents when studying RME					
31	Pupils develop better relationships with their teachers through the study of RME.					
32	Pupils have the intention of pursuing RME to the highest level					
33	Pupils submit homework on RME in time					

SECTION D

HEAD TEACHER FACTOR

How would you rate the support given by school administrators/Head teachers to the RME curriculum? Tick [√] 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A) and 5 = Strongly Agree (SA). Thick [√] in the appropriate space.

No.	Item	SA	D	U	A	SA
34	Headteachers understand the essence of RME					
35	Headteachers have positive attitude towards the teaching & learning of RME					
36	Headteachers encourage RME teachers to prepare adequately before going to teach					
37	Headteachers supervise the teaching/learning of RME					
38	Headteachers consult RME teachers frequently					
39	Headteachers organise in-service training programmes for RME teachers					
40	Headteachers provide teaching/learning materials for RME lessons					
41	Headteachers ensure that periods allocated for RME are used judiciously.					
42	Headteachers make efforts to get feedback from the teaching and learning of RME					

SECTION E

PARENTS FACTOR

How would you rate the contribution of parents to the teaching and teaching of RME? Tick [√] 1 for Strongly Disagree (SD),_ 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A) and 5 = Strongly Agree (SA). Tick [√] in the appropriate space.

No.	Item	SD	D	U	A
43	Parents show interest in the RME curriculum				
44	Parents know the importance of RME				
45	Parents engage teachers on how regularly their wards attend RME lessons				
46	Parents want their wards to study RME				
47	Parents want RME to be compulsory for all pupils				
48	Parents provide their wards with materials to enable them study RME.				
49	Parents provide RME teachers with teaching/learning materials				
50	Parents supervise childrens' homework/assignments on RME				
51	Parents visit schools to discuss issues relating to the teaching and learning of RME				
52	Parents show concern for performances of their wards in RME exams/exercises				

.

SECTION F

RESOURCES FACTOR

How would you rate the extent to which resources/materials are available for teaching and learning RME?

Tick [√] 1 for Not Available (NA), 2 for Uncertain (U), 3 Available Not Adequate (AnA), and 5 for Available and Adequate (AA).

No.	Item	NA	U	AnA	AA
53	Textbooks are available for teaching RME in your school				
54	Syllabuses and teachers' manuals are available for teachers to use				
55	Visual resources such as charts, pictures and photographs for teaching RME				
56	Audio resources such as radios and cassette players for teaching RME				
57	Religious objects available for teaching RME e.g. models of crucifix, drums, sacred stools, etc				
58	Religious sites available for teaching RME e.g. worship centres, archives, museums, historic sites, sacred sites., etc.				
59	Resource persons are available to assist teachers				

Tick [√] 1 for Not used at All (NA), 2 for Used Occasionally (UO), 3 for Used Frequently, and 4 for Used Very frequently (UV).

No.	Item	NU	UO	UF	UV
60	Textbooks				
61	Syllabuses/ teachers' manuals				
62	Visual resources				
63	Audio resources				
64	Religious objects in the community				
65	Religious sites in the community				
66	RME lessons are made to coincide with religious ceremonies				
67	Resource persons in the community				

SECTION G

IMPLEMENTATION /TEACHING OF RME

How would you rate the extent to which teaching and learning of RME takes place in your school? Tick [√] 1 = Never (N), 2 = Seldom (S), 3 = Sometimes (ST), 4 = Often (O) and 5 = Very Often (VO). Tick [√] in the appropriate space.

No.	Item	N	S	ST	O	VO
68	I am able to prepare a standard lesson note to guide the teaching and learning of RME					
69	I am able to provide pupils with clear lesson objectives during teaching and learning of RME					
70	I am able to select appropriate instructional methods and materials for my lessons					
71	I am able to teach the content of RME in accordance with the aims of the subject					

72	I am able to encourage pupils to take effective part in RME lessons					
73	I am able to relate the teaching of RME to real life situations					
74	I am able to monitor/ assess pupils' learning during my RME lessons					
75	I am able to determine the extent to which lesson objectives have been achieved					
76	Head teachers provide adequate support towards the teaching and learning of RME					
77	Parents provide adequate support towards the teaching and learning of RME					
78	Parents assist their wards to study and do their homework on RME					

APPENDIX E

Interview Guide for RME teachers

SECTION A - BACKGROUND INFORMATION

1. Gender

a. Male [ ]

b. Female [ ]

2. Age

a. 20 - 30 [ ]

b. 31 - 40 [ ]

c. 41 - 50 [ ]

d. 51 and above [ ]

3. Academic Qualification

a. Cert A [ ]

b. Diploma [ ]

c. Bachelor's Degree [ ]

d. Master's Degree [ ]

e. Others Specify..……

4. How long have you been teaching?

a. 1 – 5 year(s) [ ]

b. 6 – 10 years [ ]

c. 11 – 15 years [ ]

d. 16 – 20 years [ ]

e. 21 years and above [ ]

5. How long have you been teaching **RME**?……

6. At what class are you teaching **RME** in your school?.....

SECTION B

Question 1: Are you well prepared to implement the RME curriculum?

Why do you say so?, Can you give specific examples to illustrate your position?

Question 2: Do you interact regularly with your school authorities concerning how best to implement the RME curriculum? If 'yes', how? If 'no', why?

Question 3: What in your view are the attitudes of students towards the teaching and learning of RME in your school? Please explain further and give examples

Question 4: How supportive are your school authorities towards the implementation of the RME curriculum? Please explain further and give specific examples

Question 5: Do you think that parents of your pupils are contributing in any way positively or negatively towards the implementation of the RME curriculum? Please explain further and give practical examples

Question 6: Are teaching and learning resources available both in your school and in the community for implementing the RME curriculum? Give specific examples

If 'yes', are these resources enough to help in the implementation?

Question 7: What challenges do you face in your role as the implementer of the RME

APPENDIX F

Interview Guide for Head teachers

SECTION A - BACKGROUND INFORMATION

1. Gender
   a. Male [ ]
   b. Female [ ]
2. Age
   a. 20 - 30 [ ]
   b. 31 - 40 [ ]
   c. 41 - 50 [ ]
   d. 51 and above [ ]
3. Academic Qualification
   a. Cert A [ ]
   b. Diploma [ ]
   c. Bachelor's Degree [ ]
   d. Master's Degree [ ]
   e. Others Specify..……
4. How long have you been teaching?
   a. 1 – 5 year(s) [ ]
   b. 6 – 10 years [ ]
   c. 11 – 15 years [ ]
   d. 16 – 20 years [ ]
   e. 21 years and above [ ]
5. How long have you been heading a school?……

SECTION B

Question 1: Are your teachers well prepared in implementing the RME curriculum in your school? Why do you say so? Can you give specific example to illustrate your position?

Question 2: Do you interact regularly with your RME teachers on how best to implement the RME curriculum? If 'yes', how? If 'no', why?

Question 3: What in your view are the attitudes of students towards the teaching and learning of RME in your school? Please give examples

Question 4: How supportive are you and other school authorities toward teachers who are implementing the RME curriculum? Please give specific examples

Question 5: Do you think that parents of pupils in your school are contributing in any way positively or negatively towards the implementation of the RME curriculum? Please explain further and give practical examples

Question 6: Are teaching and learning materials in RME available both in the school and in the community to support your teachers in the implementation of the curriculum in your school? Give specific examples

If 'yes', are these resources enough to help in the implementation?

Question 7: What challenges do you face in your role as head in the implementation of the RME curriculum?

APPENDIX G

Observation Guide

SECTION A- BIOGRAPHIC DATA

1. Date and Day

   ……..

2. School's I.

   D…….

3. Class……

4. Topic……

5. Number on Roll …… Boys……

   Girls……..

6. Time of

   observation……Start……End……

7. Teachers' gender…… Male [ ] …… Female [ ]……

8. Teachers' Age group:

9. Highest academic/professional qualification:…….

10. Number of years of teaching Religious and Moral

    Education…….

SECTION B – NATURE OF THE PHYSICAL ENVIRONMENT

A. Classroom Context: Rate the adequacy of the physical environment.

11. Classroom space:	1	2	3	4
	Very Crowded	Crowded space	Adequate space	Very Adequate

Comments……

……

……

……

12. Classroom resources: 1 2 3 4

Very Sparsely resources	Sparsely equipped	Rich in resources	Very Rich in resources

Comments……

……

……

13. Room arrangement: 1 2 3 4

Strongly Inhibited Interaction	Inhibited interaction	Facilitated interaction	StronglyFacilitated interaction

Comments……

……

……

14. C. Major way(s) in which pupils' activities were structured.

☐ As a whole group	☐ As small groups	☐ As pairs	☐ As individuals

Comments (*estimate time spent on each*)

……

……

15. D. Major way(s) in which pupils engaged in class activities.

☐ Entire class was engaged in the same activities at the same time

☐ Groups of pupils were engaged in different activities at the same time.

Comments……

……

……

16. E. Major activities of pupils in the lesson.

☐ 1. Listened to a presentation:

☐ a. By teacher (would include: demonstration, lectures, extensive procedural instruction).

☐ b. By pupils (would include informal, as well as formal, presentations of their work).

☐ c. By guest speaker/ "expert" serving as a resource person.

Comments……

……

……

F. Ratings of Key RME Implementation Indicators

No	Statement	1	2	3	4
17	Teacher communicates the objectives of a topic to learners at the start of lesson				
18	Teacher relates pupils' relevant previous knowledge to current topic(s) being taught				
19	Teacher uses appropriate instructional methods				
20	Teacher uses appropriate instructional materials				
21	Teacher translates the content of RME to reflect reality				
22	Teacher exhibits high level of knowledge of subject matter (application of theories)				
23	Teacher handles RME objectively and dispassionately				
24	Teacher is able to probe pupils' reasoning and answers.				
25	RME lessons incorporate tasks, roles and interactions.				
26	Teacher encourages pupils to talk and share ideas relating to the topic under consideration.				
27	Pupils are given immediate feedback when they need directions to proceed.				

28	Pupils serve as peer-assessors and self-assessors during general discussion and question and answer sections				
29	Teachers' questioning strategies enhance the development of pupils' analytical thinking (e.g., emphasized higher order questions, identified prior conceptions and misconceptions in relation to the RME concept under study).				
30	Pupils have opportunity to ask questions.				
31	Teacher is able to identify pupils who have difficulty in understanding main ideas of the lesson				
32	He/she chooses and varies assessment tools and methods for instructional decisions				
33	Teacher is able to bring lessons to a successful closure.				

G. VERIFICATION OF AVAILABLE INSTRUCTIONAL RESOURCES

No	Instructional Resource	Observed	Not Observed	Comments
34	Textbooks			
35	Teachers' Handbooks			
36	RME Syllabuses			
37	Religious objects			
38	Audio resources			
39	Audio-Visual aids e.g charts/pictures			
40	Visual resources			
41	Resource persons			

APPENDIX H

Reliability of Questionnaire instrument

(The Cronbach's Co-efficient Alpha)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	27	90.0
	Excluded[a]	3	10.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.945	71

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
You attend in-service training programmes on RME	232.22	1345.487	.305	.946
You take pupils' abilities into consideration when teaching RME	230.74	1350.199	.329	.945
You are abreast with most current theories and practices in RME	231.26	1327.199	.511	.944
You have skills to maintain discipline during RME lessons	230.52	1337.721	.410	.945
Pupils fine RME very intersting	230.22	1353.179	.543	.945
Pupils become happy if it is time to study RME	230.26	1352.046	.578	.945
Pupils are willing tostudy RME	230.30	1348.678	.664	.944
Pupils tolerate other religious faths through the study of RME	230.81	1365.618	.179	.946
Pupils see RME as unique as any other subject	230.56	1364.564	.214	.946
Pupils participate actively in RME lessons	230.41	1334.097	.637	.944
Pupils have materials to enable them study RME	231.89	1338.333	.394	.945
Pupils receive support from their parents to enable them study RME	231.56	1335.949	.424	.945
Pupils develop better relationships with their teachers through the study of RME	230.56	1346.872	.472	.945

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pupils have the intention of pursuing RME to the highest level	230.85	1332.285	.578	.944
Pupils submit homework on RME in time	230.59	1333.789	.485	.944
Headteachers understand the essence of RME	230.07	1348.302	.477	.945
Headteachers have postive attitude towards the teaching & learning of RME	230.30	1345.755	.419	.945
Headteachers encourage RME teachers to prepare adequately before going to teaching/learning of RME	230.70	1319.678	.673	.944
Headteachers supervise the teaching/learning of RME	231.00	1316.308	.671	.944
Headteachers consult RME teachers frequently	231.11	1315.718	.715	.943
Headteachers organise in-service training programmes for RME teacher	232.30	1319.601	.669	.944
Headteachers provide teaching/learning materials for RME lessons	231.78	1326.256	.604	.944
Headteachers ensure that periods allocated for RME are used judiciously.	230.63	1329.473	.541	.944

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Headteachers make efforts to get feedback from the teaching and learning of RME	230.85	1322.746	.749	.944
Parents have interest in RME	230.63	1352.550	.434	.945
Parents know the importance of RME	230.70	1351.524	.434	.945
Parents enocourage their wards to attend RME lessons regularly	230.96	1345.499	.496	.945
Parents want their wards to study RME	230.89	1344.026	.615	.944
Parents want their wards to be compulsory for all pupils	231.52	1353.336	.305	.945
Parents provide their wards with materials to enable them study RME	231.89	1327.795	.548	.944
Parents provide RME teachers with teaching/learning materials	232.37	1343.781	.411	.945
Parents supervise childrens' homework/assignments on RME	231.63	1378.704	.006	.946
Parents visit schools to discuss issues relating to the teaching and learning of RME	232.26	1344.815	.443	.945
Parents show concern for performances of their wards in RME exams/exericese	231.56	1325.949	.550	.944

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Textbooks are available for teaching RME in your school	232.33	1351.769	.230	.946
Syllabuses and teachers' manuals are available for teachers to use	231.41	1319.328	.502	.944
Visual resources such as charts,pictures and photographs for teaching RME	232.41	1353.558	.231	.946
Audio resources such as radios and cassette players for teaching RME	233.07	1378.533	.009	.946
Religious objects available for teaching RME eg. models of crucifix,drums,sacred stools etc.	232.19	1320.926	.508	.944
Religious sites available for teaching RME eg. worship centres,archives,museums,historic sites,sacred sites, etc	232.63	1372.627	.072	.946
Resource persons are available to assist teachers	232.30	1337.832	.381	.945
Textbooks	231.63	1329.858	.380	.945
Syllabuses/teachers' manuals	231.00	1311.077	.652	.944
Visual resources	232.37	1339.088	.419	.945
Audio resources	233.11	1368.641	.188	.946
Religious objects in the community	232.44	1335.333	.456	.945

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Religious sites in the community	232.48	1358.182	.229	.946
RME lessons are made to coincide with religious ceremonies in the communities	232.56	1359.256	.247	.945
Resource persons in the community	232.44	1335.949	.439	.945
I am able to prepare a standard lesson note to guide the teaching and learning of RME	230.30	1372.986	.089	.946
I am able to provide pupils with clear lesson objectives during teaching and learning of RME	230.15	1364.977	.416	.945
I am able to select appropriate instructional methods and materials for my lessons	230.30	1353.755	.415	.945
I am able to teach the content of RME in accordance with the aims of the subjuct	230.33	1361.692	.333	.945
I am able to encourage pupils to take effective part in RME lessons	230.22	1353.641	.533	.945
I am able to relate the teaching of RME to real life situations	230.11	1357.026	.447	.945
I am able to monitor and assess pupils' learning during my RME lessons	230.33	1363.000	.335	.945

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am able to determine the extent to which lesson objectives have been achieved	230.26	1357.123	.471	.945
Head teachers provide adequate support towards the teaching and learning of RME	231.00	1344.231	.472	.945
Parents provide adequate support towards teaching and learning of RME	231.85	1366.362	.155	.946
Parent assist their wards to study and do their homework on RME	231.70	1337.293	.445	.945

APPENDIX I

Reliability of Observation Instrument

(Cohen's Kappa)

Case Processing Summary

	Cases				
	Valid		Missing		Total
	N	Percent	N	Percent	N
Rater_1 * Rater_2	51	100.0%	0	0.0%	51

Case Processing Summary

	Cases
	Total
	Percent
Rater_1 * Rater_2	100.0%

Rater_1 * Rater_2 Crosstabulation

Count

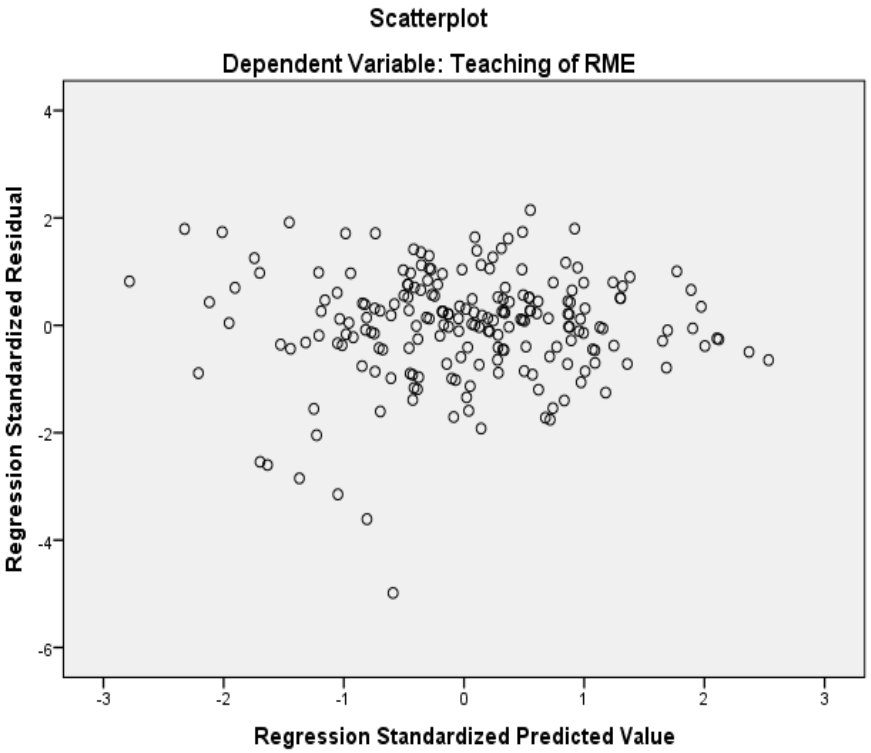
		Rater_2				Total
		1	2	3	4	
Rater_1	1	4	0	0	0	4
	2	0	19	0	0	19
	3	0	2	19	2	23
	4	0	0	3	2	5
Total		4	21	22	4	51

Symmetric Measures

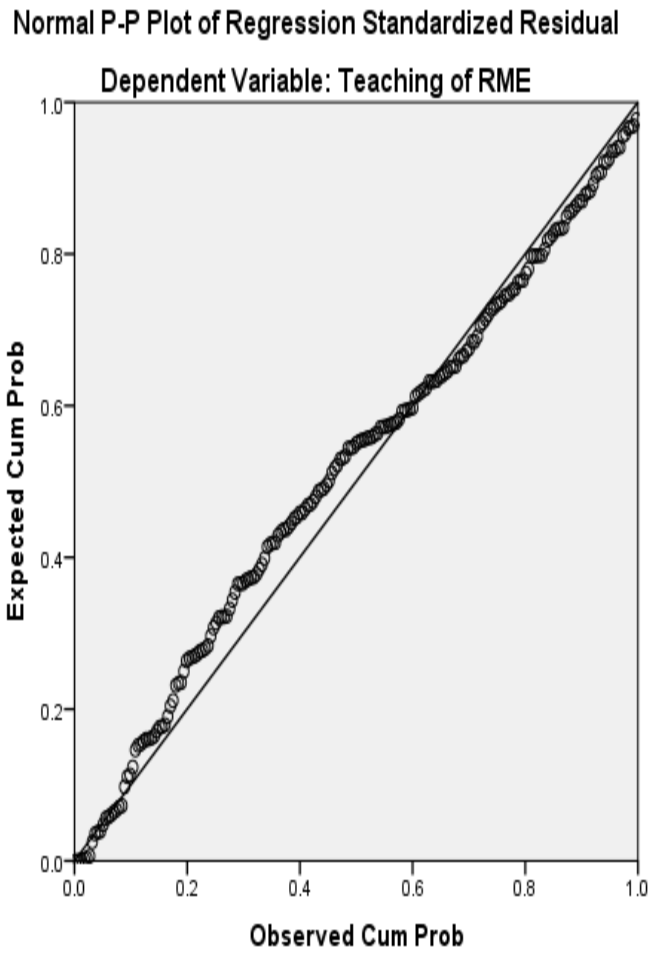
		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Measure of Agreement	Kappa	.785	.074	8.032	.000
N of Valid Cases		51			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

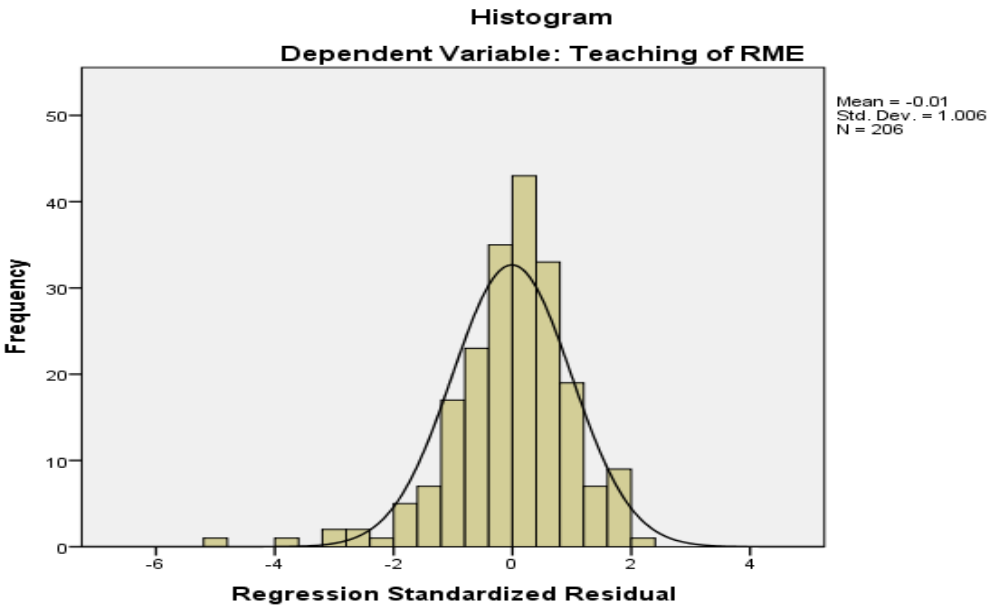
Appendix J



Appendix K



Appendix L



Regression Standardized Residual

Appendix M

Collinearity Statistics for Predictor Factors

Factor	Tolerance	VIF
Factor 1 (Teacher Factor)	.751	1.332
Factor 2 (Pupil Factor)	.484	1.727
Factor 3 (Head Factor)	.501	1.996
Factor 4 (Parent Factor)	.569	1.102
Factor 5 (Resource Factor)	.797	1.255

a. Dependent Variable: Teaching of RME.