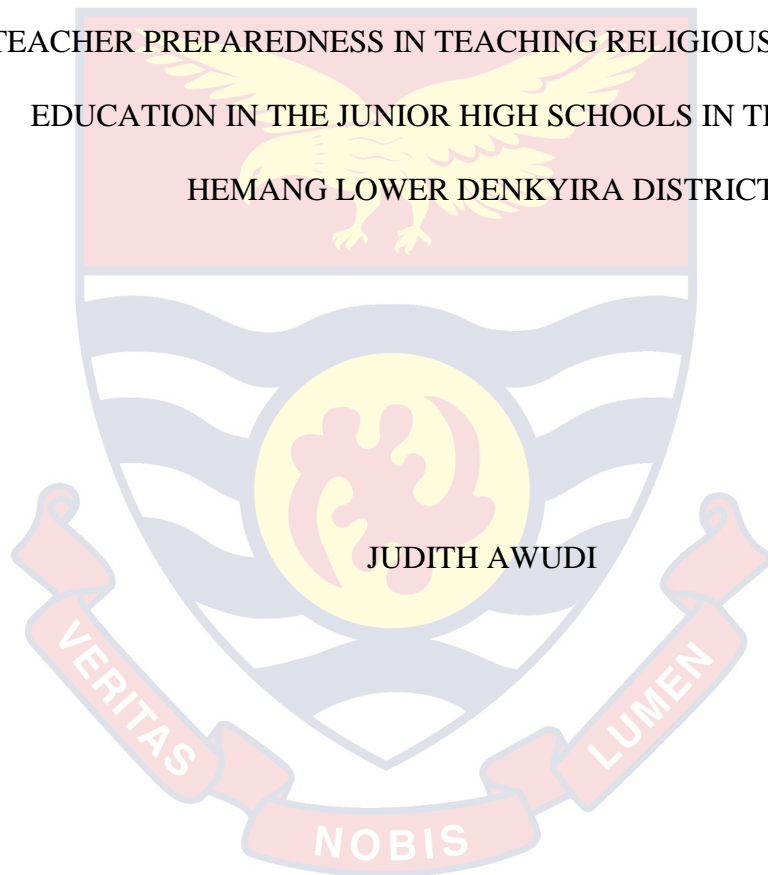


UNIVERSITY OF CAPE COAST

TEACHER PREPAREDNESS IN TEACHING RELIGIOUS AND MORAL  
EDUCATION IN THE JUNIOR HIGH SCHOOLS IN THE TWIFO -  
HEMANG LOWER DENKYIRA DISTRICT



2019

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HEMANG LOWER DENKYIRA DISTRICT

BY

JUDITH AWUDI

Thesis submitted to the Department of Arts Education of the Faculty of  
Humanities and Social Sciences Education, College of Education Studies,  
University of Cape Coast, in partial fulfilment of the requirement for the  
award of Master of Philosophy Degree in Arts Education

NOVEMBER 2019

## DECLARATION

### Candidate's Declaration

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

Candidate's signature..... Date.....

Name: Judith Awudi

### Supervisors' Declaration

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

Principal supervisor's Signature..... Date.....

Supervisor's Name: Rev. Prof. Seth Asare – Danso

Co-supervisor's Signature..... Date.....

Supervisor's Name: Dr. Thompson Mumuni

## ABSTRACT

The study examined the preparedness of Religious and Moral Education teachers in teaching Religious and Moral Education in Junior High Schools in the Twifo-Hemang Lower Denkyira District. The mixed method research design was adopted for the study. Through the use of census and convenience sampling procedure, 48 RME teachers were selected to participate in the study and 10 schools were used for observation respectively. Questionnaire, observation guide and content analysis were used to gather the necessary data for the study. The data were analysed through the computation of descriptive statistics such as frequencies, percentages, means and standard deviation and correlation. The study revealed that teachers had adequate content knowledge in RME. Though teachers were pedagogically prepared, there were factors such as lack of electricity that hindered their use of technology in teaching. The study revealed that RME teachers prepared to assess pupils during and after lessons; however, they did not use other forms of assessment other than written test. Again, RME teachers possessed adequate knowledge about preparing psychologically in teaching, even though they got frustrated at times. Moreover, there was a moderate positive correlation between teachers' content and pedagogical knowledge preparedness. The study recommended that Head Teacher supervision, and that of Circuit Supervisors should be regular and intense in our schools. The Ministry of Education, Ghana Education Service and National Council for Curriculum and Assessment (NaCCA) should organise in-service training for teachers on modern pedagogies.

## ACKNOWLEDGEMENTS

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## DEDICATION

I dedicate this work to my family



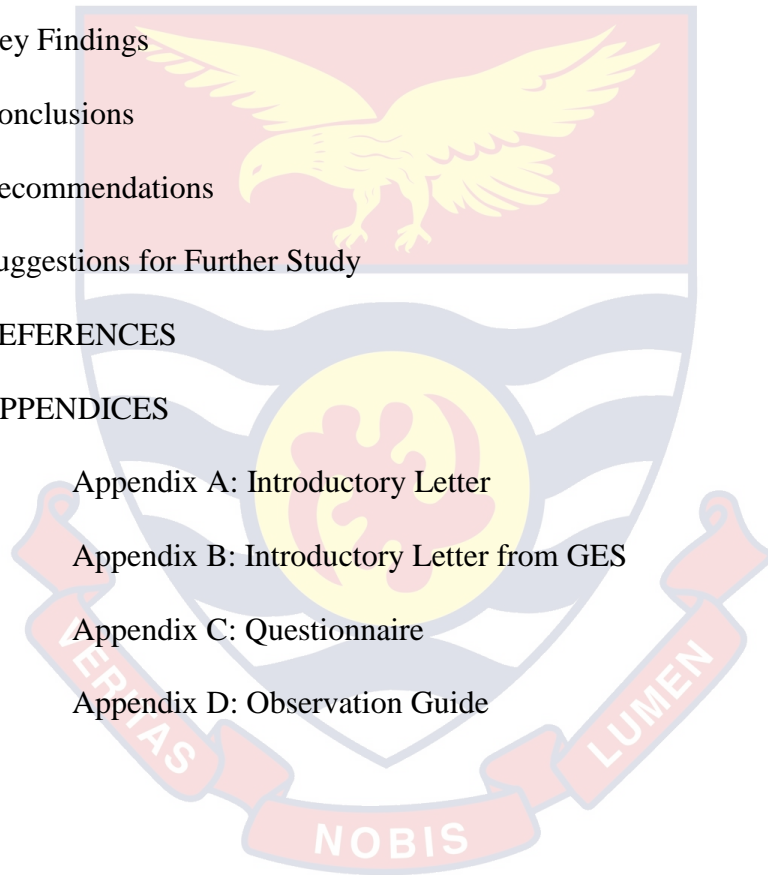
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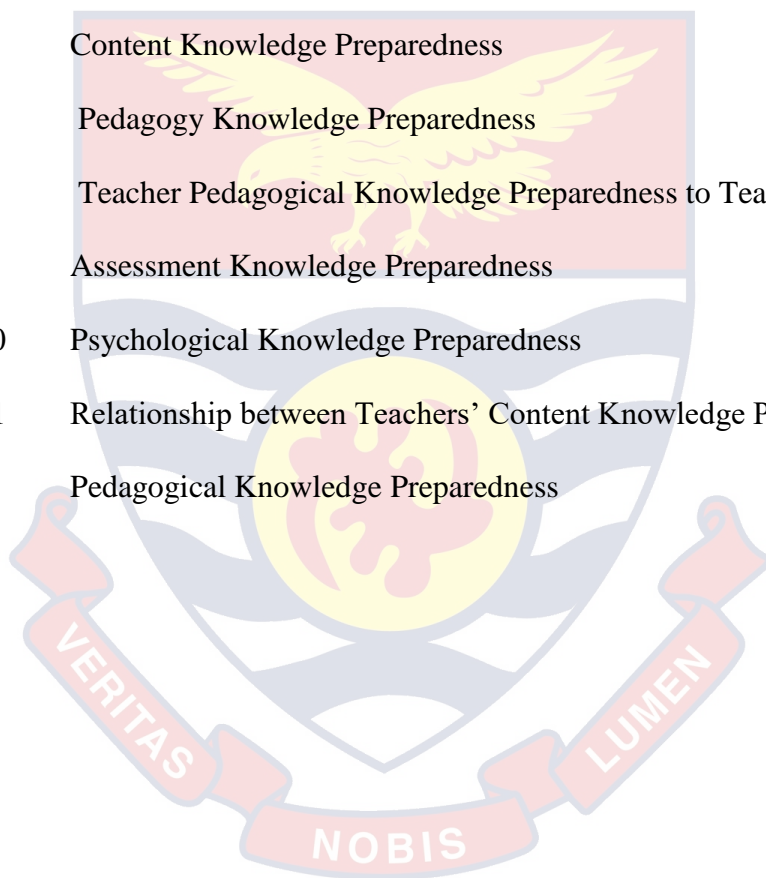


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## CHAPTER ONE

### INTRODUCTION

Education is the cornerstone and a powerful means that can be used to bring about social, economic, political, and cultural development in the society. This implies that for development and progress citizens of a society must be well educated. Raubinger, Rowe, Piper and West (1969) say education must be conceived as a progress of growth. However, frequently change in education has failed because current practices and needs of teachers are not given the needed attention. Though the degree of a successful curriculum implementation depends on several factors including teacher preparedness (Shiundu & Omulando, 1992), none of the extant literature seem to capture the preparedness of teachers in teaching the Religious and Moral Education (Knight, Huber, Kuntz, Carter, Juarez, 2018; Wright, 2017; Mensah, 2018; Asare-Danso, 2017; Gardner, Soules & Valk, 2017). It is, therefore, important that teachers in the Twifo-Hemang Lower Denkyira District be examine in order to fill the identified gap in the literature. The Teacher Preparedness framework serves as the conceptual structure for this study. This chapter focuses on the information on the general introduction to the research; the background to the study, statement of the problem, purpose of the study, research question, significance of the study, delimitation and limitation of the study, operational definition of terms and organisation of the study.

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

In an era, where quality education is an issue of the major concern of education-focused international organisations, which tends to dominate

national debates, teacher quality must equally be a priority to all stakeholders. The central role of the teacher in education requires that teacher education must be of the highest quality toward achieving any educational agenda (UNESCO, 2010; Asare & Nti, 2014). Education is a powerful agency and instrumental in bringing about the desired changes in the social and cultural life of a nation. The key variable for its achievement and survival in this competitive global economy is Quality.

Though the fundamental aim of education is to ensure all-round development of a child, the process tends to be shaped by the teachers and teachers' preparedness, which is largely influenced by quality teacher education. This implies that quality teacher education plays a significant role in nation building. This is not surprising, because it gives teachers insights regarding how to develop critical minds that can reflect and find solutions to the myriad of challenges confronting many developing nations and the world at large. Education is key to success of every nation. The development of a nation is mostly determined by the quality of her educational system. Nonetheless, quality education is not an event but a process because it takes competent teacher educators who have in-depth knowledge, understanding and the ability to reflect on their practices to produce quality teachers.

Curriculum is another area that has link with quality education. Curriculum is an agreement among communities, educational professionals, and the State on what learners should take on during specific periods of their lives (Braslavsky, 2003). Religious and Moral Education is one of the Junior High School subject and a significant area of the curriculum and contributes to

school life in a variety of ways. Nevertheless, they appear to be neglected within the wider educational spectrum, especially when it comes to the preparedness of teachers to teach. There is the need for Religious and Moral Educators to have insights into in-depth knowledge and understanding regarding content and pedagogical issues to enhance and promote effective teaching, which in turn, promote the development of the spiritual and moral fabric of young people (BERA, 2018). This is significant because men and women of integrity largely influence nation building. This is not surprising because if a majority of the people who occupy sensitive positions within the governance system have integrity, there is the possibility that national resources will be judiciously used for the benefit for all and sundry.

Teaching Religious and Moral Education and researching issues in Religious and Moral Education today can hardly be said to be boring (Bowadt, 2011). On the contrary, dealing with Religious and Moral Education in the widest sense of the term is challenging and often very complex. In a world where discussions about religion and morality in the media have become an everyday occurrence, teaching Religious and Moral Education has become more necessary than ever before (Bowadt, 2011). Bowadt (2011) argues that teachers and Marxist-minded students in the seventies were critical towards the teaching of philosophy of religion because they did not see the significance of religion to society. However, today, the spiritual and moral values espoused by religious groupings play significant roles in nation building. It takes men and women of integrity to propel a nation to sound economic development. Knowledge about religion and morality is crucial in nation building. The

teaching and learning of Religious and Moral Education in both primary and Junior High Schools will play significant role in shaping the spiritual and moral fabric of the younger generation within the Ghanaian context (Bowadt, 2011).

Tamakloe, Amedahe and Atta (2005) observe that teaching provides an opportunity for a learner to acquire knowledge and understanding of a concept, which in turn, gives the learner insights into everyday challenges that society goes through and finds solutions to them. This supports Kochhar's (2004) argument that teaching is not a mechanical process but rather intricate, because it entails the development of critical minds. It is therefore not surprising that pedagogical and content knowledge (PCK) of teachers is been introduced in this 21st century, as a framework for understanding teacher knowledge required for effective teaching (Mishra & Koehler, 2006). It involves communication of one's emotions, for example maintaining eye contact, making gestures and using symbolism to practically demonstrate ideas or concepts that the teacher wants to communicate to the learners. Teaching is a moral profession because it involves development of the moral fabric of the learner. However, there is more to teaching because it also entails the development of critical thinking to enable the learner make sound moral judgement that leads a responsible life. Society further demands from teachers to develop deep personal commitment and clear, rational principles in learners (Sanger, 2008; Sockett, 1993). It is therefore not surprising that in many developed countries such as Finland, education is to support the development of the whole person rather than merely the human cognitive domain. This

suggests that education acknowledges the importance of the social and affective domains in students' development, including emotional and moral aspects of life.

Authors (Noddings, 2003; Tirri & Husu, 2006) therefore, argue that quality education influences the learner's development in diverse ways such as social, moral, spiritual, cognitive and emotional. This implies that teaching requires inventiveness (Snowman, McCown & Biehler, 2009) and the application of complex knowledge organisations across different cases within each teaching and learning contexts (Mishra, Spiro & Feltovich, 1996). Effective teaching entails not only a good lesson plan for each learning session but also considers how individual learners' needs, interest and uniqueness are factored into the teaching and learning process. This is important because, the teacher's insights regarding individual learners is essential for effective teaching within the classroom context (Yale, 2018).

Educators have been faced with many challenges in order to provide the best education for students. These challenges include the transition from a more skills-based approach to learning to the integration of technology to a curriculum that is geared more towards teaching and learning higher-order or critical thinking skills (Marzano, Zaffron, Zraik, Robbins & Yoon, 1995). With each paradigm shift, it is essential to provide adequate training for teachers. The most recent transition to raising students' critical-thinking skills is much more difficult to teach and assess (Hursh, 2005). Moreover, is the education that teachers receive sufficient to teach and assess critical-thinking skills? Is there a relationship between teachers' preparation in or background



knowledge of critical thinking and their ability and preparedness to teach those skills? Hursh (2005) shares that states are not only required to assess all students but also to disaggregate test scores for subgroups of students which include: race, economically disadvantaged, gender, and special education. The test scores from each group must be compared to the state's testing requirements to determine whether the group is making annual yearly progress. This means that if a school, for example, fails to meet the annual yearly progress for two consecutive years, they will be identified as "in need of improvement" and this can lead to parents transferring their children to a higher achieving school. (Hursh, 2005). The state of Mississippi, for example, has examined current instructional practices and concluded that it is necessary that teachers increase the thoroughness in the classroom. Ding and Sherman (2006), have concluded that there is a direct relationship between teacher quality and student learning and teachers have a significant impact on student achievement. They asserted that teachers have been accustomed to being given objectives from the state that must be taught during the school year along with a set of terms that must be utilized so that students would be able to demonstrate mastery of the objectives on the state test. Therefore, teachers need to be prepared in all aspect to teach and need regular in-service opportunities within the educational system to enhance their teaching methodology. Teachers are the key players in determining the quality of implementation of any new education policy (Fullan, 1993). They need to equip themselves with new forms of knowledge, new teaching methods and strategies, purpose and scope of a new curriculum. An effective teacher as

Koehler and Mishra (2009) argue requires knowledge of student thinking and learning, knowledge of the subject matter, and knowledge of technology. Wearmouth, Edwards and Richmond (2000), perceived that change in education has failed because insufficient attention had been taken of the current practices and needs of those who are expected to put it into effect.

The quality of teacher preparation at the elementary school level has been a subject of concern in contemporary educational research, reform, and policy. There is a unanimity that teachers play significance roles regarding students' development. There is widespread recognition that the nation's elementary students should be taught by qualified teachers. However, there is a great deal of disagreement over the character, content, and calibre of the education, preparation, and credentials prospective candidates ought to obtain to be qualified to teach. On one side of this debate are those who argue that pre-service education and preparation requirements for entry into teaching should be as rigorous and restrictive as they are in the traditional professions and as they already are for teachers in a number of other developed nations. From this viewpoint, there is the need to upgrade the quality of the teaching force as well as the preparation standards required of new teachers (NCTAF, 1996, 1997). The key players of the teacher preparation programs have a moral obligation to ensure that future teachers understand how to cultivate school and classroom culture and climate that emanate humanity, dignity, and respect for all, and to ensure that teachers can support students' ability to engage in discussions with those who hold opposing views (Carter, Andrews, Richmond, Warren, Petchauer & Floden, 2018).

Ghana needs good quality education that will help in the country's development. This can only be done when teachers are well equipped and competent enough to teach. Teacher competence and preparedness are very much necessary for the development of education. For instance, Dukakis and Bellm (2006) asserted that raising staff educational levels was the cornerstone for improving the quality of the education services for young children and families. Following the current movement to improve the credentials of teachers, having a bachelor's degree in Religious and Moral Education is not an adequate credential to teach children in public schools. Only teachers with a bachelor's degree and teaching licensure in Religious and Moral Education can teach. The preparedness to teach a specific subject impacts the motivation to teach the subject well (Muijs & Reynolds, 2002). Bandura (2006) asserts that a teacher's in-depth knowledge and understanding of a subject matter serve as a motivating factor. This implies that teachers' self-efficacy define teachers' beliefs that teachers have the capacity to obtain desirable learning outcomes from children. More importantly, the teacher's ability to influence positive learning outcomes of those the teacher teaches is the inner drive that motivates the teacher to teach (Muijs & Reynolds 2002). 'People act on their beliefs on what they can do' (Bandura, 2006). Inquiring about religious and moral educators' preparedness to teach is important because it will bring to light their self-efficacy and teaching concepts in Religious and Moral Education and how it impacts the development of the moral and spiritual fabric of young people that impacts the developmental outcomes of young children.

Religious and Moral Education like any other subject in the Ghanaian basic school, has a specific role to play in children's development. This is because religion has played and will continue to play a vital role in the upbringing of young people and behavioural control in society (Panest Ghana, 2010). Adegoke (2003) and Benneh (2006), repeated what teacher education must sum up to indicating that the mission of Ghana's teacher education is to provide a comprehensive teacher education program through pre- and in-service training that would produce competent, committed, and dedicated teachers to improve the quality of teaching and learning. Asare (2009) has indicated that a very significant component in the process of education is the interactions that go on between the teacher and the learners. He added that through such interactive processes, education quality is attained. Teacher education is an effort to pay particular attention to how the teaching and learning process must go on to facilitate students' learning. Training of teachers refers to teacher preparation for the teaching job before they are employed for that job. Teachers' professionalism is determined by their willingness to solve personal and socially relevant problems, including the willingness to provide social security for other people, to thwart social risks, and to build constructive interpersonal relationships. Hugh (1982) argues that implementation of curriculum changes and the continuation of the new approaches in schools depend not only on the retraining of teachers but also on knowledge, skills and attitudes fostered during the initial training of teachers. Hugh (1982) further observes that pre-service education of teachers, which is supposed to facilitate curriculum implementations, is, in most countries,

riddled with problems. According to Hugh (1982), colleges and their teacher preparation curricula may be remote from the realities of school and the curriculum. Consequently, student teachers are prepared for what should be rather than what is. College curricula are monstrously overloaded often with academic content some of which are of doubtful value to the teacher in real classroom environment. The study of educational theory may be too academic and irrelevant and thus ignoring local problems and realities on the ground. Links between colleges, curriculum development and pre-service programs which may help teacher have an idea of who a prepared teacher is maybe a good deal less close than they should be (Hugh, 1982).

There has been much concern in recent years about the requirements for teacher education courses. Over the past 20 years, there has been an average of one nation or state inquiry into teacher education each year and in 2005 there were two national inquiries: a national parliamentary enquiry into teacher education and a national inquiry into the teaching of literacy that included pre-service education for literacy teaching (Rowe, 2005). Many secondary school teachers undertake one or two-year graduate diploma courses, following first degrees. Some educationists argue, therefore, for longer courses as it is difficult to include all the necessary knowledge and experiences to become a teacher in such a short time. Others have focused on issues such as entry-level requirements, standards, course content, practicums and school/university links and experiences (Gore & Griffiths, 2002). The National Inquiry into the Teaching of Literacy indicated the need for quality teaching and recommended the 'development and implementation of national

standards for literacy teaching’ and ‘that these standards form a basis for the accreditation of teacher preparation courses’ (Rowe, 2005, p. 132). The Basel Mission opened the first teacher training college in Ghana in 1848 at Akropong-Akuapem. This started a tradition of teacher education founded by missions training teachers for their schools. Following independence in 1957 and a strong government commitment to developing human resources, more teacher training colleges were opened to cater for the increase in demand for teachers created by the expansion in school enrolment rates (Akyeampong, 2001). Because teacher-training programs must meet the needs of their intended audience, the teachers who are curriculum implementers should have in-depth knowledge and understanding regarding content and pedagogy in order to teach the various subject in the schools of which Religious and Moral Education is no exception (UNESCO, 2010). The need for qualified and competent teachers is a very pertinent issue because Religious and Moral Education as a school subject is structured along the subject pattern of curriculum organisation. This assertion concurs Smith, Stanley and Shores’ (1957) claim that a well-trained teacher is one of the requirements for the effective teaching in any learning context. The role of the teacher in the effective implementation of the Religious and Moral Education curriculum cannot be overemphasized. Marsh and Willis (2003) posit, “Whenever policies and programmes have originated from above, teachers must plan their activities around them for periods of time, ranging from a full-year course to a daily lesson of a few minutes” (p. 197). They further explain that teachers rely on the content and methods outlined in textbooks, syllabi, and teachers’ guides

for their planning, but what they actually teach depend on their own preferences. They synthesize instinctively, in keeping with their own artistic flairs. Thus, teachers, by their own ingenuity, break down the Religious and Moral Education curriculum into a form that could easily be assimilated by the learner in the classroom.

Thus, teachers of Religious and Moral Education (RME) especially are expected to enter the world of students' imagination to invite students to love and enjoy learning Religious and Moral Education, which is often considered boring by most learners. The RME teacher should also be the ideal teacher. This means that teachers must have a variety of competencies and intelligence that are evident from the character and behaviour of every day, both when as educators, in the professional community, as well as members of the community. The RME teacher must, therefore, be prepared in all aspects to teach the subject.

### **Statement of Problem**

Religious and Moral Education, as a subject, has undergone several curriculum changes in the recent past. These have come to make it relevant to the changing needs of society and in an attempt to improve the quality of the learning outcomes. Between 1957 and 2007, Religion has been taught in Ghanaian Schools under different titles due to educational policy initiatives made by governments (Asare-Danso, 2012). Even though many scholars have written extensively about the historical development of Education in Ghana (McWilliam & Kwamena-Poh, 1975; Graham, 1976; Bening, 1990; Addae-Mensah, 2000; Cobbina, 2003), there has not been a single study on the

development of Religious Education in Ghana until Asare-Danso (2012) provided a historical analysis of the effects of Education Acts and Reforms on Basic School Religious Education Curriculum in Ghana-from 1957 to 2007. It examined the nature of Religious Education in the Gold Coast/Ghana during the Colonial period (1850-1950), the Nationalist period (1951-1966), the era of Military Regimes (1966 - 1992), and the era of Democratic Regimes (1993-2010). Asare-Danso (2012) revealed that various terminologies have been used for the teaching of Religious Education within this study period. These were Religious Instruction (RI), Religious Knowledge (RK), Scriptures, Bible Knowledge (BK), Cultural Studies (CS) and Religious & Moral Education (RME). The latter is an integrated one that is an integration of religious education consisting of basically the three major religions in Ghana and moral education. This seems to be an acknowledgement that the implementation of Religious and Moral Education is a complex and multi-faceted issue that will have to be planned with meticulous detail. Determining the level of preparedness of teachers will therefore, play a major role in successfully planning the implementation of Religious and Moral Education. Gross et al., (1971), Tyler (1949), Fullan (1993) and Shiundu and Omulando (1992), noted that, for successful curriculum implementation, the degree of success depends on the extent to which several factors would be considered. These factors include teacher preparedness.

Teachers are the key role-players in determining the quality of implementation of any education policy (Fullan, 1993). Frequently change in education has failed because insufficient attention had been taken of the



current practices and needs of those who are expected to put it into effect (Wearmouth, Edwards & Richmond, 2000). What is meant by teacher preparedness? Within the context of this study, it implies a period of “readying” a teacher for change, such as proceeding to Religious and Moral Education. The concept ‘preparedness’ differs from prepare since it indicates how well someone (like a teacher) has already been prepared for something that is imminent. It may be translated in this context as the “state of readiness” of a teacher for RME, i.e. has the teacher been prepared with regard to skills, and the cognitive and emotional level for the anticipated RME?

The implementation of the educational curriculum has raised a trend in research. The introduction of the model of technological, pedagogical and content knowledge (TPCK) has been a recent trend and it argues that developing good content requires a thoughtful interweaving of all three key sources of knowledge: technology, pedagogy, and content. The centre of the argument is that there is no single technological solution that applies to every teacher, every course, or every view of teaching. Quality teaching requires developing a distinct understanding of the complex relationships between technology, content, and pedagogy, and using this understanding to develop appropriate, context-specific strategies and representations. It is clear from the above discussion that efficient or quality teachers must have a sound knowledge of what their people must know and have the ability to relate the subject matter (content), method, sequence and pace of work to individual needs; to use the environment and appropriate media to support learning (technology), use a range of teaching strategies skilfully (pedagogy) and have

enthusiasm for the subject (Farrant, 1996). In simple terms, quality teachers should have the ability to combine technology with pedagogy and content that inspires learners to enjoy learning and perform better.

Religious and Moral Education as a subject demands good quality teachers in the same direction as well. However, this is not so because, in most of our schools, RME is seen to be an easy subject that, anyone at all without appropriate qualification like degree in religion could be made to teach. From my own personal experience during my Junior High School education, a Reverend Father was made to handle the teaching of RME because of the assumption that any person at all can teach the subject. During my off-campus teaching practice, I realized that one of the teachers who was made to teach Religious and Moral Education as well as Christian Religious Studies as a subject, almost always made the students complain about his way of teaching, that is, the method of teaching. I, later on, got to know their teacher was a Reverend Father who had not gone through the required educational program. Again, during my internship in one of the Senior High Schools in the Eastern region of Ghana, I noticed that most of the RME teachers in the Junior High Schools were from the training colleges and had done RME as a core but not as an elective subject. As a result, they had not done methods of teaching RME, which is taught during the second year. This implies that some of the teachers of RME in Ghana lack the required academic and professional competencies, which contribute to their preparedness to teach RME. However, this anecdotal evidence needs to be investigated into empirically.

With my study of Pedagogies of Religious Education, I learned a number of pedagogies of a Religious and Moral Educator, which include the concept cracking approach, the narrative approach, systems approach, gift to the child approach, existential approach, phenomenological approach, interpretive approach as well as the life themes approach to teaching Religion. This presented a significant challenge to me and motivated me to undertake this research to find out teacher preparedness in teaching Religious and Moral Education. Again, despite the numerous studies conducted to explore teacher preparedness in various subject areas, (Knight, Huber, Kuntz, Carter & Juarez, 2018; Erotic, Kurgan & Kauai, 2017; Wright, 2017; Webster & Valeo, 2011; Casey & Childs, 2011; Gill & Dalgarno, 2010; Hay, Smit & Paulsen, 2001) regrettably, nothing seems to have been done with respect to teacher preparedness in teaching RME (Mensah, 2018; Asare-Danso, 2017; Gardner, Soules & Valk, 2017; Asare-Danso, Annobil, Owusu & Agyemang, 2014) but none captured the preparedness of teachers to teach the subject. It is against this background that the objective of this work is to fill the gap in literature as far as teacher preparedness in teaching RME as a subject is concerned.

### **Purpose of the study**

The main purpose of this study was to examine the preparedness of Religious and Moral Education teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District. Specifically, the study sought to:

1. examine the content knowledge of RME teachers in the teaching of RME Junior High Schools in the Twifo Hemang Lower Denkyira District.
2. examine the pedagogical knowledge of RME teachers in teaching RME Junior High Schools in the Twifo Hemang Lower Denkyira District.
3. examine the assessment knowledge of RME teachers Junior High Schools in the Twifo Hemang Lower Denkyira District.
4. examine the psychological knowledge of RME teacher in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District.
5. investigate whether there is a significant relationship between RME teachers' content knowledge and pedagogical knowledge preparedness in Junior High Schools in the Twifo Hemang Lower Denkyira District.

### **Research Questions**

The study was guided by the following research questions:

1. What is the content knowledge preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?
2. What is the pedagogical knowledge preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?

3. What is the assessment knowledge preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?
4. What is the psychological preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?

### **Research Hypothesis**

The following hypothesis was also tested:

H0: There is no significant relationship between RME teacher's content knowledge and pedagogical knowledge preparedness in Junior High Schools in the Twifo Hemang Lower Denkyira District.

H1: There is a significant relationship between RME teacher's content knowledge and pedagogical knowledge preparedness in Junior High Schools in the Twifo Hemang Lower Denkyira District.

### **Significance of the Study**

This study was to reveal the preparedness of Religious and Moral Education teachers in teaching Religious and Moral Education in the Junior High Schools in the Twifo Hemang Lower Denkyira District. The findings of the study would bring to light teachers' level of preparedness to teach Religious and Moral Education.

The findings would be useful to educational planners, policy makers and administrators who wish to identify areas where support or materials are needed in the teaching and learning of Religious and Moral Education. By this, the voices of teachers would be heard when the importance of teachers'

motivation, preparedness and self-efficacy of teaching pupils are considered in connection to pupils' religious and moral developmental outcomes. This implies that, whenever policies are being made, factors that hinder teachers' preparedness especially when it comes to pedagogy would be addressed.

Teachers would also benefit from the study, as the level of their preparedness would be unravelled, creating awareness among teachers on the knowledge they require for effective teaching. This would inform them on the approaches, strategies, and ways and how they get themselves ready to teach, whether they need to learn more about content, pedagogy, assessment and even to work on their confidence or not. This would consequently help some of them to incorporate technology in their teaching to make Religious and Moral Education lively, interesting and appealing to pupil, this would develop the interest of pupils to enable them pursue it to the higher level in their education. It would also serve as a guide to policy makers and curriculum planners by way of providing the needed professional training for teachers to enhance Religious and Moral Education.

The study will also serve as a reference point for further investigation into other factors that contribute to the preparedness of teachers and not only Religious and Moral Education teachers but also teachers and pupils in other subject areas.

### **Delimitation of the Study**

The study was delimited in terms of content and coverage. In terms of content, many factors contribute to teacher preparedness to teach a subject but this study is delimited to the content, pedagogy, assessment and psychological

preparedness of teachers to teach Religious and Moral Education in public schools. The study should have covered all Junior High Schools in the Central Region; however, it covered schools, which are in the Twifo Hemang Lower Denkyira District. The study also concentrated mainly on Junior High Schools in the District to the exclusion of the primary and the senior high schools. Though the primary schools and the Senior High Schools also teach Religious and Moral Education, the practice school practices class teaching where one teacher teaches all the subjects in a class. A basic 1 teacher, for example, teaches the pupil all the subjects that need to be taught while a different teacher teaches basic 2. Religious and Moral Education is taught in only Form One that is the first year excluding the second and the third year in the senior high schools. This study is therefore delimited to Junior High Schools because Junior High Schools teach Religious and Moral Education from Form One to Form Three and also practice subject teaching.

#### **Limitations of the Study**

The limitations of the study included a function of the generalization of the findings of the study. The relatively defined sample might not be large enough to permit the generalization of the results to other Religious and Moral Education teachers in the Central Region or teachers in Junior High Schools in Ghana or to other countries in Africa. As such, the findings of the study are generalized to only the population of the study. Again, because it was examination period, most schools requested I come the following term for the observation of the teachers' teaching. Though some schools allowed the observation to be conducted in their Form Three classes, this delayed in data

collection process since the researcher had to go and come back the following term for the rest of the data.

### **Operational Definition of Terms**

**Preparedness:** The readiness or confidence of teachers to teach in an instructional process.

**Content knowledge preparedness:** The readiness or confidence of teachers on the subject matter to teach in an instructional process.

**Pedagogical knowledge preparedness:** The readiness or confidence of teachers on the knowledge of how to transmit the subject matter to pupils for better understanding in an instructional process.

**Assessment knowledge preparedness:** The readiness to assess the progression of a learner in acquiring and mastering knowledge and skills during and after an instructional process.

**Psychological preparedness:** The confidence and the readiness of the state of mind of the teacher to teach.

### **Organisation of the Study**

The study was organized in five chapters. Chapter one covered the introduction of the study which centres on the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, limitations of the study, and operational definition of terms. Chapter two which dealt with literature review. It covered the conceptual framework and empirical review. The chapter three focused on the research design, the population, the sample and the sampling technique used. It also includes a description of the method to be



used to analyse data. The fourth chapter covered the results and discusses the outcome of the study and finally, the chapter five provided the summary of the study, findings, and conclusion and offers recommendations.



## CHAPTER TWO

### LITERATURE REVIEW

The review of related literature was done in two sections: conceptual review and empirical review. Conceptual review included a review of concepts from the following selected areas: the concept of teaching, content knowledge, pedagogical knowledge, assessment knowledge, and the conceptual framework of the study, as well as Religious and Moral Education. The empirical section focused on studies conducted by researchers that were in line with the main research questions and hypothesis underlying this study.

#### **Conceptual Review**

##### **The Concept of Teaching**

Learners assess teachers informally whenever teachers enter the classroom to teach and the amount of confidence learners have in teachers depends largely on the perceived level of teachers' competence. Thus, teaching a subject presupposes that the teacher is proficient in the area of study and prepared to give learners the best. It is in this vein that to some extent, it is an accepted fact that teachers are usually not born but made. However, there are two perceptions of the concept teaching. These perceptions are teaching as an art and teaching as a science. The former gives numinous qualities to the act of teaching. It is on this core that Tamakloe et al (2005) assert that teaching as an art depends on the individual teacher and his personality. This implies that teaching is an activity that depends mainly on the teacher's intuition, personal preference, or conventional wisdom to design certain experiences to impart virtues to the learner. The former concept of teaching has become possible

because according to Tamakloe et al (2005), some people teach naturally and effectively as if they have been trained to teach. According to Tamakloe et al., (2005), the skill of teaching is thus perceived to be innate rather than acquired. The latter focuses more on the modern conception of teaching.

Teaching as a science incorporates a body of systematized knowledge on teaching methodology, human development and human learning or educational psychology (Tamakloe et al., 2005). Tamakloe et al., (2005) further emphasize that such knowledge is derived from scientific investigations and in certain cases built into models and theories. This presupposes that the process of arriving at such systematized form of knowledge is through constant trial of different teaching methods to find out their effectiveness to make recommendation for classroom teachers. This is significant because teachers employ the best practice depending on individual skills, experiences and preferences. Therefore, what an individual teacher teaches is highly influenced by the teacher's unique style. It can be deduced from the two views that teaching is both a science and an art. The science is based on psychological research that establishes cause-effect relationships between teaching and learning (Ornstein & Lasley, 2000).

Good teachers nurture their knowledge and skills through continuous professional development and lifelong learning, because one of the prerequisite for one to become a good teacher is to understand the teaching-learning process in more depth. This facilitates better appreciation of the teaching profession as well as the process of imparting knowledge and understating of concepts (Sequeira, 2012). It is in this light that Selwyn (2007)

argues that the primary reasons that people express an interest in teaching are because of their love for children and the desire to help them become successful life-long learners. This presupposes that a person who wants to teach as a teacher must first have an inner desire to teach because one cannot motivate others if he or she is not self-motivated. Teaching yields a modest amount of respect from the community. This is largely due to the lack of material benefits. The profession rarely receives the admiration and appreciation it deserves attributable to a lack of monetary compensation. According to Payne (2005), families who live in poverty, value material possessions. This presupposes that families do not esteem teachers highly simply because of the idea that teachers are not adequately compensated financially for the job. While there are many negative aspects that lead to the degradation of teachers, there are also many sides that regard teachers in a positive manner. It is on this basis that Ng (2006) describes “school teacher dignity” as the “community’s attitude towards a teacher and the teaching profession, and the social respect given a teacher who professionally pursue the teaching profession whereby reaching out to learners and instils in learners a positive attitude toward learning thus resulting in a positive change in the individual learners which intend reflects a reward structure that de-emphasizes the acquisition of extrinsic rewards in favour of material rewards. However, those material rewards are exactly what teachers need in order to maintain a sense of satisfaction which prevents stress and tension.

Teaching can be seen from a different perspective. There is a controversy regarding the real definition of the term teaching (Braskamp, &

Ory; 1994). For instance, teaching is a set of events, outside the learners which are designed to support internal process of learning (Sequeira, 2012). By implication, teaching should involve activities that brings out the inner learning ability of a learner. It is in support of this that Smith (2012) argues that teaching should be focused on the creation of appropriately nourishing experiences so that learning comes about naturally and inevitably. This presupposes that a learner has internal learning processes and teaching should organized activities that will bring out that internal drive. Teaching should give the learner a life experience and that experience should come out from the learners naturally.

It is on this core that Tamaklo, Amedahe and Atta (2005) assert that teaching is an activity of imparting knowledge, skill, attitude and values to learners. They emphasize that teaching involves creating situation to facilitate learning and motivate learners to have interest in what is being transmitted to them. Teaching, therefore, is the process of “inducing student to behave in a way that is assumed to lead to learning, including attempts to induce students to behave” (p. 9). It is a process of bringing about a more or less permanent change in the knowledge, skill and values of learners. In effect, Tamakloe, Amedahe and Atta (2005) assert that “pouring out knowledge is not teaching. Hearing lessons is not teaching ...teaching is getting at the heart and mind so that learners begin to value learning, and to believe that learning is possible in its own case” (p. 7). Therefore, in teaching, the teacher must motivate learners or pupil to love and appreciate the significance of what is being taught, encourage and equip learners with the skills and techniques to enable them to

learn on their own. In essence, teaching must be able to develop the total personality of the learner by improving the self-confidence of learners, developing the mental and physical power of learners as well as training the emotional aspect of the learner's life. To achieve this objective of teaching, the teacher is expected to make informed decision regarding the lesson by reflecting on the topic to be taught, reflect in action and reflect on action as well. Teaching is any activity that is intended to impart knowledge to a person or group of persons using methods which are normally pleasant (Creepy, 1999). It can be discerned from Creepy's definition that effective teaching is largely influenced by the use of appropriate instructional strategies. In this view, teachers should not only be interested in how to impart knowledge but also should be able to select appropriate instructional pedagogy to enhance teaching. This means that if a teacher teaches through inappropriate method, learners will find it difficult understand.

On this core, effective teaching has been broadly understood as teaching that is oriented to and focused on students and their learning. It is in this vein that Centra (1993), defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedure" (p. 42). It can be deduced from the definition that teaching is a process that takes place from one stage to the other. Braskamp and Ory (1994) refer to effective teaching as the "creation of a situation in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively" (p. 40). From the definitions, one can conclude that teaching can be looked at from two perspectives; if a teacher is said to have

taught a lesson invariably, it suggests that lesson might not have taken place but conversely effective teacher entails providing the requisite knowledge and understanding and learning experiences which intend influence learners to accomplish any given task.

There are certain key elements that define an effective teacher and what they do. It is on this basis that, Alton-Lee (2003) suggests a ten-point model developed for 'diverse learners' which cover: a focus on student achievement, effective links between school and the cultural context of the school, quality teaching is responsive to student learning processes, pedagogy scaffolds feedback on students' task engagement, pedagogy promoting learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse and teachers and students engage constructively in goal-oriented assessment. It can be discerned from the model that an effective teacher functions in multiple ways in terms of in-depth knowledge and understanding about content, pedagogy, assessment, classroom Management and learning experiences such as; attitudes, values that a learner is expected to acquire within a particular instructional segment but it takes effective pedagogy, classroom control and relevant assessment procedures to enable the teacher promote and enhance effective teaching and learning within the classroom.

In support of the model for effective teaching, Kember and McNaught (2007) propose ten principles of effective teaching and provided a clear description of the methodology used to determine them. Teachers were asked to describe their teaching practices and their responses were recorded. The data

sets were then combined and analysed for a set of common constructs. The researchers argued that context-independent conclusions about teaching from a large, diverse and multicultural sample could be made from this data. Their conclusions are summarized in the ten principles derived from this process. They include: curriculum design and teaching should ensure that aims, concepts, learning activities meet learners' future needs, implying the development of generic capabilities such as critical thinking, teamwork and communication skills, amongst others; learners must have a thorough understanding of fundamental concepts even if that means less content is covered; a variety of learning tasks that engage learners, and using real life, current and/or local examples to relate theory to practice for meaningful learning to take place; there should be a genuine, empathetic interaction with individual learners so that necessary adaptations may be made based on feedback during the class; teachers should motivate learners through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable and active classes; assessment must be consistent with the desired learning outcomes and should, therefore, be authentic tasks for the discipline or profession.

The deduction that one can make from the ten principles given by Kember and McNaught is that for teaching to take place, critical issues such as; the entry behaviour, aims and objective, what is to be taught, how to teach, whether objectives have been achieved and classroom climate must be emphasized. Ongus (2003) posits that the principles can only be effective when teachers are well prepared in the selection and use of appropriate variety of



instructional resources. The child should also acquire positive attitudes towards education; grow physiologically, morally, spiritually and emotionally. The learner has a role to play in the teaching and learning process. This is supported by Kariuki (2002) who argues that teaching should bring out the enthusiasm of the child motivating him or her to learn and be active. He further emphasizes that to learn a thing in life through doing is much more developing, cultivating and strengthening than to learn it merely through the verbal communication of idea. This is significant because learning is an active process, so a learner learns by doing.

There are several factors or elements that influence effective teaching. Elements of effective teaching comprise particular skills and practices applied within particular teaching and learning contexts. It is in this vein that Penny (2003); Lefrancois (1988) as cited by Tamakloe, Amedahe and Atta (2005) assert that effective teaching requires two basic groups of skills and competence. The first is the process of teaching which consist of a group of skills for analysing the content of the lesson which in turn enhances the attainment of instructional objectives. The second consist of a group of personal and social skills for successful functioning in the school for relating with parents and administrators. It is in this view that Ryburn (1975) claims that teaching is a relationship which helps learners to develop all their power. In essences, teaching should emphasize on the holistic development of the learner in terms of critical thinking, acquisition of required skills and values and attitudes which intend engender nation-building holistically. By implication, through teaching the learner acquires skills, attitude and values.

The teacher must not just have the requisite skills but also have the needed values and attitudes which are critical elements in nation-building.

Effective teaching should enable the learner to develop emotional stability through the creation of a friendly atmosphere in the teaching and learning process. The aims of teaching are directly linked with the aims of education. Teaching should therefore be seen as interaction which foster growth and the development of cognitive, affective and psychomotor domains of the individual, who in turn contributes to the growth of the society. The teacher is seen as the facilitator in the teaching and learning process at the same time the manager in the classroom situation. Thus, a good teacher must be well prepared to promote effective and productive learning.

### **Content Knowledge Preparedness**

Generally, the Religious and Moral Education curriculum is a centralized one but teachers can incorporate curriculum elements in the teaching and learning process. The teacher determines how the content should be taught, the classroom, and developing a steady pace, which takes into account the uniqueness and individuality that learners bring into any learning context (Friend, 2008). It is on this core that Harris, Mishra and Koehler (2009) perceive that content Knowledge is knowledge about the actual subject matter that is to be learned or taught. For example, Junior High School English language, senior high school economics, or graduate-level curriculum and its processes. By implication, it is the real facts that are presented in the classroom for a learner to study to bring out the desired change in terms of attitude, skills and values in a learner. It is through the content that change in

behaviour occurs. Knowledge and the nature of inquiry differ among different study-areas and it is important that teachers gain this understanding and strive to acquire or gain knowledge in a particular area of study. It is on this basis that Shulman (1986) argues that content knowledge includes knowledge of concepts, theories, ideas, organisational frameworks, knowledge of evidence and proof, as well as established practices and approaches toward developing such knowledge. In essence, teachers must know and understand the subjects that they teach, including knowledge of central facts, concepts, theories, and procedures within any given field of study; knowledge of instructive frameworks that connect ideas; and knowledge of the rules of evidence. This argument is in accord with Grossman, Wilson and Shulman (1989) who suggest that content knowledge includes knowledge of the subject and its organizing structures. This presupposes that content knowledge is not only the subject matter but also how to discern or analyse the elements within the subject matter for easy understanding by the learner. This claim is in support by Hill, Rowan and Ball (2005) who suggest that content knowledge should positively affect student learning. In essence, it is the subject matter that brings a positive change in the learner, which intend influence the development of a learner in diverse ways. Teacher quality to some extent plays a critical role in influencing quality change of behaviours such as values and attitude in a learner and contributes positively to nation-building.

On this core, knowledge is seen to differ greatly across the disciplinary divide, for example, the content of Religious and Moral Education differ from other areas of study. There is, therefore, the need for subject teachers to have

mastery over content-related issues. It is in this vein that Nicholls and Nicholls (1972) described content as the knowledge, skills, attitudes and values to be learned. By implication, having content knowledge means being well-informed on the subject matter or, how to apply and hold the subject matter in high esteem. Having the subject matter alone is not enough but how to use that knowledge to influence the behaviour of as well as affect the holistic development of a learner is critical. And this explains why content and pedagogy constitute part and parcel of effective teaching. McNamara (1991) agrees with Nicholl and Nicholl claim that having knowledge of the subject matter alone is not enough but how to apply that knowledge by asserting that, knowledge of subject content is essential not only for teaching itself but also for the evaluation of textbooks and teaching aids. This implies that teachers with in-depth content knowledge may have a great sense of recommending materials that enhances learning and teaching in a more interesting and dynamic way whilst those with little content knowledge may skip difficult aspect of the subject. The teacher must have knowledge of the learners, considering the uniqueness and individuality of learners that they bring to the classroom setting to select content and pedagogy for easy understanding of concepts.

It is in light of this that Igwe (2003) suggests that the selection of content for a course is largely informed by multiplicity of factors such as significance, relevance, utility, interest and continuity. Significance refers to the potentials of the curriculum to contribute to the essential skills, knowledge, abilities and values. The criterion addresses the issues of value, worth and

foundational knowledge. Examples of content that provide basic skills are reading and writing for literacy and communication, arithmetic for numeracy, history for cultural heritage and identity. The relevance of content is to meet the educational purposes and goals and to serve the society by ensuring that the content reflects the cumulative traditions, values, needs and aspirations of the society. The emphasis is on inculcating creativity and problem-solving skills which emphasises how to think and not simply what to think. The content must be in the interest of the learner in terms of motives, readiness, capacity, attitudes. Learners' interests promote self-esteem, personal fulfilment and mastery learning. Content should also be selected on the basis which could progressively be built upon. It involves building appropriate connections in curriculum content either on the basis of prerequisite or a progression from simple to complex, known to unknown, general to specific differentiation and refinement of concepts. These five criteria of Igwe placed a great responsibility on the teacher that preparing to select content, the teacher must make sure the content contributes to the holistic development of the learner through a process of progressive learning and taking into account the uniqueness of learners.

In light of this, the scope of the content of Religious and Moral Education in the Junior High School is an integrated subject that covers the moral teaching of the three main religions in Ghana – Christianity, Islam and African Traditional Religion, and also an integration of religious education and moral education which covers the basic principles of religion, morality and traditional values valued in the country such as: love, honesty, respect, self-control, sincerity and cleanliness. By implication, the subject highlights the

basic principles and fundamental elements of the various religions, morality and traditions that the society and the country values and holds in high esteem which promote sound moral and spiritual values in young people which intend raise responsible and acceptable individuals in the country who contribute to nation-building. Again, it covered objectives on leadership, patriotism, responsible living, freedom, peace, commitment to duty, festivals, inheritance and responsible ways for dealing with peer pressure and social vices such as substance abuse, sexual immorality, etc. (Teaching Syllabus for R.M.E., JSS, 2012).

It appears many people look up to religion as one of the social institutions promoting moral values in young people. And this explains why it forms part of the school curriculum in Ghana. It is in this vein that Downey and Kelly (1978) assert that if the content of a moral education programme is based on a particular religion it becomes irrelevant because when the religious beliefs of that religion are rejected by the society, there seems to be no longer any basis for moral principles. Downey and Kelly (1978) further emphasize that there is no justification for teaching religious doctrines or for attempting to establish faith or belief in them since to do so is to discourage the open and critical approach to knowledge which is the essence of education and to offer us “facts”, and “knowledge” whose basis is highly challenging. Where links between morals and religion have been requested, these links are fake with the doctrinal aspects of the religion, for example it is because “God is love”, that is why we are urged to love our neighbours. This general development attracts attention to the difficulties surrounding moral assertions as well as those of

religious knowledge; which puts religious knowledge at risk. It is in light of this that, the National Research Council of USA (2000) and Pfundt and Duit (2000) argue that the cost of not having a comprehensive base of content knowledge can be quite prohibitive. Students can receive incorrect information and easily develop misconceptions about the content area. One cannot justify teaching moral precepts that are based on doctrines if one cannot justify teaching doctrinal aspects of religion. If approach to the teaching of Religious and Moral Education is liberal and open-ended and Religious and Moral Education teachers prepared thoroughly, the consequence of this is that students are to be stimulated to make up their own minds on religious issues to accept or reject, to stand on their own feet in such matters (Smart, 1968).

By implication, the Religious and Moral Education teachers must be prepared in terms of content before teaching so as not to contradict themselves while teaching or offend any learner since the class is made up of learner from the various religions in the country. Also in the case of recommending learning materials that are relevant and appropriate for the subject, Banks, Leach, and Moon (1999) write in support of this claim that teachers' knowledge is derived from their subject knowledge, pedagogical knowledge and school knowledge. Based on the literature review so far, content knowledge preparedness can also be defined as readiness of teachers in their knowledge of the concepts, principles, and relationships in a curricular area, as well as knowledge of alternative ways these can be represented in instructional processes situations.

### **Pedagogical knowledge preparedness**

Pedagogical Knowledge entails having insight into the processes and practices or methods of teaching and learning. It can be deduced that pedagogical knowledge deals with the teacher's knowledge of the plan of action and techniques to be used to impart the content in order to achieve the set objectives. It covers knowledge of educational purposes, values, goal, aims, and objectives. It is a form of knowledge that has the elements of classroom management, lesson plan development and implementation, and student evaluation. It is in light of this that Shulman (1987) suggests that pedagogical knowledge is the general set of methodologies and strategies that the teacher needs in order to carry out the teaching activity. This implies that pedagogical knowledge is the systematic process the teacher follows to transmit the subject matter to a learner. It takes into consideration the uniqueness and individuality that learners bring to the teaching context and the teacher's use of appropriate instructional techniques and strategies for effective teaching and learning. In essence, the teacher must understand what constitutes the preparedness to teach and how to effectively combine content and pedagogy to influence the development of the learner.

On this core, every subject has its own peculiar way of transmitting content to its learners and so is Religious and Moral Education. Grimmit (1978) advocates that every experienced teacher knows that even the best curriculum and the most perfect syllabus remain dead unless it is made alive by using appropriate methods of teaching. This implies that content of a curriculum will remain irrelevant if the teacher fails to effectively use content



and pedagogy within the classroom to bring about a change in behaviour of individual learners. In view of this, Grimmit observes that sometimes even an unsatisfactory and boring syllabus can be made interesting and significant if the teacher has the needed competencies of how to effectively use the content and pedagogy within every learning setting. The content becomes relevant if the teacher does not concentrate on the subject matter to be taught but on learners' interest and aptitudes, reaction and response. This presupposes that a teacher with deep pedagogical knowledge understands how learners construct knowledge and acquire skills in different ways, and how they develop behaviour of the mind and control over learning.

It is on this basis that Colbey and Kohlberg (1987); and Ocitti (1994) argue that the success of a lesson is not measured by the amount of matter covered but by the extent to which the learner understands concepts taught and how it is applied in real-life situation. It is in this vein that, Shulman (1986) opines that pedagogical knowledge requires an understanding of cognitive, social and developmental theories of learning and how they apply to learners in the classroom. This claim concurs with Harris et al. (2009) who assert that for effective teaching, elements of effective teaching such as; assessment procedures, awareness of students' prior knowledge and content-related misconceptions are very essential. In essence, the awareness of these issues will enable the teacher to select appropriate subject matter or problems and teach it effectively to suit learners of diverse abilities. In light of this, Shulman (1986) further advises that the acquisition of only content knowledge is as irrelevant as content without skills. Because teachers' knowledge of content

without pedagogy to transmit the content and make it understandable to learners render it irrelevant in the teaching and learning process; and because of the synergy between the two, there is a responsibility on teachers to find the appropriate methods of ensuring that they have knowledge of not only the content but knowledge of pedagogy as well when preparing to teach. And this makes pedagogical knowledge “tools of the trade” and every teacher is required to possess it. This also presupposes that teachers should be trained to possess this form of knowledge.

Modern teaching and learning require that the teacher provides the friendliest atmosphere necessary for meaning as well as practical instruction to take place. It is on this basis that Salnua (2013) suggests that a constructivist approach to teaching is significant because learners learn by doing. Teachers are therefore expected to promote effective teaching by providing the requisite teaching and learning resources, and a pleasant atmosphere. It can be concluded that a classroom that provides a learning environment, is a place where learners will learn unintentionally as well as intentionally. To amplify this, the teacher must be able to know and prepare the appropriate teaching and learning activities, resources and be able to manage the classroom to make the instructional period interesting.

One of the important faculties of using appropriate pedagogy is the teacher’s ability to prepare by selecting and using appropriate instructional resources. This presupposes that the use of instructional resources plays a complementary role in the teaching process. It is, therefore, necessary that the teacher be conversant with the necessary skills needed for application of

instructional resources in the teaching and learning process. It is in this vein that Singh (2006) asserts that instructional resources may be seen as a separate field in the theory of education that deals with the development and application of educational resources. To amplify this, the development, application and evaluation of techniques, technologies and aids to improve the process of human learning is a very important aspect of teaching and learning activities must help the pupil to relate the content to real-life situations as well as make the lessons come alive.

Teacher competence plays an important role in effective use of instructional resources. There are diverse instructional resources at the disposal of the teacher but the teacher's insight in selecting appropriate ones is key. M. O. E., CRDD, (2000) highlights some of the teaching and learning resources or materials available in the schools, which include syllabi, textbooks, audio-visual aids, religious objects, religious sites and resource persons. Farrant (1996) supports by stating that in the classroom would be found interesting things such as pictures about current affairs, working models of things they are learning about display shelves with exhibits of interest for nature study, and toys and books which they can use whenever they have finished their work adequately before the rest of the class. Reading resources play a leading role in the teaching and learning of RME. These also include syllabi, religious literature, textbooks, manuals and magazines. Another teaching-learning resource or materials are visual aids. They include the chalkboard, photographs, illustrations, diagrams, charts, models and projectors. Photographs and charts can be a good source of teaching material

for various topics in RME. Audio aids are also a vital resource to the RME teacher. They include tape recorders, radio cassette players and disc recorders. In the view of Tamakloe 'et al' (1996), radio broadcasts are influential audio aids, which seek to reach schools with programmes that are patriotic in nature. They further emphasize that recordings on tapes are generally more suitable for class teaching than individual teaching.

According to Farrant (1996), audio-visual resources are those, which cater to both audio and visual perceptions. Examples include filmstrips, slide projectors and televisions. This implies that lessons may be prepared based on these resources and broadcast outside school hours. Most of the vital information needed for effective teaching, which is out of reach because of distance and unavailability can be managed in the classroom through audio-visual aids. For example, a video clip or documentaries on traditional religious festivals, naming ceremonies, and puberty rites could be shown in class for students to see the process involved and their significance. Furthermore, religious objects are also used as teaching-learning resources. These resources are referred to as religious objects because they are mostly used for religious purposes (Anti & Anum, 2003). Human resource constitutes an important instructional resource in the teaching and learning process. They include leaders in the community such as teachers, chefs, politicians, administrators and social workers. This means that a teacher must consider all the above mention, before the teacher could be said to be pedagogically prepared.

### **Assessment Knowledge Preparedness**

Assessment in any educational system ascertains the extent to which educational learning outcomes are achieved and the extent to which learners have mastered the subject matter. Through assessment, teachers can determine whether learners are developing desired competencies and values, or whether the curriculum provides the vital knowledge and skills of the discipline, and whether learners can integrate learning from individual courses into a complete educational experience that prepares them for future careers. It is on this core that Knight (2006) argues that assessment is the formation of judgements on the quality of learners' achievement. This presupposes that assessment is the process by which the success of a goal or objective is measured. The claim of Knight is supported by Carless, Joughin, and Mok, (2006); Gibbs and Simpson (2004) who assert that assessment is a means of getting information about learning performance to make an informed decision such as how to improve effective teaching and learning. It can be deduced that through assessment, information is obtained relative to some known objective or goal. It is a process of gathering information to monitor progress and make educational decisions if necessary.

It is in this vein that Webber and Tschepikow (2012) argue that the assessment of learners' learning outcomes is a significant component of effective teaching and learning in any educational institutions. It is significant because it allows the success of a goal and objective of a curriculum in the teaching and learning context to be measured. In light of this, Van den Akker (2003) suggests that assessment is an essential component of the curriculum

practice and a process for obtaining information about curriculum operation in order to make decisions about learners' learning, curriculum and programmes and on education policies. In essence, it is through assessment of current policies that any new or amendment, educational decisions and policies are formed. It is in light of this that Boud and Falchikov (2006) argue that assessment has powerful effects on learning and learning activities by either building or undermining learners' confidence. By implication, assessment informs both teachers and learners about learners' abilities and capabilities in a particular area of study and how to improve on that ability and capability. It articulates the extent to which learners have acquired skills in an area of study.

The nature and purpose of knowledge, teaching, learning and assessment are seen by academics to differ. Academics who viewed teaching as exposition, and learning as reproduction, tend to believe that assessments should determine how well students can reproduce the content or knowledge taught and how that knowledge is used in tasks repeatedly; while those who viewed teaching as facilitating learning, and learning as constructing a personal understanding based upon established knowledge and procedure, tend to believe that assessments should require purposeful transformation of knowledge to address problems not previously encountered. It can be discerned from the views that the former endorse rote learning where the learner is expected to replicate what is taught while the latter allow the learner to explore other means of addressing problem aside the knowledge gained in the classroom. In essence, assessment should bring a change in behaviour and promote critical thinking and solve problems. Moreover, Critical thinking is a

means of teaching and learning and is not necessarily a skill that can be taught as it is a process of thinking that must be developed.

Historically, there has been a great deal of research regarding teacher behaviours that inhibit the development of critical thinking skills. Examples of hindering critical thinking include: explaining and demonstrating a concept or skill without giving learners the opportunity to explore the topic by asking probing questions or asking a lot of questions that require a simple bringing up basic facts (Pithers, 2000). It is on this core that Hale and Astolfi (2011) suggest that the types of assessment strategies practised and the frequency at which they are practised by teachers have an impact on the quality of learners' learning. This presupposes that teacher quality in assessment to some extent plays a critical role in influencing the learning behaviour of learners. It influence learning behaviour such as the value and attitude learners attach to learning which in turn influence the goals and objectives of teaching and education as a whole. An assessment includes a test, observations, interviews, behaviour monitoring. Hale and Astolfi (2011) further emphasize that assessment practices in high institutions should comprise of high level of thinking such as analysis, synthesis and evaluation. To amplify this, test items that match with learners educational levels should be selected and implemented. In essence, assessment at any level should match the cognitive level of those being assessed.

Assessing learners with different cognitive levels comes with its own challenges. It is on this basis that Black and William (2004) identify three main problems in assessment practices which are: assessment methods,

grading system and assessment feedback. This presupposes that the assessment methods that teachers use are not effective in promoting good learning. Most methods used call for rote learning and do not promote critical thinking. Assessment is supposed to inform the teacher and the learner the extent to which the learner has acquired knowledge but in most cases, the grading system or practices tend to emphasise competition rather than personal improvement intended to make learners learn not for assessment without concentrating on the importance of acquiring knowledge. And assessment feedback often has negative impact particularly on low-achieving students who are led to believe that they lack ability to learn. Thus, assessment practices tend to more often discourage learners who are below average since learners see assessment as a competition rather than self-improvement. This claim concurs with Diamond (1998) who argues that the fundamental problem in assessment practices is the mismatch between the objectives, mode of assessment and grading. By implication, for effective teaching and assessment to take place, the teacher's stated learning objectives must be compatible with the methods of assessment and criteria teachers use to grade learners. According to Diamond (1998), mostly, the learning objectives include high-order reasoning abilities, but the assessment procedures most frequently focus on simple recall and recognition of the learned content. In essence, the stated learning objective that is high-order reasoning abilities should go with the assessment procedures that are high-order such as; analyse or synthesize while low-order objectives follow with low-order assessment method.



It is important for teachers to utilize creativity and help students understand the benefits of active learning. It is equally as necessary for learners to test knowledge gained during instruction. It is on this basis that Wolf (2007) argues that assessment is an integral part of education and an essential process for “acquiring and mastering educational knowledge and skills” (p. 691). In essence, learners must be tested in order that educators may determine areas of proficiency as well as deficits. The process of assessment is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. Educational objectives are essentially changes in human beings, thus, the objectives aimed at producing certain desirable changes in the behaviour patterns of the learners. This implies that assessment determines the degree to which changes in behaviour of learners are actually taking place. It is in light of this that Anti & Anum (2003) posit that assessment pinpoints scope and suggests ways of enriching or improving the course, through valuing the performance of the lessons taught with respect to the aims and objectives of the lessons and how far objectives meet the educational needs of the learners. Assessment in this context relates more closely to the individual learners’ terminal report which includes class exercises, class assignment project work and end of term examination.

Considering the need for teachers to have adequate knowledge of content, pedagogy and assessment for the holistic development of a learner, teacher educational programme train teachers to acquire the needed assessment skill require to assess learners. Assessment informs the teacher the extent to

which a learner has acquired knowledge in the teaching and learning process, and the feedback is used to make inform decisions concerning the teaching and the learning process. It is in this accord that Mertler & Campbell (2005) argue that preparing adequately to assess lessons and learners performance areas is one of the critical responsibilities of classroom teachers; yet, many teachers do not feel adequately prepared for this task. This claim concurs with Stiggins (1999) who asserts that many teachers are left unprepared to assess learners' learning as a result of both pre-service and graduate training; they acquire what assessment “expertise” and skills they possess while teaching. It can be deduced from the above that though teachers go through assessment courses during educational programmes, most teachers consider themselves lacking the prerequisite knowledge to assess learners; thus they need assistance in applying assessment concepts and techniques, as well as making assessment-related decisions. Teachers, therefore, improve their assessment knowledge during the teaching and learning process in the classroom. Yet, despite beliefs that assessment skills are developed through trial and error in classrooms, teachers reported that the greatest influence on assessment practices is formal coursework in tests and measurement (Wise, Lukin & Roos, 1991).

Teacher in-depth knowledge in assessment and teacher's level of preparation to assess individual learners with different abilities play a critical role in the teaching and learning process. It is on this core that Plake (1993) posit that over 70% of teachers responding to a national survey reported that they are exposed to tests and measurement content either through a course or through in-service training. Although majority indicated that, it had been

longer than 6 years, in-service teachers who had previous coursework/training scored significantly higher on a test of assessment literacy than those who had not, however the difference was less than one point. This presupposes that majority of teacher acquire assessment knowledge and skill during the teacher education program. Recognizing the need for teachers to possess knowledge and skills in the area of classroom assessment, American Federation of Teachers (AFT), the National Council on Measurement in Education (NCME), and the National Education Association (NEA) made a joint effort in 1987 to develop standards for teacher competence in learner assessment out of concern that the potential educational benefits of learner assessments be fully realized (AFT, NCME, & NEA, 1990). The standards were developed to address the problem of inadequate assessment training for teachers. For effective assessment, the Standards for Teacher Competence in the Educational Assessment of Learners specifies elements that classroom teachers are required to be skillful in choosing and developing assessment methods; administering, scoring, and interpreting assessment results; using assessment results for decision making and grading; communicating assessment results, and recognizing unethical assessment practices. By implication, a teacher is required to have adequate knowledge in assessment to choose appropriate method to assess learners, taking into consideration the uniqueness and individuality that learners bring into the classroom context, score and interpret the result and use it to make informed decisions.

It is in this vein that Brookhart (2001); Campbell, Murphy and Holt (2002), argue that research has documented that teachers' assessment skills are

generally weak. This suggests that teachers do not prepare or have sufficient skills to assess their pupils. This claim is in agreement with Stiggins (2001) who opines that low levels of assessment knowledge among practicing teachers in schools cannot be overemphasized. Stiggins further emphasize that inadequate assessment knowledge of teachers affect full potential development of learners. Learners are been assessed to know the extent to which they have acquired knowledge. This assessment also informs the teacher, the extent to which the set objectives have been achieved. Therefore, assessing learners inaccurate because of inadequate assessment knowledge affect the holistic development of the learner since the feedback to make decisions would not be a true reflection of learners acquired knowledge. Despite the increased emphasis placed on educational testing and assessment decision-making in schools, many schools still do not require preservice teachers to complete specific coursework in classroom assessment (Campbell, Murphy, & Holt, 2002; O'Sullivan & Johnson, 1993). This is not surprising as many in-service teachers report to be unprepared to assess learners learning and teachers refer or attribute the unpreparedness to inadequate preservice training in educational measurement. Thus, drawing on personal repertoires of knowledge and experiences, a teacher is expected to complete and pass all coursework which assessment is no exceptional before graduating as a professional teacher.

However, Mertler (1999) argues that in a statewide survey to find out teachers perceived level of preparedness to assess learner learning; and to find out if the preparedness is specifically from teacher preparation programs, over 85% of the respondents reported inefficiently prepared. When asked about

current level of preparedness, to some extent more than half indicated being well prepared to assess learner learning. This implies that teachers though acquire the assessment theories or knowledge during coursework; teacher tends to develop assessments skills or the practical aspect of assessment in the classrooms. A review by Darling-Hammond (2006) suggests that consensus among employers about teacher education programs that produce adequately prepared teachers to meet the needs of diverse learners. The study of teacher education program outcomes enables the understanding of successful programs. The result of the study indicates that teachers are not adequately prepared to assess pupils during their educational training program thus finding it difficult to prepare to assess learners in teaching.

In conclusion, assessment has long been recognized as maintaining a central position in learners' learning (Craddock & Mathias, 2009). The mode of assessment can also have a powerful influence on the learning behaviour of pupils (Biggs & Tang, 2007) and assessing the performance of pupils is one of the most important activities of teachers (Trotter, 2006). By implication, as significant as the assessment is in the teaching and learning process, the method of assessment has an effect on the behavioural change of learners and the teacher plays a critical role in the assessment process. Offering a variety of assessment methods is recommended as good practice in response to numerous critiques of the over-reliance on traditional tests. It is in this vein that Furniss, (2003), suggests that there is the need to use different appropriate strategies to assess different learning processes. This implies that assessing learners, considering learners individuality and uniqueness in learning and the need to

enhance learners' psychological approaches to learning. According to UNECO (2006), the main purpose of learning assessment at classroom level is to ensure that learners know what and how well they are learning.

One of the reasons for learners' assessment of learning outcomes is to provide feedback for learners and teachers about learners' progress in order for both to be able to improve the efficacy of teaching and learning and also to provide feedback to educators, parents, policymakers, and the public about the effectiveness of educational services (Stephens & Moskowitz, 2004). This suggests that teachers need to have knowledge of learners especially the cognitive level of learners in order to prepare on the best assessment practice to teach and to get the expected feedback. Practises of assessment strategies influence the quality of teaching and learning and the types of strategies practiced by teachers and how frequently they practise them have an impact on the quality of learners learning since some of them may lead to rote learning. Thus, the type of test items practised by teachers should match with the learning outcomes.

### **Psychological Knowledge Preparedness**

Psychological science contributes to effective teaching and learning in the classroom. It is concerned with how people learn from instruction and with developing educational materials, program and techniques that enhance learning. Psychology in education research into theories that explain how people learn, teach, and how they differ from one another from one person to the other. Teaching and learning are intricately linked to social and behavioural factors of human development, including cognition, motivation,

social interaction and communication. It is on this core that Lucariello (2015) argues that psychology is an intrinsic part of education yet teachers receive insufficient preparation in psychology. This presupposes that the mental, emotional, and behavioural characteristics of a teacher is essential to the process of effective teaching and learning especially to the achievement of lesson objectives as well as educational goals. However, teacher education programs prepare teachers inadequately in terms of psychology. Lucariello (2015) further emphasize that teacher preparation programs offer one or two courses in psychology. Moreover, these courses are generally theoretical than practical in focus. In essence, teachers lack psychological knowledge that enhances effective teaching that in turn contributes to the holistic development of learners, considering the uniqueness and individuality that learners bring to the classroom setting.

To some extent, the preparedness of a teacher gives direction to teaching in a manner that enable the teacher to attain the set objectives. It give extra credit to the teacher in terms of the teacher's clarity of objective, confidence, stability of mind and learners' progress. This is significant because effective preparation reduces the stress and anxiety teachers feel during the teaching and learning process. It is in light of this that Vorobyova (2011) argues that preparedness can be seen from two perspectives: the first is a consent to make conscious decision toward an activity; the second is a description of a state of readiness to implement a decision. It can be discerned from the two perspective that preparedness is the willingness to perform an activity. Despite the different approaches of determining psychological

preparedness of teachers, there is a common position that it is a difficult idea consisting of various complex, interconnected elements. Vorobyova (2011) further emphasize that the important component of preparedness is psychological preparedness which is a complex construct; a composite of functional and personal components that provide a teacher with ability, motivational and mental readiness to implement a professional activity. The argument of Vorobyova (2011) is in accord with Alekhina, Alekseeva and Agafonova (2011) who suggest that psychological preparedness is a mental phenomenon by means of which the stability of a teacher's activity is explained in the form of mind set, motivational readiness and readiness for self-realization. To amplify this, anybody with an in-depth knowledge of psychology is capable, not only of understanding the origin of behaviour, but also predicting one's behaviour at a given stage of development with some degree of precision. It gives an opportunity to value professional and personal readiness through personal development.

According to Alekhina, et al (2011) teachers are assume to possess pedagogical and technological knowledge, knowledge of individual differences of learners and readiness to teach a lesson when they are psychologically prepared. By implication, teachers are psychologically prepared when they have content, pedagogy, technology, assessment knowledge, classroom management skills to promote effective teaching, taking in to account the uniqueness and individuality that learners bring to the teaching and learning context. Psychological preparedness of a teacher cause stability and quality classroom activities, thus quality and effective teaching



depend on the psychological preparedness of a teacher. Psychological preparedness is a set of both internal and external conditions, first, personal qualities of a teacher such as intellectual, motivational, emotional and professional values that provide readiness for teaching (Alekhina, Alekseeva & Agafonova, 2011). It is an internal confidence and determination, a condition of mobilization that is formed in the course of teacher education programs and in turn contributes to a successful teaching and learning; therefore, psychological preparedness is a condition of efficiency of professional activity.

It is on this core that Baimenovaa, Bekovaa, and Saule (2015) argue that psychological preparedness of teachers is the level of teachers' knowledge and competence to make optimum decisions during the teaching and learning process in the classroom. This implies that psychological preparedness is a result of the quality of teacher's personality to manage or control classroom activities. Psychological preparedness of a teacher includes acceptance, ability to use innovative strategies, ability to monitor learners' progress, self-control and self-development. To amplify this, a teacher should be mentally and emotionally ready to identify and accept the needs and uniqueness of learners, adapt instructional strategies to meet the needs of individual learners, monitor learning progress of individual learners during the teaching and learning process and adopt means to improve and develop self-control.

It is on this basis that (Arkhangelskiy, 1980) structured a model of formation of psychological preparedness of teachers. This model consists of motivational component, cognitive component, activity component, value-

meaning component, and emotional component. Each component of the model has indicators showing a characteristic or trait that a prepared teacher possesses. First, motivational component: this component has the following characteristics: a teacher's conscious attitude to the needs and conditions of a learner in teaching and learning in the classroom setting and self-incentive and realization of effort to successful teaching. The ability to teach, help and improve learners of different cognitive level especially those below average indicates that a teacher possesses the cognitive and activity component. The understanding and acceptance of self and other person's uniqueness, positive attitude to learners with different abilities and disabilities in the classroom segment and a positive attitude toward effective teaching and learning are characteristics of Value-meaning component. Emotional component is the ability of self-control, to overcome doubts, fear of failure, confidence in success, enthusiasm and feeling of competence and social responsibility. It can be deduced from the components that the essence of psychological preparedness is the readiness of a teacher's mind to teach with confidence, being self-motivated and having control of class.

A research by Baimenovaa, et al (2015) suggest that the ability of teachers to predict reactions of a learner on the basis of understanding the learner's feelings, thoughts, intentions, to exhibit appropriate behaviour indicate a high level of psychological development. In essence, the teacher's tolerant attitude towards a learner with a need, and the ability to effectively interact and communicate with learners with diverse abilities indicate that a teacher has attain high development of psychological preparedness. A teacher

attain high level of empathy: ability to empathize, sympathize, understand the internal state of other person and ability to show emotional warmth, friendliness, support. High aspiration to mastering knowledge in area of study.

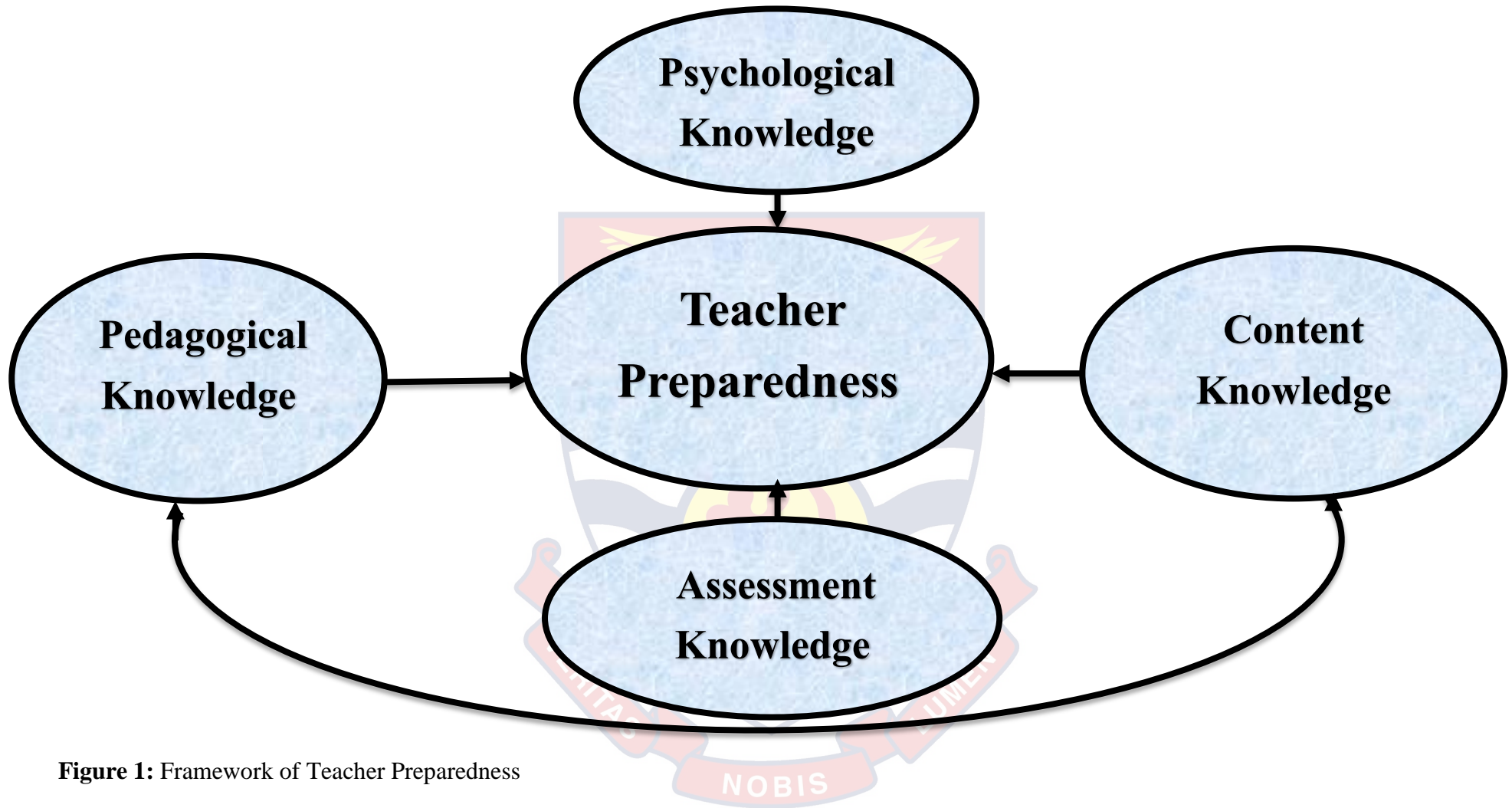
In the same vein, good adaptation to the classroom, but insufficient ability to predict behaviour of learners, their reactions in different situations of communication and interaction are considered as a good development of psychological preparedness of teachers. Again, personality that has combination of positive qualities necessary for effective teaching and learning such as openness, emotional stability, consciousness and negative qualities such as lack of self-management, lack of self-motivation, intolerance in communication with people are considered good but not high development. Low level of development include indifference, stress, frustration, inadequate mastering of knowledge, skills, qualities.

It is in light of this that Pelsma and Richard (1988) argue that satisfaction and teacher stress are strongly correlated. Pelsma and Richard (1988) emphasize that the amount of stress and degree of job satisfaction experienced by teachers directly influence the quality of a teacher's work life. It can be discerned that stress which is a factor of psychological preparedness affect the quality and effectiveness of teachers to teach. This is in agreement with Byrne, (1992); Farber (1991) claim that self-esteem, as an internal characteristic of teacher's psychological preparedness, has a link to teacher stress. Persons possessing low self-esteem tend to be more inclined to stress than those having high self-esteem. Teachers with high self-esteem tend to handle stress in a more productive manner. A situation that causes one teacher

to experience stress may or may not cause another teacher to experience stress; therefore, a teacher may indicate that preparing to teach is stressful while another may find it less stressful. Examining characteristics of psychological preparedness of teachers can provide teachers with insight to the levels of preparedness to teach. It can be deduced that it is the level of preparedness that affect effective teaching and learning in the classroom setting particularly taking into account learners with diverse abilities. Baimenova, et al (2015) posit that teachers have the ability to empathize, but shows average value on formation of communicative competence when it comes to sociability.

### **Conceptual Framework: Teacher Preparedness**

This study adopted the Conceptual Framework shown in Figure 1, showing the interactions between the variables: teacher preparedness, content, pedagogical, assessment and psychological knowledge of RME teachers. The preparedness of a teacher is measured by his or her knowledge in either content, pedagogy, assessment or psychology. However, having adequate knowledge in content, pedagogy, assessment and psychology means one is adequately prepared to teach.



**Figure 1:** Framework of Teacher Preparedness

Source: Author's Construct 2018

## Concept of Religion and Moral Education

Religious education was one of the subjects that the early missionaries introduced in the mission schools in the then Gold Coast. It was the purpose of the missionaries to convert Africans to the Christian religion. In the beginning, it was the study of the Bible. Gradually, Religious education moved from the missionaries (when the missionaries left) into public schools. In 1998, the Ghana Education Service officially announced that to help students acquire the capability and experiences to deal with issues of morality and religiosity; it would introduce Religious and Moral Education as a school Subject (Mensah, 2009). This implies that before the integration of Religious Education and Moral Education, moral education was initially an entity on its own nevertheless embedded in religious education. Since then, many have come to appreciate the subject, which comes with an inevitable amount of criticism. In early 2006, there were indications that the aims of the Religious and Moral Education curriculum were not being realized and that learners were not exhibiting the behavioural changes expected. Consequently, the subject was removed from the national curriculum during a reform in 2006/2007 by the NPP government led by President John Agyekum Kufuor. Later, various stakeholders in education opposed the removal of the subject. This again led to the inclusion of Religious and Moral Education as a school subject.

The subject seeks to reinforce the type of religious and moral training that learners acquire from home and the holistic development of the learner in terms of attitudes, values, and sound moral judgments. It is on this core that Asare-Danso (2011) suggests that Religious and Moral Education deals with

both religious and non-religious or secular issues. It is based on educational principles. The subject highlights both religious principles and social principles that contribute to the moral fabric of the learner which in turn engender nation building.

Religious and Moral Education as a concept can be divided into two: religious education and moral education. Religious education attempts to educate people to have a religious view of life. According to Ellias (1975), religious education must explore the social, political, historical and cultural dimension of human. This supposes that the political, social, historical and cultural life of human is viewed from the religious perspective. On this core, that Hull (2000) asserts that Religious Education has three fundamental purposes in our society. Firstly, it communicates to non-religious persons a basic understanding of religion. Secondly, it communicate with religious persons a basic understanding of themselves. Thirdly, it makes available, both to religious and non-religious persons, the benefits of the study of religion. Hull (2000) further emphasizes that the third aspect is the gifts of religious education, which are offered to learners, and the gifts of religious study that are offered, adults.

Moral education, on the other hand, is a study based on morality. Many aspects of school life constitute elements of moral education. The school culture and the teacher as a moral person, for instance, are extremely significant in learners' moral development. The term moral education refers to all education that aims to stimulate the social and moral development of learners. It is on this basis that Ryan (1991) opines that moral education is

what a society does to introduce the young ones to its values, and to teach them its morality. Teachers prepare learners to participate in the social and cultural practices of society and to make their own choices. However, moral education may be taught without necessarily using religion (Asare-Danso et al., 2014).

### **Characteristics of Religious Education**

There are elements or characteristics that are identified with religious education. These characteristics include: Religious education presents learners with the various ethical codes in the various religions. These codes deal with the rule and regulations or principles that provide guidelines for good moral life among religious people. In Ghana, for instance, each of the three major religions has its own codes of conduct. Religious education presents to the individual these codes and the need as a religious person to be guided by them for a peaceful living in society. Hannon (1992) suggests that immorality in a given society is capable in its very nature of threatening a society's existence. It in this light that Dixon (2008) argues that religious beliefs provide moral guidance and standards of virtuous conduct in an otherwise corrupt, materialistic, and degenerate world. Religions provide a framework within which people learn the difference between right and wrong. In the same vein, Rhodes (2010) observed that it is impossible to distinguish evil from good unless there is an infinite reference point which is absolutely good. It is not surprising that no religion encourages bad or unacceptable conduct. Believers are enjoined to live a way of life that reflects the philosophy of religion. They



should serve as moral agents and to an extent promote good relationship and fellowship among human beings

Religious education presents to the individual or learner, religious belief systems associated with the various religions. It studies religious belief from any particular religious viewpoint using multiple disciplines and methodologies. Every religion has its own beliefs that the members believe in, including the belief in object of worship, thus inculcating in learners the need to be committed to one's religion and show respect to one's object of worship.

Also, it is characterized by inter-personal relationship. Moral education provides learners with knowledge that is pertinent in inter-personal relationships within a globalized world. The study of religion is useful in appreciating and understanding sectarian tensions and religious violence. Religious education teaches religious tolerance, the beliefs and practices of the various religions thus with the understanding of other religions apart from the learner's own religion; the learner tolerates the practices of other religions which in turn brings peace and harmony in the society and country as a whole.

Again, it broadens the knowledge of the learner and promotes critical thinking and sound moral judgement. Chave (1947) suggests that the approach to religious education must teach people to think critically, constructively, and fearlessly in all matters of life. Religious education widens the knowledge of learners on issues like faith which enable the learner to think through the why and how of life in the quest to find meaning in life. This knowledge contributes to making decisions in life, whether good or bad, right or wrong; which comes with its own consequences. Religious education teaches learners

to think over decisions before taking an initiative because every action taken comes with its consequences. Religious education explores and establishes values such as wisdom, justice, compassion and integrity and engages in the development of and reflection upon moral values. Religious education is the guided process that helps grow learner to achieve at each stage of growth such habits, skills, attitudes, appreciations, knowledge, ideas, ideals, and intentions. And enables the achievement of integrated personality, competent and satisfying living at each stage in the social environment; increasing cooperativeness with God and man in the reconstruction of society into a fellowship of persons.

### **Characteristics of Moral Education**

Moral education emphasise quality relationships among people. Moral education teaches social phenomenon arising out of the relations between individuals. It is on this core that Asare-Danso et al. (2014) argue that if there is or was nothing like human society, then there would be nothing like morality that brings about moral education. By implication, moral education emphasises on inter-personal relationship among people in a society and emphasize the importance of togetherness and peaceful living in a society. Moral education teaches societal values such as peace, tolerance, kindness, love, chastity and others that ensure peaceful inter-personal relationship.

Moreover, learners are taught to understand the codes of behaviour that govern the society irrespective of learners' background. Every society expects certain behaviours from its inhabitants. Failure to exhibit these behaviours, make a person unacceptable in society. Inhabitants are to exhibit the

acceptable way of living such as respect for others, humility, kindness among others, which are guided by rules and regulations. The rules and regulations in society serve as a code of conduct for determining what is right or wrong. Because of the codes, a range of attitudes is covered by moral education, ranging from sexual behaviour to selection and choice of friends and occupation (Asare-Danso et al., 2014). Through moral education, learners develop a responsible attitude towards others.

Moral education teachings are based on society. The society determines what is good and what is bad thus, the society serves as a yardstick of what the moral education curriculum should contain and what the teacher should influence the learner. Moral education derives its source (morality) from the values of the society, which protect the interest of the society. For example, a society may or may not allow certain topics to be treated in moral education class. Not all societies will allow topic such as sex education to be taught in a moral class, depending on the values of that particular society.

### **Empirical Review**

#### **Teacher preparedness**

The preparedness of teachers to teach has been an issue of concern. For instance, a study conducted by Holmes on teacher preparedness for teaching and assessing depth of knowledge revealed that there is a strong correlation between teacher preparation and/or background knowledge of critical thinking and the ability to teach. However, because the study was conducted in the tertiary level of education, there is still a need for a study to determine whether similar results would be found in other levels of education such as; Junior

High Schools. Moreover, the study further revealed that teachers perceived themselves as being minimally prepared when it comes to the issue of promoting critical thinking skills within the teaching and learning context.

Again, a study by Clanachan and Matemba (2015) which examined Scottish primary teachers' preparedness in Religious and Moral Education (RME) within the new curriculum known as 'Curriculum for Excellence' (CfE). The study revealed that even though the participants have the requisite pedagogical knowledge of the subject, they lacked in-depth content knowledge. Moreover the study further established that teachers have difficulties in drawing out learning outcomes and expectations in teaching of RME.

#### **Content knowledge preparedness of teachers**

Several studies have been conducted in the past to explore the content knowledge of teachers. For instance, a study conducted by Owusu (2015) and Asare-Danso (2017) revealed that Religious Moral Education teachers had good content knowledge in Religious and Moral Education. In a similar vein, Asare-Danso (2017) assess the technological, pedagogical and content knowledge of Religious and Moral Educators of Colleges of Education in Ghana. The survey which comprise 50 tutors from 38 public colleges of education in Ghana revealed that Religious and Moral Education tutors demonstrated in-depth knowledge regarding content with the mean of ( $M = 3.34$ ,  $SD = .86$ ). By implication, the study's finding revealed that teachers have in-depth knowledge of content.

The study's findings further revealed that teachers possess adequate content knowledge which is directly link to RME. The findings revealed that majority of the respondents agreed with a mean of ( $M = 3.46, SD = .71$ ). It can be discerned from the study's finding that tutors had adequate knowledge on how to state lesson objectives. Therefore teachers had adequate content and pedagogical knowledge in Religious and Moral Education In line with this, a mean of 3.02 and a standard deviation of .83 was obtained. However, the study revealed the inability of the teachers to use technology in their teaching, due to the lack of resources.

On the other hand, Owusu (2015) investigated teacher quality as a predictor of pupils' academic performance. The study's findings revealed that teachers possessed adequate content knowledge when it comes to the teaching of RME. The study further revealed that content knowledge was a significant factor in influencing pupils' academic performance. However, the study showed a weak correlation between content knowledge and pupils' academic performance. Owusu (2015) explained that teachers possess adequate content knowledge but may not be in the classroom to help pupils construct knowledge.

### **Pedagogical knowledge preparedness of teachers**

The need to use appropriate methods to determine content knowledge of learners by teachers has called for several researchers to conduct studies on pedagogical knowledge of teachers. For instance, a research conducted by Asare-Danso (2017) which focus on revealed that RME tutors had adequate pedagogical knowledge which in turn enhances effective teaching and

learning. This is consistent with Owusu (2014) which assess New Zealand high school science teachers' technological and pedagogical content knowledge. The study's finding revealed that teachers had pedagogical knowledge and the importance of teaching resources and technologies in promoting effective teaching. The study further revealed that teachers know about the uses of technologies within the teaching and learning process. Furthermore, the study's finding established that the use of a variety of instructional strategies tend to influence effective teaching and learning. It can be discerned from the study's findings that technology has become a critical component of the teaching and learning process. This is not surprising because a synergy between technology and pedagogy provides insights to learners regarding the nuances that define a particular topic which in the long round, give them further insights into the topic under discussion. This findings of the study further revealed that the teachers' understudy was in a better position to use pedagogical practices effectively to engage students in the teaching and learning process.

Owusu (2015) also conducted a study on the relationship between teacher quality and pupils' performance in RME in basic schools in the Ga-South Municipality. The study was a mixed-method and through the use of cluster sampling, multi-stage sampling and proportional allocation of sample size, as well as the purposive sampling procedure, 159 basic schools and 532 respondents consisting of 357 pupils and 175 RME teachers, were selected to participate in the study respectively. The study found out that RME teachers are adequately prepared in terms of pedagogy and content knowledge.

### Assessment knowledge preparedness of teachers

Previous studies have explored assessment practices in RME. For instance, Maclellan (2001) examined survey research which focused on the differences in perceptions and practices held by lecturers and third-year students in a B.Ed. (Hons) Programme on assessment practices at higher education. The study's findings suggest that lecturers and students had conflicting perceptions of assessment practices. While the teachers saw assessment as an instrument of monitoring the daily learning progress of students, the summative evaluation aims at determining the level of development that a learner has attained after going through series of learning experiences. This study was conducted at a higher level of education and with the Western context. A study is therefore needed to ascertain what pertains within the Ghanaian context.

Moreover, Gossmann (2008) did a study regarding the concept of assessment practices. The study established that teachers and learners perceived the purpose of assessment as 'progressive or something which is ongoing' because it monitors that progress that individual learners have made within a specific time frame. A further study is needed because it was done in a different context. A study is therefore needed to ascertain the kind of assessment practices that Religious and Moral Educators use in assessing learners within the Ghanaian context. The study, the purpose of formative assessment is largely informed by class size. The results of this study were similar to Maclellan's (2001) study. While teachers focus on formative assessment, their practices of assessment did not follow the standards model.

Gossmann (2008) concluded that the standards model is needed in tertiary education because it is necessary to reflect what has been learnt in criterion-referenced assessment.

With the empirical evidence from this study, Fook and Sidhu (2011) examine preferences and practices in Malaysian higher education. The study highlighted learning need to revisit their assessment procedures to include more assessment procedures that would encourage more learners' participation. The study also suggested that issues of validity and reliability in assessment should be extensively considered because these two are the most important characteristics of good assessment criteria. The study concluded that the assessment tasks should range from comprehension to problem-solving, explaining, drawing conclusions and critical thinking (Fook & Sidhu, 2011).

### **Summary of Literature Review**

Teacher preparedness in teaching Religious and Moral Education requires developing an understanding of the relationships between content, pedagogy, assessment and psychology and using this understanding to develop appropriate, context-specific strategies and representations. A well-prepared teacher must have a sound knowledge of what their pupils must know and have the ability to relate the subject matter (content) to individual needs; to use the environment and use a range of teaching strategies skilfully (pedagogy) and have enthusiasm for the subject. In simple terms, well-prepared teachers should have the ability to combine content with pedagogy and assessment that inspires learners to enjoy learning and perform better. For this reason, a lot of the instructional strategies and the use of instructional



resources such as audio, video, audio-visual, community resources and content knowledge for the teaching and learning of RME in Junior High Schools have been reviewed. This chapter reviewed literature related to the study. The study was based on teacher preparedness framework which contains Content Knowledge Preparedness, Pedagogical Knowledge Preparedness, Assessment Knowledge Preparedness and Psychological Knowledge Preparedness.



## CHAPTER THREE

### RESEARCH METHODS

This section outlines the research methods and instruments used in the study. It covers specifically, the research design, population, sample and sampling procedure and research instrument, data collection procedure and method of data analysis.

#### Research Design

The study adopted a mixed-method design. Creswell (2009) defines mixed method research as one that focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. The concurrent triangulation design is used in this study. Triangulation is a research design that combines both qualitative and quantitative methods to gather data for an overall interpretation that looks at a variety of different factors (Creswell, 2014). The term "triangulation" or "concurrent triangulation" comes from the three concurrent levels of testing in many triangulation studies: first the quantitative level (such as a survey and statistical analysis of outcome data), then a qualitative level (such as interviewing and observation) and then a quantitative analysis that incorporates the findings from the other two tests (Creswell, 2014). The primary advantage of triangulation designs in research studies lies in its ability to find agreement and validation of results through a variety of research methods. If different research methods come to the same conclusion, the

researcher can be more confident that the results are truly a reflection of what is actually happening and not a reflection of the method of testing used to gather the data (Creswell, 2014).

### **Population**

All Religious and Moral Education teachers in Junior High Schools in the Twifo Hemang Lower Denkyira District formed the population of the study. However, the target population consisted of all Religious and Moral Education teachers in the 48 public Junior High Schools in the District. The researcher used only public schools in the District because the researcher assumed that all the teachers in the public schools have been trained as professional teachers either at the College of Education or at the University.

### **Sample and Sampling Procedure**

A census method was used to include all Religious and Moral Education teachers for the study. Census was used to include 48 RME teachers from the 48 Junior High Schools. The census method was used because the number was realistic to include everybody in the study (Creswell, 2009). The census method has the strength of allowing a lot of information to be gathered, providing a true measure of the population. It also allows a greater number of subjects to be used in a study, and lastly, the census method allows the researcher to have an extensive study of a particular problem (Creswell, 2009). It has these weaknesses, firstly, the census method is time consuming when a study's population is large and secondly, it takes a longer time to collect data.

However, convenience or accidental sampling was used to select RME teachers for observation. Convenience sampling relies on gathering data from

participants who can be easily accessed, who are available and are readily able to participate in the study. This data collection method could be based on a number of factors including location, time, and the availability of the participants.

### **Instrument(s) for the Study**

According to Gay (1992), all research studies involve data collection. Three categories of data collecting instruments were used in this study. The instruments that were used to gather the data that served as bases for making inferences, interpretations, descriptions and explanations were a questionnaire, observation guide, as well as pupils' exercise books.

Sidhu (1984) said that a questionnaire is a form prepared and distributed to solicit responses to certain questions. It is a systematic compilation of questions that are given to a sampled population from which information is desired. McBurney (2007) gave two basic categories of questionnaires as closed-ended and open-ended questions. The questionnaire for this study contained 50 items. The items were close-ended because according to Cohen, Manion and Morrison (2007), they are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are. The items on the questionnaire were structured on a five-point Likert-scale type that ranged from "Strongly agree" (*SA*) =5, "Agree" (*A*) =4, "Disagree" (*D*) =3, "Strongly Disagree" (*SD*) =2 to "Uncertain" (*U*) =1. The questionnaire was made up of five sections (A – E). Section A sought the demographic information; sections B - E elicited information on all the research questions for the study. Questionnaire was used

because it helped retrieve relevant information from the RME teachers easier and quicker.

With regard to the observation guide, it was used to gather information on the pedagogical knowledge preparedness of RME teachers. According to Sarantakos (1997), “observation is one of the oldest methods of data collection” and “it literally means ... a method of data collection that employs vision as its main means of data collection” (p. 208). The researcher employed a structured non-participant observation. The observation guide was structured by the use of a Likert scale. The application of observation was due to the fact that the researcher wanted to make up for the insufficiencies that might follow with the use of only a questionnaire. Besides, the use of observation was relatively inexpensive and allowed for the collection of first-hand information.

The exercises given by RME teachers were analysed to gather detailed information or data that the questionnaire could not retrieve on research question three.

### **Validity and Reliability of Instrument**

The instruments were given to an expert, my supervisors to ascertain how they met face and content validity. The face and content validity were to find out whether the questionnaire and the items in it were in line with the research questions. The suggestions as given by my supervisors were used to effect the necessary changes to improve upon the instrument. A pilot study was conducted whereby the questionnaire and observation guide were administered in selected Junior High Schools in the Upper Denkyira District. The District was chosen because the characteristics of teachers were not

different from their counterparts in the Twifo Hemang Lower Denkyira District in terms of age, and academic qualification. Moreover, teachers from both regions use the same syllabus to teach in terms of content and pedagogical practices.

Ten schools were selected using the convenience sampling technique. This was because as at that time schools were preparing to write their end of term examination. Data collected were analysed using the Statistical Product for Service Solutions (SPSS) version 25 to help find the reliability of the instrument. Cronbach alpha reliability coefficient of 0.62 to 0.70 was obtained for the questionnaire. For the observational guide, a Cronbach alpha of 0.61 was obtained. According to Cohen, Manion and Morrison (2007), the coefficient value ranged from 0.87 to 0.67, beyond the edge of 0.60 as being the acceptable reliability for research purposes. With this, the final questionnaire was constructed and labelled Appendix C and the observation guide Appendix D.

#### **Data Collection Procedure**

The unwilling nature of respondents most at times create problems for researchers, thus the researcher before the data collection, collected an introductory letter from the head of Department of Arts Education (DAEs); University of Cape Coast declaring the intent of the research. The introductory was to request for cooperation and create rapport between the head teachers whose teachers would serve as respondents for the study and the researcher. The researcher send the letter to the District Education Office for a letter of approval to visit the schools because the head teachers of the schools were

demanding for the consent of the District Director of Education. The letter of approval from the District Education Office and the introductory letter from the department in the University were then sent to the head teachers of the various schools to inform them of the data collection. The head teachers introduced me to the RME teachers the same day they received the letters and appropriate dates and time were scheduled. On the scheduled dates, individual teachers were briefed on how to fill the questionnaire and on the assurance of confidentiality and anonymity; no response was required to write his or her name, phone numbers or anything that might have a link with the identity of the teacher. Even though enough time was given to complete the questionnaire, some teachers requested the researcher comes back later for the questionnaire while most teachers completed the questionnaire on the same day.

With respect to the observation, the period for the teaching of RME in the schools was collected. Each of the accessible schools was observed during the instructional period. Here, the researcher joined them in class and observed closely the proceedings of the lessons while completing the observation guide. In all, the researcher used three weeks to administer the instrument and collect data.

### **Data Processing and Analysis**

In order to answer the research questions and null hypotheses that were formulated to guide the study, the type of statistics that was employed in the analysis of the data was a descriptive statistic using the computer software, Statistical Product and Service Solutions (SPSS version 25). Specifically, the

data were analysed using frequencies and percentage distributions, means and standard deviation, and correlation was used to analyse data under inferential statistics. Descriptive statistics were used because they help in analysing and describing the data in order to address each specific research question in the study (Pallant, 2005).

The results of the content analysis of the Religious and Moral Education exercises were presented in paragraphs. These paragraphs sought to explain the ideas and views of the researcher with regard to what was found relating to the preparedness of teachers on assessment. See Table 1 for summary of data analysis.

**Table 1: Statistical tool for Research Questions**

Research Question	Statistical tool
1. What is the content knowledge of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?	Descriptive statistics: Frequency counts, percentage, mean and standard deviation
2. What is the pedagogical knowledge of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?	Descriptive statistics: Frequency counts, percentage, mean and standard deviation
3. What is the assessment knowledge of RME teachers in teaching RME in Junior High Schools in the Twifo	Descriptive statistics: Frequency counts, percentage, mean and standard deviation, content



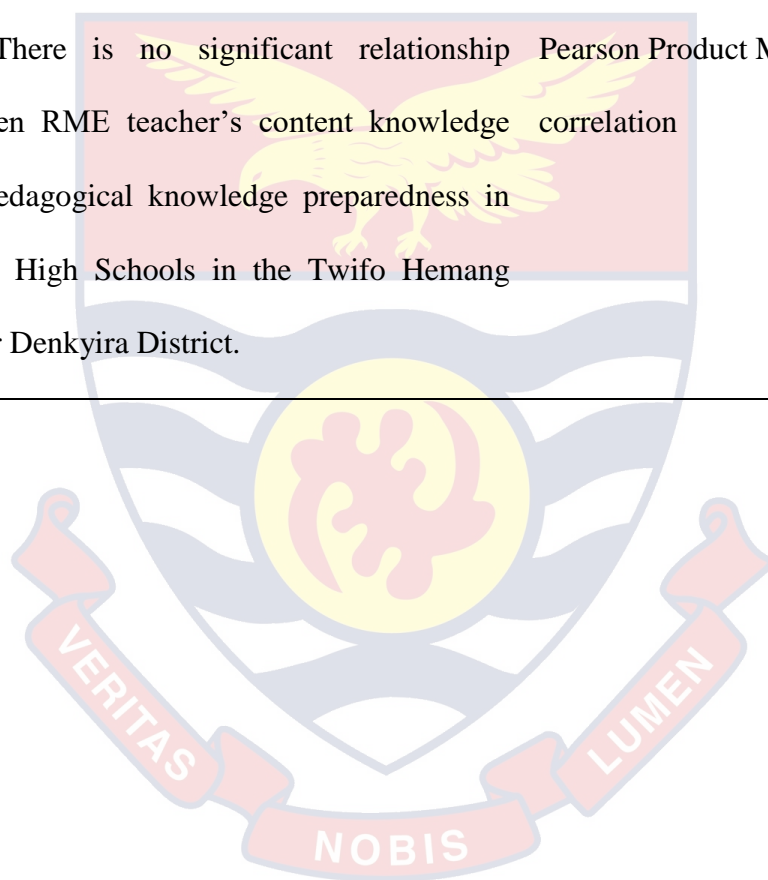
**Table 1, continued**

Hemang Lower Denkyira District?	analysis
4. What is the psychological knowledge of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?	Descriptive statistics: Frequency counts, percentage, mean and standard deviation

**Research Hypotheses**

H0: There is no significant relationship between RME teacher’s content knowledge and pedagogical knowledge preparedness in Junior High Schools in the Twifo Lower Denkyira District.

Pearson Product Moment correlation



## CHAPTER FOUR

### RESULTS AND DISCUSSION

The chapter presents the results of the analysis conducted on the data collected from the field to examine teacher preparedness in teaching Religious and Moral Education in Junior High Schools in the Twifo Hemang Lower Denkyira District. The results are presented and discussed to address the research questions and null hypothesis that were formulated to guide the study. This chapter is in two sections; demographic characteristics of the respondents and the discussions of the main data.

#### Demographic Characteristics of the Respondents

The demographic characteristics of the respondents which were considered in this section included: gender, age, academic qualification and years of teaching experience. These demographic characteristics were considered important because they would provide and enrich the understanding of the category of respondents who were involved in the study. The results are presented in Tables 2 to 5.

**Table 2: Gender of Teachers**

Gender	No.	%
Male	27	56.3
Female	21	43.8
<b>Total</b>	<b>48</b>	<b>100</b>

Source: Field Work, 2019

Table 2 shows that out of the 48 teachers, most of the teachers (56.3%) were males whilst (43.8%) were females.

**Table 3: Age Range of Teachers**

Age	No.	%
20-25	6	12.5
26-30	7	14.6
31-35	12	25.0
36-40	11	22.9
41-45	7	14.6
46-50 and above	5	10.4
<b>Total</b>	<b>48</b>	<b>100</b>

Source: Field Work, 2019

Table 3 shows that most of the RME teachers 12 (25%) were between the ages of 31-35. A majority of the teachers 22 (47.9%) were 36 years and above, whereas 13 (27.1%) were 30 and below.

**Table 4: Academic Qualification of Teachers**

Level	No.	%
Diploma	20	41.7
Post Diploma	4	8.3
First Degree	23	47.9
Second Degree	1	2.1
<b>Total</b>	<b>48</b>	<b>100</b>

Source: Field Work, 2019

The data on the academic qualification of teachers were meant to establish the minimum and the maximum levels of education of Religious and

Moral Education teachers in the schools. Table 4 indicates that most of the teachers 23 (47.9%) were degree holders. 41.7% were diploma holders, while 8.3% and 2.1% were post-diploma and second degree holders respectively. This suggest that a majority of the teachers in the Twifo Hemang Lower Denkyira District have the requisite qualification to teach RME.

**Table 5: Years of Teaching Experience**

Years of teaching experience	No.	%
2 years and below	8	16.7
3 – 5 years	6	12.5
6 – 10 years	12	25.0
11 – 15 years	15	31.3
16 – 20 years	2	4.2
20 years and above	5	10.4
<b>Total</b>	<b>48</b>	<b>100</b>

Source: Field Work, 2019

With respect to the teaching experiences of RME teachers in teaching the subject, majority of the teachers 15 (31.3%) have taught for 11–15 years, 12 (25.0%) have taught for 6–10 years, 8 (16.7%) have taught for two years or less, between 3-5 years, 6 (12.5%) have taught for 6-10 years, for 20 years and above, 5 (10.4%) was recorded. Few 2 (4.2%) have taught for 16-20 years. It can be deduced from the data that a majority of the teachers have the requisite experiences to teach the subject.

## **Main Result and Discussion**

This section of the chapter presents the results obtained from the data analysis relating to the research questions that guided the study. The results and the discussions are presented based on the research questions. Again other results and information from the observation guide and exercise books are also discussed in the same manner.

### **Research Question 1: What is the Content Knowledge Preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?**

This research question sought to find out the preparedness of teachers in terms of content knowledge in the Twifo Hemang Lower Denkyira District. It sought to find out if teachers agreed or disagreed with specific statements made concerning their content knowledge preparedness. The content knowledge preparedness in this context included the teacher's knowledge in content issues in RME such as; topics that cut across religious divide, the subject aiming at improving pupil's moral standard, citing relevant examples from the society, lessons starting from known to unknown, relating the content to the lived experiences of pupils, the various ways and strategies for developing understanding of RME, matching content knowledge to pupils' intellectual level, selecting content taking into consideration its appropriateness regarding pupils' level of development, subject matter should focus on the needs and pupils interests, and preparing subject matter should be based on how pupils learn. Respondents were to indicate their opinions on each item on a scale of Uncertain = 1; Strongly Disagree = 2; Disagree = 3;

Agree = 4; and Strongly Agree = 5. The mean range for each item was from 1-5 therefore, a mean above 3-5 indicates agreement with the statement while a mean between 1-3 indicate disagreement. Details of the results are indicated in Table 6.



**Table 6: Content Knowledge Preparedness**

Statement	U		SD/D		SA/A		Mean	SD
	No.	%	No.	%	No.	%	Test Value= 3.0	
Topics in RME should cover more than one religion	0	0.0	4	8.4	44	91.7	4.5	.71
The teaching of RME should aim at improving pupil's moral standard	2	4.2	1	2.1	45	93.7	4.4	.94
I cite relevant examples from the society when teaching RME	0	0.0	3	6.3	45	93.7	4.4	.61
RME lessons should start from known to the unknown	0	0.0	4	8.3	44	91.7	4.3	.62
I relate the content of RME to the life experiences of pupils	0	0.0	4	8.4	44	91.7	4.3	.68
I have various ways and strategies for developing my understanding of RME before teaching	0	0.0	5	10.4	43	89.6	4.2	.84
I believe the approaches to the teaching of RME should be liberal and open-ended	3	6.3	4	8.3	41	85.5	4.0	.98
I match content knowledge to pupils' intellectual level	2	4.2	7	14.6	39	81.3	3.9	.87
The content of RME is selected taking into consideration its appropriateness regarding pupils' level of development	2	4.2	5	10.5	41	85.4	3.8	.83
Religion is a private affair so the approach to teaching it should help pupils to make informed choices	4	8.3	9	18.8	35	72.9	3.7	1.1
The subject matter of RME should focus on the needs and pupils interests	2	4.2	9	18.7	37	77.1	3.7	.88
I prepare to teach subject matter based on how pupils learn	4	8.3	11	22.9	33	68.7	3.5	1.2
Source: Field Work, 2019	Mean of means/Standard Deviation						4.1	.86

Table 6 shows the degree to which Junior High School teachers agreed or disagreed to statements made on their content knowledge preparedness to teach. Statement on RME covering more than one religion had the highest mean of 4.5 compared to the mean of means 4.1. Results from the analysis showed that teachers believe RME as a subject should not be limited to one religion but rather should cover more than one religion. Out of the 48 teachers that made up the sample for the study, 44 (91.7%) either strongly agreed or agreed ( $M = 4.5$ ,  $SD = 0.71$ ) that RME should cover more than one religion. This finding is remarkable because, Religious and Moral Education covering one religion is key in a pluralistic country especially when the pupils learning Religious and Moral Education do not have the same religious background. With teachers' knowledge in this, teachers can teach RME, covering all the religions especially the three major religions in the country. The study's finding is in support of Downey and Kelly's (1978) claim that if the content of a Religious and Moral Education program is based on a particular or one religion it becomes dangerous because when the religious beliefs are rejected there appears to be no longer any basis for moral principles. In essence, it is appropriate for Religious and Moral Education to cover more than one religion.

On the issue of whether RME improves pupils' moral standards, a mean of 4.4 compared to the means of means 4.1 was obtained. The results from the analysis showed that the teachers teach Religious and Moral Education with the aim of improving pupils' moral standards such as manners (greetings, dressing etc.), attitude towards work money, and others. Out of 48



teachers, 45(93.1%) either strongly agreed or agreed ( $M = 4.4$ ,  $SD = 0.94$ ). This implies that teachers teach RME with the aim of improving pupils' moral standards. Most teachers agreeing to this statement means that morality should be esteemed. The aim of RME as a subject is to instil the values and virtues of the Ghanaian tradition *Vis á Vis* religious doctrines into the pupil. This study's finding is in line with Awuah and Afriyie (2004) argument that pupils who study RME at school and acquire sound religious and moral principles, are not only guided in their behaviours, but they are also assisted to carry out their responsibilities as members of a society.

On the issue of 'citing relevant examples from the society when teaching RME' a mean of ( $M = 4.4$ ,  $SD = 0.61$ ) was recorded. 45(93.7%) teachers either strongly agreed or agreed that they cite relevant examples from the society when teaching RME. In line with this statement, RME teachers were asked to either agree or disagree with the statement 'RME lesson should start from the known to the unknown', with a mean of ( $M = 4.3$ ,  $SD = 0.62$ ), teachers ( $n = 44$ , 91.7%) either strongly agreed or agreed. In this vein, teachers indicated that they have various ways and strategies of developing their understanding of RME before teaching. 43(89.6%) either strongly agreed or agreed to this statement ( $M = 4.2$ ,  $SD = 0.84$ ). Every learner comes to the learning context with relevant experiences directly linked to a topic the teacher intends to teach. This further involves building proper connections between the learners' lived experiences and the content to be taught which in turn enhances and promotes learners' understanding of new concepts taught in class. (Igwe, 2003). This also relates to the next issue of relating the content of RME to the

life experiences of pupils with a mean of ( $M = 4.3$ ,  $SD = 0.68$ ) was obtained clearly showing that the respondents ( $n = 44$ ) either strongly agreed or agreed that they are prepared to relate RME to the life experiences of pupils. This implies that teachers relates concepts to everyday experiences of pupils. One of the aims of RME is to help pupils to understand the concept of religion and morality and how they relate in the teaching and understanding of societal values (CRDD, 1998). Teachers preparing to relate RME lessons to pupils' life experiences would help them to examine the religious interpretation of life so that they could relate it to the cultural context within which they find themselves.

On the issue of whether the teaching of Religious and Moral Education should be liberal, a mean of ( $M = 4.0$ ,  $SD = 0.98$ ) was recorded meaning to a high degree, the teachers ( $n = 41$ , 85.5%) agreed to the statement. Since Religious and Moral Education covers more than one religion and the pupils are also coming from different religious backgrounds, the researcher believes it is appropriate for the RME teacher to prepare to teach the subject liberally and makes it open. If teaching of Religious and Moral Education concepts is liberal and open-ended, students are likely to be encouraged to make up their minds regarding religious issues as to whether to accept it or not (Smart, 1968). This claim is in sync with Awuah and Afriyie (2004) assertion that Religious and Moral Education provides learners with the right attitudes and values that enable them to make right choices as they journey in life.

On the issue of whether religion is a private affair so the approach to teaching it should help individual pupils to make informed choices. The

responses of the respondents indicated that there were some uncertainty and disagreement to the statement; to a large extent, 35(72.9%) respondents out of 48 with a mean of ( $M = 3.7, SD = 1.1$ ) either strongly agreed or agreed to this statement. The study's findings suggest that pupils should equally appreciate the differences between good and bad behaviours so that they can make the right choices and be able to live morally and religiously upright lives. The finding is in accord with Anum and Anti (2003) claim that when a person is taken through RME, he or she is equipped to make better moral judgment.

Considering learners' level of development before selecting content is key when preparing to teach. On the issue of whether teacher considers pupils' level of development when selecting content, the majority of the teachers ( $n = 41, 85.4%$ ) either strongly agreed or agreed. A mean of ( $M = 3.8, SD = 0.83$ ) was recorded. This study's finding is shared by Nicholls and Nicholls (1972) that, the content of RME should be selected, taking into consideration its appropriateness for the level of learners. Also on the issue of teacher preparing subject matter of RME focusing on the needs and interest of pupils, a mean of ( $M = 3.7, SD = 0.88$ ) was obtained. From Table 6, it is obvious that teachers strongly agreed or agreed that the subject matter of RME should focus on the needs and interests of the pupils. Although few teachers are uncertain and disagreed, it still remains that the majority of the respondents agreed to the statement. This confirms the view shared by Igwe (2003) that, learners' interests relate the curriculum to the child and promote self-esteem, personal achievement and mastery learning.

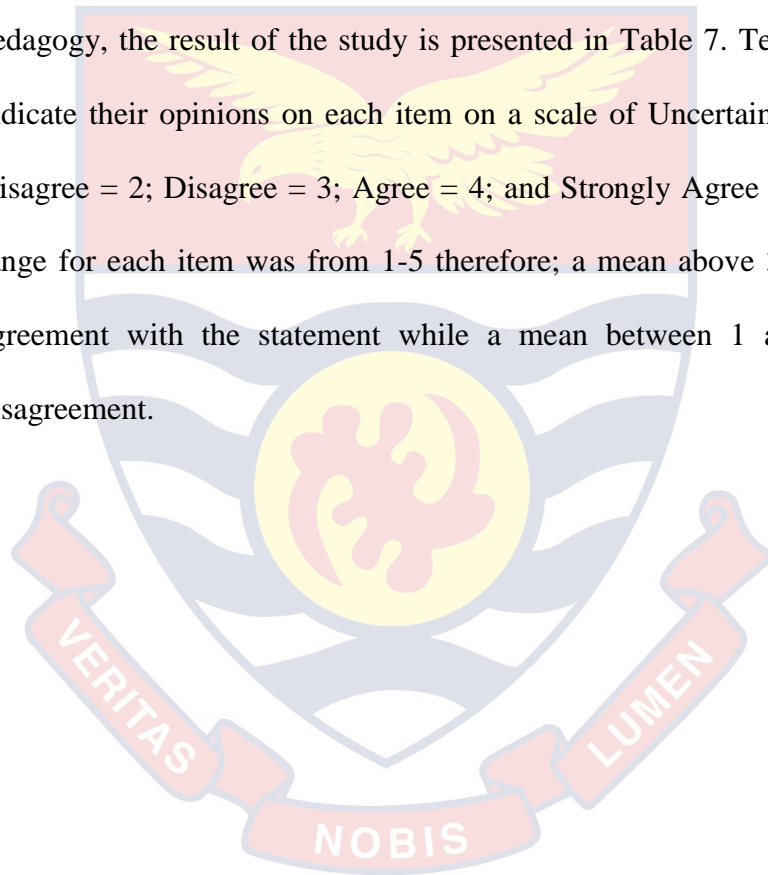
On the issue of preparing to teach subject matter base on how pupils learn, out of 48 teachers, 4(8.3%) were uncertain and 11(22.9) either strongly disagreed or disagreed on the issue. However, 33(68.7%) either strongly agreed or agreed ( $M = 3.5$ ,  $SD = 1.2$ ) that they prepare to teach subject matter base on how pupils learn.

Putting results from Table 6 together, with an overall mean and standard deviations of ( $MM = 4.1$ ,  $SD = .86$ ), give much evidence to suggest that generally, Junior High School RME teachers in the Twifo Hemang Lower Denkyira in terms of content knowledge preparedness, prepare adequately to teach RME with the knowledge that Religious and Moral Education covers more than one religion, as the same time should aim at improving the pupils' moral standards and more importantly, citing relevant examples from the society. They also prepare to teach RME from the known to the unknown and relating it to the life experience of the pupils.

**Research Question 2: What is the Pedagogical Knowledge Preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?**

This research question sought to find out teacher preparedness to teach in terms of pedagogical knowledge in the Twifo Hemang Lower Denkyira District. An effective teacher should have the necessary pedagogical knowledge when preparing to teach, considering the individuality and uniqueness that learners bring to the classroom context. This is significant because it plays a critical role in effective teaching and learning. It sought to find out if teachers agreed or disagreed with specific

statements made concerning pedagogical knowledge preparedness. The pedagogical knowledge preparedness in this context included the teacher's knowledge regarding issues in RME such as; relating religious concepts to lived experiences of learners, classroom management, using teaching and learning resources to enhance effective teaching, motivating pupils, and adapting instructional strategies to meet special needs of pupils. In an attempt to establish teachers' level of preparedness to teach in terms of pedagogy, the result of the study is presented in Table 7. Teachers were to indicate their opinions on each item on a scale of Uncertain = 1; Strongly Disagree = 2; Disagree = 3; Agree = 4; and Strongly Agree = 5. The mean range for each item was from 1-5 therefore; a mean above 3 – 5 indicates agreement with the statement while a mean between 1 and 3 indicate disagreement.



**Table 7: Pedagogy Knowledge Preparedness**

Statements	U		SD/D		SA/A		Mean	SD
	No.	%	No.	%	No.	%		
I put pupils into groups for peer learning and support	1	2.1	0	0.0	47	98.0	4.3	.70
To make religious concepts come alive, I relate it to life experiences	0	0.0	0	0.0	48	100.1	4.3	.47
Through the use of role-playing, pupils are offered the opportunity to relate RME lessons to their own lives	0	0.0	1	2.1	47	98.0	4.3	.50
I am able to control any disruptive behaviour in the classroom during instructional period	0	0.0	2	4.2	46	95.8	4.3	.54
I use teaching and learning resources to enhance instruction	2	4.2	2	4.2	44	91.7	4.2	.96
I ensure sitting arrangement is convenience for pupils' movement	2	4.2	2	4.2	44	91.6	4.1	.90
I teach RME using real, concrete and present situation of pupils as a basis	1	2.1	7	14.6	40	83.3	4.0	.77
Pupils who are able to relate religious stories to real life experiences are given rewards to serve as motivation	1	2.1	10	20.8	37	77.1	4.0	.81
I adapt instructional strategies to meet special needs and at-risk pupils within the classroom setting	4	8.3	10	20.9	34	70.9	3.5	.99

**Table 7, continued**

I use audio aids, visual aids, audio-visual aids and community resources during my RME lessons	4	8.3	18	37.5	26	54.2	3.3	1.0
I use technology to enhance instruction	10	20.8	13	27.1	25	52.1	3.0	1.3
Source: Field Work, 2019	Mean of means/Standard Deviation						3.9	.81

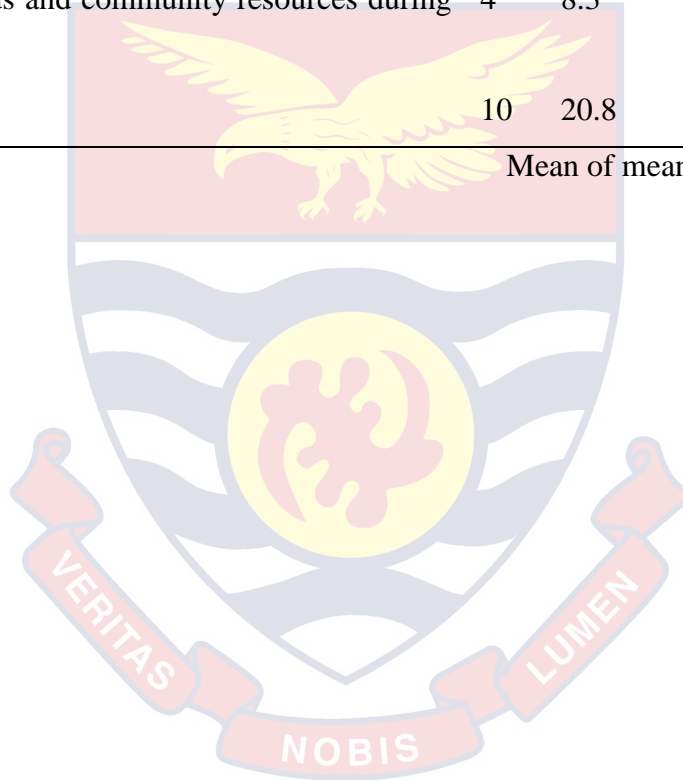


Table 7 presents the pedagogical knowledge preparedness of Religious and Moral Education teachers in the Twifo Hemang Lower Denkyira District. The study's findings indicated that RME teachers are effectively or fully prepared to teach in terms of pedagogical knowledge with an overall mean of means and standard deviations of ( $MM = 3.9, SD = .81$ ). However, there were variations in terms of scores on individual items, with respect to their response.

With respect to whether teacher puts pupils into groups for peer learning and support, this statement had a mean of ( $M = 4.3, SD = 0.70$ ). Whereas a majority ( $n = 47, 98.0\%$ ) strongly agreed that they put pupils into groups for peer learning and support. This implies that the teachers emphasize peer learning and further support the learners in diverse ways whenever there is a need to do so.

In response to the issue of whether teachers make religious concepts come alive by relating it to lived experiences of learners, a mean of ( $M = 4.3, SD = 0.47$ ) was obtained. All the respondents ( $n = 48, 100.1\%$ ) either strongly agreed or agreed that they prepared to relate religious concepts to life experiences. The study's finding implies that the teachers often relate religious concepts to the everyday lived experiences of learners with the sole aim of helping them to understand new concepts such as societal values within a particular socio-cultural context. This is in accord with CRDD (1998) assertion that RME plays a critical role in shaping the moral fabric of young people.



On the issue of whether teachers use role-play to offer pupils the opportunity to relate lessons to their lives, a majority 47 representing 98.0% with a mean of ( $M = 4.3$ ,  $SD = 0.50$ ) of the teachers revealed that they provide pupils with such an opportunity. The possible conclusion that could be drawn is that role-play forms a critical part of the teaching and learning process. This finding is in line with Grimmitt's (1973) assertion that "Religious concepts only come alive when the learner is able to relate them sometimes partially or completely to the learner's life experiences". Role-play allows pupils to feel empathy for the character they play (Steindorf, 2001).

With respect to whether teachers are able to control disruptive behaviours in the classroom during the instructional period, a mean of ( $M = 4.3$ ,  $SD = 0.54$ ) was obtained. Out of 48 respondents, 46 (95.8%) either strongly agreed or agreed that they are able to control any disruptive behaviour in the classroom during instructional period. With the issue regarding arrangement in the classroom, teachers ( $n = 44$ , 91.6%) either strongly agreed or agreed that before they teach, they ensure sitting arrangement is convenience for pupils' movement ( $M = 4.1$ ,  $SD = 0.90$ ). This implies that teachers ensured sitting arrangement is convenience for pupils' movement. This study's finding is in line with Walker and Walker (1991) assertion that one condition for effective teaching and learning is the creation of conducive and supportive environment in which teaching and learning take place. The physical arrangement of a classroom can affect the behaviour of both students and teachers (Savage, 1999). It is, therefore, the responsibility of a teacher to

ensure that the classroom is well ventilation and also free from any noise that can distract pupils' attention (Cummings, 2000).

With regard to the issue of using teaching and learning resources, majority of teachers agreed that they prepared to teach using teaching and learning resources to enhance lesson delivery ( $n = 44$ ;  $M = 4.2$ ,  $SD = 0.96$ ). In essence, majority of the teachers acknowledge the importance of preparing teaching and learning resources because they aid pupils' understanding of lessons before going to teach. In response to the issue of using real, concrete and present situation of pupils as a basis to teach, the analysis indicated that teachers used real, concrete and present situation of pupils, with a mean of ( $M = 4.0$ ,  $SD = 0.77$ ). 40(83.3%) of the respondents either strongly agreed or agreed to this assertion. This finding is in support of Loukes (1965) claim that religion should be taught in such a way that learners would be able to construct their own minutes and understand them.

On the issue of whether teachers motivate pupils who are able to relate religious lessons to real-life experiences, 37 (77.1%) out of 48 either strongly agreed or agreed with a mean of ( $M = 4.0$ ,  $SD = 0.81$ ). 11(22.9%) were either uncertain or disagreed. In essence, the majority of the teachers agreed. With respect to the use audio aids, visual aids (example chalkboards, felt board, bulletin, and flashcards), audio-visual aids and community resources (example resource persons and places of importance) during RME lessons, a mean of ( $M = 3.3$ ,  $SD = 1.0$ ) was recorded. 26(54.2%) of the teachers with 22(45.8%) strongly disagreeing and uncertain. The study's finding showed that teachers

used audio aids, visual aids, audio-visual aids and community resources to aid teaching and learning of concepts.

On the issue of whether teachers use technology during lesson delivery, 25(52.5%): representing ( $M = 3.0, SD = 1.3$ ) agreed. The issue of adapting instructional strategies to meet special needs and at-risk pupils within the classroom setting obtained a mean of ( $n = 34, (70.9\%); M = 3.5, SD = 0.9$ ). This finding indicated that teachers considered pupils with special needs and adapt instructional strategies to meet the various needs.

#### **Analysis of Data from Observation Conducted in the Accessible Schools**

The researcher used observation as a means of corroborating certain issues raised in research question two. RME teachers were observed in order to have nuanced understanding of teachers' pedagogical knowledge preparedness. A lesson was observed in 10 accessible schools that were involved in the study. The data collected with the use of the observation guide was to serve as a backup data to check whether the data gathered with the questionnaires truly reflect the situation on the ground relating teachers' pedagogical knowledge preparedness. Table 8 presents the results from the observation.

**Table 8: Teacher Pedagogical Knowledge Preparedness to Teach RME**

Statement	Not at all		Rarely		Often		Very often		Mean	SD
	No.	%	No.	%	No.	%	No.	%		
Sitting arrangement is convenience for pupils' movement	0	0.0	0	0.0	6	60.0	4	40.0	3.4	0.52
Teacher controls any disruptive behaviour during the instructional period	0	0.0	0	0.0	6	60.0	4	40.0	3.4	0.52
Use of visual aids	0	0.0	2	20.0	6	60.0	2	20.0	3.0	0.67
With the aid of instructional resources, the teacher is able to relate the lesson to real life situations	0	0.0	2	20.0	6	60.0	2	20.0	3.0	0.67
Teacher guides pupils to come out with their own values	0	0.0	2	20.0	6	60.0	2	20.0	3.0	0.67
The use of instructional resources during instructional period	0	0.0	3	30.0	6	60.0	1	10.0	2.8	0.63
Teacher varied teaching method for proper understanding	0	0.0	3	30.0	7	70.0	0	0.0	2.7	0.48
Use of audio aids	2	20.0	6	60.0	2	20.0	0	0.0	2.0	0.67
The teacher uses audio-visual aids	5	50.0	5	50.0	0	0.0	0	0.0	1.5	0.52
Use of community resources	7	70.0	3	30.0	0	0.0	0	0.0	1.3	0.48
Source: Field Work, 2019	Mean of means/Standard Deviation								2.6	0.58

From Tables 8, a mean of means of ( $MM = 2.6$ ,  $SD = .58$ ), using the test value of 2.5 suggests that Religious and Moral Education teachers prepare themselves in terms of pedagogy to teach. It was clear that sitting arrangement was convenience for pupils' movement and the teacher was able to control any disruptive behaviour during the instructional period. These statements recorded the highest mean of ( $M = 3.4$ ,  $SD = 0.54$ ). This supports the data gathered with the questionnaire.

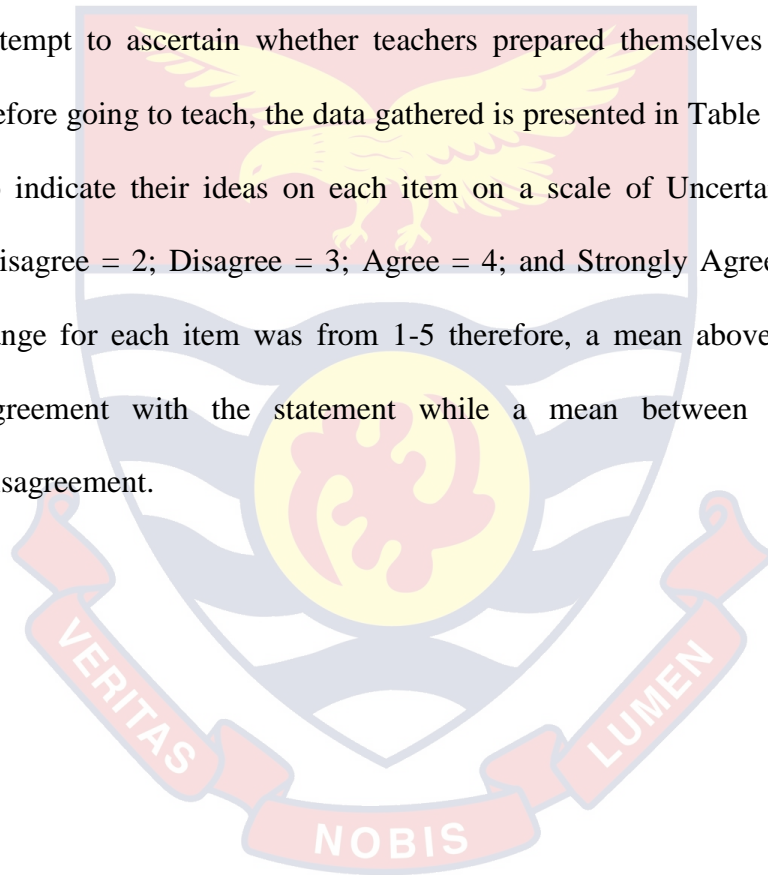
It was also clear that a majority of the teachers used visual aids in their teaching. The visual aids used by the teachers included RME textbooks, flashcards, pictures on cardboards and on rare occasions, pictures on the teacher's mobile phone. Few teachers prepared themselves to teach with audio and audio-visuals aids. The audio and Audio-visuals aids used were RME lessons on the mobile phones and laptops of the teachers because few of the schools had electricity in their classrooms.

On the whole, teachers mostly prepare themselves to use visual aids in their teaching. This view corroborates the findings gathered from the teachers using the questionnaire. It was observed that though the teachers mostly prepared to use only visual aids, they were able to effectively convey enhance learners understanding of concepts taught in class.

**Research Question 3: What is the Assessment Knowledge Preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?**

This research question sought to find out RME teachers' preparedness to teach in term of assessment knowledge in the Twifo Hemang Lower

Denkyira District. The assessment knowledge preparedness included the teacher's knowledge on assessment issues in RME such as; teachers being adequately prepared to assess pupil after lessons, giving clear instructions on how to answer test items, assessment activity that develops pupils' critical thinking and problem-solving skills, test items matching pupils' cognitive level, using a variety of assessment techniques to monitor pupils learning, checking for test validity and reliability before giving out the test. In an attempt to ascertain whether teachers prepared themselves to assess pupils before going to teach, the data gathered is presented in Table 9. Teachers were to indicate their ideas on each item on a scale of Uncertain = 1; Strongly Disagree = 2; Disagree = 3; Agree = 4; and Strongly Agree = 5. The mean range for each item was from 1-5 therefore, a mean above 3 – 5 indicates agreement with the statement while a mean between 1 – 3 indicate disagreement.



**Table 9: Assessment Knowledge Preparedness**

Statements	U		SD/D		SA/A		Mean	SD
	No.	%	No.	%	No.	%		
I am adequately prepared to assess pupil after RME lessons	0	0.0	0	0.0	48	100.1	4.4	.50
I give clear instructions on how pupils are to answer test items	0	0.0	1	2.1	47	98.0	4.4	.61
I use an assessment activity that develops pupils' critical thinking and problem-solving skills	1	2.1	1	2.1	46	95.9	4.2	.78
Test items match pupils' cognitive level	0	0.0	2	4.2	46	95.9	4.2	.65
I give pupils enough time to complete the exercises	0	0.0	3	6.3	45	93.8	4.2	.66
I use assessment procedures that give pupils the opportunity to relate religious stories to real-life situations during RME lessons	0	0.0	3	6.3	45	93.8	4.2	.59
I use formative assessment to assess pupils during the instructional period	1	2.1	1	2.1	46	95.8	4.1	.71
I use a variety of assessment techniques to monitor pupils learning	2	4.2	2	4.2	44	91.1	4.0	.78
I check for test validity and reliability before giving out the test	2	4.2	4	8.4	42	87.5	4.0	.86
I use summative assessment to assess pupils at the end of the instructional period	1	2.1	8	16.7	39	81.1	3.9	.78
I avoid giving clues to correct or best options when constructing test items	3	6.3	8	16.6	37	77.1	3.9	1.1
I prepare a scoring guide while setting test items	4	8.3	5	10.5	39	81.2	3.8	1.1
I design inquiry activities to guide pupils to make sense of the content knowledge	3	6.3	7	14.6	38	79.2	3.8	.99
I mostly use high order questions to assess pupils after RME lessons	4	8.3	17	35.5	27	56.2	3.6	1.1
I follow the alphabetical order of preparing multiple-choice test items	2	4.2	20	41.7	26	54.1	3.5	1.1
I mostly use low order questions to assess pupils after RME lessons	5	10.4	12	25.1	31	64.6	3.5	1.1
Other than written tests and assigned papers, I use video tapes and observations to assess pupils	5	10.4	27	56.2	16	33.3	3.1	1.1
Source: Field work, 2019	Mean of means/Standard Deviation						3.9	.85

Table 9 presents the views of RME teachers concerning their preparedness in terms of assessment to teach Religious and Moral Education.

On the issue of preparing adequately to assess pupil after RME lessons, it was found out that all the teachers ( $n = 48$ , 100.1%) either strongly agreed or agreed to the fact. A mean of ( $M = 4.4$ ,  $SD = 0.50$ ) was attained. This finding revealed that RME teachers were adequately prepared to assess pupil after RME lessons. This study's finding is consistent with what Mertler (1999) ascertained that when teachers were asked about their current level of preparedness in terms of assessment, more than half indicated that they were well prepared to assess student learning.

In response to the issue of whether teachers give clear instructions on how pupils are to answer test items, a majority ( $n = 47$ , 98.0%) either strongly agreed or agreed to the fact that when preparing to teach, they prepared to give pupils clear instructions on how to answer test items. This recorded a mean of ( $M = 4.4$ ,  $SD = 0.61$ ). RME teachers agreed on the issue of making sure they used assessment activities that develops pupils' critical thinking and problem-solving skills. Out of 48 respondent, 46(95.9%) either strongly agreed or agreed, recording a mean of ( $M = 4.2$ ,  $SD = 0.78$ ). This is in accord with Aggarwal's (1982) argument that problem-solving is an instructional strategy in which a pupil uses his ability to reflect and resolve abstract problems which he faces.

On the issue of whether teachers prepared test items to match pupils' cognitive level, out of 48 teachers, 46(95.9%) either strongly agreed or agreed that they prepared test items to match pupils' cognitive level when preparing



to teach. This finding recorded a mean of ( $M = 4.2, SD = 0.65$ ). In connection with the issue of apportioning enough time for pupils to complete exercises, teachers ( $n = 45$ ) indicated that they prepared to give pupils enough time to complete exercises ( $M = 4.2, SD = 0.66$ ). The study's finding supported the claim of Hale and Astolfi (2011) that assessment practices in schools should comprise of higher level of thinking such as analysis, synthesis and evaluation, implying that the type of test items that match with the learners cognitive or intellectual levels should be carefully selected and implemented.

With regard to the issue of whether teachers use assessment procedures that give pupils opportunity to relate RME lessons to life, teachers ( $n = 45, 92.8\%$ ) agreed that they prepare themselves to use assessment procedures that give pupils the opportunity to relate religious stories to real-life situations during RME lessons and this recorded a mean of ( $M = 4.2, SD = 0.59$ ). with respect to the use formative assessment to assess pupils during the instructional period; the majority of the teachers indicated that they use formative assessment to determine the extent to which pupils understand and apply religious concepts in their daily lives. A mean of ( $M = 4.1, SD = 0.71$ ) was obtained, out of the 48 teachers, 46(95.9%) either strongly agreed or agreed, which implies that teachers assessed pupils during instructional process. Out of the 48 teachers, 39 representing (81.1%) also indicated that they prepared to use summative assessment to assess pupil at the end of the lesson ( $M = 3.9, SD = 0.78$ ). Though 9(18.8%) indicated they do not prepare to assess pupils at the end of the lesson, Tables 9 shows that a significant majority either strongly agreed or agreed that they prepared to assess pupils at

the end of the instructional period. It can be concluded that the teachers prepared to assess pupil at the end of instructional period.

Monitoring pupils learning is very key in education especially when it comes to teaching, thus the need for assessment to find out whether learning is taking place. Furniss, (2003), suggested the need to use different strategies which more appropriately assess different kinds of learning processes, the need to cater for differences in pupils' learning preferences and styles and the need to enhance learners' psychological approaches to learning, thus, when teachers were asked on the issue of whether they used a variety of assessment techniques to monitor pupils learning, the majority ( $n = 44, 91.1\%$ ) agreed to the assertion that they prepared variety of assessment techniques to monitor pupils learning ( $M = 4.0, SD = 0.78$ ). In connection to this, teachers were asked to agree or disagree on the issue of checking for test validity and reliability before giving out the test'. The majority 42(87.5%); either strongly agreed or agreed with a mean of ( $M = 4.0, SD = 0.86$ ) that they check the validity and reliability of test items before giving out test.

Again, on the issue of giving clues to correct or best options when constructing test items, teachers indicated that they avoid giving clues to correct or best options when constructing test items ( $n = 37; M = 3.9, SD = 1.1$ ). Similarly, the statement 'I prepare a scoring guide while setting test items' recorded a mean of ( $M = 3.8, SD = 1.1$ ). Out of the 48 teachers, 39(81.1%) agreed. It can be discerned that the RME teachers avoid giving clues to correct or best options when constructing test items.

In respond to the issue of whether teachers design inquiry activities to guide pupils to make sense of the content knowledge, 38(79.2%) either strongly agreed or agreed, with a mean ( $M = 3.8$ ,  $SD = 0.99$ ). When teachers were asked whether they used high order questions or low order questions to assess pupils, 27 out of 48 either strongly agreed or agreed that they use high order questions to assess pupils after RME lesson ( $M = 3.6$ ,  $SD = 1.1$ ), while 26 out of 48 either strongly agreed or agreed that they used low order questions to assess pupil after lesson ( $M = 3.5$ ,  $SD = 1.1$ ). This study's finding is in accord with Hale and Astolfi (2011) claim that assessment practices in high institutions should comprise of high level of thinking such as analysis, synthesis and evaluation. In essence, assessment at any level should match the cognitive level of those being assess. On the issue of following the alphabetical order of preparing multiple-choice test items, 26(54.1%) respondents agreed to the assertion ( $M = 3.5$ ,  $SD = 1.1$ ). Nevertheless, teachers ( $n = 32$ ) were indecisive on using videotapes and observations to assess pupils other than written tests and assigned papers ( $M = 3.1$ ,  $SD = 1.1$ ).

In a nutshell, the mean of means ( $MM = 3.9$ ,  $SD = .85$ ) suggests that teachers' assessment knowledge preparedness is relatively high. This imply that Religious and Moral Education teachers in the Twifo Hemang Lower Denkyira District are prepared to assess pupils when teaching Religious and Moral Education .

### **Content analysis of Pupils' Exercise Books in the Accessible Schools**

As backup data to research question three, pupil's exercise books were analysed. The aim of the research question was to find out the preparedness of

RME teachers in terms of assessment. The content analysis was to get a clear picture concerning teachers' assessment knowledge preparedness.

A critical analysis of pupils' Religious and Moral Education class exercise books revealed that RME teachers indeed have the intention to assess pupils after RME lessons. The exercise items showed that RME teachers give pupils the opportunity to relate religious stories to real-life situation. Though most of the items revealed that teachers mostly used low order questions, few used high order questions.

Again, a critical look at the exercise items in the Religious and Moral Education exercise books revealed that the RME teachers do not follow the alphabetical order of setting multiple-choice exercise items, nevertheless few teachers used the multiple-choice to assess pupils after a day's lesson.

Instructions and time were the next criteria the researcher adopted. From a careful content analysis, it became obvious that all the exercises had instructions and pupils were able to complete them. This implies that RME teachers give instructions to their pupils as to how to answer the exercises showing what the teachers are expecting from their pupils. The pupils' ability to complete all the exercises also suggest that RME teachers give pupils enough time to answer the exercise items and to complete them.

In summary, it was found out that, generally, RME teachers were prepared to assess pupils and this confirms the finding of the questionnaire which revealed that Religious and Moral Education teachers are prepared in terms of assessment knowledge.

**Research Question 4: What is the Psychological Knowledge Preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?**

This research question sought to find out teachers' psychological preparedness to teach in the Twifo Hemang Lower Denkyira District. It sought to find out whether teachers agreed or disagreed with specific statements made concerning their psychological knowledge preparedness. The psychological knowledge preparedness in this context included; satisfaction in achieving instructional objectives, teacher confidence, confident in classroom management, stress in teaching, getting frustrated in controlling classroom, improve in teaching pupils of different cognitive levels, and feeling nervous and afraid when going to teach.

In an attempt to ascertain whether teachers prepare themselves psychologically before going to teach in the Twifo Hemang Lower Denkyira District, the information gathered is presented in Table 10. Teachers were to indicate their ideas on each item on a scale of Uncertain = 1; Strongly Disagree = 2; Disagree = 3; Agree = 4; and Strongly Agree = 5. The mean range for each item was from 1-5 therefore, a mean above 3 – 5 indicates agreement with the statement while a mean between 1 – 3 indicate disagreement.

**Table 10: Psychological Knowledge Preparedness**

Statements	U		SD/D		SA/A		Mean	SD
	No.	%	No.	%	No.	%		
I become satisfied whenever I achieve my instructional objectives	0	0.0	0	0.0	48	100.0	4.6	.50
I become confident when I am well prepared to teach	1	2.1	4	8.4	43	89.6	4.3	.90
I am confident, and successful when I deal thoroughly with the many different needs in my classroom	0	0.0	1	2.1	47	97.9	4.3	.58
I feel prepared to teach all the topics in the RME syllabus	2	4.2	6	12.5	40	83.3	4.1	1.0
I still feel like I could improve in teaching pupils of different cognitive levels	0	0.0	7	14.6	41	85.4	4.0	.65
I get really frustrated, whenever I cannot control my classroom	3	6.3	30	62.5	15	31.3	2.9	1.2
Preparing to teach is very stressful	2	4.2	22	45.8	24	50.0	3.3	1.1
Even when I am well prepared to teach, I feel very nervous	1	2.1	39	81.2	8	16.4	2.7	.96
I feel afraid when going to teach because I do not know how to help pupils who are below average	2	4.2	40	83.4	6	12.5	2.5	.87
I become extremely frustrated and overwhelmed when making classroom decisions before teaching	6	12.5	36	75.0	6	12.5	2.4	.87
Source: Fieldwork, 2019	Mean of means/Standard Deviation						3.5	.86

Generally, a careful look at Table 10 shows that RME teachers to an extent prepare themselves psychologically in the teaching of RME. In line with this, a mean of means ( $MM = 3.5, SD = .86$ ) was obtained for the items. This indicated that the teachers agreed to a lot of the statements which were meant to identify the psychological preparedness that they possess.

With respect to teacher satisfaction whenever instructional objectives are achieved, a mean of ( $M = 4.6, SD = .50$ ) was recorded. All the 48(100.0%) respondents either strongly agreed or agreed that, they become satisfied whenever they achieve their instructional objectives. On the issue of teacher confidence in teaching, the majority 43(89.6%) of the respondents either strongly agreed or agreed. A mean of ( $M = 4.3, SD = .90$ ) was obtained. This implies that teachers become confident whenever they are well prepared to teach.

With regard to the issues of RME teachers being prepared to teach all the topics in the RME syllabus, the teachers indicated that they feel prepared to teach all the topics in the RME syllabus. Out of 48, 40(83.3%) teachers either strongly agreed or agreed to this claim with a mean of ( $M = 4.1, SD = 1.0$ ). It can be concluded that a significant majority of the teachers support the claim that teachers feel prepared to teach all the topics in the RME syllabus. However, on the issue of whether preparing to teach is stressful, 24 teachers representing (50.0%) were of the view that preparing to teach is very stressful. This issue recorded a mean of ( $M = 3.3, SD = 1.1$ ).

In response to the issue of whether teachers are nervous even when they are prepared to teach, 8(16.4%) respondents indicated that, even when

they are well prepared to teach, they feel very nervous ( $M = 2.7, SD = .96$ ). The finding indicated that when teachers are well prepared to teach, they do not show any sign of nervousness. Table 10 showed that on the issue of teacher confidence and success in dealing thoroughly with the many different needs in classroom, the teachers in the Twifo Hemang Lower Denkyira District are of the view that they were confident and successful when they deal thoroughly with the many different needs in their classroom. Concerning this issue, a mean of ( $M = 4.3, SD = .58$ ) was obtained. The mean when converted to the nearest whole number falls on scale 4, thus, affirming the position that the majority of the teachers ( $n = 47, 97.9\%$ ) support this assertion; however teachers ( $n = 15; 31.3\%$ ) claim that they get really frustrated, whenever the classroom is not well manage. This statement recorded a mean of ( $M = 2.9, SD = 1.2$ ).

In relation to the issue of whether teachers feel they could teach pupils of different cognitive abilities, the majority of the teachers agreed to the statement. A mean of ( $M = 4.0, SD = .65$ ) were obtained. The mean falls on a scale 4 which suggest that, the teachers were capable of teaching pupils with diverse abilities. In response to the issue “I feel afraid when going to teach because I do not know how to help pupils who are below average”, a mean of ( $M = 2.5, SD = .87$ ) was recorded. It can be concluded that 2(4.2%) teachers were uncertain and 40(83.4%) either strongly disagreed or disagreed to this statement since the mean falls below a scale 3 (disagreed). It is evident that teachers were not afraid because they have the requisite skills to deals with students with diverse learning needs. Again, on the issue of teachers becoming



extremely frustrated and overwhelmed when making classroom decisions before teaching, few of the respondents ( $n = 6$ , 12.5%) either strongly agreed or agreed that they become extremely frustrated and overwhelmed when making classroom decisions before teaching. A mean of ( $M = 2.4$ ,  $SD = .87$ ) was recorded which implies that the teachers were either uncertain, strongly disagreed or disagree with the statement that they become extremely frustrated and overwhelmed when making classroom decisions before teaching.

**Research Hypothesis: H<sub>0</sub>:** There is no significant relationship between teachers' content knowledge preparedness and teachers' pedagogical knowledge preparedness.

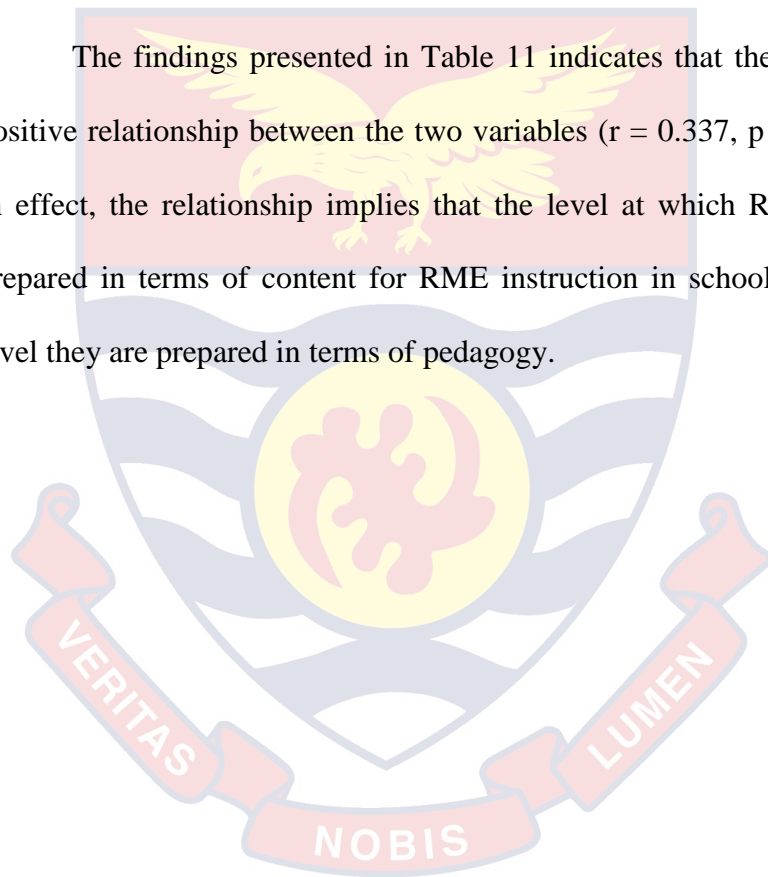
The aim of this hypothesis was to examine whether there was a significant relationship between content knowledge and pedagogical knowledge preparedness of RME teachers in the teaching of the subject in Junior High Schools in the Twifo Hemang Lower Denkyira District. Pearson Product Moment correlation ( $r$ ) was used in analysing the data. The result as shown in Table 11 gave a correlation coefficient ( $r$ ) of .337 between teachers' content knowledge preparedness and pedagogical knowledge preparedness. When this correlation coefficient ( $r = .337$ ) was tested at 0.5 significant level, the result revealed that it was statistically significant.

**Table 11: Relationship between Teachers' Content Knowledge Preparedness and Pedagogical Knowledge Preparedness**

		Pedagogical Knowledge Preparedness
Content Knowledge Preparedness	Pearson Correlation	0.337*
	Sig. (2-tailed)	0.019
	N	48

Source: Field Work (2019) \*.Correlation is significant at the 0.05 level (2-tailed).

The findings presented in Table 11 indicates that there is a moderate positive relationship between the two variables ( $r = 0.337$ ,  $p = 0.019 < 0.05$ ). In effect, the relationship implies that the level at which RME teachers are prepared in terms of content for RME instruction in schools, it is the same level they are prepared in terms of pedagogy.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the key findings that emerged from the study. The chapter also contains the conclusions and recommendations that were made based on the findings of the study. The chapter also provides implications for future research.

#### Summary

The thrust of this study was to examine teacher preparedness in teaching Religious and Moral Education by RME teachers in the Twifo Hemang Lower Denkyira District. The prime purpose of conducting the study was to examine the preparedness of Religious and Moral Education teachers in teaching Religious and Moral Education in Junior High Schools in the Twifo Hemang Lower Denkyira District. In order to address the objectives, the following research questions were formulated:

1. What is the content knowledge preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?
2. What is the pedagogical knowledge preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?
3. What is the assessment knowledge preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?

4. What is the psychological preparedness of RME teachers in teaching RME in Junior High Schools in the Twifo Hemang Lower Denkyira District?

H0: There is no significant relationship between RME teacher's content knowledge and their pedagogical knowledge preparedness.

H1: There is a significant relationship between RME teachers' content knowledge and their pedagogical knowledge preparedness.

The study employed the concurrent triangulation design which allowed for the collection of both quantitative and qualitative data concurrently. This involves the use of questionnaire, observation and content mapping. The population consisted of all RME teachers teaching in Junior High Schools in the Twifo Hemang Lower Denkyira District. A census technique was used to include all the respondents in the various Junior High Schools for the study. Three instruments namely questionnaire, observation guide and exercise books were used to gather the requisite data for the study. A self-developed five-point Likert scale type of questionnaires was used to gather data from RME teachers. To back up the data gathered with the questionnaires, an observation guide was designed and exercises of pupils were analysed. It is worthy to note that, these instruments were subjected to reliability and validity test. The data gathered from the teachers and the observation of classroom interactions were analysed into descriptive statistics such as frequency counts, percentages means and standard deviations. Inferential statistics, specifically, Person Moment Product was used to test the research hypothesis.

## Key Findings

This section provides details of the key findings that emerged from the study. The major findings of the study can be summarized as follows:

Generally, RME teachers prepared adequately in terms of content knowledge when it comes to the teaching of RME, with a mean of means of 4.1 as compared to the test value of 3.0.

RME teachers adequately prepared to teach when it comes to pedagogical knowledge. Pedagogical knowledge was seen as a significant factor when preparing to teach Religious and Moral Education. Nevertheless, teachers made less use of community resources and technology especially audio-visual aids even though community resources and technology help bring religious concepts to life. The researcher observed that most of the classrooms were not having electricity.

Again, when it comes to assessment knowledge preparedness, all the 48(100.1%) RME teachers were prepared adequately. However, a majority (66.6%) of the RME teachers used only written test to assess their pupils. Few RME teachers used different ways to assess their pupils.

The results further revealed that psychologically, the teachers felt satisfied whenever they achieved lesson objectives ( $M = 4.6$ ). Moreover, they felt confident whenever they were prepared to teach ( $M = 4.3$ ).

Finally, there was a moderate positive relationship between content knowledge preparedness and pedagogical knowledge preparedness of RME teachers. RME teachers' content knowledge do not necessarily determine the

pedagogy they used. However, the more knowledge and prepared they are in content, the more knowledge and prepared they are in pedagogy.

### **Conclusions**

The following conclusions could be drawn from the findings of the study. Concerning content knowledge preparedness of RME teachers, it can be discerned that teachers prepared themselves adequately when it came to the teaching of RME. And it was established from the study's findings that content knowledge plays a significant role in determining to some extent teacher's preparedness to teach. The knowledge possessed by RME teachers could help them to relate content to pupils' RPK and use appropriate representations and relevant examples to convey content specific meaning. But in selecting content, it is expected that the teachers would select key issues across the diverse religious divide that define the Religious and Moral Education curriculum (Christianity, Islam and African Traditional Religion) within the Ghanaian context.

With respect to RME teachers' pedagogical knowledge preparedness, the study's findings established that teachers prepared sufficiently in terms of pedagogical knowledge when it comes to the teaching of RME. They usually take into account several factors in the course of their preparation. And key factors they take into account include; classroom settings or management, the instructional method and instructional resources. In-depth knowledge about these factors plays crucial roles in teaching because it gave the teacher in-depth knowledge and understanding about the classroom environment and the individuality that children bring to the learning context in terms of interest,

learning needs and uniqueness. However, as observed, teachers gave less consideration to community resources and technology when preparing instructional resources to teach because of no electricity in the classrooms or in the school or teachers did not possess adequate knowledge about community resources being an instructional resource or the use of technology when it comes to the teaching of RME.

Again, teachers were prepared in terms of various assessment practices and how each of them can be used to determine the progress that individual learner have made after every instructional segment or at the end of a particular level of education. This is significant because it provides data about individual pupils and the level of development that they have attained. And what can be done going forward in assisting those who are progressing at a lower rate to overcome challenges that might be impeding the progression of the next level of education. This can be done within a learning context where teachers' preparedness are defined by certain guidelines within the classroom context. This explains why teachers prepared lessons apportioning time to assess pupils, giving them enough time to complete exercises, and also giving them clear instructions on how to answer the exercises. Though the majority did not prepare a scoring guide when setting items for exercise and used only written test to assess pupils, yet RME teachers made sure religious concepts are related to life situations.

Furthermore, Religious and Moral Education teachers after all the preparation felt satisfied when they achieved their objectives. RME teachers' psychological preparedness could help them feel more confident, use rational

and clear thinking when responding to pupils and ensure effective classroom management interaction by studying the ability, interests, intelligence and needs of learners, and adopt different techniques of teaching for effective communication. However, it could be said again that Religious and Moral Education teachers were sufficiently prepared to teach Religious and Moral Education in the Junior High Schools.

Finally, regarding the relationship between content knowledge preparedness of teachers and pedagogical knowledge preparedness, RME teachers' content knowledge is a significant factor that determines their pedagogical preparedness and positively affect their level of involving pupils in classroom activities and class control.

### **Recommendations**

Based on the findings and conclusions drawn from the study, the following recommendations could be made:

1. The Ministry of Education in collaboration with Head Teachers should continue to provide in-service training and other refresher courses for teachers that would help them to acquire more knowledge. Head Teacher supervision should be regular and intense in schools.
2. The Ministry of Education, Ghana Education Service should continue to organised workshops, in-service training and seminars for R.M.E. teachers to be abreast with modern pedagogies which could help them in their instructional delivery. The Ministry of Education, Ghana Education Service should also make modules available for use at the



Colleges of Education to train upcoming teachers at the Junior High Schools.

3. Teachers should explore new ways of evaluating RME lessons, instead of using class tests and exercises. They could also use project work and observation to assess students understanding of the subject and to encourage creativity.
4. A periodic performance appraisal of staff could be undertaken with the knowledge and involvement of the teachers. This should not be simply a routine exercise but one that is consciously designed at determining what is lacking in a particular teacher that needs improvement and can be corrected through training.
5. The teachers should also continue to maintain and update themselves in the subject in terms of content and pedagogy to ensure effective teaching and learning.

#### **Suggestions for Further Research**

This study examines teacher preparedness in teaching Religious and Moral Education in Junior High Schools in the Twifo Hemang Lower Denkyira District.

1. The study could be replicated in other regions in the country to find out what persists there. Qualitative data collection instruments would be a complement to the instruments used in the current study.
2. A study should be conducted to assess the effect of teacher preparedness on teaching and learning and pupils' academic performance.

3. A comprehensive study should be conducted to explore other factors that contribute to teacher preparedness in teaching Religious and Moral Education and other school subjects.



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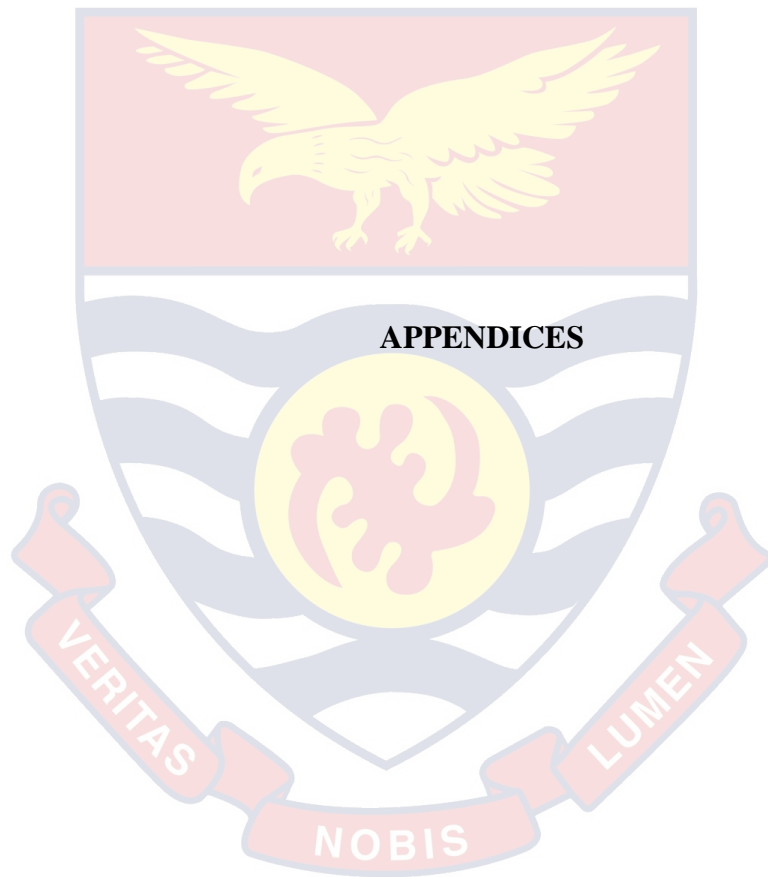
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APPENDIX A

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF ARTS EDUCATION

TELEPHONE: +233 03321 35411/ +233 03321 32480/3, University Post Office,  
EXT. (268), Direct: +233 03321 35411. Cape Coast, Ghana  
Telegrams & Cables: University, Cape Coast



OUR REF: DAsE/I/  
YOUR REF:

Date: 17<sup>th</sup> December, 2018

TO WHOM IT MAY CONCERN  
(LETTER OF INTRODUCTION)

This is to certify that the understated name person:

JUDITH AWUDI

is from the Department of Arts Education of the University of Cape Coast, Ghana. She is carrying out a research study. The research topic is "TEACHER PREPAREDNESS IN TEACHING RELIGIOUS AND MORAL EDUCATION".

I will be grateful if you would offer her any assistance she needs.

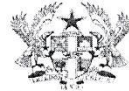
*NA*  
REV. PROF. SETH ASARE-DANSO  
HEAD OF DEPARTMENT

DEPT.  
UNIVERSITY OF CAPE COAST  
CAPE COAST, GHANA

## APPENDIX B

### GHANA EDUCATION SERVICE

In case of reply the  
Number and date of this  
Letter should be quoted



Republic of Ghana

District Education Office  
P. O. Box 7,  
Twifo Hemang

My Ref. NO: GES/CR/HLD/8/VOL.1/04  
Your Ref NO:

Date: 8<sup>th</sup> April, 2019

#### LETTER OF INTRODUCTION AND PERMISSION JUDITH AWUDI

The person named above is a student of the University of Cape Coast. She is carrying out a research on the topic: "**TEACHER PREPAREDNESS IN TEACHING RELIGIOUS AND MORAL EDUCATION**". A letter from the Department of Arts Education of the University introduces her to the Directorate and asks for our assistance.

The Directorate has therefore permitted her to go to our schools to administer her questionnaires, interact with teachers especially those of Religious and Moral Education and go through some exercise books relevant to the topic.

We are hereby pleading with all headteachers in the District to offer her the needed assistance and co-operation.

Thank you.

HANNAH SHEBURAH (MS)  
DISTRICT DIRECTOR OF EDUC.  
TWIFO HEMANG

DISTRICT DIRECTOR  
GHANA EDUCATION SERVICE  
TWIFO / HEMANG / LOWER  
DENKYIRA DISTRICT

ALL HEADTEACHERS  
TWIFO HEMANG LOWER DENKYIRA

## APPENDIX C

### UNIVERSITY OF CAPE COAST COLLEGE OF EDUCATION STUDIES DEPARTMENT OF ARTS EDUCATION QUESTIONNAIRE FOR TEACHERS

This questionnaire that you are about to complete forms part of research being conducted in partial fulfilment of the requirement for the award of Master of Philosophy Degree in Arts Education. The purpose of this study is to examine teacher preparedness in teaching Religious and Moral Education. Information will be kept strictly confidential. Participants will remain anonymous. Data will be used for the purpose of this research only. Thank you for your co-operation.

#### Instructions

Kindly answer the questions that are in this questionnaire using the scales assigned to each statement by ticking (✓) the appropriate bracket that answers the questions.

#### SECTION A: BIOGRAPHIC DATA

- |               |                         |     |        |     |
|---------------|-------------------------|-----|--------|-----|
| 1. Gender:    | Male                    | [ ] | Female | [ ] |
| 2. Age: Range | 20 – 25 years           | [ ] |        |     |
|               | 26 – 30                 | [ ] |        |     |
|               | 31 – 35                 | [ ] |        |     |
|               | 36 – 40                 | [ ] |        |     |
|               | 41 – 45                 | [ ] |        |     |
|               | 46 – 50 years and above | [ ] |        |     |

3. Academic qualification:

- Second Degree [ ]
- First Degree [ ]
- Post Diploma [ ]
- Diploma [ ]

4. Years of teaching experience

- 2 years and below [ ]
- 3 - 5 [ ]
- 6 – 10 [ ]
- 11 – 15 [ ]
- 16 – 20 [ ]
- 20 years and above [ ]

**SECTION B: CONTENT KNOWLEDGE PREPAREDNESS OF TEACHERS**

Please indicate the extent to which you agree or disagree with the statement by ticking [√] **Uncertain (U), Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (AS)** (please select only one) to reflect your opinion.

NO.	Statement	U	SD	D	A	SA
1.	The content of RME is selected taking into consideration its appropriateness regarding pupils' level of development.					
2.	I have various ways and strategies for developing					

	my understanding of RME before teaching.					
3.	I believe the approaches to the teaching of Religious and Moral Education should be liberal and open-ended.					
4.	I relate the content of RME to the life experiences of pupils.					
5.	I prepare to teach subject matter based on how pupils learn					
6.	Religion is a private affair so the approach to teaching it should help pupils to make informed choices.					
7.	I match content knowledge to pupils' intellectual level.					
8.	I cite relevant examples from the society when teaching RME.					
9.	RME lessons should start from the known to the unknown.					
10.	Topics in RME should cover more than one religion.					
11.	The teaching of RME should aim at improving pupils' moral standards.					
12.	The subject matter of RME should focus on the needs and pupils interests.					

**SECTION C: PEDAGOGICAL KNOWLEDGE PREPAREDNESS OF TEACHERS**

NO.	Statement	U	SD	D	A	SA
13.	I teach RME using real, concrete and present situation of pupils as a basis.					
14.	To make religious concepts come alive, I relate it to life experiences.					
15.	Pupils who are able to relate religious stories to real life experiences are given rewards to serve as motivation.					
16.	Through the use of role- play, students are offered the opportunity to relate RME lessons to their own life.					
17.	I use teaching and learning resources to enhance instruction					
18.	I use technology to enhance instruction.					
19.	Adapt instructional strategies to meet special needs and at-risk pupils within the classroom setting.					
20.	I put pupils into groups for peer learning and support					
21.	I am able to control any disruptive behaviour in the classroom during the instructional period.					

22.	I ensure sitting arrangement is convenience for pupils' movement.					
23.	I use audio aids, visual aids, audio-visual aids and community resources during my RME lessons.					

**SECTION D: ASSESSMENT KNOWLEDGE PREPAREDNESS OF TEACHERS**

NO.	Statement	U	SD	D	A	SA
24.	I am adequately prepared to assess pupil after RME lessons.					
25.	I use assessment procedures that give pupils the opportunity to relate religious stories to real life situations during RME lessons.					
26.	I design inquiry activities to guide pupils to make sense of the content knowledge.					
27.	I mostly use high order questions to assess pupils after RME lessons					
28.	I mostly use low order questions to assess pupils after RME lessons.					
29.	I use formative assessment to assess pupils during the instructional period.					
30.	I use summative assessment to assess pupils at the					

	end of the instructional period.					
31.	I use an assessment activity that develops pupils' critical thinking and problem-solving skills.					
32.	I use a variety of assessment techniques to monitor student learning					
33.	Other than written tests and assigned papers, I use Videotapes and observations to assess pupils					
34.	I check for test validity and reliability before giving out the test.					
35.	I prepare a scoring guide while setting test items.					
36.	I follow the alphabetical order of preparing multiple-choice test items.					
37.	I give pupils enough time to complete the exercises.					
38.	Test items match pupils' cognitive level.					
39.	I give clear instructions on how pupils are to answer test items.					
40.	I avoid giving clues to correct or best options when constructing test items					



**SECTION E: PSYCHOLOGICAL PREPAREDNESS OF TEACHERS**

NO.	Statement	U	SD	D	A	SA
41.	I feel prepared to teach all the topics in the RME syllabus.					
42.	I feel afraid when going to teach because I do not know how to help pupils who are below average.					
43.	I still feel like I could improve in teaching pupils of different cognitive levels					
44.	I become extremely frustrated and overwhelmed when taking classroom decisions before teaching.					
45.	Even when I am well prepared to teach, I feel very nervous.					
46.	I become confident when I am well prepared to teach.					
47.	I get really frustrated, whenever I cannot control my classroom					
48.	I am confident, and successful when I deal thoroughly with the many different needs in my classroom					
49.	Preparing to teach is very stressful.					
50.	I become satisfied whenever I achieve my instructional objectives.					

**APPENDIX D**

**UNIVERSITY OF CAPE COAST**

**DEPARTMENT OF ARTS EDUCATION**

**OBSERVATION GUIDE FOR ASSESSING THE PEDAGOGICAL**

**KNOWLEDGE PREPAREDNESS OF RME TEACHERS IN THE JUNIOR**

**HIGH SCHOOLS**

**Teachers' Pedagogical Knowledge Preparedness**

NO.		Not at all	Rarely	Often	Very often
1.	The use of instructional resources during the instructional period.				
2.	Sitting arrangement is convenient for pupils' movement.				
3.	Use of visual aids				
4.	Use of audio aids				
5.	The teacher uses audio-visual aids				
6.	Use of community resources				
7.	With the aid of instructional resources, the teacher is able to relate the lesson to real life situations.				
8.	Teacher varied teaching method for a proper understanding of the lesson.				
9.	Teacher controls any disruptive behaviour during the instructional period				
10.	Teacher guides pupils to come out with their own values.				