

UNIVERSITY OF CAPE COAST

EVALUATION OF THE CHRISTIAN RELIGIOUS STUDIES  
CURRICULUM: A CONVERGENT STUDY OF SENIOR HIGH SCHOOLS  
IN THE CAPE COAST METROPOLIS

THEOPHILUS ESHUN

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IN THE CAPE COAST METROPOLIS

BY

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College of Education Studies, University of Cape Coast, in partial fulfilment  
of the requirements for the award of Master of Philosophy degree in  
Curriculum and Teaching

APRIL 2018

**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: Theophilus Eshun

**Supervisors' Declaration**

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

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

Name: Prof. Seth Asare-Danso

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

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## ABSTRACT

The intention of this study is to improve the Christian Religious Studies curriculum. It presented difficulties encountered in order to support implementers with findings from the field. Many of such research have used traditional models for evaluation: Objective based models, Goal free evaluation models, experimental evaluation models and many more. The Context Input Process Product (CIPP) evaluation model was used in this study to evaluate the Christian Religious Studies curriculum in the Cape Coast metropolis. The study used the Convergent design of the Mixed methods paradigm. It employed the use of interview and questionnaire. Three hundred and thirty three students and all sixteen teacher respondents were randomly and conveniently selected to provide data. The typological analysis and descriptive analysis techniques were used to analyse data. The descriptive analysis used descriptive statistics such as mean, standard deviation, percentages and mode. The study found out that teachers of the subject may have forgotten the aim of the subject's implementation. Data also shows societal activities do not help implementation. Again, the teaching and learning at later periods of the day do not also get students involvement in classroom activities. It is recommended that teachers revisit the syllabus to implement the subject, based on their developed aims. There is also the call to bring forward the teaching and learning of the subject to early hours in order to increase students' involvement.

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**DEDICATION**

To my little daughter, Ewuradwoa Adom Eshun

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## CHAPTER ONE

### INTRODUCTION

This study seeks to evaluate the Christian Religious Studies curriculum. It specifically looks at the evaluation from both formative and summative evaluations point of view and basically on the syllabus and the teaching and learning processes. The chapter provides the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation and organisation of the study.

#### **Background to the Study**

Christian Religious Studies (CRS) has been one of the many traces that the Europeans left on the continent. Ever since CRS was introduced, it has always been part of the number of subjects General Art students in the second cycles schools in Ghana have to choose from during their three year period of secondary education.

It was affirmed that the colonial government, during their rule, used the trading posts which were the castles established in Elmina, Cape Coast and the Christiansborg, Osu, to serve as schools for studies in the Christian religion (McWilliam & Kwamena-Poh, 1975 as cited in Asare-Danso, 2011). Asare Danso (2011) affirmed that, during the time, the Bible was recorded as a reference material which was used as the only textbook for the teaching. The indigenous peoples, as of the time, were made the targeted population for the evangelical process. The process was not only to convert them but also to accelerate communication and trade. These practices resulted in the development of the curricula for Reading, Writing, Arithmetic and Religious Instruction where the CRS subject had its beginning. The contents, as at then,

were based on teachings and practices of Christianity. The bible passages were on the other hand used purposely to indoctrinate (Cobbina, 2003).

After so many years of practising the education in the castles, the system was adopted and put into further and improved practice by the Basel Missionaries. That was partly because the schooling in the castles only fed a few number of students who were either royals or mulattos. The Basel missionary had established their first school under their practice in the Christiansborg, Osu, in the 1828 although there were other castle schooling in the Cape Coast Castle and that of Elmina by the British, the Portuguese and later, the Dutch. The Basel missionaries further established schools in the Akropong, in 1843 and that of Aburi in 1847 (Asare-Danso, 2011).

The education for which CRS as a subject was inclusive was also taken over by the government in 1925. Until 1957, most schools were run under the support of self-sponsoring missionaries who raised money to survive schools that could cater for people who could not afford the castle schools. The colonial government later adopted the School Management System of the Basel Missionary. It was an Educational policy implemented by the Basel missionaries from 1861 to 1987 to make education better. In that period was the period that saw the Gordon Guggisberg's educational ordinance implemented (McWilliam & Kwamena-Poh, (1975) in Asare-Danso, 2011).

In 1951 and on to 1966, the late Dr. Kwame Nkrumah implemented the Accelerated Development Plan where CRS subject was taught under the umbrella programme Religious Studies. It was given the name Religious Instruction. In 1960, the name changed to Scriptures and the content was basically on the Bible (Asare-Danso, 2011). The programme was evaluated in

1962, two years after the change of name, yet it was still taught under the title Religion.

During the study of Religion, learners studied Christian religion until a National Curriculum Review was done in 1973. The review committee was known as the Dzobo Committee. They agreed for the combined studies of Christianity and that of the mainline religions in Ghana at the time. The two mainline religions were the Islamic religion and the African traditional religion. The Religion subject included other studies in Music and Culture, and together it was titled 'Cultural Studies'. However, in the Senior Secondary Schools, now the Senior High Schools, the name CRS was kept under the title 'Bible knowledge' and was still taught at the General Certificate of Education "Ordinary" Level (G. C.E.'O'. Level) and at the General Certificate of Education "Advanced" Level (G. C. E. 'A'. Level). At those levels, CRS was taught alongside the other two mainline religions.

Religious and Moral Education (RME) which had an aspect of CRS was taught at the basic education level. It was also taught in most secondary schools. However, the secondary schools were not writing any external examinations on RME. In 1987, RME was removed from the National curriculum not to be studied in schools. It was reinstated in 1994 when the National Education Reform Review Committee recommended the importance of Religious Education. Again, the public calls and consents after its removal also paved way for RME's reinstatement. RME was removed again in 1998 and in 2007. In the 2008/2009 academic year, it was restored after the then President, J. A. Kufour, adhered to the calls of stakeholders in Religious Studies and the Anamuah-Mensah Committee's earlier recommendations (Asare-Danso, 2011).



CRS had not faced any removals at the Senior High School level and even other levels where it was used as an independent subject of study. Based on my readings around the subject, it seems Religious Education and CRS had had a continuous implementation from the first day its teaching started on the continent and in Ghana. However, any Educational reform in the country and the recommendations attached to such reforms affect the curriculum's practices. That was because of the holistic changes and implementations processes that affect all other curricula.

After the 2002 educational reform or review, the Anamuah-Mensah Committee was required to perform an exercise which would improve the educational system of the country in 2010. With the CRS curriculum, the review affected the contents. Before that, Ryan, (1997 as in Owusu, 2011) had observed that CRS just like all other subjects had also had a paradigm shift from teacher-centered to student-centered teaching and learning. However, the subject, in terms of the recorded students' performances had gotten poorer, poor, and average in the first six years after the review's findings and resolutions (West African Examinations Council [WAEC], 2012; 2013; 2015; 2016).

Some of the problems suggested as the reasons students were not performing included issues on teaching. It was identified that teachers used strategies and methods that did not bring about students' involvement in CRS' teaching and learning. That was assumed to be possible by the researcher because students were generally passive and inactive in the classroom during teaching and learning. This was based on personal experiences as a student and student teacher. Some students preferred to be quiet because the contents to them had to do with stories heard from their childhood and the societies.

Teachers were therefore encouraged to use effective teaching and learning strategies to aid successful implementation of the curriculum and, thus, bring about enough evidences for an improved curriculum.

Evidently, to have improved educational systems affecting CRS as a subject, there is the need to have a periodic but regular, general and specific reforms and evaluations to help the Christian Religious Studies curriculum's implementation to be continually judged; whether to continue, modify or halt its teaching and learning. Of course, evaluating the CRS curriculum with the Context, Input, Process and Product (CIPP) evaluation model is prudent to ascertain not only the classroom problems and strategies which could be adopted for modification of the CRS curriculum after a long period of implementation; not only the content which has been reviewed as far back as 2010 and not only on performances of students but to find out the entire programme from its context to the input and to the process at least, that the CRS goes through when it is implemented in the classrooms.

### **Statement of the Problem**

With my readings around the teaching and learning of CRS, it appears after the content review implemented in 2010, evaluations on the subject has only been done extensively in Sunyani by Dankwa (2010), Owusu (2011, 2012) and Owusu & Asare-Danso, 2014). In the Cape Coast Metropolis, however, research literature has been silent on the subject and its implementation's problems and issues. Thus, it is not clear whether the aims and objectives for which CRS was introduced were being achieved or not; whether the strategies to put the subject to perfection are attained or the process to deliver the contents brings about issues. If one is to look at only students' performances, then it may

appear that the subject's aim for implementation has been achieved. And can further be proven with the Chief examiner's reports on students' performances in the subject over the years. The report categorically identified performances to be lingering between poorer and average and lately improving (WAEC Ghana, 2011; 2012; 2014; 2015; 2016; 2017); therefore, the need to have a holistic evaluation on the CRS subject in the Cape Coast Metropolis.

Wiseman and Pigeon (1970) emphasises that after four to five years of an implementation of a curriculum, it may be prudent to ascertain whether the rationale and objectives set are in line with what is being done with the curriculum. Abudu (2003) affirms this statement and states that for every programme that has ran for such number of years as CRS has enjoyed, it is possible there are challenges that might have eluded planners during the subject's planning and even during the reviews. It is based on these gaps that I, dwelling on a suggestion by Larbi (2015) on the fact that evaluation studies could also be conducted on other programmes or subjects using the components of the Context, Input, Process, and Product evaluation model, to seek to determine the worth of such a programme or subject. It, therefore, became important to collect information about the Christian Religious Studies subject implemented in schools. The study seeks to identify available instructional resources, strengths and weakness for further modification and to ascertain whether the implementation of the subject's curriculum is in line with what has been set to be achieved.

### **Purpose of the Study**

The focus of the study was to evaluate the Christian Religious Studies curriculum in the Senior High Schools in the Cape Coast Metropolis using the

Context, Input and Process evaluation components of the CIPP evaluation model.

### **Research Questions**

1. What is the context under which the subject (Christian Religious Studies) was introduced?
2. What is the input that has guided the subject's (Christian Religious Studies) implementation?
3. What is the process through which the subject (Christian Religious Studies) was implemented?

### **Significance of the Study**

It is my aim that the realities of the study benefit and inform a wide range of stakeholders on the needs and problems that are confronting the teaching of the Christian Religious Studies subject. I hope it will ascertain other hidden and unsolved issues, and call for a further redress and reviews to fulfil a successful subject implementation.

Secondly, it could propose other improved measurable strategies, besides the routine strategies of implementing the subject, especially with the fidelity approach. This is where strategies or pedagogies could be employed to tackle the various discovered needs, problems and the challenges associated with the teaching of CRS.

The findings could be adopted to improve measures that would not only assist but also become useful for stakeholders. Such stakeholders include policy makers, educational planners and teachers who may deem the research fit to improve the teaching and learning of CRS in the Cape Coast Metropolis and other metropolis.

It could necessitate the zeal for effective monitoring so that curriculum leaders in schools and supervisory bodies that are found internally could ensure teachers are delivering the right contents and also meeting expected objectives. This could be discovered based on whether the proposed measurable strategies are being implemented among the schools. It could make supervisory and private stakeholders to supervise the implementation activities of staff.

Furthermore, the study could serve as an assurance to other regions which may adhere to the findings of the study in order to address common issues in CRS very early and with urgency. It could help improve students' performances in subsequent West African Senior Secondary Certificates Examinations and highlight the need for frequent research into innovative teaching strategies. These will not only make students prepared for examinations but also shape the students for life and for a sound religious society.

Finally, it will also aid teacher educators in CRS as findings of the study stimulate them to be imaginative. The study seeks to highlight educative and effective learning materials and could restructure the contents of the subject into a concise subject. Its teaching environment which prior to available instructional resources, were only handful could also be provided. The findings will add to existing literature to provide extra information for further research. It could give researchers the opportunity to locate issues that could be tackled separately and where there is the need to replicate further research, done.

### **Delimitation**

The study was delimited to the first three components of the Context Input Process Product evaluation model. This was because doing all the four components will require me to do a longitudinal study which per the time frame for such study is almost unattainable. Again, WAEC virtually caters for the product aspect of the CIPP models through the examinations and results provisions in CRS so it is better leaving the product component off. Furthermore, it dwelt on the objectives, available resources and the teaching and learning aspect of CRS' implementation which involved only schools that implemented the subject. It also involved the process of putting into practice, the contents of the subject, the structures that were expected to bring change whilst assisting with instructional resources (Fullan, 1991).

The delimitation to the Cape Coast Metropolis was as a result of the blend of the categories of schools in there. These schools were graded from the first through to the second and the third options. The grading was to show which schools were good, better and among the best. It was evident from most districts that compared to the Cape Coast Metropolis' schools' grading, those districts seem not to have such a spread of such blend of schools according to the grades. Again, the metropolis was also part of where such education on Christianity began therefore, it was important to use only the Cape Coast Metropolis as the study area.

It is also delimited to only Senior High Schools in the Cape Coast district that implemented the CRS subject. This was because the schools have used the curriculum for a while and therefore stood in better position to give necessary data for the study. The results and discussions could indicate same issues

elsewhere in the country and the study may be used to improve studies in such regions for students to perform as well.

The evaluation concentrated on teachers and second and third year students of the senior high schools. It excluded getting first hand data from other stakeholders such as parents, leaders of Christian religious institutions, policy makers just to mention a few. The teachers and students could be the first to put issues from the data to work. They have been through the studies and some happen to still use the curriculum. They made sure the implementation of the product in the classroom was done successfully. They kept working for perfection and as a result, these individuals could recommend other learning resources that could be of value to improve the studies. However, the results of the study would not be far from the latter listed stakeholders and even more, as they would depend upon the data to achieve the success of the Christian Religious Studies.

### **Limitations**

The busy schedule of teachers who happen to teach and combine other schools and personal matters was likely to be a limitation. This was because it was difficult to get the teachers on appointed times and getting all the data because of the time they intended to give me during the data collections. It was possible that some gave incomplete data in order to cut down time for other activities. Also, sources of Ghanaian literature on the subject and based on the district was a limitation. This was because literatures on Religious Education were mostly got on other related subjects. The few on CRS were got from foreign articles on CRS and from other subjects.

## **Organisation of the Study**

The study is divided into five chapters. Chapter one starts with a historical overview of CRS. It considers the situations prior to what we now have as the CRS. The chapter also dealt with the problem, the purpose of the study and research questions that guided the studies. It also has importance of the studies to readers and the general public who have a share in the study. Lastly, the study involves the delimitation and the limitations of the study. The chapter two discusses literature on pertinent issues raised in the study. It also involves published and unpublished literature that are found beneficiary to readers and the general public who used the work. Literature is reviewed under the theoretical, conceptual and the empirical reviews.

The chapter three provides the platform for which all the methodology to ensure effective study were given priority. This involves the research design, the study area, the population, sampling procedure, data collection instruments, the data collection procedures, processing and analysis and summary of the chapter. The fourth chapter discusses the results got from the analysed data from the field. The last chapter is on summary, conclusions and recommendations. These are based on issues that emanated from the findings. It also has suggestions for further research in order to improve CRS curriculum.



## CHAPTER TWO

### LITERATURE REVIEW

This chapter explores the literature available that are umbilical to the concepts of the Context, Input, Process and Product evaluation model, curriculum implementation including other critical issues that are pertinent to the study. These issues delved into in this chapter help to judge the worth of the CRS curriculum which is designed to meet the social, economic and intellectual needs of the classroom and the society, presently and in time to come.

#### **Conceptual Review**

This section of the review centres on the framework of the Context Input Process and Product evaluation model conceptualized by Stufflebeam (1971) which was adapted to underpin the study. It explains the evaluation model and how it suits the study.

#### **The Context Input Process Product (CIPP) Evaluation Model**

The CIPP evaluation model is a decision oriented model which involves the provision of information to support decision making in respect of a project, curriculum or evaluation systems' planning, designing and implementation. Lewy (1977) attests that the assumption underlying the CIPP evaluation model is the belief that evaluation is worthwhile only if the results now can be a benefit to actions in the future.

The model was designed by Stufflebeam as a comprehensive framework for conducting formative and summative evaluations of a curriculum, projects and for all evaluative systems. In the mid-1960s, he found out the shortcomings of available evaluation models. In his effort to expand and systemise thoughts about administrative studies and educational decision making, he built on this

concept for evaluation. And in 1965, the model was created and put to use in evaluation exercises.

The core concept was denoted by the acronym CIPP. Each alphabet in the component could be used singly to evaluate an entity that one wishes to evaluate. The model was to systematically guide both evaluators and stakeholders in posing relevant questions about an ongoing or a completed programme and also for conducting assessments at the beginning of a programme. The backbone of Stufflebeam's (1971) description of evaluation involves delineating, obtaining and providing useful information for judging alternatives such as projects, curriculum and other evaluation systems.

The model originated after a provision of what was believed to be a greater accountability for the U.S. inner-city or public school's district reform project. In the context of Ghana, such could be termed as a reform of the curriculum for the circuit or district schools. For example, all the public schools in the Cape Coast Metropolis will have an education governed body responsible for education in the district. The body becomes responsible for removing and developing different curricula for schools to implement. So this model was used to find out if tax payer's money for education was reaping what were expected. Unfortunately, Ghana has no such district curriculum reforms as every educational reform that takes effect happens at the national level which has its pros and cons.

Before the proposal to have such a reform noted above, the U.S. public schools were finding no meaningful and successful way of evaluating their federal-supported-educational project using the then program evaluation model known as 'Gold Standard'. The model was termed "Gold Standard" to mean

the best model that can achieve expected result from a programme. It was gradually observed that sticking to the ‘Gold Standard’ model of evaluation could only confirm schools’ failures to achieve objectives rather than helping schools get projects on track. Again, the model was also not going to get schools to successfully meet the educational needs of the so called poor students in classrooms. However, the CIPP model was gradually being developed to suit such a want, no wonder it is now widely used by many researchers (Stufflebeam, 1971, 2003; Zhang, Zeller, Griffith, Metcalf, Williams, Shea, & Mislus, 2011).

After Stufflebeam orchestrated the CIPP evaluation model, it was used to study the educational structure of the inner city schools. Also, it was to find data in order to address the limitations of traditional evaluation approaches and models that were used on educational activities and programmes. Some of the liberation strategies that were observed with this model had one, particularly stressing on making sure the programme for the inner city schools was working to achieve improvement in school’s teaching and learning strategies.

Thus, the adoption of Stufflebeam’s model and its subsequent use for evaluation became very useful for government officials, international assistance personnel and evaluators in general. They adopted and used the CIPP model to evaluate any evaluation entity, hence, my choice for this study. Therefore, in this present study, I seek to use this model to find out the challenges realized in the implementation of CRS subject so as to help teachers and students meet the educational needs from the developed curriculum. In this way, the rationale for the subject can be realised.

The CIPP evaluation model was later on configured especially, to enable and guide comprehensive and systematic examination of social and educational projects. These projects were noted to occur in the dynamic and septic conditions of the real world (Stufflebeam & Shinkfield, 2007). It was evident from some scholars who have used the model (Alkin, 1974 cited in Zhang et al., 2011). Zhang, Zeller, Shea, Griffith, Metcalf, Misulis, Williams, and Knight (2008), Nicholson (1989), Matthew and Hudson (2001) and Steinert, Cruess, Cruess and Snell (2005) that, over the years, the CIPP evaluation model has been refined to suit all evaluative works. The model is now used in a wide range of disciplines in the educational sector to improve, develop and analyse implemented programmes and subjects.

In Ghana and in the Cape Coast Metropolis, especially in the University of Cape Coast, Faculty of Humanities and Social Sciences Education to be precise, there have been few evaluative studies that have used the model. This tells the model's importance for various disciplines has been recognised. Larbi (2015), for example, adopted the CIPP model in a similar study in B. Ed. Management.

Stufflebeam (1971) and Stufflebeam & Shinkfield (2007) affirmed that the fundamental truth and the underlining principle for the use of the model is not to prove that a specific subject is good to be developed or bad to be removed if the programme is already ongoing. Rather, the model is to improve upon a subject, a programme or evaluation systems by assessing the worth of such a subject, projects or evaluation systems. It is also to develop or implement achievable strategies which are beneficial for today and even some time to

come. Also included is the acquisition of other relevant elements that could be useful in order to have a new curriculum or an improved ongoing curriculum.

Stufflebeam and Shinkfield (2007) assert that, in using the model, it is anticipated that its application can hugely align with acquired data. The data from the research field should help researchers bring out good decisions that will inform an improved curriculum. This could be possible when it is to review the curriculum's implementation processes. The improvement in turn will help the model to also increase systems in which the implementation of the CRS curriculum could help achieve, in students, some good academic performances. At the end, the motive is not just to assess and compare data with what had been acquired using research instruments but to improve the curriculum. It will also allow implementers to continually review implementation process for the better of Religious Educators, learners and the society at large.

The Context Input Process Product (CIPP) evaluation model has a major tendency to put evaluative studies in a position that rightly identifies respondents for effective data collection. It also ensures evaluative studies clarify elements to improve a curriculum or project by assessing and assisting an effective curriculum implementation. It helps decision makers use data to allocate resources, fund proposals, assign qualified staffs, and at the end of the day, give an important and continuous improvement.

Stufflebeam (2003) outlines that the CIPP model helps guide an effort where the various components ask questions such as: What needs to be done? How should it be done? Is it being done? And is it succeeding? It is from these questions that the evaluator would present issues addressing the various questions which will make stakeholders informed about the depth of the Christian Religious Studies subject through collected data on the findings, what to do to strengthen staff and what to do to ensure improvement or decision making.

### **The Context Evaluation of the CIPP Model**

This component was categorically worked out to find out the needs of a particular programme both designed and implemented or yet to be developed for a particular society. The question asked on this component is, 'What needs to be done?' This is what is termed as the needs assessment stage of the curriculum development and implementation stage or the needs assessment evaluation. Here, the benefits of the subject, its relation to other subjects, resources, just to mention a few, are all worked out. They are also put in place to assist the smooth implementation of a newly designed curriculum. It is done at the prime state of the evaluation process because it is established that the context component requires finding out why an existing or yet to be developed curriculum should be based on individual, societal and national expectations set to be achieved.

Finch and Crunklton (1993) reiterate that this component seeks to find answers to questions such as: is there a need for the programme to be offered? Which people are going to be the target population for which the subject is to be offered? What body of knowledge should be involved in the programme

(content)? What are the goals set to be achieved? What are the objectives of the curriculum? It also finds out needs and problems that could hamper the implementation of the subject.

Another issue with this component is to find out if there are necessities for a curriculum and also if there are relations with other taught subjects in schools. The questions asked are: why was the curriculum created? Why is it necessary to teach the subject in schools? What needs to be adopted to ensure continuity? What are the problems that could be addressed to aid its improvement?

When one wants to find out what needs to be done, some of the questions asked are: is the teaching and learning of Christian Religious Studies Curriculum really achieving what it has been designed to achieve, looking at its implementation in the classroom? Is the time for outlined contents to be studied enough to achieve the contents? Are the people who are studying the programme supported holistically by the Christian religious institutions in the district? This could be seen from the resources that could be meted out in support of the programme. What are the top priority needs that the program should serve? What are the characteristics of the problems which must be solved in meeting the top priority needs served by the program? What behaviours should the student exhibit following their participation in the program? The last question could be how those contents can be disseminated.

These are some of the general questions researchers using the context component of the CIPP evaluation model normally ask, whether doing a formative or a summative evaluation. This component, therefore, allows and supports the input evaluation component to be discussed later; the ultimate role

is to help prescribe a responsive activity that can best address or tackle the identified needs emanating from the results obtained from evaluations using the context evaluation component.

The context component is that with which studies are also done to find out needs apart from the issues with the classroom. It also finds out what the job market could also afford for users and implementers of the subject. One also unearths issues concerning resources available as well as feasible solutions that can help direct the education of the region, all through the use of the component and thus, made available through literature to users. In addition, the component identifies opportunities to address the needs of stakeholders; diagnose problems underlying the needs, and to judge whether the subject's objectives are sufficiently linked to the assessed needs. Guba and Stufflebeam (1970) calls this the Planning stage.

Again, elements for context evaluation include the needs, problems and issues related to an implemented curriculum. It has been observed that, when using this component of the CIPP evaluation model, the following instruments could be adopted either singly or combined for a study. These are: system analyses, surveys, document reviews, secondary data analyses, hearings, interviews and diagnostics tests (Zhang et al., 2011; Dalkey & Helmer, 1963).

In using the context component, my study could best use the document review, interview instrument and the survey as data collection instruments because all have been noted to be some of the best instruments for evaluating. Stufflebeam and other proponents of this pragmatic model have described the three instruments to aid educative studies. Besides, the ideology for this component was employed to cater for the needs of an ongoing curriculum in



order to adopt strategies to help improve the teaching and learning of the subject. The needs assessment conceptualises and uses the instruments to assess the needs pertaining to what happens in the classroom. It requests data from the teachers and the students who happen to implement hugely all the aspects of the CRS curriculum. This present study being one that seeks to improve and judge the subject; the teachers and students are enough for such an exercise.

### **The Input Evaluation of the CIPP Model**

This component also sets to address the needs found out with the context evaluation component. Here, addressing the needs discovered by the context component takes each of the implementer's characteristics to be scrutinised one after the other. The motive is that in-depth needs and data could be achieved to help a project, programme or subject's improvements. It is also that evaluation component that determines how to utilise resources to meet goals and objectives. It also looks at the attainments of the objectives through some background activities. And when this is obtained, the improvement strategies are worked on based on data and findings. Stufflebeam (2003) indicates that he sees the input component of the CIPP evaluation model to be the most neglected when the model was gaining grounds. Yet, it had been observed to be the most critical and important category of the whole model.

The input component asks the question, 'How should it be done?' After the needs have been identified and analysed, the input asks how should those needs could be curbed using available and generated resources, time and budgeted requirements? The interest of the input component is to be able to achieve a planned programme. When one does a formative evaluation study of an already implemented curriculum, the aim with this component is to find out

if the concepts and strategies developed for the curriculum are going as planned. It looks at, in addition, the external motivations, resources availability and their full use. On a summative ground, the listed questions including analysis of documents or observation of routine activities are also done to ascertain relevance of certain activities done on a given project.

If there are adopted strategies that are for a newly developed curriculum, those strategies are either deemed relevant or irrelevant. The relevance or irrelevance of the strategies helps to achieve the desired results or motivate restarting the strategies in a more productive manner. If there are desired results, it is aimed that they could be pinpointed as one of the many ways one could improve a curriculum or project. From my point of view, the knowledge of these strategies lies in how best stakeholders could use findings from a study to curb situations at various sections that may be needed. The motive is that one could have successfully done away with needs or difficulties which could underpin the fall in performances of students. It then boils down to the fact that if one is doing a subject evaluation, the contents taught should meet students' expectations including the society.

The input component is also referred to as the structuring decision platform. This platform expands across all the hinges that an already implemented curriculum or project sits on. It runs from the background characteristics of users, objectives, contents and numbers or population's interest, so far as users are concerned. From a holistic context, that is either for a formative or summative study, this component (input) makes sure a curriculum considers extensive variables. These variables include the methods used to disseminate contents of a subject. It finds out whether implementers are

making use of traditional or modern methodologies. Also, there are issues on delivery of the contents. Owusu (2011) observes in Sunyani that CRS teachers, for example, continually used the discussion, questions and answers and the lecturette methods mostly in the teaching and learning of the subject.

It also works with a newly developed curriculum or even with an already implemented curriculum. The input evaluation digests to find out how users could organise the contents and other strategies to achieve the best out of the beneficiaries of the project or the curriculum. Probably, the relevance of the component at this stage is to beef up data for either a change or a halt in implementation. With the CRS subject, it is noted that the past two years results from WAEC examination reports have proven students performances as both average and lately, improving. This could tell how good those contents of CRS could be of relevance after the 2010 review implementation.

On recruiting individuals for successful implementation of project or curriculum, the input evaluation brings on board experienced individuals who have the technical know-how to get things done appropriately. It also looks at already existing issues which have been problems to staffs and the general users of the project. Currently, it could be told that CRS implementers in schools are experienced enough to assist. Besides, CRS teacher recruitments has been at its lowest and it seems it would still be when getting into the service novice teachers because of the limited exercises periodically done for some specific subjects' areas.

The input evaluation also spreads its evaluations to affect issues of schedules or timetables. It looks at extra activities such as games and holidays that take some allocated daily activities or topics back to other periods. There is

also concern on facilities. The facilities involve both those planned for and, thus, available and those that stakeholders, particularly the implementers, will be able to provide later. The last but not least are issues on budgeting (Finch & Crunkilton, 1993). They involve how money allocated to certain activities would be used to suit the allocated activity.

Under the input component, the available or likely to be generated human and material resources including financial schedules are designed to be used diligently. The resources are employed to cater for the needs of the project or curriculum. Normally, such needs are deliberated and decided upon. The common decision regarding studies include whether stakeholders can use recommended assistance sought from respondents who are the implementers. The assistance is to help meet the set objectives of the identified needs.

Stufflebeam (1971) made a statement on using the input evaluation and this could be compared with some activities that happen in the Ghanaian educational sector. He asserts that there is long wait on deliberating issues and bringing in consultancies to try implementing decisions with a political view instead of educational orientations. To some extent, the values of such activities are to get operational measures for the better. However, most activities take time more than expected and usually, more money than budgeted. This could be part of the reasons why the Input evaluation has always suffered neglect.

Then, in the United States of America, especially the latter era of the nineteenth century, stakeholders at the top continued to have committee deliberations, appealing to professional literature and employing consultants to make decisions for educational systems. It is no different from the many of educational activities on projects or curricula we could have here and in recent

educational activities. This is a process Stufflebeam (2003) claims do not help education. Instead, there could be the activities of putting to work procedures, materials, facilities, staff requirements and budgets in proposals to funding agencies. He explained that these agencies have to or could work directly with the implementers to actually improve other aspects of the project or curriculum.

The funding agencies, Stufflebeam (2003) claims, would be in the pole positions to make sure the curriculum or project is a success. This was because the agencies would use expert consultants to ensure such works are done. Stufflebeam asserts that the input evaluation provides information for deciding whether outside assistance should be sought in meeting goals and objectives or curbing the problems and needs identified. And the aforementioned are normally identified from the evaluation with the context component.

When a project or a curriculum is already in use, it is enough to make sure there is a concise data to make consistent improvement on the curriculum. Regarding strategies and their use, as it is a demand to be employed when using the component, one can cite the adoption of available solutions or the development of new resolutions. Again, the look at what design or procedural plans the evaluator could employ for implementation can help selected strategies. It then boils down to various agencies under an educational scheme to assist with the best strategies. The strategies are hoped and aimed to help the subject improve or move up the ladder just like the way other subjects may be doing. It is important to rely mostly on educational curriculum leaders and not political influences. The reliance on political influences will always be dealt with on the eye for power and not the ways to achieve success.

During collection of data, the Input component requires researchers to use literature, review actions and feed on responsive measures from studies that tail the lines of the curriculum. Generally, the absence of much literature will always require the use of two or more activities during data collection, especially when one tries to achieve comprehensive data. It could also be opined that to use the feedbacks on the responsive measures that are based on findings from a study can also help very much. The available feedbacks and even the literature sometimes could be got from related curriculum.

Again, the committee deliberations, employing of consultancies and a few other strategies can well be the common strategies stakeholders may opt for when trying to improve their strategies for implementing a good course. This could be why the component dwells much on interview and a survey to accrue data for improvement exercises.

### **The Process Evaluation of the CIPP Model**

The process evaluation is also known as the implementation of decisions evaluation. It is the monitoring stage of the curriculum, project or the evaluation systems. It is also designed to provide evaluators or researchers including concerned stakeholders the feedback on what have been observed using the Input evaluation. There are measurable decisions that are passed periodically to control and review strategical actions. These actions are put to work and thus expected to bring success for the curriculum (Borich, 1991). This component is the possible ground of a newly developed curriculum. A curriculum or a project may suit the above expressed need of the process component. An existing curriculum may have implementers being quizzed on their level of involvement

in making sure the curriculum is a success. It also monitors the actual use of the curriculum to happen in the classrooms.

The monitoring component of this implementation process also asks certain questions just like the two components, the context and the input components. The key question asked under this category is, 'Is it being done?' That is, are those adopted strategies recommended for the curriculum's implementation being implemented as designed to be implemented? It also finds out if the identified strategies are used. Here, the strategies which had been observed during the trial out stage and, thus, corrected over and over are used. It makes sure the exact corrections of the strategies are implemented and, if not, becomes a project to be completed and, thus, implemented over and over (Stufflebeam, 1971).

The process looks for activities geared towards achieving desired aims for the project or the curriculum. However, it is the prime motive of this component to find out if, indeed, proposals are adhered to. One may ascertain factors impeding the successful implementation of a project or curriculum. Others rely on stakeholders' cooperation to achieve a better project completion and day to day activities which may affect the process.

Besides the key question mentioned already which the component asks, it also asks whether the proposed strategies to tackle needs of the implementers of a project or a curriculum are exactly what are being done? It provides a strict ongoing check on a subject. With this component, one finds out whether the proposed strategies are working. It evaluates revisions that are made and, if necessary, recommended for implementation practices (Borich, 1991). However, it should be noted that everything hang on implementations already

done to ascertain if strategies are still what are expected to be so far as a subject is concerned. If not, implementations of a subject or a project is analysed for better implementation.

Stufflebeam (2003), Stufflebeam and Shinkfield (2007) and Zhang et al., (2011) all affirm that this category also assesses the degree to which implementers of a project, curriculum or evaluation systems, accept their individual roles in making sure a curriculum is improved. And, in achieving these roles, implementers are to do their activities as their roles demand of them. Some of their roles could be by helping other stakeholders to carry out activities. It could also be to judge the curriculum's implementers' performances and to interpret outcomes so far as success is thought of. In another way, one can rely on students' academic performances in this curriculum to tell the process outcome in the product evaluation.

One feature of this component is that it is provided to detect defects that come up during the needs assessment and the implementation phases of the strategies which are believed not to improve a curriculum (Stufflebeam, 1971). The defects are identified with intensive evaluation using this component. It is to continually monitor the probable origins of failures attached to a study and its implementation process. This is what Fitzpatrick, Sanders and Worthen, (2004) call the stage of recording and judging procedural events and activities.

The process evaluation could be done separately using the CIPP components. One may use on site observation, interviews, questionnaires, records analysis, focus groups discussions and last but not least, tracking of expenditures. Just as some cited scholars laid clear on some benefits of the process evaluation component using this CIPP model, this model is found



beneficial to this study. One could be to provide information to make adjustment in project or a curriculum implementation. It also fosters the need to keep to an extensive instrument which could work on an existed curriculum to improve the curriculum's implementation (Finch & Crunktlton, 1993).

Furthermore, the process evaluation component monitors the activity laid bare to be followed and to be tackled. It should be remembered that needs that came from the context evaluation, tackled with the prescribed responsive activities laid by the input evaluation are what the process evaluation monitors. Therefore, the process evaluation is done to find out if prescribed responsive activities are being done and if potential procedural barriers presented and experienced in the classrooms or project's site are also monitored. These procedural barriers entail implementation processes, staff recruiting and even the project activities difficulties. Moreover, the process evaluation identifies needs for programme adjustments or improvement.

Some of the few issues tackled under the component may include the effect of the project or the curriculum on staff interpersonal relations. The effects also affect the users of the project or the curriculum, that is, even the students. It also looks at communication channels which include activities with curriculum leaders in the subject area. It evolves around how well the individuals work together for the good of the curriculum.

Under logistics, it looks at a comprehensive milieu on a curriculum which is intended or created for persons to get involved. It involves curriculum issues with which persons may be affected as a result of the curriculum's failures and success. There is also presence of factors surrounding adequate and inadequate resources, physical facilities such as discipline measures, time,

evaluations etc. It, therefore, boils down to implementers to assist the monitoring to have individual's reports made to tackle the curriculum's successful implementation.

It must be noted that this component is always necessary to have since it gives most structuring decisions that are made not by policy makers but rather by classroom implementers of a curriculum. The implementers consist of the teachers in the subject area, the learners, the curriculum leaders and even the researcher. The usual function of these above named stakeholders is to make sure the structured decisions made are consistent and adhered to (Guba & Stufflebeam, 1970)

### **The Product Evaluation of the CIPP Model**

This is the final component of the CIPP evaluation model. Finch and Crunklton (1993) claim the product evaluation happens on the data fields. It comes with information gathered from sources such as employers, supervisors, and with a curriculum, teachers and students. The component asks questions such as how do employers view performance of the projects and how adequate is the curriculum preparing individuals for jobs entries? Borich (1991) also says this is where all the three components evaluations are related and rounded up in order to have series of decisions to be done on a project, curriculum or evaluation systems.

As the last component of the CIPP evaluation model, the component also finds out the success of the curriculum for which all the other components in the CIPP evaluation model have been used. In other words, it measures and interprets attainments at the end of a project or evaluation systems. It is also often a necessary component to evaluate a project or a curriculum in order to

improve the curriculum during the entire term of the project, curriculum or the evaluation systems.

The product component is that state where making decisions about whether to recycle a curriculum becomes important (Guba & Stufflebeam, 1970). Here, objectives that were established to make a project or a curriculum work is weighed against all the evaluative components employed. It is to unearth whether the subject was a success or a failure after its full implementation. This was one of the reasons why the CIPP model was seen as a product for now and future improvements (Lewy, 1977). It is also seen to be that component which measures the worth of a curriculum by judging whether to continue with a subject's implementation or not. It evaluates the integrity of the project or the curriculum after its implementation and makes a final decision.

The product component ensures the quality of assessment is also monitored whilst general findings and activities are adopted for further and later reviews on a curriculum. This is what Cronbach, Ambron, Dornbusch, Hess, Hornik, Philips, Walker and Weiner (1980) establish as the evaluation to illuminate and not to dictate. However, the fact that it is said that the product evaluation asks the major question of whether the curriculum did succeed or not, it does not render the other evaluation components unimportant to be used. This is because each of the components could be used singly or together.

One can use any of the components without necessarily using the product component to judge the worth of a curriculum, projects or evaluation systems. Generally, the inclusion of the product component of the CIPP evaluation model recognises a study to be termed as a summative study whenever the component is used. But that has not been the case all the time,

especially when any of the components could do the same work (Stufflebeam, 1971; 2003).

Finally, the product evaluation component measures, interprets, and judges curriculum's outcomes and interprets their merit, worth, significance, and probity. The outcomes are hugely associated with observable results such that the evaluation fulfils the behavioural aspect aimed from a curriculum to be achieved. The component, thus, provides information for a subject's continuation, termination, and modification.

Among the methods a researcher can use to collect data under the product evaluation component includes the interview. The interview is normally used on those who have used the project or have been through an implementation of a curriculum. It must be noted that all the other instruments could be used to achieve the same purpose for which the product component evaluates. There are also use of case studies, focus groups, retrieving and analysing of documents based on proposed strategies that have been adopted, the use of achievement tests, just to mention a few.

### **Theoretical Review**

#### **Curriculum Implementation**

Fullan (1991) distinguishes between curriculum implementation and curriculum adoption. These are two words that are explained interchangeably. Fullan describes curriculum implementation as the process of putting a change into practice. He establishes that the implementation process is critically important because the process is the only way desired educational objectives are accomplished. Bishop (1985) explained that curriculum implementation is said to be the design being adopted and used in the classroom. This was the exact

case in Lewy (1977) when he explained curriculum implementation as the process through which a curriculum is put to use throughout a school's system of education.

Leithwood (1991) also describes the process as reducing differences between existing practices and practices suggested by better educational change. This better educational change is achieved with periodic evaluations on the curriculum. The explanations, therefore, mean that, for any curriculum designed to be used anew, replaced or improved upon, the tendency is that it has been put into practice for a group of users to use over and over. This process is what is termed as implementation. And of course, such an exercise should occur over a given period of time and when not changed, must be updated to suit current users.

### **Curriculum Implementation Stages**

Rogers (1983) establishes implementation of a curriculum to be involving three stages. These three stages are the Re-intervention stage, Clarification stage and Routinisation stage.

#### **Re-Intervention Stage**

The re-intervention stage is the stage where modifications are done during the implementation. This is done to carry out a successful curriculum implementation. In most cases, the process of putting into use the curriculum may not foresee a flaw in its process of implementing. The flaw sometimes takes a whole new form. The process is either to create other institutions to help in the implementation process or to rely on a different process altogether. In all these, the importance is whatever that flaw might be, it is hitched up to suit what

the curriculum is planned and developed to achieve. When it happens like this, implementers are supposed to bring in resolutions to tackle such situation.

A basic example but not the exact case of re-intervention stage of implementation can be imagined with the case of the classroom when the implementation of CRS is in process. Teachers could use pictography in teaching the subject as students could not be conveyed to the sites to observe and have first-hand information on what is being implemented in the classroom. A genuine reason could be financial difficulties. To achieve progress, students could rather be shown pictures to help them understand. The re-intervention stage situation, therefore, becomes more of adapting the strategies and leaving by such strategies when learning.

Rogers (1983) cited in Cobbold (1999), outlines some factors that may necessitate Re-intervention: when the change is so complex and difficult to ascertain; when the implementers are lacking detailed knowledge about the new idea; when there is a change to be implemented, and it is to solve more problems and not one or two problems; and when there is always the need to modify or adapt to a beneficial idea.

### **Clarification Stage**

The clarification stage is the second stage of curriculum implementation. This (the stage) has generally been institutionally based where a curriculum is accepted and put to use. It is the place of the institution to make sure the changes that are effected at stage one is put into practice. A case of clarification's replica could be exemplified with Dankwa's (2010) study on CRS. The study was done after the review of the CRS syllabus in 2010. He studied the content structure of the subject and content to be taught for every topic. He then presented how

well the content could be taught to Adventist students in an Adventist school where the subject is taught. The intent was to assist propagate Adventist religious teachings and practices and not teaching the subject in the universal content.

### **Routinisation Stage**

The last stage Rogers (1983) identifies is routinisation. At this stage, the institution which is implementing the curriculum makes the process to seem the subject was their own planned and developed project or curriculum. There is now a smooth flow of the curriculum where every bit of criticisms, oppositions and problems are overcome. There is that feeling of the curriculum internalised rather than being developed by a different body. This is the case of curricula in schools. They are nationally developed projects, however, at this stage, every school use the curriculum like it was planned and developed by their institution. The commonest thing here is that implementers come together (or individually) to process and to meet other challenges as and when the challenges happen or occur. It is to make sure the challenges are dealt with effectively.

Cobbold (1999) concludes that whether newly constructed curriculum or a revised curriculum, the process changes the behaviour of users. Most at times, implementers who are both teachers and students work in a direction implied or suggested by a curriculum. And these implementers may be active when new knowledge, skills, attitudes and values are at play. It, therefore, becomes important for a researcher to even find out some developmental strategies teachers of a subject inculcate in their process of implementation. In this wise, teachers gain assistance with literature to develop where they may fall short in a subject's implementation.

### **Prerequisite of Curriculum Implementation**

It is important for every curriculum to achieve immense success. This is realistic when there are pinpointed issues to monitor and solve during a curriculum implementation. It is, therefore, important for every curriculum to undergo the pre-implementation strategies and post implementation process in order to have success. Tamakloe (1992) cited in Cobbold, (1999) ponders on some of these measures as discussed below.

Tamakloe (1992) started by stating that the tryout and field trial of the curriculum are always important to have whether for a new project or a reviewed one. Both tryouts are done on small size of the population before a general layout of the curriculum. Even before a final tryout, there could be a further open use on a larger group before the final tryout. At the initial stage, there has to be a kind of fact to attest to whether the curriculum can attain the benefits set for it (the curriculum). It is evident from this that even before the roll out in the nation to have the reviewed CRS subject being taught, the subject had been tried with some selected schools and users to have their take. It is done so that the subject could be rectified through serious issues that may come up before the general implementation. And since the subject has been implemented over and over, what is important is to continue finding out hindrances and challenges involved in teaching the subject as well as the best ways to deal with those challenges and find ways on show how best to tackle those.

During the final trial process, data acquired are basically opinions from the primary users of the subject. There is also observational evidence from the use of the subject by the primary users. Finally, both internal and external tests



to attest whether students and teachers really come together to achieve the aims for which the subject was developed and implemented are also taken note of.

The field trial also ensures some measures are put in place. Cobbold (1999) cites Tamakloe (1997) to highlight some problems associated with the field trial during the implementation. The first was innovations reaching out to other parts of the nation where the curriculum would be used. It had been observed that there are some drawbacks which definitely affect successful implementation. These are translocation issues, animation, re-education and communication. Although technology can be said to have played a huge hitch up in here, the difficulties exist in some parts of the country.

Translocation issues still exist as some teachers do not want to be placed in rural areas to teach. There is also the inability to use certain teaching and learning materials because users lack basic knowledge and skills. Other teachers also have no competencies at all to use such materials. Animation also looks at motivation and other external drives that could push implementers to do more than expected of them. This is also not much implemented. Teachers mourn over salaries and incentives which even make the subject and the profession unattractive to up and coming student-teachers (Eshun, Akakpo, Bonney & Mensah, 2014). The CRS curriculum is one of such subjects currently being implemented in schools which face some of the animation challenges.

There are also issues with re-education. It was noted that there is a wide gap between implementers and designers. At a viva in 2015 organized by then, Department of Art and Social Sciences Education, the defender of a thesis, Felix Mensah, categorically mentioned that the kind of rapport created between designers and implementers is very little. He explained that data showed that

most teachers complain. This is because teachers' consent to designers during implementation for review are not addressed. The same content implementation issues and other problems faced each and every implementation year are repeated.

There is also the place of communication when it comes to field trial, especially when disseminating the curriculum. During the implementation process, new strategies are communicated to users through mails, telephones, letters and even visits. However, it must be noted that the current technological birth with the use of mobile phones has really improved this difficulty so far as curriculum implementation is involved. And this situation goes hand in hand with the other three as they are all gradually tackled but not completely. Most rural areas in Ghana go through these difficulties.

The post implementation process also ensures that there is constant observation of what may really be going into a curriculum implementation. It could be evaluative studies and hitch ups that are to be done to assist a designed curriculum. This could take the form of reviewing teaching and learning resources. There could also be frequent seminars to update teachers on teaching methodologies. In all, these issues do not just get solved at a go. It depends on holistic attitude from everyone involved.

### **Curriculum Implementation Approaches**

Curriculum implementation are generally carried out with the intention that the process will be successfully done. It also involves taking into consideration general subject matter which includes the contents of the subject and teaching and learning resources available. These are done to have a fruitful subject implementation, working educational organisational structure involving

the attitude of users who make sure the implementation is a success. It also involves individuals and users active roles, users' knowledge and skills on the subject and how to make use of knowledge and skills. Lastly, there is consent placed on the values users place on a subject. These are the components to have in order to have successful subjects' implementation. The components keep a subject's teaching active and ready to be improved upon every time the subject is re-implemented. The implementation process could be done based on three independent approaches. These are the fidelity, adaptation and the enactment (Fullan, 1991; Snyder, Bolin & Zumwalt 1992).

### **The Fidelity Approach**

The fidelity approach is the implementation approach where knowledge to be imparted are created outside the classroom by experts. Users of the designed curriculum are to use the curriculum with vivid accordance to the specifications laid down by developers or designers of the curriculum. The name fidelity was given this approach because implementers do exactly as they are mandated to do. They implement subjects with strict compliance to exact subject matter, philosophy and objectives set for a particular subject. Of course, there are minor changes adhered to but these changes are very rare (Snyder, Bolin & Zumwalt ,1992).

The concept behind the approach makes it seem most schools stay glued to the fidelity approach. It is so because it seems teachers in our part of the world are regarded generally as consumers and they facilitate the process of teaching and learning by making sure developed curriculum gives birth to the aims and objectives outlined. The objectives are to be vivid in order to meet the needs of the classroom and the society at large. However, the approach is inappropriate

for all situations as it sometimes tends to reject common use of strategies by users. It is important to have this approach when conditions are set in order to be achieved, which makes issues to be clear and specific as well as easy to assess.

### **The Adaptation Approach**

The adaptation which is also known as the Mutual adaptation approach criticises the fidelity approach for neglecting certain concepts for curriculum implementation. With the Adaptation approach, therefore, there is room for users to change the situation to fit their needs as and when such needs are found relevant for a particular society or classroom. So both developers and the final users ensure benefits for both parties are achieved. Therefore, the exact curriculum implementation process can never be pre-specified as found with the fidelity approach.

The Mutual adaptation is rather a dynamic approach which suits the change of time. That is, whenever there is the need to change things to suit the present, especially with the majority, adherence to change is given preference to. With this approach, although implementers are provided with a curriculum to follow just as in the fidelity approach, whenever there is the need to make use of strategies by both designers and implementers to help students, implementers do not hesitate to do so. This is because what is always best for the users as and when time demands are made flexible for users to find good use with the designed curriculum whenever necessary.

### **The Enactment Approach**

The last approach to be discussed is the enactment approach. This approach gives room to curriculum users to be the developers and at the same time, the implementers of the curriculum. It is the approach known to be based on users' experiences because the users have used the curriculum over some period of years. The users tend to understand every bit of the subject's objectives and philosophy and, thus, can enact a new curriculum for the benefit of the individual, the society and the nation. It is to create and to give the curriculum a new meaning. The process through which this occurs is what could be termed as the Adaptation approach. The curriculum is not provided; however, the implementers become creators of their own curriculum. This is the enactment implementation process (Bird 1986; Fullan, 1991 in Cobbold, 1999).

### **Curriculum Evaluation Models**

Evaluation is the "identification, clarification and application of defensible criteria to determine an evaluation object's (evaluant) value (worth or merit) in relation to those criteria" (Fitzpatrick, Sanders, & Worthen, 2011). Programme evaluation can also be seen as the efficiency, effectiveness, and accountability of a programme. Taba (1962) cited in Cobbold, (1999) states that one can evaluate anything about the curriculum. Anything here was explained to be evaluation on a curriculum's objectives, its scope, the quality of the personnel involved in the curriculum implementation, the capacities of students, the relative importance of various subjects, the degree to which objectives are implemented, the equipment and materials and so on. These aspects could be evaluated holistically or done singly.

So many models have been theorised. Among the many includes Lewy's (1977) three broad models which are grouped under achievement of desired outcomes models, assessment of merit models, and decision making models. Lawton (1973) also establishes six evaluation models of which some are found under Lewy's grouped models. They are the Classical or Agricultural Botany model, Research and Development model, Illuminative model which Cobbold (1999) used in his evaluation study on the Social Studies curriculum in Teacher Training Colleges.

There is also the Political model which is also known as Briefing Decision Makers model, Teacher as a researcher model and Case studies model. Stecher (1991) adds his voice to the conversation by highlighting five different models. They were the Experimental model, the Goal-oriented model, the Decision-focused model, the User-oriented model and the Responsive model. There are others credited to Worthen and Sanders (1987) which include Objectives-oriented model, Management-oriented model, Consumer-oriented model, Expertise-oriented model, Adversary-oriented model and the Naturalistic and Participant oriented model. These models are mostly used for business related evaluations.

Under the education discipline, there appear to be some twenty six (26) evaluative models often employed to evaluate projects and curricula. Stufflebeam and Shinkfield, (2007) cited in Zhang et al. (2011) categorised these twenty six (26) models into five (5) groups: Pseudo evaluations, Quasi-evaluation, Improvement- and Accountability-oriented evaluation, Social agenda and Advocacy evaluation, and Eclectic evaluation.

The first category, Pseudo evaluations, includes five (5) models of evaluation that are often motivated by political objectives. These are found with public relations–inspired studies, politically controlled studies, pandering evaluations, evaluation by pretext, and empowerment under the guise of evaluation. The other twenty one (21) models or approaches of evaluation are typically used to judge curricular or projects.

The Quasi-evaluations alone have a list of fourteen (14) models of evaluation that either focus on answering one question or several questions at a time. It could also be used as a single methodological approach or combined. This means, in any of the fourteen (14) models, each could be used alone or together with another. The list comprises the Objectives-based studies, Accountability, Particularly payment-by-results studies, Success Case method, Objective testing programs, Outcome evaluation also known as the Value-added assessment, Performance testing, Experimental studies, Management Information systems, Benefit-cost analysis, Clarification Hearing, Case Study evaluations, Criticism and Connois-seurship, Program theory–based evaluation and Mixed-methods studies.

The Improvement or Accountability category is oriented towards determining the advantages or the importance and the worth of a curriculum or instruction process being evaluated. Such evaluations involve three models of evaluation. These are termed by Stufflebeam and Shinkfield (2007) as Decision- and Accountability-oriented evaluation studies, Consumer-oriented studies, and Accreditation and Certification evaluation.

The last but one category known as the Social Agenda or Advocacy category dedicates evaluation efforts to pursuing social justice. It includes three

approaches. These are the Responsive evaluation or Client-centered evaluation, Constructivist evaluation, and Deliberation Democratic evaluation.

Finally, the Eclectic evaluation category is a mixture of what appears to be the selection of best evaluative models (Stufflebeam & Shinkfield, 2007). It includes the Utilisation-focused evaluation model. This model draws selectively from all available evaluation concepts and methods to serve needs of particular users in the best way that model could be used to evaluate. However, evaluative models evolve every now and then and they shall continue to evolve whenever the need arises.

There are five basic and mostly used evaluation models. These are the Formative, Summative, Process, Outcome and Impact evaluation models. The first, Formative, is known to help refine a curriculum whilst it is still in use. The summative is done after a curriculum has finished its round of implementation. It is done to judge the curriculum's effectiveness. The Process evaluation is done to determine if specific project or curriculum's strategies are implemented as planned. The Outcomes also focuses on the change that a curriculum will incur based on the result got from the implementation of a curriculum. The Impact is also done to focus on a long term sustained changes as a result of curriculum activities being both positive or negative and intended or unintended.

Stufflebeam (1971) asserts that almost all the models which are under the five evaluation types discussed above are virtually borrowed from other sectors to study the educational milieu. So, a Responsive study can choose to be either formative or summative. The same applies to the remaining models which are used for evaluation. Educational evaluations generally employ all three latter



named types besides the Formative and the Summative. It was because the three in one way or the other ran into the named types.

However, the specific purposes for the use of the two commonly named types of evaluation (Formative and Summative) are: they help curricular to increase a sector's attainment of objectives, experiences and opportunities; improve activities in the classroom and the school's environment; give the learners and teachers of a curriculum the ultimate benefits one can ever have; and increase the amount and the quality of innovative strategies including implementations at settings where the holistic activities of educating citizens are institutionalized.

### **Formative and Summative Evaluation Models**

Scriven (1967) coined the two terms to describe the various roles that evaluations portray. It was observed that the roles are with both instructional process and the entire curriculum. To Scriven, the formative evaluation is a type of evaluation where assessment procedure that is used to monitor instructional process and the curriculum is used to determine if learning is taking place as planned. The summative evaluation, on the other hand, is also conducted at the end of an instructional activity to determine if learning or the curriculum is sufficiently and efficiently complete to ascertain moving or promoting the learner or an activity to the next segment of instruction. It is also used to determine whether to continue a developed and implemented curriculum (Alkin, 1974). Both evaluative models are done to modify and improve the process of instruction or the curriculum.

In establishing the differences between the two, the formative is used when or during the instruction or when a programme is ongoing. Summative, on the other hand, is done typically at the end of the implementation of the curriculum or the instructional process. Formative gives the users of a curriculum some advantage to determine the effectiveness of new procedures and techniques. It also determines the methodologies and material resources which are to be adopted in order to ensure a curriculum yields better results. Again, it tells of a curriculum to be of an improved item that has identified shallow and mild areas where revision would be needed. Contrarily, the summative also ensures that the developed curriculum determines the degree to which the curriculum is effective. It also establishes that the effectiveness is enough to meet the required objectives for which a curriculum was set to achieve (Stake, 1977).

Again, formative evaluation seeks to provide useful or important data which could be used in monitoring a curriculum. It provides feedback to users of a curriculum with instructional activities or effective strategies (Tamakloe, 1997). By so doing, users of the curriculum will be able to judge data. The data could be assisted with ways the data provides useful feedback, appropriate and attainable instructional strategies which are clear and effective. The Summative varies process. It also determines to what extent a curriculum has been achieved. It observes the grades and scores learners get from their learning and examination. It also observes what users have been able to achieve so far through the use of a curriculum.

The last but not the least, the formative satisfies all works deemed to improve just as the summative, but again, the former gives room for closer

monitoring of a curriculum. It realises the broad purpose for which every curriculum is set to achieve. It also identifies discrepancies such that improvements can be made in time to surge the programme (Adentwi, 2005). The formative type of evaluation gives many and diverse methodology in gathering data. Some of these include paper test, classroom observation, questioning, and checklist, just to mention a few, whilst summative has relative few data gathering methods. Among them include survey test performance rating scales, end of term examinations and a few more (Tuckman, 1975).

Tyler (1949), Stufflebeam (1971), Lawton (1973), Lewy (1977) and Stufflebeam and Shinkfield (2007), just to mention a few, have written on what evaluation should mean to achieve. They established how it should be conducted with each used model they wrote extensively on. And when using the Decision-oriented model for which CIPP model is found, evaluation always seems to be done to perfection. Cobbold (1999) therefore states that there is no single correct way to conduct an evaluation exercise. Again, he notes that ways to evaluate a curriculum seems realistic yet they are based on assumptions. To him, the efforts have resulted in several evaluation models coming up and in a collective manner, representing different philosophies of evaluation. This has consequently had effect on the formal content of curriculum evaluation. However, the most frequent evaluative models being used in education, he outlines, have been the Objectives-based, Goal-free, Decision Oriented, Illuminative, Responsive approach and many more. Only a few are discussed here.

### **Objectives-based evaluation**

The Objectives-based model of curriculum evaluation is ascribed to Ralph Tyler. According to him (as in Cobbold, 1999; Oppong, 2009), the process of evaluation is essentially the process of determining the extent to which educational objectives for a particular curriculum are actually realised by the end of the cyclical implementation of the curriculum. One can find out from the use of the Objective based model that broad goals or objectives are identified. They are then defined in behavioural terms and relevant student behaviours measured against a yardstick. The yardstick may be either standardised or researcher constructed instruments. The obtained data are then compared with the behavioural objectives of the specific curriculum to determine the extent to which performance is congruent with expectation.

Applying this approach to a study, it is expected that students generally perform some standardised examination or exercise to find out if a curriculum is either a success or not. Based on students' results, one could generalise the findings. Sometimes, the researcher may be bias to a particular area and, thus, claim the curriculum to be a success or a failure. This means that if discrepancies are found between performance and objectives, modifications intended to correct the deficiency should be made in order for the evaluation cycle to be repeated.

Scriven (1967) also asserts that not all curriculum experts have faith in the type of test to be used and even the outcome. He argues that an overemphasis on outcomes is unsatisfactory since information about outcomes do not necessarily tell us anything about other important aspects of a curriculum. Some

of the aspects include the quality of its objectives or the way in which the curriculum has been taught.

Eisner (1979) cited in Cobbold, (1999) also points out that the outcomes of educational programmes are not completely predictable. Hence to evaluate only for the goals one has intended can lead one to neglect equally important and, at times, even more important outcomes that were unintended. Eisner concludes in consequence that a conception of evaluation that limits itself to what has been preplanned in terms of goals or objectives is likely to be educationally thin.

Stenhouse (1975) also affirms the objectives model by sharing what the model assesses without explaining. Hence the developer of any curriculum cannot learn from it. Stenhouse's point was that while the use of objectives as criteria for evaluation permits judgment of failure or success, the Objective based model is incapable of assisting in the diagnosis of reasons why a curriculum has failed or succeeded, yet other models can do that.

### **Goal-free evaluation**

Scriven (1967), the orchestrator of this model, categorically made this evaluative model to determine the merit of a curriculum by examining the actual effects of a curriculum. It finds out whether a curriculum has intended or no intended goals. This intention is framed without any referral to the objectives or goals of a specific curriculum. He affirms that such a strict adherence to objectives narrows the evaluation of a given curriculum. Thus, there could have been a wide range of information that could be rendered to evaluator(s). In this sense, what the curriculum actually exhibits are portrayed rather than what an aspect should have been producing based on set goals or objectives.

Stecher (1991) describes the Goal-free evaluation as that bit of a difficult activity as the evaluator's expertise must be of an experienced one. He stresses the issue by asking the question that, how will the evaluator determine the observed effects attributed to the curriculum, whether studied or not studied? One may assume that since time could only tell for such a model, specific goals and directions may be determined some time to come. It may have specific goals or direction for evaluators to follow although the motive for now does not guarantee laid down procedures. However, there is a similar but not actual guideline for evaluators, and it was developed by Scriven, named as 'Modus Operandi Method' (Cobbold, 1999).

Again, the Goal-free model proposes a platform to evaluators to have data that reflect issues on the field. It also ensures that all aspects of the curriculum are found out and identified clearly. It is noted that there is that aspect of the evaluator which influences the study to a large extent. It was so because there is absence of the criteria to follow to ensure that the evaluator has his own laid down specifications which he must follow. At the end of an evaluation study, the evaluators' objectives are what are at play with the study (Fitzpatrick, Sanders, & Worthen, 2011).

The traditional single evaluative models, such as that of the Tylerian evaluation model: Objectives-based evaluative model of the Quasi-evaluation category, finds out whether a set of objectives has been met or not. This is mainly concerned with the final retroactive evaluation. The Context, Input, Process, and Product (CIPP) evaluation model when compared with professional standard's utility, feasibility, propriety, and accuracy has, over the years, been acclaimed to be the best evaluative model that has surfaced. The

uniqueness of the model is as a result of its connection to the improvement or accountability category. Since it is one of the most widely applied evaluation models, it is found to be a sufficient solution to the evaluative problems of educators who plan, execute and evaluate innovative programs (Stufflebeam & Shinkfield 2007).

Personally, and as a pragmatic philosophy admirer, I side with a more rigorous study which looks for a more comprehensive evaluation with lots of data to: (1) actually talk of the CRS curriculum; (2) ensure generated approaches that could rectify needs; and (3) ascertain implementation of an approach seen to really improve the CRS curriculum

### **Empirical Review**

#### **Rationale, content and strategies to achieve the objectives of the CRS programme**

The Christian religion is the leading religion among the mainline religions in the country. And the Bible is widely used among the many religious literatures available. The subject with the use of the Bible is understood and taught to help students understand the role which the Bible plays in the lives of people. It is taught as a source for guiding, directing and counselling the users and even those close to the users who might emulate lives of these users.

The CRS is established that its role will be to help fight all the problems society face today. It is also a tool to ensure good teaching of personal and social values that are essential for individuals and societal growth and development backed by critical thoughts. Then, there should be understanding, appropriation and actualisation of these biblical ideas and ideals, virtues and concepts being the prime motive for which CRS exists.

The CRS is implemented for students to also demonstrate knowledge, understanding and appreciation of the biblical texts as set in the selected passages. These selected lessons are in line with those familiar to students in the Ghanaian context. Again, they are to analyse the religious and social background of the specified themes from the Ghanaian context. The subject (CRS) applies the learnt religious and moral lessons in the set passages to the lives and ways deemed fit for emulation. It is established that students adopt the healthy attitudes, concepts and skills that can be emulated from the biblical lived lives to impact on the society.

It is expected that students go through contents deemed fit for their developmental stage. These cover selected passages and themes from the Old and New Testaments. Students who happen to go through this subject are expected to have studied Religious and Moral Education in the country's basic education level. The programme is set to be taught like all elective subjects, four times in a week for forty-five minutes for each period and now under the new educational reform, one hour. It is open to all students no matter their religion as it is taught for academic purposes.

The CRS' contents starts with the knowledge of the bible and issues of the bible treated in both the Old and the New Testaments selected contents. Among the selected contents are the creation and fall of mankind, where there are sub topics around the background of the bible, creation, the garden of Eden and the fall of mankind and Cain and Abel; God's covenant with humankind, looking at the one with Abram, with Israel and the New covenant; leadership roles, with concentrations on Joseph, Moses, Joshua, Deborah and Gideon; parental responsibilities on Samuel and Eli's sons; disobedience and



consequences, on Saul; a man after God's heart, in the person of David; making decisions and that was on Solomon's wits and his unwise policies and that of Rehoboam.

There are also topics on the supremacy of God, looking at religious tensions during Ahab's reign and Elijah on Mount Carmel; Greed and its effects, studies on Ahab, Naboth's vineyard, Elisha and Gehazi; the nature of God, his universalism, what could be seen as true religion and God's divine love; the apostate and the reformer, in the persons of King Manasseh and King Josiah's reigns respectively; divine call; individual responsibility and hope for the future; concern for one's nation; faith in God

Again, there are topics on Religious institutions and sects at the time of Jesus such as the Synagogue, temple, Sanhedrin, the Zealots and others; introduction to the synoptic gospels, especially their characteristics, the gospels and the problem; the birth of John and Jesus, his baptism and temptation; the Galilean ministry; teachings of Jesus; his miracles; some of his parables told; his expedition to Jerusalem and issues he encountered there, the passion stories; history of the early church; appointment of the seven and persecution of some disciples; witnessing further afield; the first missionary journey and the council of Jerusalem and the epistle of James and 1st Peter. These contents are expected to be completed within a period of two years and four months, now less than two years, as the following months afterwards are meant for students to take their West African Examination Council's examination (Ghana Education Service, 2010).

Teachers are left with the free will to adopt any students-centered teaching strategies deemed fit to aid the dissemination of the contents. Teachers use role play and discussion to stimulate students' involvement in teaching. Others allow students to be reading texts from the bible whilst question and answers are used to help students comprehend read topics (Owusu, 2011). And on classroom managements, ideal disciplinary measures to have students contend with the studies are welcomed. It also seems some of the schools lack teaching and learning resources.

### **Instructional resources available for implementing a curriculum**

Effective teaching and learning of a curriculum lies favourably on careful use of instructional resources, effective communication, teaching and skillfully handling of topics and resources by teachers. It is because these resources are particularly important as they are the primary means through which students gain access to the knowledge and skills specified in the syllabus (the California Department of Education, cited in Oppong, 2009). The resources include the marker boards, pictographic, maps, projectors, and slides. It is these resources that make discovered knowledge in the classrooms stick on students' memory and lived accordingly in the society. The visual aids supplements inadequate books and scarcity of text supplements (Likoko, Mutsotso, & Nasongo, 2013).

Adeogun (2001) had established that schools that are endowed with more instructional resources perform better than schools which are less endowed -a probable reason to why students do not perform well in the subject. Thus, effective teaching can never be successful if instructional resources are not present. According to Adeogun (2001) in cases where students do not go

with their bibles for lessons, the possibility that they might omit certain knowledge is high.

Dankwa (2010) and Owusu (2011) found in the Brong Ahafo region, that this curriculum has fully implemented resources such as the bible, the marker boards and some pamphlets compiled by individuals to help the studies. With many subjects, there is scarcity of textbooks, libraries and other physical facilities, which affect how and what learners respond to demands of the subjects. Makau (1986) states that instructional materials such as textbooks and science equipment for both teachers and students are key variables in students' learning and performance at all school levels.

It is observed that instructional resources play an important role in explaining the wide variation in academic performance among students. Therefore, for effective teaching and learning, textbooks and other resource materials are basic tools. In their absence or inadequacy, teachers handle subjects in an abstract manner, portraying the subject as a dry and non-exciting one.

What was evident during my time as a CRS student was that students had textbooks including the bible to use as resources. Generally, we read the textbook(s) and wrote notes prepared by the teacher which we relied on. During my internship, students were not using these books, they used only the bible and pamphlets. Owusu confirms that in the Brong Ahafo region, the bible and the pamphlets are read and discussed when the need arises. Dankwa also asserts that the bible is used as students read from it and discuss contents in relation to the teachings of the Adventist church.

**Challenges associated with the implementation of programmes and the Christian Religious Studies subject: United Kingdom perspective**

In the United Kingdom (UK), Ofsted (2010) affirms that the teaching of Christian religion in schools and especially that of England is presented in a stereotypical and simplistic manner. Insufficient attention is paid to diversity within the Christian tradition. The reason is contents in the subject are based on selected topics which lead to argument for diversity such as issues with the trinity and the personality of Jesus, just to mention a few.

Jackson, Ipgrave, Hayward, Hopkins, Fancourt, Robbins, Francis, and McKenna (2010) also talk of less content on the historical background of the study in the religion in its teaching in England. In the Ghanaian context, the curriculum has very little issues in the contents to talk about the historical background of the subject. It could be that some teachers do not even teach the historical contents of the bible. Again, the subject is taught by Christian priests who have learnt the contents but might lack methodology to teach yet they teach the subject in schools.

There is also the problem of having teachers who bring up their religiosity and beliefs, educational experiences, length of career and even their pedagogical objectives to play in the teaching of the subject. Everington (2009) reports of having conducted a study of such and respondent views on teaching religion were backed by their faith in Christianity, Islam or Agnosticism. This could be evident in Ghanaian classrooms. There are teachers and students of different faith but they have to implement the CRS subject and appreciate the Christian religion's objectives set for the curriculum.

Again, teaching of the subject was induced to bring about critical learning, community cohesion and good citizenship among students rather than stressing on moral values acquisition and spiritual understanding. The rationale, just mentioned above is to ensure that teachers do not highlight their teaching process to cognitive development only which is assumed to be the case of most Ghanaian classrooms. But it was found out that some teachers' use resources that may fine tune teachers' pedagogical knowledge and could have a detrimental effect on studies (Jackson, et al. 2010).

Away from what has been seen in England concerning this curriculum, it is noted that for every programme or curriculum, there are some general challenges that come to be associated with subjects (Larbie, 2015). Some of these challenges include inadequate funds and, in some cases, lack of funds. Sibulwa (1996) attests that the number of students in these developing countries keeps rising but the government has little to keep up the pace of making sure these students and their needs are funded fully.

There are also problems of inadequate classrooms and classroom facilities. Some way somehow, a little has been done by the then president, J. D. Mahama, in 2012. He provided extra classroom blocks to cater for aspects of this challenge. This provision was a campaign promise to produce two hundred classroom blocks for schools in 2012, but resource centers, offices desks, school halls, libraries and many more have not been provided with what were established.

Furthermore, inadequate teaching resources were also a concern. Owusu (2011) again asserts that teachers fail to use those inadequate resources for this subject. The resources, especially the books were mainly destroyed and could

not assist contemporary knowledge and experiences acquisition. What was done was mainly reading of the teacher given notes in the classrooms, at the library and even dormitories.

Also, quality, quantity and conditions of service of teaching staff and curriculum implementers was another challenge seen to affect subjects' implementation. It had been ascertained that the success of a curriculum was an orchestration from a teacher (Tamakloe, 1997). As a result, sufficient teachers could be supplied. However, most of these teachers are not willing to be in the remote areas to teach, neither are there Religious Educators really teaching the CRS subject. Other subject educators are made to take this extra teaching responsibility that tends to affect their efficiency of implementing subjects (Okello & Kagoiren, 1996).

On teachers' extra school services, there are even teachers who happen to be class and subject teachers mandated to be form masters as well. These individuals, to a large extent, have to fetch for their place of abodes. This is because there are not enough houses to engulf them, low salaries, and, in some cases, no motivations. All these challenges in one way or the other do not enthuse individuals to really get down to a hundred percent (100%) implementation of curricular in developing countries.

These issues and many more could also be present in CRS education. These are part of the reasons why one may choose to evaluate the Christian Religious Studies subject being implemented for the past five years. And since there has not been any data in the past five years to prove the CRS curriculum's worth or otherwise in the classroom thereby, improve its teaching and learning, it is wise to have a study like this.

### **Some studies that used the CIPP model for programme evaluation and implication for this study**

In a study by Stufflebeam (2003), the U.S. Marine Corps used the Context and the Input components of the CIPP evaluation model. They used the two because the Corps had already assessed and decided to replace its existing system for evaluating officers and enlisted personnel. The purpose of the Input evaluation was to critically compare personnel review systems used by other military organisations and three new proposed systems. Stufflebeam affirms that very little Context evaluation information was collected. The information collected were basically related to needs and problems in the existing personnel review system. Works from the Corps' Context evaluation were added to what was monitored and realised to be a difference from the activities rendered.

In launching the new system for the project to make improvements, it was the Corps who conducted their own Process and Product evaluation. They sought to find out whether the proposed plans for the needs and problems evaluated to be facing the project were really eradicable with what could be got with the latter studies where they used the Context and Input components. These were proposed by the researchers who worked on the Context and the Input evaluative studies. My study is not a replica of how the components were used but a necessary adoption for stakeholders who would normally be called for review activities should the study merits their funding.

Wang and Zhi (2009) in another CIPP model study evaluated online training programmes in China. They used the model and that of Kirlpatrick's model. When stressing on the CIPP model, they preferred to use the Context and the Input to evaluate the concept of training in their investigation. They

investigated the topics (contents) and found out the needs assessment for the programme. The Input evaluated the advancement strategies that can help deliver a successful training programme.

The Context evaluation specifically looked at the construction of the evaluation index which centered on training subject as an aspect of the whole investigative topic. It established the needs for an online programme, implementation needs, and organisational conditions, just to mention a few. The input evaluation devoted its evaluation to look at the advancement of achieving laid down targets. The targets were to find out if trainees were well trained. It also included supplying of supportive environments, designing and constructing training resources, organising teachers and training curriculum and creating online environment.

Again, Zhang, et al. (2011) conducted a study on Student's Service Learning. They used all the four models to have evaluations on the needs assessment of the university which the project was to be developed for, design the project, implement it and later assess the teaching of the project. The project was to improve K-12 students' abilities; especially those who could not read nor write. It was to assist them curb the disabilities. It was also to equip teachers with the kind of education that will assist in dealing with student's disabilities. The K-12 is an equivalent of what we have in Ghana as senior high school education.

They used the Input evaluation; with a focus group discussion, videos and expert consultancies in order to acquire the possible reasons that were hindering the students' inabilities. It was followed by a literature review in order to ascertain other practices that could be adopted. Other stakeholders in the



faculties gave feedbacks to improve some strategies that were used to make the project a success. After this, the Process and the Product components monitored the implementation using discussions, standard tests and feedbacks on the needed adjustments for the project. The feedbacks were later on analysed with a decision made from results from the data.

Kavgaoğlu and Alci (2016) also did a study using the CIPP model. It was used to evaluate Call centers activities. It evaluated specifically the reputable telecommunication sectors in Turkey. It sought their competence-based of the curriculum designed for their use. The curriculum was designed by means of internal funding and, thus, the use of the CIPP model.

On each of the components, the general evaluative questions that each component addressed were directed to each aspect of the curriculum. It included the needs each component needed to evaluate. The study used the questionnaire drawn to the scale of the Professional Competence Development programme evaluation. It was affirmed that the model was used because of its continuous use by experts in education, agriculture, and managements, et cetera. The model worked on focusing on achieving unscientific targets such as that of time of practice per person, performance targets and educational cost targets. The students were evaluated when they completed the programme to find out whether they (the students) had the required skills for the studies scientifically or just traditional and manual.

In the Cape Coast Metropolis in which the University of Cape Coast is located, studies on programme evaluations using the CIPP model are not that much. It seems there have been three studies so far, all on the Management Studies programme offered in the Faculty of Arts and Social Sciences

Education. Many of such studies (Mensah, 2009; Oppong, 2009) have been mostly based on Tyler's Objective model and other traditional evaluative models. Larbie (2015) on the other hand, used the CIPP model excluding the last component. She used a descriptive survey to ascertain if the Bachelor of Education programme in Management is implemented according to what it (the programme) has been designed to achieve. She used interview and questionnaire to elicit from both lecturers and students in the University of Cape Coast reading Management what the implementation process is; a cue I took my studies from. It was upon her suggestions for her study that this study adopted, and just as what the above studies have sought to do, to use the CIPP model to evaluate the CRS curriculum.

### **Summary of the Literature Review**

The chapter addressed the need to reflect on the needs of the changing society and the classrooms by looking at what the CIPP evaluation model seeks to do by improving a new or an already implemented curriculum. It addressed issues on curriculum implementation and curriculum evaluative models that users of a programme evaluation could use. The chapter again touched on the rationale and the contents of the CRS subject curriculum including some instructional resources that could be used during implementation. Emphases were also drawn to some of the challenges associated with the implementation of a curriculum in both developing countries and English schools. Evaluative studies which used the CIPP model were reviewed to highlight the need to collect evidence to back the model that may best suit an evaluation of our ever changing or innovative educational sector.

## CHAPTER THREE

### RESEARCH METHOD

The mixed method research paradigm was used. This paradigm gave me the platform to collect data in both qualitative and quantitative forms (Creswell, 2009). It was noted that the CIPP model requires engagement of or collection of both qualitative and quantitative data and even give room for triangulation procedures to assess and interpret data (Stufflebeam & Shinkfield, 2007).

The paradigm facilitated engaging multiple observers and informants with different perspectives. These observers and informants were noted to be able to construct comprehensive instruments when needed. Again, the paradigm assisted me to use extant and pertinent information that could address each evaluation question. It was to be used in a timely manner especially when using multiple procedures, cross-checking qualitative and quantitative findings, building a compelling case over time and subjecting an evaluation to review.

When going by the proposal of the mixed methods paradigm, evaluators are expected to search out and investigate ambiguities and convergence data including contradictions in findings. Evaluators are deemed to listen to respondents and weigh feedbacks from the program's stakeholders as well as appropriately analyse data when generating and reporting conclusions (Stufflebeam, 2003).

#### **Research Design**

The design that better suits the study was the Convergent design of the mixed method research paradigm. This (the design) gave some distinctive features that were present at each stage of my evaluation study using the CIPP model. The design, on one hand, ensured that I undertook a descriptive analysis

of my data. It also ensured a one-time data collection activity which both teachers and students provided data at a go, using two main different instruments at the same time.

The convergent design is relevant for the collection of both qualitative and quantitative data, simultaneously or concurrently. It helped to merge the data from two datasets with the results used to assist comprehension of the problem studied. The two paradigms (quantitative and qualitative) in the convergent design gave equal platform for collected data, however; the qualitative aspect of the design was dominant. It meant that the design judiciously strengthened the weakness and the absence of feedbacks which were presented from any of the paradigms (Creswell, 2012). Again, the convergent design gave me the option to probe further in order to accrue statistical data which described other issues in detail.

Furthermore, the strength of the design enshrined in the combination of the advantages of each form of data- the quantitative and the qualitative data- involves generalizability of information about a context respectively. The study triangulated the methods, data and complemented findings. These were the purposes for which the convergent design of the mixed method was selected.

Creswell (2012) asserts that the popular information about the use of the convergent design was to explore a phenomenon, identify themes, design an instrument and subsequently ensure instrument(s) was or were tested. The design aided such description and explanation of the context of the subject, the input and the process for which the Context Input Process and Product (CIPP) evaluation model was used to ascertain findings from the schools. The use of the design also alleviated inherent methods' bias and that of the researcher's

bias. This included the context where extra data made up for more understanding ensured elaboration of the data, illustrated views and clarified obtained and ambiguous data. It increased the interpretation and meaningfulness of results from both paradigms.

Another advantage of this design is that it allowed one to identify measures actually grounded in the data that were obtained from respondents. In other words, it sent a researcher closer to actual respondents and not any other person who might have given different data. The advantage allowed the researcher to converge factual data by listening to participants and expecting their data given to be in line with responses provided from other respondents. It provided data on reasons for some answers rather than approaching a question with a predetermined set of variables normally found with some inferential and quantitative studies.

One disadvantage was that it required extensive data collection as well as time required for analysis though attainable. The longingness had generally been tagged with the pilot testing stage for instruments and the implementation of the required process of the instruments (Zhang et al., 2011). However, since the study area and the piloted area were not vast territories to compel one to a long period of inquiry, data collection and analysis, I attested the design was right to use.

### **Study Area**

The Cape Coast metropolis is one of the seventeen (17) districts in the Central region of Ghana. It is the capital town of the region which is known for its educational institutions, fishing and agricultural activities. This is one of the towns in which some of the Europeans established to propagate the Christian

religion, engaged in trade, and involved indigenous people in educational activities. It was founded by the people of Oguaa and this is where the University of Cape Coast and other well-known Senior High Schools in the country and the region could be found.

Critics might remark that if the city or the district had some of the best schools in the country and the region, it was not advisable for such an area to be used to ascertain data for a subject's improvement. However, the district's schools are categorised into the various classes of schools found in the country. It is made up of the good, the average and those below average. These schools were categorised as class A schools, B schools and class C schools. Again, the city had one of the castles where the colonial masters including the missionaries started the teaching and learning of Christian Religious Studies.

### **Population**

The population of the study included all teachers and students who taught and learnt the contents of the CRS subject in the schools in the 2017/2018 academic year. The students were in their second and third years. The first year students were yet to taste and experience the details of the CRS subject. The teachers were of both the public and private senior high schools in the Cape Coast Metropolis. These individuals (the teachers) varied in ages and experiences. Some were on retirement and probably working on contracts, particularly, those in the private sector. Some were priests for the mission schools and some were professional teachers either in the Religious Education field or out of field teachers. Most were basically teaching the subject because there were no teachers to teach CRS in the schools. Some of the teachers were also compelled to take the teaching because of overstaffing. Those teachers

might also not be laid off for a new CRS teacher probably because of the role they played in the school. The students, on the other hand, were mostly in their teens with a few in the region of twenties.

The teachers were selected because they had been through the study whilst they were probably in the senior high schools, then the senior secondary school and the G. C. E. 'A' levels. Some may have completed certificates in Post-Diploma degrees, Bachelor degrees and even Master's degrees. Some were in the private schools because of no employment in the public sector from the Ghana Education Service for Religious Educators when this research was conducted. Others were also using the profession as a stepping stone in life (Eshun, Akakpo, Bonney & Mensah, 2014). The students were from various public and private junior high schools across the country. Both groups were selected respondents because of their sole involvement in the teaching and learning of CRS. Choosing them, therefore, facilitated the collection or gathering of the needed data for the study.

The teachers were sixteen (16) in number although the schools were only eleven. Some of the teachers were on part time with the private schools. The students in the district were around two thousand and fifty (2,050). The figure was an estimated population as a result of the irregular figures the schools kept giving after I went over to the schools for their population. Most students rotated between subjects which were made optional with CRS. The statistics showed evidence of sometimes a decline or a shoot up of students' population every academic term. This could also be a reason for sometimes average performances. The total target population was, therefore, around the figure of two thousand and sixty six (2,066). The figures for the students were acquired

from the Academic heads and CRS teachers of the schools where the Academic heads were unavailable to give the figures.

The number of schools that produced this target population were eleven (11) senior high schools in the Cape Coast Metropolis. The senior high schools were nine (9) public schools and two (2) private schools. The public schools were Adisadel College, Mfantsipim School, Saint Augustine's College, Wesley Girls' High School, Oguaa Senior High and Technical School, Academy of Christ the King School, Efutu Senior High and Technical School, Ghana National College and University Practice Senior High School. The private schools involved Sammy Otoo Senior High School and the Cape Coast International School. A senior high school in the metropolis, Holy Child Secondary School had stopped the implementation of the subject.

### **Sampling Procedure**

The sample size for the study comprised three hundred and thirty three (333) student respondents and all sixteen (16) teachers. The stratified sampling technique was adopted for the students' population whilst the census was adopted for the teachers. The sampled figure for the students was obtained using the generated chart for sample size in Cohen, Manion & Morrison (2007). The figures for each school's CRS students' population for second and third year students were divided manually by the targeted population in order to have fair and random student respondents to represent the total population. The population for each school, during the data collection, was divided by the whole population and multiplied by the sample size. This technique was the probability sample technique adopted for the study. The simple random technique was then



used to access data from the available students who represented the second sample for each school and the level or year of the students in the schools.

### **Data Collection Instruments**

Three instruments were used for the data collection. They were document, semi structured interview and a questionnaire. Together, they provided a rich source of detailed information and ensured validation of the data findings through triangulation. The questionnaire instrument had a blend of the researcher's items from literature which included adapted items from Larbie (2015) who used the CIPP model to evaluate the Bachelor of Education in Management programme offered in the University of Cape Coast.

Two of the instruments were subjected to a validity and reliability test. They were the semi structured interview and the questionnaire. An expert ascertained how they met the face, content and construct validity. A supervisor scrutinized to find out if they had validity. Member checking and credibility were used to cater for the internal and external validity of the interview instrument. Again, it served as the respondents' validation in order to improve the accuracy, credibility, validity and the transferability of the study (Lincoln & Guba, 1985). The questionnaires had a combined 0.72 alpha value which was the determined Cronbach alpha coefficients got from the use of SPSS to determine the internal consistency of the instrument from 30 students in two schools in the Abura Asebu Kwamankese district.

### **Document Analysis**

According to Berg (2000), this instrument is used to “assess content that are obtained from crucial document” It is an approach used to gather qualitative data from documents available to researchers (Altheide, 1996; Denscombe,

1998) so it was used on the CRS syllabus to ascertain for myself in first, constructing items on the two instrument and further, to analysed the worth the contents in relation to the set objectives. Through its provision of judgement, its ascertained such through the analyses of the rationale, aims, scope of content, structure and organisation of the contents in both the Old and New testaments and suggestions for teaching the syllabus. The analysis was to find out how the contents on the topics determine the successful implementation of the subject to attain the set aims. Again, the analysis, allowed scaling the CRS topics on five likert scale for students to judge the relevance of the CRS syllabus through the topics they had studied and had been provided.

### **Interview Guide**

The informal conversational interview, categorised as a type of interview by Patton (1990) and also known as the non-directive interview (Cohen, et al. 2007), was used. This instrument was used to get data from the teachers. It was used for all the three research questions. This type of interview made room for emerging issues from already asked questions which needed to be probed at length. The only hindrance was found with issues that did not form a homogenous data. However, the fact that it made room for emerging issues was a necessity. Respondents could give all information on what had happened on the field. The instrument helped respondents to tell every bit of information as and when those data popped up in the informal conversation.

Both open-ended and closed-ended questions were used. The open-ended was dominantly used. Some times in the interview process, the closed-ended was used to give the teacher respondents some break from a long talk. This was because the instrument gave room for respondents to tell much when

they felt what they have to tell was appropriate and as such could give valid pictures for the study. I am aware of one major weakness of the instrument often cited in the literature which is respondents tending to please interviewers by giving acceptable answers instead of honest answers (Open University, 2001). This deficiency is usually attributed to some of the perceptions around the CRS curriculum. For this reason, this present study which seeks to improve the CRS implementation always encouraged respondents to bring factual data. Again, the deficiency was a reason for the use of the student respondents using the questionnaire. Their responses were to cater for some of the data given by teachers. It was a way to triangulate findings so that data might not just be pleasing information but affirmed by another party.

The interview focused on four broad areas. The areas included the biographical data section, the context, input and the process under which CRS was designed and implemented. The first section was on personal information about the respondents. It guided and obtained the teachers' data which involved qualification of the teachers, teaching experiences, subject specialisation and their religious affiliations. This category backed data to ascertain the quality of teachers and provided data on respondents implementing the subject. It ascertained whether the respondents (teachers) were veterans of CRS implementation and, thus, had the basics and experiences to teach the subject.

The second section was based on the context under which the subject was developed. The questions sought needs and aims for CRS' implementation, relevance of the subject in the job market, adequacy of time and factors that hinder teaching and learning. The third section established the acquisition of data on the input that guide implementation of CRS subject. The questions

involved motivation factors, the contents, skills and attitudes towards teaching and learning, delivery of instructions, resources available and problems associated with the implementation at the stage. The fourth and last section dwelled on issues pertaining to the process component of the CIPP model. It sought data on the process of CRS implementation. It had questions such as students' participation, syllabus problems, teaching and learning evaluation, and disciplinary measures teachers use.

There were thirty (30) items in all the sections. Three items were put under the background section of the teacher respondent. The context evaluation section had seven (7) items with the input evaluation section also thirteen (13) items. The last section, the process evaluation had seven (7) items. The items were arranged based on the conceptual review of the CIPP evaluation model. The issues were related to requirements for which a syllabus could be evaluated using each of the first three components of the CIPP model.

### **Questionnaire**

On the questionnaire, Sidhu (1984) stated that this is a form prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sampled population from which information were desired. I used the questionnaire because it was advantageous whenever the sample size was large enough to make it uneconomical for reasons of time or funds to interview every subject in the study (Osuala, 2005).

The questionnaire affirmed basically everything on each of the sections developed for the interview instrument. It was used on the students. It also sought data for all the three research questions. Unlike the interview where the teachers answered in-depth responses, the questionnaire characterised both

closed-ended and open-ended questions drawn to the scale of five (5), four (4), three (3) and two (2) point Likert scales. Some involved adequate, inadequate, very adequate, strongly agree, agree, uncertain, disagree and strongly disagree including instance for irrelevant, relevant, very relevant, moderately relevant, uncertain, yes and no.

It had twenty two (22) main items. There were sub items and the tenth item for example consisted of twenty nine (29) sub items. The tenth item enabled the use of the document analysis instrument and content analysis done on the topics to select topics that allowed students to rate that part of the questionnaire from relevant to irrelevant on a five (5) point Likert scale. Therefore, students found out how relevant the topics were to successful achievement of the aims of the CRS syllabus. The total items were fifty six (56) for student respondents. The items were also in four sections just as the interview guide. The construction of items also involved some issues on the conceptual review of the CIPP model.

The first section had three (3) items on student's background. The second had six (6) items and five (5) sub items. Section C had eight (8) items with thirty (30) sub items. The final, section D had five (5) items. All the items involved items constructed for the interview guide.

### **Data Collection Procedure**

An introductory letter was requested from the Faculty of Humanities and Social Sciences Education immediately the study was given the green light for the data collection. The letter was used to grant access to the respondents. Earlier, some rapport was created with teachers and the schools. It made respondents feel at ease to give out relevant information when I went for the

data. Permission was sought from teacher respondents to record their responses on tape using my phone. For the students, thirty minutes of their learning periods were granted me to collect data.

Collection of the interview data involved two different procedures. While majority of interviewee were approached for one on one interview, three of the teachers were called on the phone. Two months was used for data collection. This was because almost all the sixteen teachers were busy in one way or the other with academic and personal duties. A one day data collection exercise for each was attained in various schools. It gave me the time to go through the recorded interview in order to make up and correct mistakes including other relevant items that gave me the experience to question other interviewees. Data was acquired during the school time because most of the teachers were in the school and teaching. The data acquired from the teachers and the students during and after school periods were manually and electronically dealt with through the use of computer analysis software that aided analyses concurrently. A 100% return rate for both instruments were ascertained.

### **Data Processing and Analysis**

The analysis of the study took two months. Quantitative Content analysis was done on the document to ascertain the researcher's perspective on the CRS syllabus. Also, the data collected with the interview guide instrument was manually transcribed and the questionnaires were coded for analysis. In analyzing the questionnaire, the electronic statistical analysis tool, the descriptive analytical tool, was used. The prime motive for the transcription and coding processing and analysis procedures respectively were to serve the

research paradigm employed which in effect, had the qualitative and the quantitative paradigms at work. Again, that was the qualitative and the quantitative coming together in the form of the Convergent design. The analysis and the processing were specifically channeled to describe, portray, interpret, and generate themes, just to mention a few, so as to have a complete picture of what was on the ground.

The interview data was analysed using the typological analysis strategy (Cohen et al., 2007). All the three research questions had the typological analysis strategy used on them. The tool was essentially to analyse issues, shared through the interview section question by question. The data was then analysed on the various items on the interview guide but grouped under the various research questions, thus, based on the criteria emanating from the interview responses for each research question. So, for example each research question was described based on responses for such a question (LeCompte & Preissle, 1993 in Cohen et al., 2007). This process helped give each respondent the attention to answered instruments.

Each recorded interview section was transcribed into notes under the items for each section (A, B, C and D). After that the data was described. However, to ensure there were fewer errors, the process was dealt with vivacious attention so as to obtain a manually analysed interview data that spoke to what the study sought to achieve because of researcher's ideas which could have taken stance.

The questionnaire for the students also employed the descriptive analytical tool where means, standard deviations and percentages were used for data analysis. This was through the use of the Statistical software for analysing

data, SPSS. All research questions for the study, using the descriptive statistical tool, were analysed via the use of means, standard deviations, frequencies and percentages. These were used to ascertain statistical figures to explain effect and directions of each research question on the CRS syllabus. The tool allowed to place direct and descriptive causal elements to effect; generally pointing the very reasons for a very specific activity emanating from the field. It provided statistical evidence for the description from the interview.

### **Chapter Summary**

Other research paradigms could ensure the attainment of the improvements in the implementation of the CRS subject in the classroom. However, the mixed method paradigm gave a broader and a descriptive explanation. The paradigm necessitated the use of the convergent design for this study. Therefore, it suited the combined data collection exercises of both qualitative and quantitative paradigms. The combined methods reflected in the data instruments, collection and data analysis.

A sample size of three hundred and forty nine (349) student and teacher respondents were selected to respond to a semi structured interview and a questionnaire within a period of two months.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Overview

The focus of this study was to evaluate the CRS syllabus for the senior high schools in the Cape Coast Metropolis using the Context Input and Process component of the CIPP evaluation model. The mixed method research paradigm particularly, the convergent design was used to collect and analyse data. The typological analysis strategy and the inferential statistics were employed to present the data from sixteen (16) teacher respondents and three hundred and thirty three (333) student respondents in Senior High Schools in the Cape Coast metropolis. The study used interview guide and questionnaire respectively. This chapter presents the interpretations, discussions and inferences that were made from the findings of the study.

#### Background Information of Respondents

Two different respondents were used for the study: the teachers and the students who were involved in the implementation process of the subject, especially those students in their second and third year of implementation. Tables 1-3 present a summary of the background information of the respondents.

#### The Information of the Teacher Respondents

From Table 1, the total number of teachers who responded to the interview guide were sixteen (16). There were four (4) teacher respondents representing 25% who have been in the implementation process within the first three years; five (31.25%) were between the years of four and six. Three (18.75%) were in their seventh to ninth year of teaching the subject and one

(6.25%) was in the tenth to twelfth year of teaching. Two (12.50%) were in the thirteenth to fifteenth year and one (6.25%) was in the seventeenth year of teaching.

The information on the teachers' teaching experiences helped indicate the number of times some of the teachers have sequentially implemented the three year cyclical ran of CRS. The figures told the depth of experiences the individuals have attained. It also provided the bases for how the teachers are in the best position to make sure the teaching and learning process is improved.

**Table 1**

**Teachers' Years of Teaching**

No. of Years	No.	%
0 – 3	4	25.00
4 – 6	5	31.25
7 – 9	3	18.75
10 – 12	1	6.25
13 – 15	2	12.50
16 – 18	1	6.25

Source: Field Data, Eshun (2017)

**Teachers' Academic Qualifications and Religious Affiliations**

Out of the sixteen teacher respondents, as represented in Table 2, eleven (68.75%) of them were professional teachers with education certificates. Two of the eleven (18.18%) had master's certificates in educational planning and religious studies. The other nine (81.82%) had bachelor degrees and post diploma degree certificates which sufficed their deficiencies in education. The remaining five of the sixteen (31.25%) had no educational studies background.

Three of the remaining five teacher respondents were teachers with certificates in Theology whilst the other two were bachelor degree holders who studied the content related courses in CRS.

Out of the eleven teachers who were professional teachers, only two were Religious educators. The other nine were Educational Foundations oriented with specialisations in Guidance and Counselling, History and English. Some were mandated to teach because of the absence of Religious Education teachers in the school.

Again, all the sixteen teachers were Christians. This was an advantage to the teachers and the students as I presumed that their religious background gave them the advantage with some knowledge in the contents they taught. Their religious affiliation also established how well their experiences in the knowledge of the bible could help relate biblical experiences to that of the society.

**Table 2**  
**Teachers' Academic Qualifications**

<b>Degree</b>	<b>Specialisation</b>	<b>No.</b>	<b>%</b>
PGDE	Religion (major)	-	
	Others	1	6.25
B.Ed	Religion (Major)	1	6.25
	Others	7	43.75
B.A.	Religion (major)	-	
	Theology	3	18.75
	Others	2	12.50
Masters (Ed)	Religion (Major)	-	-
	Others	1	6.25
Masters (M.A)	Religion	1	6.25
	Others	-	-

Source: Field Data, Eshun (2017)

### Student Respondents

From Table 3, three hundred and thirty three student respondents answered the questionnaires. The respondents who answered the questionnaires were more than the stipulated three hundred and thirty three. This was to help control one of the deficiencies of using the questionnaire which is a poor return rate. Thus, the lost or unanswered questionnaires were made up for via the extra answered questionnaire from the collected data. So, for each school, the strata respondents had extra five students given the chance to respond to the questionnaire. Out of the three hundred and thirty three sampled student respondents, one hundred and ninety (57. 1%) were in the second year and the remaining one hundred and forty three (42. 9%) were in the third year.

On individuals who recommended the subject for the students in the various schools, the majority of the students claimed they made their personal choices. This represented a total of one hundred and sixty seven students, a percentage of 50.2%. It was just above the half of the total sampled population. Fifty nine respondents represented 17.7% said their parents made the choice for them. Thirty five (10.5%) said it was their teachers who recommended they read CRS. The number who got recommendations from friends totalled twenty eight students, a percentage of 8.4%. Those who decided based on the explanations that CRS was a combined subject with other subjects were thirty five (10.5%). Only nine students (2.7%) indicated that their choice for studying CRS was made possible by their siblings. This item was to find out the category of individuals who still had the knowledge and relevancy of the subject over other subjects in the schools.

The vast number of the sampled respondents were Christians, numbering two hundred and fifty six (76.9%). Students with Islam backgrounds chalked sixty (18%) and those who indicated the African traditional religion and other religions amounted to seventeen (5.1%).

**Table 3****Students' Background Information**

Variable	Sub scale	No.	%
Years	Second	190	57.1
	Third	143	42.9
Recommended by	Myself	167	50.2
	Parents	59	17.7
	Basic Teacher	35	10.5
	Orientation	35	10.5
	Friends	28	8.4
	Siblings	9	2.7
Religious Affiliation	Christianity	256	76.9
	Islam	60	18
	ATR	12	3.6
	Others	5	1.5

Source: Field Data, Eshun (2017)

**Research Question 1: What is the Context under which the Christian Religious Studies subject was introduced?**

This research question had seven items for teachers to respond to. The students had six items and five sub items they responded to. The items were grouped and merged from teachers and students' data. In what follows, results for each of the items are presented and discussed.

**What were the needs and objectives for the implementation of the CRS curriculum?**

This question found out from the teachers what brought about the teaching and learning of CRS in the schools, that is the rationale and the aims for CRS. It was to tell if teachers and students could pinpoint them. Twelve of the teachers indicated that the subject was implemented in schools because it was part of the curricula. Some teachers said they taught the subject based on the aims and objectives indicated and mandated by the Curriculum and Research Development Department and Ghana Education Service. However, they could not tell exactly the needs and objectives.

Three teachers did not know what the aims of the subject were. One of the three explained that though she does not know the needs and aims for the teaching of the subject in the schools, she does the teaching based on what the contents of the topics demanded. Some were of the view that the subject was taught because various Senior High Schools in Ghana implement it. It was clear from the responses of almost all the teachers that they could not point out exactly the needs and objectives for which the CRS was being implemented. One even referred to the syllabus to read out the aims and objectives.

However, all teacher respondents affirmed there was a need for the subject and its study. Thirteen of the teachers seemed to tell the value of the subject after its long existence in the Ghanaian educational curricula. It was identified that CRS had had a strong bearing on the morality of students and the society at large. Some attested that many students of the subject led morally accepted lives because they learnt from the bible. A teacher respondent said, *‘At the end of a particular day, an individual is able to influence another individual which will probably lead to another student or individual catching these values and leading a morally accepted life. At the end, there is a created cycle of another taught individual and another and another’*.

It was also said that CRS shapes the character of students both in the classrooms and at homes by broadening the students’ knowledge and making them critical thinkers on societal issues. In contrast, a teacher said, *‘students of the subject in the school are mostly found to be involved in the many immoral activities in the school’*. A handful of the respondents touched on the fact that the subject served as one piece of a cake to making good grades: *‘it is necessary to have subjects that can guarantee good grades therefore the subject is of need if it serves that particular purpose’*.

With respect to the student respondents, majority noted CRS was very important for the Ghanaian community. Three hundred and one (90.4%) affirmed all what the teachers claimed. It was found out from the students that the subject instilled discipline and improved people’s behaviour. It also ensured peaceful coexistence, living accepted lives and led people to become Pastors. Twenty four (7.2%) were not quite sure about the importance of CRS. Some noted, *‘these days, people do not live by religious principles and that, not all*

*individuals are Christianity inclined. It is therefore not that important for the subject to be studied in schools'.*

The statistical analysis of responses show a general acceptance of how needful the subject was to the society – result revealed a mean of 2.05 (SD: .307) which is just over the response for yes. The numbers could be associated to the fact that there were more Christians in CRS classrooms than the other mainline religions probably more so because the subject was a Christian oriented subject. No matter the angles that could be looked at to divulge its weakness, it was important to the majority of users for the subject to be continued and implemented as far as the metropolis was concerned. The data affirmed the use of the CIPP model, as Stufflebeam (1971) claimed, that the model would make respondents tell if there was indeed a need for a subject's continuation or removal from the educational system.

Results indicated that, for the students, the aims for the development of the subject are heavily linked to the desire to fulfil one's future career. About 49.2% of the respondents affirmed that statement. Some 14.1% indicated that stakeholders and, for that matter, curriculum designers may have had the love for morality and Christianity which might have influenced the need to implement CRS. Again, there were data pointing to the fact that the zeal to apply lessons taught to life and the subject's moral teachings were the needs for the syllabus. Also, result highlight other reasons including the need to know more about the Christian religious history; the need to pass well in one's examinations (10.2%); and the subject being a requirement with other subjects (25.2%).



From the statistics, it is evident from the point of view of the students that implementers of the CRS syllabus in the Cape Coast metropolis had missed the rationale and why the subject was taught and learnt. It seemed teachers have forgotten those aims and even the rationale. That was why even some students gave data to tell stakeholders of the subject to do for them (the students) in the implementation of the subject. Teachers are entreated to visit the document and assist students to imbibe the aims of the subject.

**Which related subjects were/are taught in the school?**

Fifteen of the teachers identified Social Studies as the main related subject because of the societal references used in teaching. Some explained that there was a relation because of the societal experiences shared whenever the CRS contents were supposed to have societal examples to buttress their explanations and discussions. Religious and Moral Education was also noted. This was the second subject teachers affirmed after Social Studies. It was clear that hardly do teachers consult the syllabus because Religious and Moral Education was emphatically stipulated to be the direct related and prerequisite subject to CRS. In one of the schools, the Religious and Moral Education subject was taught alongside the aim to propagate the teachings and practices of the church that established the school. It was said that it would make all the students to benefit from the moral upbringing expected in them.

English language and Literature in English were the last mentioned subjects noted to some relations with CRS. It was said among the few that English and Literature in English were reading and writing subjects so they helped students to improve their reading and comprehension skills. One teacher respondent affirmed that the two subjects mentioned above helped students to

perform in examination when they are able to construct their ideas comprehensively. Only a teacher respondent said there was no related subject currently taught alongside the CRS. She said the rules and regulations of the school could have been the best relation to the subject because they ensured students act and behave morally.

The students on the other hand mentioned a variety of subjects. Amongst them are History, Religious and Moral Education, Social Studies, Government, Integrated Science, Geography, Economics and Mathematics. It was observed that these related subjects made the learning of CRS easy. Out of the three hundred and thirty three respondents, one hundred and eighty seven (187) representing 56.2% affirmed the above assertion. Seventy seven (23.1%) said the related subjects make the process of learning very difficult to learn. The remainder of sixty nine (20.7%) were uncertain whether the subject made learning easy or not.

With History for example, it was found out that the bible told the history of both the Jews and the Gentiles. Others noted that the social issues discussed were the same issues the CRS subject also ensured in its implementation. Again, the application of concepts, roles and responsibilities of people at work; transfer of learning experiences and objectivity in what people did were some noted responses of the approaches that made students thought the subject had relation with other subjects.

### **Is it relevant for the job market?**

On CRS' relevance for the job market, four teacher respondents appreciated the subject's relevance in the job market even at its tender use in the education stream of Ghana. They emphasized, as one was quoted, *'the*

*subject does not pinpoint everything learnt and used exactly the way it was expected in the job market just like some of contents on other subjects do yet CRS relevancy cannot be debunked; people must apply the knowledge gained*. This response tells that CRS gave individuals moral diligence to deal with different attitudes at posts. A teacher respondent said *'The depth of corruption and immorality going on in the country could be dealt with if people have gone through the studies'*.

It was also found out that CRS could prepare learners for jobs with knowledge on human being's attitudes and workers' qualities so as for one to live and cope particularly, with negative attitudes at work places. One respondent appreciated the fact that it was very relevant to the extent that learners at the end of the studies can become teachers if they were to study it very well. She mentioned the fact that people could study CRS to further their education to become Pastors and individuals needed to be counsellors, especially for the well beings of citizens and the general mankind.

Though a respondent was sceptic about the subject's relevance, he said, *'For one to have success with the subject, the individual must attach the studies with other subjects when such a he or a she wants to study the subject to an advance level of studies'*. He also said, *'one cannot actually do anything with the subject if that is the only area the individual wants to learn; however, the pastoral activities can suit best if people want to rely only on CRS'*. I concluded most of the responses which were that, CRS affirmed to serve as a check on people to behave appropriately; understand people of different backgrounds and deal with thematic issues of life.

Only one respondent said that it was not relevant. He said, *'If you take this school for instance, the numbers of atrocities which are committed in the school are mainly caused by students of the CRS subject. Meanwhile, they were supposed to be the light for which other students were to watch and follow at the end of the day, who is going to employ such people?'*

From Table 4, two hundred and eighty six student respondents with a percentage of 85.9% attested to the fact that the subject is important for the job market. This was why majority of the students ticked the importance of the subject with the fact that it helps in seeking ones future career. Eighty four (25.2%) of the mentioned figure sided with the fact that it is relevant for the job market whilst forty seven (14.1%) were uncertain about the relevance of the subject for the job market. A mean of 1.91 (SD: .695) indicate that responses are that the subject is not relevant for the job market.

**Is the three years teaching period adequate for successful completion of the subject?**

Twelve respondents out of sixteen said the teaching period was adequate. The other four said it was not enough. Some of the latter respondents said some contents taken away from the syllable before the review in 2010 have created a vacuum to be filled. They said that, that made teachers to discuss other contents to bridge their next topic to be taught before students could understand. It was evident that teachers had to reteach or revisit taught contents because some students happen to dodge classes, sleep in the classroom or engage in activities away from the teaching and learning of the subject. That also keeps the three year period inadequate for teaching. The majority who said the period of three years was adequate explained that students were familiar with most of

the contents. That, made contents to be taught in the classrooms to become revision during teaching and learning and a build up to what students already know including other societal issues that have some links with the studies.

One of the twelve claimed, *'Because the subject is a compulsory subject, the same time allocation on the time table are allotted for all compulsory subjects'*, a reason they thought was adequate. However, some of the students said they preferred to read the contents before the class meetings which probably has helped the majority of teachers to successfully complete the subject before the final examination with the West African Examinations Council (WAEC). It was also said that before the students get to year three, they had already completed the syllabus with the students. Whilst some go over the contents, some teachers then start analyses of possible questions for the year's external examination. One stated he went straight to the objectives he had set for every particular content to be taught. Another established how their school had given extra periods to add up to the number of periods for teaching which also helps complete the contents to be completed before the two and half years.

One hundred and sixty four (49.2%) of the students ticked that the period was adequate. The very adequate option had total respondents of one hundred and nine (32.7%). Those who were not sure about the adequacy of the period were the third highest group (thirty four students representing 10.2%) while others felt they were inadequate (eighteen representing 5.4%) and very inadequate (eight representing 2.4%). The average response was 4.05 (SD: .929). This indicates the students' responses were just above adequate. This means that the three years set for implementation is adequate so far as the students are concerned.

Some teachers said what could be done to do away with the few negative effects on successful implementation especially the period, was to deal with brief discussion of the contents. Students could be admonished to read in order to bridge what should have been taught as some teachers claim those scrapped contents could be important for comprehending other contents. Again, other teachers said that discipline could be intensified to cater for indiscipline attitudes whenever there is the need to instil such disciplines.

**Do you think the subject should be integrated into other subjects, be separated to have New and Old testaments or kept as it is?**

All sixteen teacher respondents saw no need for the subject to be separated or even integrated into other subjects. A few said it should not be separated. One of the sixteen said, *'It is a fact that what is studied in social studies has some kind of bearing on the Christian religious studies subject but apart from that link, CRS is there for students to have and develop their critical thinking abilities whenever there is a content to be studied in CRS, therefore, it is not important to separate the structure'*. Some teacher respondents explained that the voluminous nature of the contents had been scrapped so students can cooperate well with what they have yet whenever they were presented with critical thinking questions, they tend not to do well: this notwithstanding, the subject should not be separated.

Student respondents who advocated for integration noted that many people were losing their moral diligence. They affirmed that since immorality is on the ascendency in the country very much, especially among individuals, there should be the need to integrate the subject with other related subjects. Teaching of the subject is to ensure a sound moral judgement and living among

students, generally, even to the next generations irrespective of subject boundary. One hundred and twenty five (37.5%) confirmed the data. What was an issue to me was some of the subjects studied in schools had morals to be imparted but it seemed those moral aspect of such subjects were not taught in the schools.

On separating the structure, sixty nine student respondents were recorded. This is 20.7% of the sampled student respondents. The highest quota fell to those who wanted the programme to be kept as it was. Their number was one hundred and thirty six (40.8%) whilst three (0.9%) respondents had nothing to say about the item. The item presented a mean of 2.2 with standard deviation .778. This indicates the average responses just over integration. It tilted towards the majority of respondents who indicated that the subject should be kept as it was.

**Table 4**

**Students' thought about the subject under the Context Evaluation**

Variables	sub scale	No.	%	M (SD)
Does CRS relation with other Subjects?	Yes	187	56.2	1.69(.615)
	No	127	38.1	
	Uncertain	19	5.7	
Is the subject important for the Ghanaian society?	Yes	301	90.4	2.05(.307)
	No	8	2.4	
	Somehow	24	7.2	
Is the CRS subject relevant for the job market?	Yes	202	60.7	1.91(.695)
	No	84	25.2	
	Uncertain	47	14.1	
Is the teaching and learning period adequate for successful implementation?	Very adequate	109	32.7	4.05(.929)
	Adequate	164	49.2	
	Inadequate	18	5.4	
	Very inadequate	8	2.4	
	Uncertain	34	10.2	

**Table 4 (Cont'd)**

Should the course be integrated, separated or kept as is it?	Separation	69	20.7	2.22(.778)
	integration	125	37.5	
	As it is	136	40.8	
	Uncertain	4	0.9	

Source: Field Data, Eshun (2017)

### **What external and internal factors hinder or facilitate the successful implementation of the subject?**

This question found out factors that were both outside and within the classrooms and school environments which might be affecting the implementation procedures of the CRS subject either positively or negatively. Out of the sixteen teacher respondents, (only) one teacher touched on a factor seen to facilitate the subject. All other responses were negative. The teachers explained that some of the hindrances outweighed the facilitators that could be mentioned. One teacher said, *‘So far as the students of the CRS subject find every bit of the societal activities virtually present in every angle of the subject, example, the irrigation process and its importance found in the creation story; it is basically enough factor to facilitate successful implementation of the subject’.*

Another group of respondents pointed out that students’ absenteeism had been a factor that she thought always hinder successful implementation. A teacher explained, *‘Some students think they are familiar with the contents since they are stories heard in churches and therefore decides to miss classes’.* The students therefore tended to either go out of the class when teaching was ongoing or not come to the class at all. What she described to be the main reason behind this factor was that CRS was optional to other subjects so students use the other subjects to dodge classes. The teacher even emphasised that the



curriculum leaders of the schools did not supply books which could be used to teach. She stressed that even the pamphlets that were easy to get were not even provided for the teacher so it was the teachers who had to bend backwards to afford such books. It was noted that, that hinders implementation's success.

Some teachers attributed their part of the subject's problems to the grades of new students given admission to the schools and that of the required results expected of them to leave with. A teacher respondent said, *'It is really a problem for the studies because at times, I have to go back to the administration to check how well the students did in their basic examinations and cross check with the kind of performances they may be putting up'*. He said, just like the others, the students fail to cope with the demands of the studies. Some end up deviating as they tend to approach the studies in CRS as story time. Some said that students do not learn. Some do not pay attention during class. There were some students who lacked basic knowledge in the subject. Some were also very weak knowledgeably in almost all the aspects of their academic development.

There was the mention of lack of resources by all the teachers. Many attributed that to the fact that there was little consent on the well-being of the subject by most stakeholders. One respondent rhetorically said and asked, *'The government's absence in providing the needed materials and resources for learning is a factor, especially now that all attention is on Science and Maths, do you think there will be resources to facilitate the CRS' implementation?'* It was said by most teachers again that the lack of a Religious Education association to spearhead the subject's successful implementation could factor the earlier reason given. Some emphasised that, if only there was an association, the subject's success and needs can be attended to because the teachers would

have been in groups and their wants would be attended to earlier as compared to when they stand as individuals.

One said teachers only shared ideas when they come together, most at times during WAEC's conference marking since most of them were examiners. It was because hardly did subject's curriculum leaders even organise seminars and workshops for teachers of CRS. The situation affirmed Stufflebeam's (1971) consent that there was mostly a long wait on political influences and long deliberations instead of tackling situations for the better of the subjects.

Furthermore, parental attitude towards the subject was also pinpointed as a factor. A handful of the teachers said parents chastised wards when they realised their wards learned CRS. It was said that some parents emphatically told students not to choose CRS, especially when it was optional to other subjects. It was also said that some parents criticised and spoke not well of the subject. Some teachers gave instances of students who cried because parents did not want them to read the subject mainly because the parents thought the students will end up unemployed. In three schools, it was observed that weaker students and those admitted for sporting activities were pushed into CRS. The subject is widely perceived as an area where the worst students were pushed to.

There was also the created milieu of school authorities discouraging students to learn CRS. However, none of the teacher respondents have found out from the parents and authorities why they do that but a few respondents said they could deduce the inferior look the parents' and school authorities' demeanour for the subject are normally encouraged by the result of the inadequate job opportunities CRS offered. Others said that colleague teachers looked down on the subject and teachers teaching CRS. What they said could

tell for the reasons why the look down on CRS was on the rise among some schools back in 2007 when I was a student. Teachers might not hear the other subjects' teachers say exactly that they look down on the CRS but the gestures of these other subjects' teachers were enough to tell attitudes towards CRS.

*'There is also excessive reliance on quack books for teaching and learning.'* One teacher respondent told me he had analysed most of the pamphlets on the market for CRS and that most authors change the content of what was told in the bible. He said the wrong quotes lead implementers who relied on those materials to deviate. Some teachers opined that scrapped topics in the subject had made teaching of other topics difficult. One said, *'Just after the teaching of Ahab, the content runs to Josiah and that makes it difficult to try and make students understand the period gap between the periods in between the two generational names'*. Other teacher respondents had no problems so far as the subject was concerned.

The worrisome issue I was presented with was that no one was ready to start what could erase such perceptions including things to do publicly in order to address these hindering activities that were defaming CRS. The very few who expressed their thought admonished for an association in order to curb further look down on the subject. That boiled down to members' readiness to pull together their resources. Others seem to tell CRS will not be removed since there was hope for the subject's existence in Ghana's educational curricula for a long time. Moreover, there are Christian religion's stakeholders in the political aspect of our education who will oppose the subject extinguishing sooner.

Two respondents said ever since they started to teach the subject, there had not been any factor that had been a hindrance to their process of implementing CRS.

Again, it was found out that the thought of the CRS subject as being inferior to other subjects by some curriculum leaders and students also established another factor. One respondent said that, at the mention of the name of CRS, some curriculum leaders will just conclude by the title *'Pastor'*. He said that it was really a problem to them as CRS teachers to change such terminologies among students. He affirmed, *'It sends a big wave to many that implementers are not aimful because implementers of CRS never get themselves a good job'*. He also said, *'Students are also carried away by this call and they end up propagating same ideology about CRS. Even when there is the time for some educational trips for learners, excuses are given and they (administration) turn us down'*. The general picture created by the teachers was that curriculum leaders in schools did not give the required attention for the successful implementation of the subject

**Research Question 2: What is the Input that has guided the Christian Religious Studies subject's implementation?**

The research question had thirteen items for teachers and eight for students to respond to. The eight question items for students come with other sub items. Thus, a total of thirty (30) questionnaire items presented on a five Likert scale sought respondents' perception towards the contents of the subject. In addition, I conducted a document analysis of the CRS syllabus using the content analysis method. The document analysis also helped in designing of the questionnaire items presented to respondents.

**What prior knowledge and background characteristics do you require of students who want to read the subject?**

One teacher respondent said that there should not be any need for students who are willing to form part of the implementation process to have any peculiar background characteristics. For her, *'So far as the students are in their right frame of mind to do as told to do, such a student is welcomed to be part of the implementation processes'*. When probed further, she said that the students were picked by the administration but she could not tell who should be or not be in her class to be taught. However, students of the CRS, to her, *'Must have a fair knowledge of the bible and must have been through the implementation process of the Religious and Moral Education subject in any educational level before the senior high school level'*.

Another teacher respondent established the fact that the subject sought to make students morally sound and developed critical thinkers. Students who were implementing the subject mentioned that prior implementers, especially students, must have some basic knowledge of the bible. They must be able to make value judgement and could do some kind of personal reasoning on issues about their personal and other people's lives.

Two teachers said that it was enough for students to have studied Religious and Moral Education subject at the basic school in order to prepare students' moral judgement for CRS' implementation. However, one of the two clarified that the contents in RME should not be taken to be the same as that of CRS. Therefore, it was not necessary to reteach RME contents to students.

Some respondents also said that background knowledge of the society, the Christian religion and the bible are some of the characteristics that students required to study the subject. The responses were largely not different from the prerequisite for CRS' teaching and learning as stated in the syllabus. The syllabus has emphatically stated RME as part of the background characteristics for students. Yet one of the respondents who does the placements for students in the Art and Humanities classes said he always ensured students had good grades in the English language and Religious and Moral Education subjects. He explained, *'It gives students the extra zeal to cope with the reading requirements and the language's comprehensiveness; at the end of the day, students tend to do better when they have these background characteristics'*.

#### **What motivates the learners of the subject?**

Three respondents attested to the fact that the subject helped students to pass and pass well. Another said that the biblical stories and the morals for life also motivated students to go through the teaching and learning. Some said that CRS was their priority as they sought it to assist some requirements for advance studies. Therefore, they had to do well in the subject in order to get the chance for a place in the tertiary level. The last group of respondents said that the methods teachers use in teaching motivated learners, especially when using role plays and movies. A teacher explained that when it happens that a student liked some teaching strategies used by a teacher, such a student is always motivated intrinsically to come to the class in order to partake in the lesson. This confirms a personal experience I had during my internship when I was an undergraduate student. The students said how I teach drives them to attend CRS lessons in the

classroom. Some teachers stressed that the statistics on students' performances in the past external examination also motivated learners of the subject

A total of one hundred and twenty six students (37.8%) indicated they were motivated by the fact that they need to study and pass their examinations. Eighty five (25.5%) ticked well. Seventy five (22.5%) noted for sometimes and those who were not sure how they motivate themselves accumulated a figure of forty seven (14.1%). It was explained that the interest in knowing more about the bible and reading ahead to assist easy comprehension of the contents recorded the highest reasons for why students felt motivated, very well, well and sometimes well. This was backed by an average figure of 3.79 (SD: 1.174) which indicated a very close relationship among the responses. The standard deviation was a close response of 'well' from the mean figure aforementioned.

The second reason for motivation was the fact that students realised they could live morally accepted lives, make individual tests to assess their readiness for teaching and desired to improve in the knowledge of the subject. These were enough reasons to psyche themselves as students.

**Are the contents for which the Christian Religious Studies subject was introduced suitable and clearly stated for simple instructional delivery?**

All sixteen teacher respondents indicated the contents set for the subject were suitable. Among the many explanations given were *'One need not to think of many strategies to adopt in delivering the contents especially, when the teacher is using knowledge gained on learning experiences and the fact that students can read and understand the contents. It makes the necessity for which the subject was developed very suitable and learnable'*. Some stressed the level at which they were deemed fit to deal with the students in terms of their ability

to comprehend the contents so as to make the objective more suitable for the students.

Again, they all responded that the contents were clearly stated for simple instructional delivery. Three explained that the clarity of the contents were because the contents provided teachers the opportunity to use their own acquired knowledge, teaching skills and innovative means in relating the related topics with previous taught contents to help teaching process. It was stressed that, indeed, the Anamuah Mensah Committee set up in 2010 to review the nation's curricula did what were expected of them. A respondent with this notion said, *'After the review, we can say that the contents now are self-explanatory. It gives us the room to provide our own objectives and resources for each topic to be studied though we go by what have been set'*.

On whether the previous contents gave birth to teacher-centered teaching approach in the classrooms, one answered, *'It gives the room to rather give the students assignments in order to provide more information which the teacher alone may not have provided to the students'*. One teacher respondent established that sometimes the content was ambiguous such that what was really to be taught could be taught out of content, especially when there were no resources to effectively help implementation. Although the situation could happen, it was evident that teachers were not going back to verify and rectify taught content but repeat same notes year after year.

However, the content is said to be bony and lacking flesh besides all the praises of the suitability and clearly stated contents. Teachers claimed that there were lots of gaps to be filled for the content as most teachers had to bridge contents scrapped from the new syllabus and that became difficult to deal with,



especially when those loopholes deserved much data to teach. This corroborates the re-intervention stage of the curriculum implementation stages outlined by Rogers (1983 in Cobbold, 1999) whenever there was a modification to suit students.

Table 5 provides a numerical summary of students' perception on the contents studied in the subject besides what the teachers also thought about the subject's contents. The students responded to how agreeably they thought the general objective of the subject was suitable. The report from the sampled figures in Table 5 reveals one hundred and seventy four (52.3%) strongly agreed; one hundred and eight (32.4%) agreed; twenty eight (8.4%) were not sure; fourteen (4.2%) disagreed and nine (2.7%) strongly disagreed. The figures were averagely 4.27 (SD: .973). It inferred very close responses to strongly agree although the figure was not that very far from agree. This indeed was a positive claim that the subject achieved what it is developed to be implemented.

**Table 5**

**Students' perception on motivation and objectives of the subject**

Variables	sub scale	No.	%	M (SD)
How do students motivate themselves for the teaching and learning of the subject	Very well	126	37.8	3.79(1.174)
	Well	85	25.5	
	Sometimes well	75	22.5	
	Uncertain	47	14.1	
The subject direct and guide the moral principles of students	Strongly agree	174	52.3	4.27(.973)
	Agree	108	32.4	
	Uncertain	28	8.4	
	Disagree	14	4.2	
	Strongly disagree	9	2.7	

Source: Field Data, Eshun (2017)

### **Does the content match students' abilities?**

All sixteen teachers said the contents matched students' abilities. One explained, *'Most of the students are familiar with the details of the contents to be studied or being studied since the contents are generally stories that Christians and readers of the bible are conversant with even before the studies of the subject in the classrooms'*. Another also said that what are taught are everyday issues of students' life so the contents become a discussion of the lives of people they know or have heard about in the society.

Although all affirmed the contents matched the abilities of the students, one continued that, sometimes, there are students whose abilities such as reading skills, writing, just to mention a few, are below average. He said that it becomes very hard to assist students of such calibre. Another teacher respondent said that the teacher has to make sure the contents matched students' abilities. He said this is because the contents have been assigned and it is the teacher's responsibility to make sure all those skills that students must have from going through the contents are addressed when the teaching of the subject is taking place.

Twenty nine units of topics in the CRS contents were scaled on a Likert scale of five to ascertain data from students regarding their thought on the subject. The contents were scaled irrelevant, moderately irrelevant, uncertain, relevant and very relevant. In Table 6, each item had students' average perception of the contents and how far or close the responses were to each other. The content that has the lowest average is 'The first missionary journey and the council of Jerusalem', it recorded 3.32 (SD: 1.208) whilst 'God's covenant with humankind' recorded the highest average mark of 4.38 (SD: .829). These picked

average scores were uncertain and agree respectively. In all, students generally believe that the CRS content is suitable and clear as no unit is irrelevant.

The result on ‘The first missionary journey and the council of Jerusalem could affirm the result of Jackson et al’s (2010) study which is that the CRS subject in England lacked historical background, probably, a reason students had very little interest in the subject to match their abilities. However, it could be inferred to be true in our perspective where most contents after the death of Christ have averages of uncertainty. I also thought the students did not comprehend the events that follow each content, a reason such a topic had such perception from the students.

**Table 6**

**Students’ perception about the CRS contents**

Variables	sub scale	No.	%	M (SD)
The creation and fall of humankind.	Very relevant	159	47.7	4.19(1.010)
	Relevant	118	35.4	
	Uncertain	21	6.3	
	Moderately irrelevant	29	8.7	
	Irrelevant	6	1.8	
God’s covenant with humankind	Very relevant	181	54.4	4.38(.827)
	Relevant	119	35.7	
	Uncertain	14	4.2	
	Moderately irrelevant	18	5.4	
	Irrelevant	1	0.3	
Leadership roles	Very relevant	169	50.8	4.33(.856)
	Relevant	129	38.7	
	Uncertain	10	3.0	
	Moderately irrelevant	25	7.5	
	Irrelevant	0	0.0	
Parental responsibilities	Very relevant	187	56.2	4.37(.884)
	Relevant	107	32.1	
	Uncertain	13	3.9	
	Moderately irrelevant	26	7.8	
	Irrelevant	0	0.0	

**Table 6 (Cont'd)**

Disobedience and consequences	Very relevant	163	48.9	4.21(.967)
	Relevant	109	32.7	
	Uncertain	29	8.7	
	Moderately irrelevant	31	9.3	
	Irrelevant	1	0.3	
A man after God's own heart	Very relevant	105	31.5	3.84(1.093)
	Relevant	136	40.8	
	Uncertain	31	9.3	
	Moderately irrelevant	56	16.8	
	Irrelevant	5	1.5	
Religious institutions and sects at the time of Jesus	Very relevant	94	28.2	3.59(1.252)
	Relevant	115	34.5	
	Uncertain	34	10.2	
	Moderately irrelevant	72	21.6	
	Irrelevant	18	5.4	
Introduction to the Synoptic gospels	Very relevant	123	36.9	3.68(1.303)
	Relevant	85	25.5	
	Uncertain	42	12.6	
	Moderately irrelevant	63	18.9	
	Irrelevant	20	6.0	
The birth of John and Jesus and the	Very relevant	119	35.7	3.85(1.124)
	Relevant	110	33.0	
Preparation for Jesus' ministry	Uncertain	41	12.3	
	Moderately irrelevant	60	18.0	
	Irrelevant	3	0.9	
Galilean ministry	Very relevant	91	27.3	3.40(1.310)
	Relevant	83	24.9	
	Uncertain	49	14.7	
	Moderately irrelevant	88	26.4	
	Irrelevant	22	6.6	

**Table 6 (Cont'd)**

Making decisions	Very relevant	148	44.4	4.02(1.114)
	Relevant	105	31.5	
	Uncertain	22	6.6	
	Moderately irrelevant	56	16.8	
	Irrelevant	2	0.6	
The supremacy of God	Very relevant	200	60.1	4.37(.959)
	Relevant	92	27.6	
	Uncertain	6	1.8	
	Moderately irrelevant	34	10.2	
	Irrelevant	1	0.3	
Greed and its effects	Very relevant	157	47.1	4.15(1.043)
	Relevant	118	35.4	
	Uncertain	15	4.5	
	Moderately irrelevant	38	11.4	
	Irrelevant	5	1.5	
Nature of God	Very relevant	160	48.0	4.21(.983)
	Relevant	119	35.7	
	Uncertain	22	6.6	
	Moderately irrelevant	27	8.1	
	Irrelevant	5	1.5	
The Apostate and the Reformer	Very relevant	142	42.6	3.89(1.202)
	Relevant	90	27.0	
	Uncertain	31	9.3	
	Moderately irrelevant	64	19.2	
	Irrelevant	6	1.8	
Miracles of Jesus	Very relevant	159	47.7	4.10(1.105)
	Relevant	107	32.1	
	Uncertain	11	3.3	
	Moderately irrelevant	53	15.9	
	Irrelevant	3	0.9	

**Table 6 (Cont'd)**

The Parables of Jesus	Very relevant	145	43.5	4.16(.986)
	Relevant	139	41.7	
	Uncertain	10	3.0	
	Moderately irrelevant	35	10.5	
	Irrelevant	4	1.2	
The great confession and the transfiguration	Very relevant	131	39.3	3.93(1.138)
	Relevant	115	34.5	
	Uncertain	24	7.2	
	Moderately irrelevant	58	17.4	
	Irrelevant	5	1.5	
Jesus in Jerusalem	Very relevant	117	35.1	3.82(1.151)
	Relevant	114	34.2	
	Uncertain	28	8.2	
	Moderately irrelevant	72	21.6	
	Irrelevant	2	0.6	
The passion stories	Very relevant	126	37.8	3.86(1.172)
	Relevant	110	33.0	
	Uncertain	27	8.1	
	Moderately irrelevant	64	19.2	
	Irrelevant	6	1.8	
Divine call	Very relevant	107	32.1	3.72(1.198)
	Relevant	114	34.2	
	Uncertain	36	10.8	
	Moderately irrelevant	65	19.5	
	Irrelevant	11	3.3	
Individual responsibilities and hope for the future	Very relevant	136	40.8	3.96(1.180)
	Relevant	122	36.6	
	Uncertain	16	4.8	
	Moderately irrelevant	44	13.2	
	Irrelevant	15	4.5	

**Table 6 (Cont'd)**

Concern for one's nation	Very relevant	129	38.7	3.92(1.170)
	Relevant	122	36.6	
	Uncertain	20	6.0	
	Moderately irrelevant	50	15.0	
	Irrelevant	12	3.6	
Faith in God	Very relevant	191	57.4	4.27(1.052)
	Relevant	85	25.5	
	Uncertain	16	4.8	
	Moderately irrelevant	37	11.1	
	Irrelevant	4	1.2	
The history of the early Church	Very relevant	141	42.3	3.94(1.216)
	Relevant	111	33.3	
	Uncertain	16	4.8	
	Moderately irrelevant	50	15.0	
	Irrelevant	15	4.5	
The appointment of the seven, persecution and dispersion of the church after Stephen's death	Very relevant	133	39.9	3.89(1.194)
	Relevant	109	32.7	
	Uncertain	25	7.5	
	Moderately irrelevant	55	16.5	
	Irrelevant	11	3.3	
Witnessing further afield	Very relevant	81	24.3	3.41(1.252)
	Relevant	96	28.8	
	Uncertain	53	15.9	
	Moderately irrelevant	85	25.5	
	Irrelevant	18	5.4	
The first missionary journey and the council of Jerusalem	Very relevant	61	18.3	3.32(1.208)
	Relevant	110	33.0	
	Uncertain	55	16.5	
	Moderately irrelevant	88	26.4	
	Irrelevant	19	5.7	

**Table 6 (Cont'd)**

The epistles of James and 1 <sup>st</sup> Peter	Very relevant	140	42.0	3.85(1.255)
	Relevant	91	27.3	
	Uncertain	26	7.8	
	Moderately irrelevant	64	19.2	
	Irrelevant	12	3.6	

Source: Field Data, Eshun (2017)

### **What knowledge, skills and attitude towards the subject do teachers have?**

This question made teacher respondents told how much they had studied CRS and Religious Education. It involved teaching skills they had acquired both on and off field and the kind of attitude they portrayed towards the subject. The figures on teachers' academic qualifications provided some of the data for this question.

Regarding teachers' knowledge, both the professional and non-professional teachers said that they have received education in and away from Religious related courses at the tertiary level. They also have acquired vast teaching experiences which they believe have so far helped them to implement CRS very much. A respondents recalled courses he studied at tertiary level which have some relations with the CRS contents as well as the constant teaching experiences he had gained which have helped very much during teaching and learning. He said, *'My knowledge on teaching methodologies could bring about students centeredness in teaching and learning. Again, the exposure to examiners who constantly helped me with how to go about certain contents for WAEC, and my use of skilful art in questions had improved my knowledge and skills toward the implementation of CRS'*.



One said that teachers could be innovative when it comes to use of skills. She said, *'When we try on our own to inculcate technology when teaching, as most teachers are familiar with modern technologies and thus use them, our knowledge and skills together can yield more than excellent attitude on the subject'*. Therefore, she confidently said that she had maximum knowledge and skills with the right attitude to implement the subject. Unfortunately, such strategies in the literature review advocating for such a milieu where teachers could get more strategies to teach were not same in use with other teachers. Over the years, the same methodology and teaching strategies teachers use are what are being used over and over again (Owusu, 2011).

Another teacher emphasised that since biblical references are provided for easy reference and to provide for subject matter, it is enough for teachers to have strong subject matter just by reading those biblical notes, references and other bible commentaries in order to teach the subject. A teacher stressed that teachers are to behave in a manner that buttressed what they taught in CRS as that can provide a good milieu for one to be knowledgeable toward the subject. She said, *'When teachers do that over and over, they tend to live by what those references teach and thus could use their lives as examples for students to emulate'*.

There was also a stress on the fact that teachers could get involved in WAEC's CRS examiners co-ordination meetings in order to get teachers of the subject some knowledge on some contents' requirements and how the teachers could approach contents so as to deliver exactly what students might be demanded to produce during their final examinations. It was said that, that could assist students grasp whatever deemed from them during the examination. It

was interesting to hear that a teacher never thought teachers from the seminars have had the methodology to teach. He said, *'Professional teachers have the methodological background to teach except those teachers who have been through pastoral services for six month who may lack the skills to teach and thus end up preaching in class.'*

On attitude, some said that they lacked interest in the subject because it was so difficult to impart certain knowledge to some calibre of students who are generally weak academically. Yet, those happen to be in the subject's area for implementation. Again, some poor attitudes emanated from the kinds of texts students wrote for teachers. It was attested that they (students' text) were a retelling of the stories which are normally read from the bible. A teacher said they really made him lose interest in teaching. A teacher also said the interest for the subject was never in existence because of the attitude of some teachers who handled the subject when she was a student. This had given her no positive attitude to the study.

**How do you compare the subject's students' population with those of other elective subjects?**

Two teacher respondents said that the same number of students for all elective subjects including CRS could be attained. That is to say, if one compared the population of Biology students in the school with CRS students, the same figure could be obtained. One of the two respondents said most students liked CRS because students passed so easily, which is why their numbers were much more than the other subjects. In another school, a respondent said that the number was very small compared with other subjects.

She said that the number kept reducing since most students kept changing from a subject to another every term of the academic year.

What I also realised was that some of the schools are known as Humanities school and others Science schools. So the structure of the school which is based on the area of speciality determined the number of students the school would admit. One respondent from a science school said the number of students in the CRS class was few when compared with the number of students studying other subjects.

**What resources are used by the teachers and students during instructional deliveries?**

**Books for the studies for both teachers and students**

Three teacher respondents said that there were no books for the studies if they were to mention some definite books given or approved for them by either Ghana Education Service or Curriculum and Research Development Department. Majority of the respondents said they used pamphlets. One mentioned her books she used to be called “*Ditodito*” and “*Old testament for SHS*”. These books she said had been her textbooks as there were no textbooks to be used in teaching the subject. Another said her referenced books had been the pamphlets which she used to beef up her subject matter. Another said he used marking schemes he had been receiving every time he happens to go for WAEC conference marking. He remarked, ‘*There is nothing better than relying on what the country’s examination body who identifies to be the requirements so I do not see why I have to rely on any other thing apart from the marking schemes I have accumulated over the years*’. Among the several books and other referenced materials mentioned were: *The Ahitophel Series*, *Jeroam biblical*

*commentaries, Agabus, Compiled past questions* and notably the *Revised Standard Version bible* recommended for teaching and learning of the subject.

The data provided emphasizes on Dankwa's (2010) and Owusu's (2011) findings of the limited and inadequate resources in CRS. Pamphlets and the bible were the only books used; even in some schools, students did not have any of the two at all. This stressed the fact that CRS indeed lacked resources.

### **Other resources**

A few teacher respondents relied on the use of the internet. One said '*The use of the internet has been my main resource for instructional delivery*'. To the respondent, since students could not be airlifted to the various sites discussed in most of the contents, she had to rely on pictures from the internet which she shared with the students in order for them to have a fair glimpse of whatever she wanted to communicate with the use of the pictures. Some also used laptops which they said were used to show the movies on contents to the students. Another handful mentioned the use of excursions.

The students, on the other hand, also had their say on resources available for implementation away from that of books. It is evident from Table 7 that students agreed to the fact that their teachers who took them through the contents were adequate for successful implementation. This was backed by the data that one hundred and twenty six students respondents (38.4%), the majority, attested to teachers' adequacy. The item had a mean of 3.38 (SD: 1.439), an indication of how close the responses were between agree and strongly agree.

The periods allocated on the time table for implementing the subject were also noted to be adequate. One hundred and twenty two and one hundred and forty two showed a split frequency of strongly agree (36.6%) and agree (42.6%) shared from a total of three hundred and thirty three students respondents respectively. A mean of 3.95 (SD: 1.166) acclaimed the average of the responses given: a near strongly agree.

However, the means for the items: enough books (2.95; SD: 1.440) and other adequate resources (2.91; SD: 1.440) were close to uncertain though there were majority respondents who ticked for agree on both sides. One hundred and eleven and one hundred and seventeen for enough books and adequate resources had 33.3% and 35.1% respectively. It could, therefore, be inferred from the average scores that though the student respondents agreed to the fact that CRS had enough books and adequate resources, the data actually present an issue of uncertainty. If one was to have effective teaching and learning, especially in CRS then, a careful use of both favourable and good resources should be introduced to give students knowledge and skills instead of theory (Oppong, 2009).

**Table 7****Students' responses on teaching and learning resources**

Variable	sub scale	No.	%	M (SD)
There are adequate teachers for teaching and learning of the subject.	Strongly agree	81	24.3	3.39(1.439)
	Agree	128	38.4	
	Uncertain	27	8.1	
	Disagree	34	10.2	
	Strongly disagree	63	18.9	
There are enough books to facilitate teaching and learning.	Strongly agree	47	14.1	2.95(1.440)
	Agree	111	33.3	
	Uncertain	40	12.0	
	Disagree	50	15.0	
	Strongly disagree	85	25.5	
There are adequate teaching and learning resources	Strongly agree	42	12.6	2.91(1.440)
	Agree	117	35.1	
	Uncertain	29	8.7	
	Disagree	58	17.4	
	Strongly disagree	87	26.1	

Source: Field Data, Eshun (2017)

**Research Question 3: What is the Process through which the Christian Religious Studies subject was implemented?**

**How do you go about the delivery of the contents?**

One group of teacher respondents indicated that they use the lecture method approach to deliver most of the subject's contents. They established that

besides the lecture, what they use is the discussion method which helps to elicit the students' attention during teaching and learning. Once a while, teachers use the client-centered approach developed by Carl Rogers. Another teacher emphatically said that when the need arises, she uses the role play in order to assist students' understanding of taught contents that did not sink down well with the students. I was curious about that so I probed further to ascertain whether she made time to make students write notes because earlier, she said she finishes the contents' implementation before the students went to write their final papers. She affirmed that there is no such thing like writing notes in her class as every bit of what is done must be written by the students themselves when class is over.

Another group said that they read about the content to be delivered and made necessary research to buttress whatever they wanted to teach before the delivery day. A respondent said that, in the classroom, she taught the content through discussion because she told students to read on their own before the teaching and learning. This then helps her to link up and relate the topics with the content in the bible in order to involve students' participation: something she said she did not think much about these days as the strategy had become a routine.

The third group spoke about how they explored students' ability to engage the class with the content. A teacher said engaging students allows teachers to achieve specific objectives they had set or listed to be taught without delay in the teaching process. One said he explores paying particular attention to moral lessons from the stories read and discusses passages in the bible. This

(the confession) just highlighted was then summed up with exercises or presentations to affirm students' participation in class

There were other individual respondents who mentioned they used narrations, discussions in relation to the society and the contents, reading the texts and sharing experiences of what had been read using discussion and, thus, shared with students in the class. The motive was that students could read on their own and relate their experiences with what they had been told and taught. Evidently, the responses from the teachers affirm Owusu's (2012) study in Sunyani where CRS teachers were at liberty to use any teaching methodology they deemed fit to use in order to assist students-centered teaching and learning just as the syllabus also requires.

#### **Problems related to the syllabus and teaching and learning**

Some teachers responded that the main problems for them were only related to how student learn. One explained, *'It cannot be that I teach poorly because my way of teaching had always been straight to the objectives I have set for a topic. I make sure what I set are delivered so if there were going to be problems, then basically those problems should be related to how students learn and not teachers' teaching strategies'*.

There was either no use of the bible or refusal of students to bring the text (bible) to class. Four teachers said they force their students to buy since the subject's prescribed bible for students are never used by many. One said, *'It would have been better for students to have the Revised Standard Version of a bible since that was comprehensive for students' reading'*. And as it seems the perception of students and the general society including curriculum leaders affect the subject either way, some teachers have decided to accept the



unprescribed material as they were. However, a standardised textbook was notified to be of help, and if there was something like a textbook, it would have helped both teaching and learning. The absence of a certified textbook for the subject is problematic since there were conflicting ideas from most books used to teach. Those books did not go through effective reviews before production, therefore, if GES and CRDD now National Council for Curriculum and Assessment (NCCA) could approve some specific standardised books to be used, smooth implementation of the subject could be achieved.

Students' religious affiliations were also identified as a problem. A teacher respondent said that students who were not Christians often created problems during the implementation of CRS. The students tended to bring their belief and religious practices into the studies. Some students claim they were not to touch nor read the bible so they refused to neither bring the bible to class nor read it. This advocates that the presence of specific and approved books for the subject's teaching and learning could help very well rather than the use of the Holy book which other religious believers detest.

There was also the issues of the content of the subject seen to be very skeletal. A teacher thought such a format could lead most teachers to teach unwanted facts thereby, whiling away prudent periods of teaching and learning. He said, *'Teachers mostly are caught wanting when teaching the contents of the syllabus from the CRDD. We do not know whether to rely on that of WAEC's provided contents'*. Another said, *'Although the students were in the school to pass their examinations, I think teaching was for life therefore, it's the teachers' sole responsibility to rely mainly on the content from CRDD; besides, the three*

*educational institutions shared a common feature only that, that of the CRDD was voluminous than that of WAEC.'*

Furthermore, it was noted that the time or periods for which the lessons were taught were sometimes kept at the last periods of daily class activities. It was noted to be a hindrance as some students slept and others chose to run away from CRS' class. A teacher respondent attributed the worry to why sometimes teaching seemed to be a preaching service. However, if the period of the subject could be brought forward to periods before lunch time, CRS may interest students.

Majority of the teachers said there was less awareness on the importance of the subject. Their chief reason was that some teachers, students and school authorities thought the subject was for pastoral activities and need not much awareness. One respondent lamented, *'Many CRS teachers do not take the plight to change this notion in order to have more students and interests in the subject's teaching and learning. But for me, I take the time to explore some job opportunities students can trade for if they happen to learn the subject in order to acquire those jobs when they are in the market for work'*.

Along that was also the perception of students of CRS and teachers of other subjects towards the CRS subject. It was said that other subject teachers tended to speak ill of CRS whenever there were discussions on the subject. That could be done away with when proper orientations are done for the subject starting from the primary school going age of students. It was noted to be something achievable but a long term activity.

The student respondents were not probed on how those problems could be curbed yet they also presented problems associated with the syllabus and its teaching and learning. From Table 8, the highest identified problem was unavailable textbooks. Along with that, there was also the issue of no instructional aids such as visual aids. In other schools, there were inadequate teaching and learning resources which could have supplemented the inadequacy of books and the termed bony contents noted for the subject (Likoko et al., 2013).

There was also problem associated with the teaching process. Some students attested that the lessons were very boring. Some said teachers approach to the teaching normally provides uncomprehensive delivered lessons. Most at times, teachers kept talking away from the contents whilst very little time was left to be used for teaching.

Some also identified absenteeism in class as a problem. It was indicated that unlike the boarding schools where very little chances were available for students to be absent from class, the day schools faced this issue almost all the time. Some students claimed there were situations where teachers taught their church principles instead of the general theme the subject must present in the classroom. This affirms Everington's (2009) study in the United Kingdom on CRS teachers who brought their religious faith to play whenever they were teaching studies in Christianity, Islam and Agnostic. This may not be surprising in Ghana especially as teachers may be drawn to teaching principles of the churches whose schools (many of the schools are missionary schools) were implementing the CRS subject.

Furthermore, there were inadequate teachers in some of the schools in the metropolis. The teachers' statistics established the deficiency some schools had in terms of teachers teaching the subjects. There was also insufficient discussion of the contents during teaching and learning, as a result it became very difficult for students to comprehend most contents taught. That was also identified to be as a result of the combined topics in the Old Testament and the New Testament to be studied.

### **How actively do students participate in the studies' implementation?**

Three groups of teacher respondents affirmed that students' participation was really encouraging. For one group, students' participation is realised in the students asking for clarification on contents when necessary. One said, *'Students from other classes want to enjoy my teaching so they come in to sit in my instructional deliveries when they have no classes'*. My observations revealed that most of the teachers in the school were part time teachers and in order to keep those students busy when there are no teachers in their classrooms, she had to welcome them into her lessons so as to prevent the students from dodging school. Of the three, another group explained that the interest in the stories which the students were partly or wholly familiar with set the pace for their (students') interest in participating in the classroom. The last group opined that the students took part in all discussions, presentations, asked questions and answered questions. What was told of the participation was evident in what the students also indicated. A mean of 3.95 (SD: 1.009) from Table 8 could be inferred to be almost the agreed responses to the item on the questionnaire.

Some teachers said they played the facilitator role. Through that they always expected the bunch of the class activity done by the students. A few of the teachers had earlier said they also used the lecture method where they continually asked questions during teaching in order to ensure students were fully involved in whatever was taught in the class. An average of 4.14 (SD: 1.049) indicated data over the agree responses from students. It attested that students agreed to the fact that there were interactions between the two classroom's implementers so far as the subject was involved. One teacher said, *'Because most of the students prefer to dodge classes, I try not to stress myself to be chasing the students to attend classes. If at the end of the day the students pass, it is their individual performances because I was doing my part'*. Others said the regular exercises, discussions on topics and writing assignments have always been the cooperation factors they can pinpoint to signal students' participation in the subject's implementation.

**Is the teaching and learning process continually evaluated and are they affected by other curricula activities?**

All sixteen teachers said they continually evaluated the studies at the end of each lesson whilst a handful mentioned evaluation during the teaching and learning process. One said she occasionally made use of quizzes and short exercises whenever there was the need for such. It was affirmed that before the extra curricula activities, periods were already given to cater for the periods lost.

**Table 8****Students' involvement in teaching and learning**

Variable	sub scale	No.	%	M (SD)
Students participate in classroom activities	Strongly agree	104	31.2	3.95(1.009)
	Agree	158	47.4	
	Uncertain	28	8.4	
	Disagree	36	10.8	
	Strongly disagree	7	2.1	
Do you think the allocated time on the time table is enough to help teaching and learning?	Strongly agree	122	36.6	3.95(1.166)
	Agree	142	42.6	
	Uncertain	22	6.6	
	Disagree	23	6.9	
	Strongly disagree	24	7.2	
Students and teachers interactions in the teaching and learning of the subject is good.	Strongly agree	151	45.3	4.14(1.049)
	Agree	125	37.5	
	Uncertain	24	7.2	
	Disagree	20	6.0	
	Strongly disagree	13	3.9	
Teaching and learning is continually evaluated	Strongly agree	163	48.9	4.20(1.039)
	Agree	121	36.3	
	Uncertain	14	4.2	
	Disagree	24	7.2	
	Strongly disagree	11	3.3	
During teaching and Learning discipline is always at its peak	Strongly agree	140	42.0	4.09(1.055)
	Agree	130	39.0	
	Uncertain	30	9.0	
	Disagree	19	5.7	
	Strongly disagree	14	4.2	

Source: Field Data, Eshun (2017)

### **How do the teachers instil discipline in students?**

A teacher respondent identified that the school had rules and regulations that students should follow. So whenever there was an indiscipline activity by a student, the school authorities were reported to and they had to ensure the proper punishments were meted out to the culprits. Another said, '*I usually use questions to serve as punishments for students who do not participate*'. She said when the students do not pay attention or misbehave; she questions them on what she was teaching in order to shame them for not paying attention in class.

Some said they caned students by way of instilling discipline. Other respondents noted they sacked students from class because of GES' codes of ethics against caning. Others said they made students to kneel down when they realise students were not conforming to laid down classroom rules. A teacher said when students understood the contents and the morals taught, the lessons tended to guide students actions and attitude. Therefore, that activity was enough to instil discipline in students. A few touched on making students weed or sweep portions of school compounds. A mean of 4.09 (SD: 1.055) just above agree indicated from the students that indeed there were disciplinary actions geared towards them whenever the situation called for one.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Overview

This is the final chapter of the study which presents the summary, conclusions and recommendations based on the key findings of the study. The chapter has five sections. The first section summarizes the process of the research and presents the summary of the study. The second has the key findings from the research questions. The third is made up of the conclusions whilst the fourth is recommendations. The last section focuses on the suggestions for further research.

#### Summary

The focus of the study was to evaluate the Christian Religious Studies curriculum in the Senior High Schools in the Cape Coast Metropolis using the Context, Input and Process of the CIPP evaluation model. The model set the following research questions which are based on the principles that guide the use of the first three components of the CIPP model for evaluation:

1. What is the context under which the Christian Religious Studies subject was introduced?
2. What is the input that has guided the Christian Religious Studies subject's implementation?
3. What is the process through which the Christian Religious Studies subject was implemented?

Research question one had the following variables: what necessitated the teaching of the subject in the school; the need for learning Christian Religious Studies in schools and its relevance for the job market; adequacy of



the three year period of implementation; whether other subjects should be added to the CRS subject or taken away; keeping the subject as it is or even separating what we have now as the CRS subject and lastly, external factors that might be hindering or facilitating successful implementation. The research question two was made up of the background characteristics required of students; what motivates students; the suitability and clarity of objectives and contents for simple instructional delivery; the content matching students' abilities; teachers' knowledge, skills and attitude towards the subject; comparing students' population for CRS with that of other subject areas; how contents are delivered and teaching and learning resources available for the subject. There were also students' active participation issues; problems related to the subject's teaching and learning and how they could be curbed; whether teachers continuously evaluate the content taught and how teachers instill discipline- these made up the variables for summing up research question three.

This was a convergent study making use of the descriptive survey approach. Two sampling procedures were adopted because of the mixed methods paradigm design used. The census sampling technique was used with the interview guide to collect data from teachers while the stratified sampling technique, with the questionnaire, was used to collect data from students. A total of three hundred and forty nine (349) respondents were used, made up of sixteen (16) teachers and three hundred and thirty three (333) students. Responses from the teachers were transcribed whilst the students' responses were analysed with the inferential statistical tools of mean, standard deviation, frequencies and percentages using the SPSS statistical software. Both data were merged for the analysis and discussions of the issues being interested in.

## Key Findings

1. It was observed that CRS assist students to lead morally accepted lives in the society based on ideals from the Christian Religion.
  - i. It also ensured critical thinking among implementers and the final consumers leading to national development.
  - ii. It was identified to be a subject which assist students make good grades after completing with a final examination with WAEC.
  - iii. It was noted to be relevant for the society yet teachers of the subject seem to have forgotten the aims for which the CRS subject was designed to be implemented.
2. Again, it was found out that the Bible is the main resource that assists implementation.
  - i. The contents of the syllabus, the WAEC and Ghana Education Service's syllabi all ensured effective subject implementation
  - ii. It was also revealed that background knowledge in Religious and Moral Education subject and knowledge of some societal happenings and experiences ascertain successful implementation.
  - iii. Moreover, the implementer's knowledge and skills accrued over the years were also seen to be necessary requirements for implementation.
  - iv. It was observed that use of role plays and movies including teacher's zeal to teach ensures success in implementation can be achieved.

- v. Furthermore, students' performances in the day to day content's implementation also ensure highly motivated implementation input.
  - vi. Again, contents were found to be suitable for students but loaded yet there were issues pertaining to inadequate resources and parents and curriculum leaders' attitude towards CRS implementation.
3. CRS is implemented using both traditional and contemporary teaching methods.
- i. Again, it was found out that teachers continually evaluate teaching and learning.

### **Conclusions**

The findings from the study evidently justify the continuation of the subject. This was based on the fact that CRS instills in students, the values of morality. Besides, it plays a significant role towards the training of highly moral Senior High School graduates being prepared to meet the demanding ethical values for national development. This could also be achieved in other subject areas when teachers add moral values to the subject's teaching and learning.

Again, the society, the school and the nation as a whole hardly support successful implementation of CRS as both students and teachers are deprived of the necessary resources. This has created a milieu for teaching based supremely on cognitive development. Students, thus, lack the skills and passion to tackle most issues coming from immoral behaviours and seen to be okay as such.

People in our part of the world are educated mainly for work so students could be taken through job opportunities available for them. This could help the influx of students in CRS. In addition, resources for implementation need to be intensified to meet contemporary education in CRS. It could include Religious Education pedagogies which have made CRS related subjects interesting to be taught globally. Finally, reading subjects interest students when mostly done at the early stages of the day. Therefore, curriculum leaders of schools need to address the situations of having CRS taught at early hours. It will give significant quality, effectiveness and worthiness to CRS' implementation.

### **Recommendations**

Based on the findings and the conclusions drawn from the study, the following recommendations are made to key stakeholders who include the curriculum leaders, Ghana Education Service, Curriculum Research and Development Division, now National Council for Curriculum and Assessment, West African Examinations Council- Ghana, other policy makers and CRS implementing schools:

1. The implementation of the Christian religious studies subject is worth continuing; however, curriculum leaders are to ensure there is an implementation culture where there is regular reference to CRS' objectives and rationale in order to help the subject's implementation. It could also be attained when there is always a refreshing seminar for teachers to equip them with modern pedagogies in the CRS so that they provide students with the best.
2. In order to help the moral attitude of all individuals, teachers are entreated to teach the moral values strings within their various subject

areas that are recommended to be taught. CRDD now NCCA could also make the moral aspect of those subjects, additional topics to be studied in the subjects so that the society would have less immoral issues to deal with.

3. The government's interest and that of policy makers in education determine, to a large extent, the value of a particular subject. Examples include Science, Agriculture and Mathematics. CRS could also be given the necessary attention to attain such supports that other subjects enjoy, so as to fight immoral activities in all working sectors of the country. The necessary resources could also be provided to help facilitate the successful implementation of the subject.
4. Publishers should have robust review on materials they produce for students' consumption in the classroom. This could ensure that there would not be misinformation to students because what the students are taught are what they generally produce.
5. Christian religious studies must have an association like that of the Science, English and Mathematics as far as I know. This will help fight for the good course of CRS in order to help extinct the negative perceptions some students, teachers and parents have towards the subject.
6. Again, curriculum leaders are to ensure the teaching periods on the timetables for CRS are brought forward to early hours of the day in order to ensure students' full participation, interest and full class attendance. They must also help beef teachers' professional development in the subject to help successful implementation.

### **Suggestions for Further Research**

1. The study was delimited to the Context Input and the Process aspect of the CIPP model of programme evaluation. I recommend, therefore that, further studies be conducted on the product of the CRS subject to explore the impact of the subject.
2. It was found out that some administrators, students and curriculum leaders look down on the subject. One could find out the perception of these individuals towards the CRS implementation in schools.
3. A study could be done to find out if other subject areas in the senior secondary schools that had the moral aspects to be taught students are really doing so.
4. Similar study can be done on other subjects which have been implemented for a long period without evaluation using the CIPP evaluation model.
5. One could assess and make known to students the various career opportunities available for students and learners of Christian religious studies in order to give such students much interest in the subject.

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**APPENDICES**



APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

Faculty of Humanities & Social Sciences Education

DEAN'S OFFICE

TELEPHONE: +233 03321 35411/ +233 03321 32480/3,

EXT. (268), Direct: 35411.

Telegrams & Cables: University, Cape Coast.

OUR REF: FOHSSE/ED/PCT/15/0002

YOUR REF:



University Post Office,  
Cape Coast, Ghana.

Date: 14<sup>th</sup> March, 2017

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION MR. THEOPHILUS ESHUN

This is to confirm that Mr. Theophilus Eshun (ED/PCT/15/0002) reading M. Phil Curriculum and Teaching is a graduate student at the Faculty of Humanities and Social Sciences Education in the University of Cape Coast.

Mr. Eshun whose thesis topic is 'EVALUATION OF THE CHRISTIAN RELIGIOUS STUDIES CURRICULUM', wishes to approach both teachers and students in order to collect the needed data that will make his study effective.

I will be grateful if you would offer him any assistance that he may require from the school. He could be contacted through this number (0245119705)

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'S. Asare-Danso'.

REV. PROF. SETH ASARE-DANSO  
VICE DEAN

**APPENDIX B**

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATION STUDIES**

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION**

**DEPARTMENT OF ARTS EDUCATION**

**THESIS TOPIC: EVALUATION OF THE CHRISTIAN RELIGIOUS**

**STUDIES CURRICULUM: A CONVERGENT STUDY OF SENIOR**

**HIGH SCHOOLS IN THE CAPE COAST METROPOLIS**

**INTERVIEW SCHEDULE FOR CHRISTIAN RELIGIOUS STUDIES**

**TEACHERS**

**Section A: Background information**

1. How long have you been teaching the programme?
2. What is your academic qualification?
3. What is your religious affiliation?

**Section B: The Context Evaluation**

4. What were the needs and objectives for the implementation of the Christian Religious Studies subject?
5. Which related subjects were/are taught in the school?
6. Is there a need for this subject?
7. Is it relevant for the job market?
8. Is the teaching period adequate for successful completion of the subject?

9. Do you think the subject should be integrated with related subjects or the structure and contents kept as it is or divided and separated as New and Old testaments studies?
10. What external factors hinder or liberate the successful implementation of the subject?

**Section C: The Input Evaluation**

11. What background characteristics do you require of students who want to offer the subject?
12. What motivates the learners of the subject?
13. What prior knowledge of the subject should the students have?
14. Are the objectives for the subject suitable for students?
15. Are the contents clearly stated for simple instructional delivery?
16. Does the content match the students' abilities?
17. What knowledge, skills and attitude towards the programme do teachers have?
18. How do you compare CRS students' population with other subjects?
19. How many teachers are there in the school to implement the subject?
20. How do you go about the delivery of the contents?
21. What books are available for CRS used by both teachers and students?
22. What other resources are used by the teachers for the instructional deliveries?
23. What are some of the problems emanating from the studies?

**Section D: The Process Evaluation**

24. How actively do students participate during CRS implementation?
25. Are problems related to the syllabus or emanating away from the syllabus that students are taught from?
26. What other problems are related to the teaching of the subject?
27. Is the teaching and learning process continually evaluated?
28. Is the teaching and learning process affected by other curricula problems?
29. How do teachers and students co-operate for successful instructional periods?
30. How do the teachers instil discipline in students?

APPENDIX C

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF ARTS EDUCATION

THESIS TOPIC: EVALUATION OF THE CHRISTIAN RELIGIOUS

STUDIES CURRICULUM: A CONVERGENT STUDY OF SENIOR

HIGH SCHOOLS IN THE CAPE COAST METROPOLIS

QUESTIONNAIRE FOR STUDENTS

This questionnaire that you are about to complete is part of a research being conducted on the topic stated above. You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Your responses will be treated as confidential and will be used solely for academic purpose.

Please respond by ticking [, ] or providing appropriate responses and your comments where necessary. Thank you for taking the time to help with this research.

**Section A: Background Information**

1. SHS 1 [ ] 2 [ ]

2. Who recommended the subject to you?

Myself [ ] Parents [ ] Basic School Teacher [ ] Friend [ ]

Orientation [ ]

Others, specify .....

3. What is your Religious affiliation?

Christianity [ ]      Islam [ ]      ATR [ ]      others [ ]

**Section B: The Context Evaluation**

4. What influenced the choice of the studying CRS?

.....  
.....  
.....

5. How is the CRS teaching and learning period adequate? Indicate by ticking the appropriate column.

**Uncertain [ ]    very inadequate [ ]      Inadequate [ ]**  
**Adequate [ ]    very adequate [ ]**

6. Should the course be divided into New and Old testaments or should in be integrated with related subjects or should be left as it is?

**separated [ ]      integrated [ ]      kept as it is [ ]**  
**uncertain [ ]**

i. Why?.....  
.....  
.....

7. Is the subject important for the Ghanaian society?

**Yes [ ]                      No [ ]                      Somehow [ ]**

i. How?

.....  
.....  
.....

ii. Is the course needful for seeking jobs in the future? **Yes** [ ] **No** [ ]

**Uncertain** [ ]

8. Do you see any relationship between this course and other course?

**Yes** [ ] **No** [ ] **Uncertain** [ ]

i. Which courses are they?

.....

9. Does the related course(s) make(s) the Christian religious studies easy to learn?

**Yes** [ ]

**No** [ ]

i. How?.....

.....  
.....  
.....

**Section C: The Input Evaluation**

10. How do you perceive the contents of the programme? Indicate by ticking the extent to which you think the contents related to the programme are relevant to the instructional practices and the society as a whole

**1=irrelevant 2=Uncertain 3=moderately relevant 4=relevant  
5=very relevant**

No.	Statement	1	2	3	4	5
i	The creation and fall of Humankind					
ii	God’s covenant with Humankind					
iii	Leadership roles					
iv	Parental responsibilities					
v	Disobedience and consequences					
vi	A man after God’s own heart					
vii	Religious institutions and Sects at the time of Jesus					
viii	Introduction to the Synoptic Gospels					
ix	The birth of John and Jesus and the preparation for Jesus’ ministry					
x	Galilean ministry					
xi	Making Decisions					
xii	The Supremacy of God					
xiii	Greed and its effects					



xiv	Nature of God					
xv	The Apostate and the Reformer					
xvi	Miracles of Jesus					
xvii	The Parables of Jesus					
xviii	The great confession and the transfiguration					
xix	Jesus in Jerusalem					
xx	The passion stories					
xxi	Divine call					
xxii	Individual responsibilities and hope for the future					
xxiii	Concern for one's nation					
xxiv	Faith in God					
xxv	The history of the early church					
xxvi	The appointment of the seven, persecution and dispersion of the church after Stephen's death					
xxvii	Witnessing further afield					
xxviii	The first missionary journey and the council of Jerusalem					
xxix	The epistles of James and 1 <sup>st</sup> Peter					

11. Do you motivate yourself for teaching and learning of CRS?

**Uncertain [ ] Never [ ] Sometimes well [ ] well [ ] Very well [ ]**

i. Explain

how.....  
.....  
.....  
.....  
.....

12. Do you think the teaching and learning of CRS direct and guide the moral aspect of the students?

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ] strongly agree [ ]**

13. Do you think the time allocated for the teaching and learning of the course is enough?

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ] strongly agree [ ]**

14. There are adequate number of teachers for the teaching and learning of CRS?

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ] strongly agree [ ]**

15. What teaching and learning materials are available?

.....  
.....  
.....  
.....  
.....

16. There are enough books to help students to understand the topics taught?

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ]  
strongly agree [ ]**

17. There are adequate teaching and learning materials

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ]  
strongly agree [ ]**

**Section D: The Process Evaluation**

18. What are the problems you face during the teaching and learning of the subject? What do you think should be done to improve it?

.....  
.....  
.....  
.....

19. Students participate in classroom

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ]  
strongly agree [ ]**

20. There are continuous testing and examinations to equip you on the knowledge of the course

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ]  
strongly agree [ ]**

21. Students and teachers interactions in the teaching and learning of the course is good

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ]  
strongly agree [ ]**

22. During Christian religious studies disciplinary level is at its peak

**Uncertain [ ] strongly disagree [ ] Disagree [ ] Agree [ ]  
strongly agree [ ]**