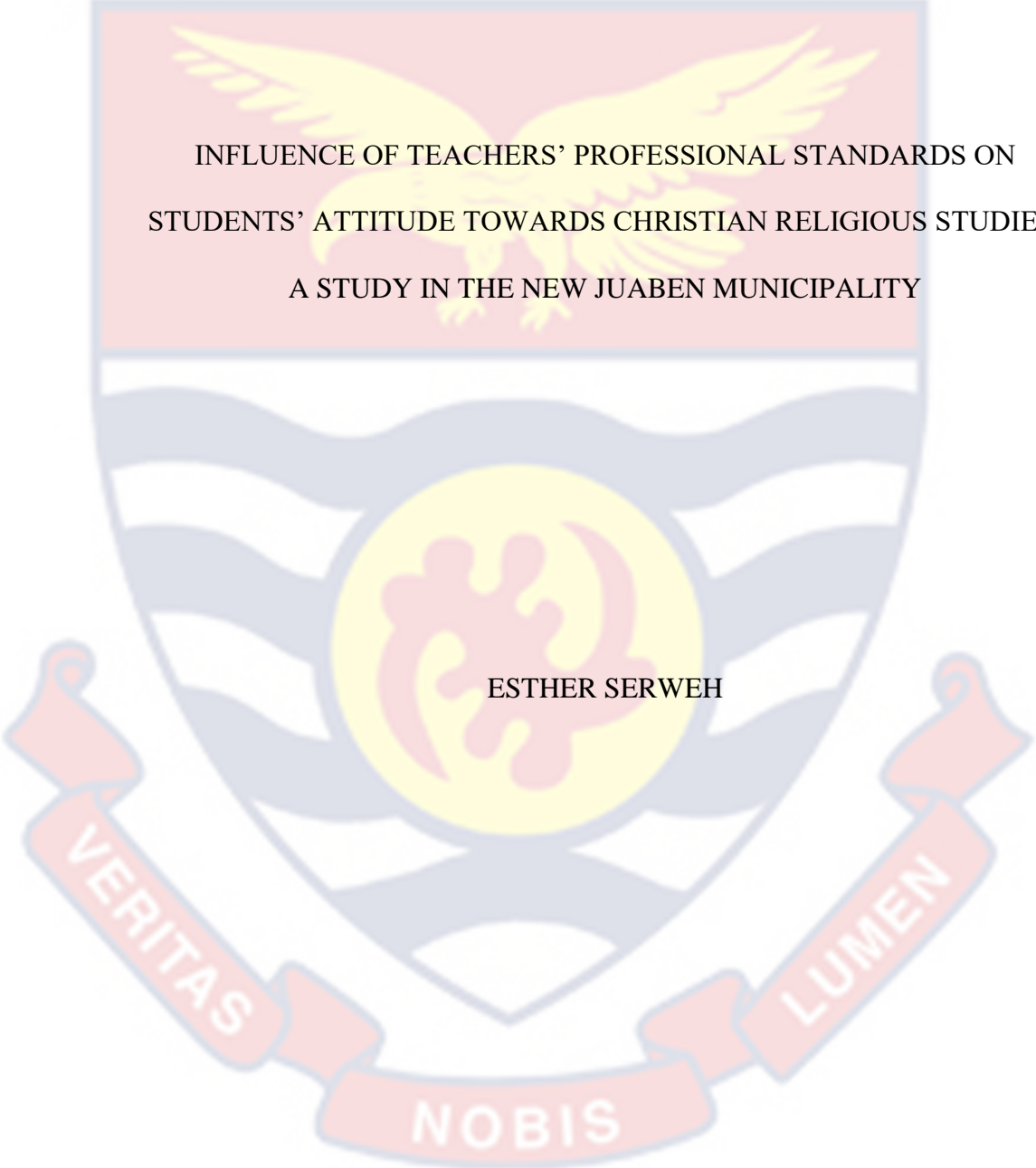


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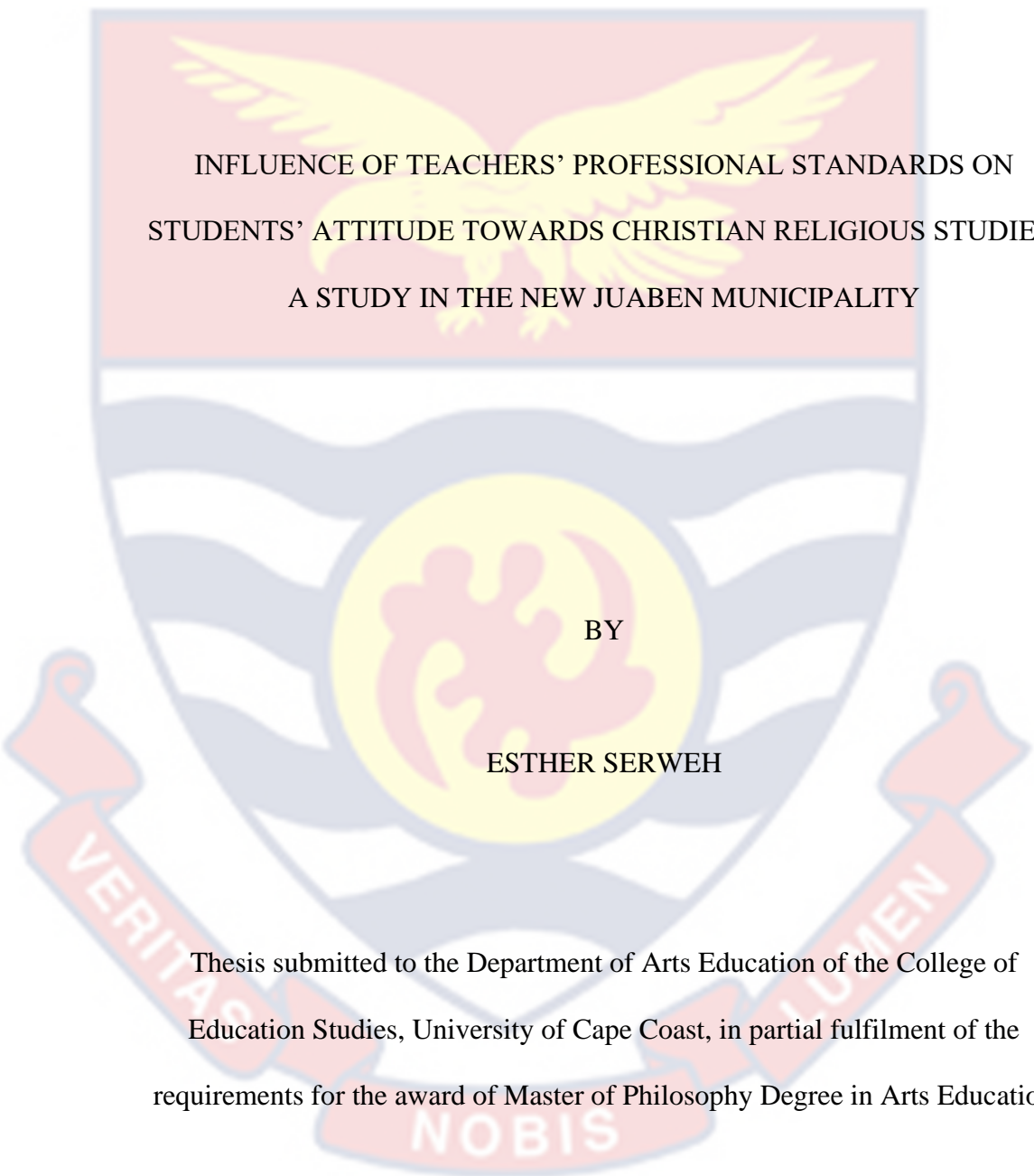


INFLUENCE OF TEACHERS' PROFESSIONAL STANDARDS ON
STUDENTS' ATTITUDE TOWARDS CHRISTIAN RELIGIOUS STUDIES:
A STUDY IN THE NEW JUABEN MUNICIPALITY

ESTHER SERWEH

2024

UNIVERSITY OF CAPE COAST



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BY

ESTHER SERWEH

Thesis submitted to the Department of Arts Education of the College of
Education Studies, University of Cape Coast, in partial fulfilment of the
requirements for the award of Master of Philosophy Degree in Arts Education

MAY 2024

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

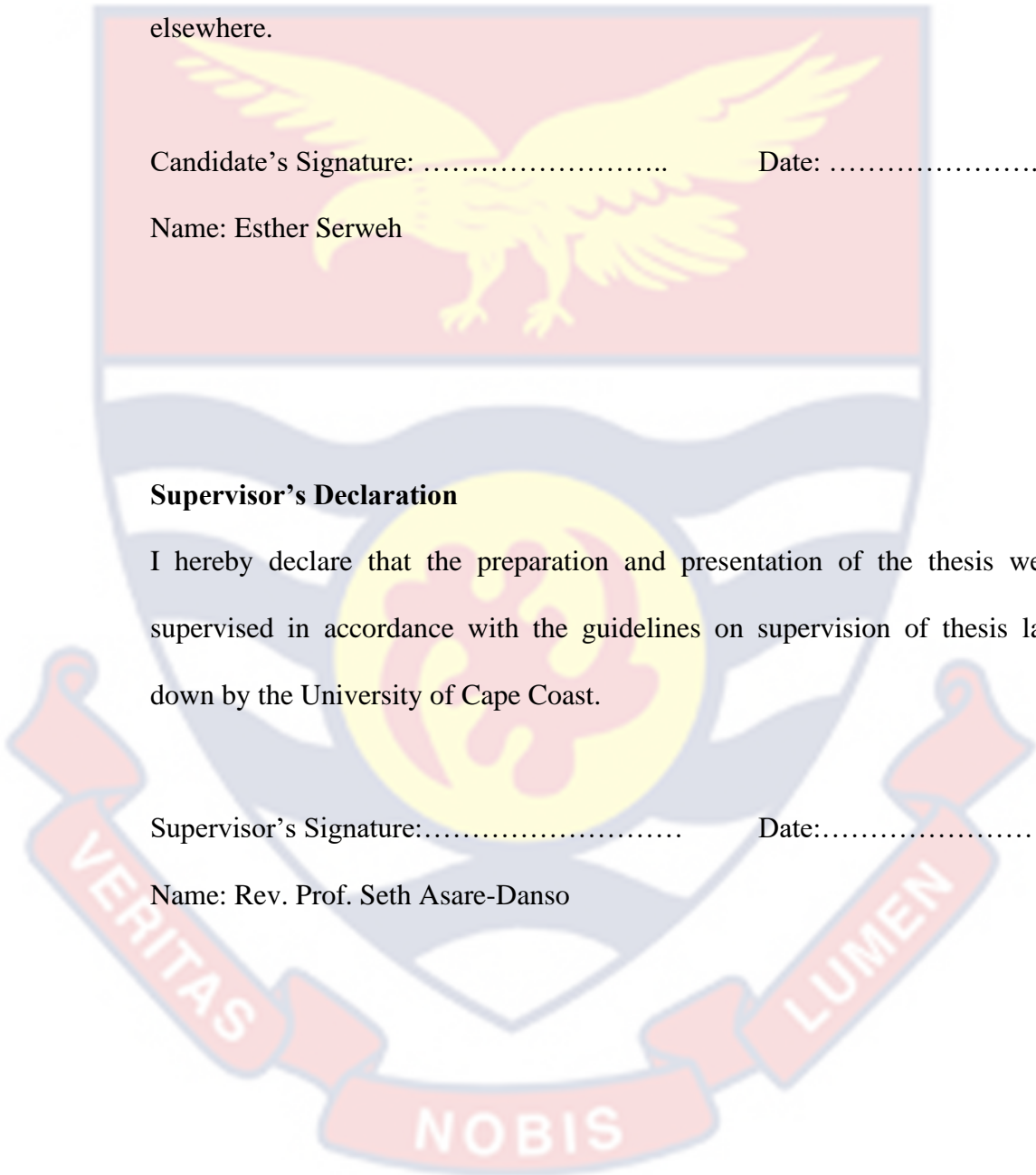
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Supervisor's Declaration

I 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.

Supervisor's Signature:..... Date:.....

Name: Rev. Prof. Seth Asare-Danso



ABSTRACT

The study sought to investigate the influence of teachers' professional standards on students' attitude towards Christian Religious Studies in the New Juaben Municipality of the Eastern Region, Ghana. The study covered all the Christian Religious Studies students and teachers of the eight public senior high schools in the Municipality. The cross-sectional descriptive survey research design was adopted for the study. Using the proportionate allocation of sample size and simple random sampling procedure, 396 students and 30 teachers from the public senior high schools in the New Juaben Municipality were selected for the study. Questionnaires were used to gather the requisite data for the study. The data was analysed using frequencies, percentages, mean and standard deviation as well as multiple regression analysis. The study found that most of the CRS teachers had professional qualification and high professional knowledge, while most exhibited professional values. Also, there was a statistically significant relationship between teachers' professional standard and students' attitude towards CRS. However, the professional knowledge of teachers was not significant in determining the attitude of students towards CRS. Again, the study clearly showed that professional attitude and the professional practice of teachers were the only determinants of students' attitude towards Christian Religious Studies. The study recommended that, school management of the various Senior High Schools should orient students on the opportunities available in taking CRS as a course. Again, the Ministry of Education should provide teaching and learning resources needed for teaching CRS in senior high schools.

ACKNOWLEDGMENTS

My utmost gratitude goes to Almighty God for protecting me and giving me the grace to conduct this study and making this journey of my MPhil a success. This work would not be complete if no gratitude is paid to some individuals who contributed in one way or the other to the success of this study. I am much grateful to Rev. Prof Seth Asare-Danso for his valuable and constructive suggestions, instructions, and scholarly guidance that has become a great property of this thesis.

I would like to express my heartfelt gratitude and respect to my Mr. Francis Narweh for being my rock behind my education. My sincere appreciation goes to Mr. Stephen Glone, Caleb Tetteh Ametei and my entire family for their support and encouragement. Furthermore, I cannot forget the uncompromising assistance given to me by CRS teachers in the various school who helped in administering questionnaires to the students and the teachers who participated in this study by way of responding to the questionnaires. To all who have contributed in diverse ways to the success of this project, I say a big thank you, and God bless you all.

DEDICATION

To Mr. Francis Narweh, my beloved uncle, for being a rock and for his
endless love and support



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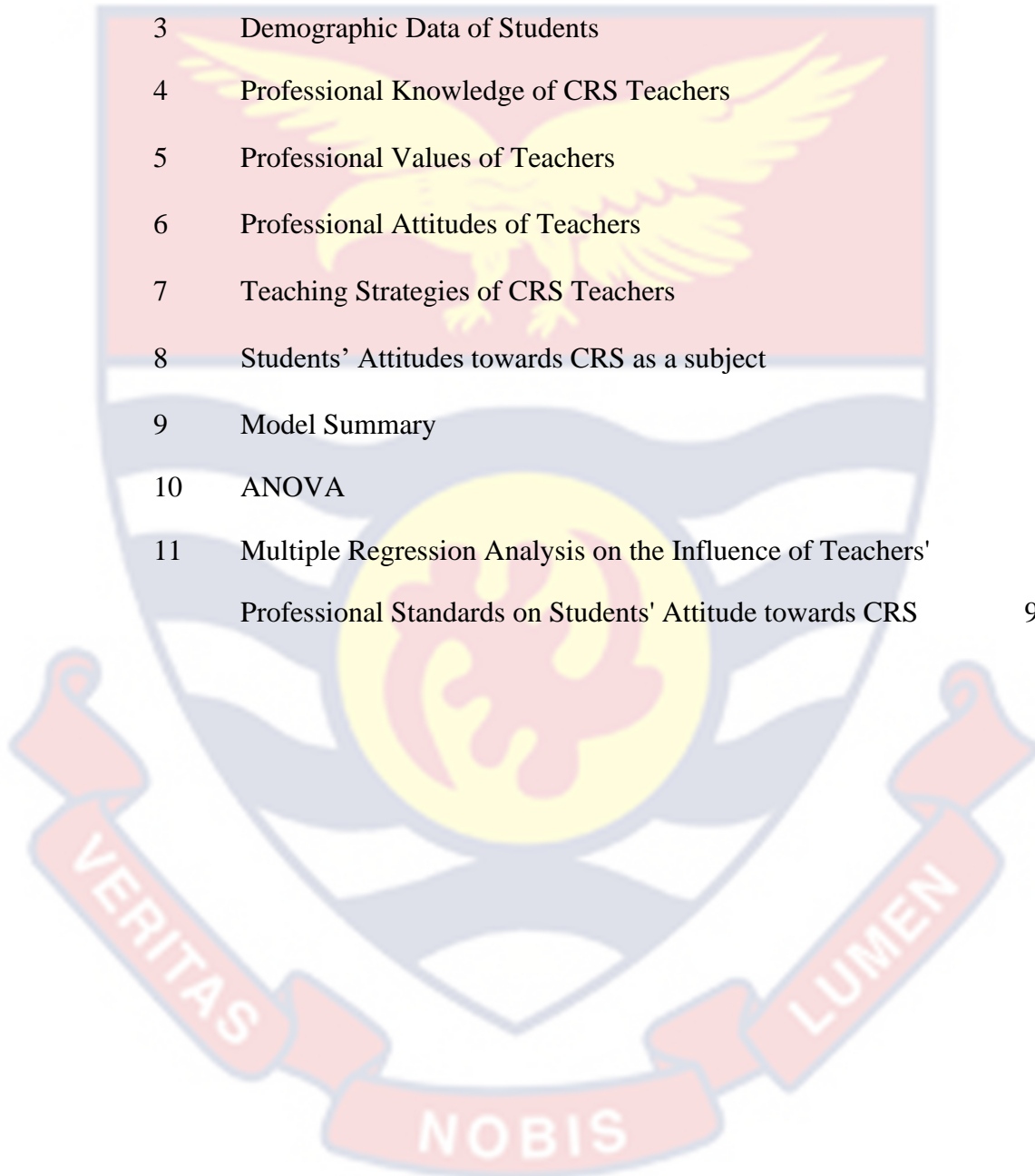
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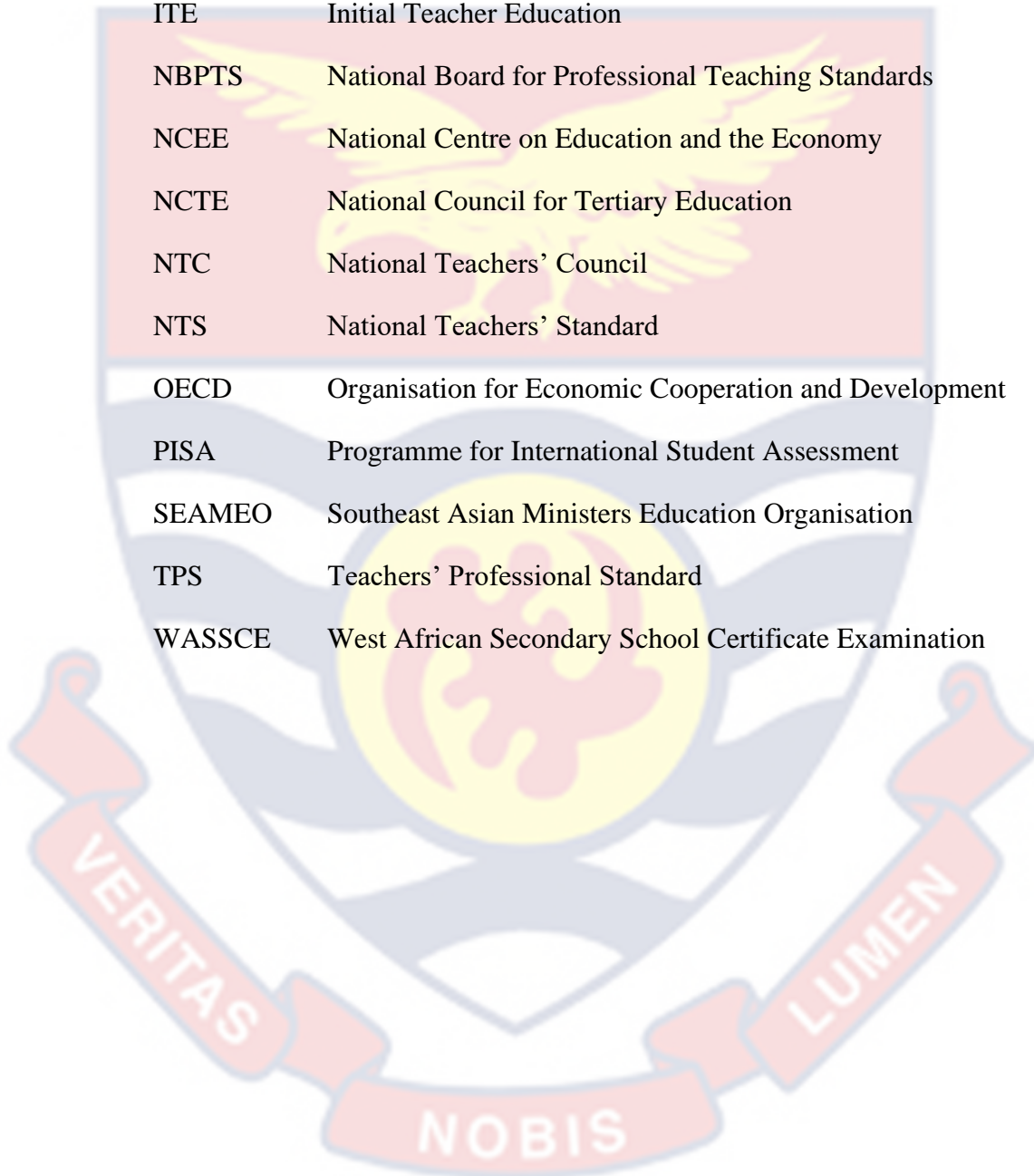
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LIST OF ABBREVIATIONS

CRS	Christian Religious Studies
FIMS	First International Mathematics Study
INTASC	Interstate New Teacher Assessment and Support Consortium
ITE	Initial Teacher Education
NBPTS	National Board for Professional Teaching Standards
NCEE	National Centre on Education and the Economy
NCTE	National Council for Tertiary Education
NTC	National Teachers' Council
NTS	National Teachers' Standard
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
SEAMEO	Southeast Asian Ministers Education Organisation
TPS	Teachers' Professional Standard
WASSCE	West African Secondary School Certificate Examination



CHAPTER ONE

INTRODUCTION

Ghana has an aim to become part of the developed countries in the world. The country has taken various steps to reshape its educational system. Various reforms have been implemented over the years. One major reform is the requirement for teachers to have attained the Teachers' Professional Standard. It must be noted that, quality teaching practices and quality educational system is not possible without the hardworking and quality teachers from kindergarten to matriculation. This study seeks to investigate the influence of teachers' professional standards on students' attitude towards Christian Religious Studies. This chapter discusses the background to the study, statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, significance of the study, delimitations of the study, limitations of the study and organisation of the study.

Background to the Study

Professional standards for teachers can be traced back to the 1946 formation of the National Commission on Teacher Education and Professional Standards in the US. Their primary objective was to "...upgrade the status of teaching to a profession" (Cochran-Smith & Zeichner, 2009, p. 74). This body might well have begun the Professional Standards Movement within education.

The Organisation for Economic Cooperation and Development hereinafter referred to as OECD's comparative study entitled *Learning Standards, Teaching Standards and Standards for School Principals* (OECD,

2013) provides an overview of the use of teaching standards within national and sub-national education systems. Here it identifies that Australia, along with England, Germany, USA and New Zealand have national standards for teachers whilst Canada, Norway and South Korea do not have. New Zealand adopted a set of teaching standards in 2006 which teachers must use and evidence meeting when gaining and maintaining full registration to “protect the quality of teaching in New Zealand” (Education Council of New Zealand, 2017). Canada has a set of performance standards set at the provincial level, whilst South Korea have a national set of performance standards for reporting results from national testing of students, not their teachers (Clark, 2013). Norway does not have a national set of standards for their teachers and whilst the OECD (2012) state that there is strong political will to develop such a framework, there is yet no evidence that it is to be enacted.

In contrast, the UK has adopted a national set of teaching standards that address teacher competencies and skills but also their attitudes and pedagogical practices (Department for Education, 2014). These standards apply to Initial Teacher Education (ITE), early career teachers leading up to induction as well as by practicing teachers. The Standards are used predominantly to assess teacher performance, but they are also used when hearing cases of serious misconduct (Department for Education, 2014). The UK government states that the introduction of teaching standards across England and Wales was expected to establish and ensure a minimum standard of teaching and conduct (Department of Education, 2014). However, according to a report from the *Daily Telegraph*, some school principals have

adopted a culture of fear in order to raise teaching standards (Paton, Fitzgerald, Green, Raymond, & Borchardt, 2014; Call, 2018). This authoritarian interpretation of the values underpinning teaching standards is certainly a cause for concern and such an approach could well be the undoing of all good intentions, with heavy-handed regulatory responses by leadership serving only to have a de-professionalizing effect on teachers (Ahiauzu & Princewell, 2011; Aseidu, 2009). As noted by Aseidu (2009), “In many basic schools a professional culture of excitement, inventiveness and healthy scepticism has been replaced by one of dependency, compliance and even fear...and in some cases have depressed both standards of learning and the quality of teaching” (p.7). Tuinamuana (2011) argues that this *top-down approach* leads to teachers “playing the game” (p.78), whilst Thomas (2004) found that teachers silently sabotage leadership directives.

Conversely, Japan has high levels of regulatory practices related to ensuring high quality teaching, but they do not have a national set of standards for teachers. Regardless of this, Japan has dominated the top levels of international assessment tables since participating in the First International Mathematics Study (FIMS) in 1964, when they “stood out as a leader in education” (OECD, 2012). They consistently rank highly in PISA (Programme for International Student Assessment) survey results and their focus on targeted funding, high expectations and quality teachers can in part be attributed to this success (OECD, *Strong performers and Successful Reformers in Education: Lessons from PISA for Japan.*, 2012). Whilst their PISA position has been high, there have also been occasions where PISA outcomes, and the resulting media coverage, have resulted in the Japanese government

abandoning education programmes due to perceived decline in the PISA score (Takayama, 2008; Aoki, 2016). International test results were used as a way of legitimizing a shift away from child centered pedagogical approaches and towards a back-to-basics form of education and a market driven neoliberal global norm of governance (Takayama, 2008). Through revisions to laws dating back to 1947, the Japanese government have set in place changes to their Educational Law that enables their economic demands to be inserted into their educational policy (Katsuno, 2012). For a country that lacks natural resources, Japan has placed emphasis on ensuring that the Japanese knowledge economy has the best chance of competing both nationally and internationally (Thomas, 2004; Tuinamuana, 2011). The focus on high student outcomes is reflected in the high expectations placed on the standards of teachers. As a highly respected profession only 14% of applicants are placed in ITE programmes and only 30-40% of those who graduate gain employment as teachers after a rigorous post-graduation testing schedule. Teachers who gain final certification must then prove that their skills and practices remain contemporary through ten yearly testing cycles (OECD, 2016).

Whilst standards per se are not in place for practicing teachers, rigorous approaches to the quality of teachers entering and remaining in the profession certainly are. They established ideas about professional self-discipline, expertise and autonomy (Cochran-Smith & Zeichner, 2005). Yet, by 1962, Don Davis was calling for a shift from ideas to action (Davis, 1962) and in 2001 Darling-Hammond pointed out that there was no cohesive approach across the US towards professional standards for teachers (Darling-Hammond, 2001). At the ITE level, the Interstate New Teacher Assessment

and Support Consortium (INTASC), adopted by almost 40 states, outlines the knowledge, dispositions and performance levels deemed essential for beginning teachers (Chung & Kim, 2010).

For practicing teachers, professional standards are addressed at the state level through teacher licenses known as Board-certification. Countrywide, the National Board for Professional Teaching Standards (NBPTS) have developed a set of standards, based around five propositions to improve the quality of teaching. However, acquiring Board-certification from the NBPTS is voluntary and currently only 3% of US teachers have opted to do this (NBPTS, 2017) and there appears to be little evidence that NBPTS certified teacher's impact on student outcomes (Harris & Sass, 2009 ; Chung & Kim, 2010).

In China, another consistently top PISA survey performer, teachers spend several hours a week in another teacher's classroom carrying out observations or engaging in professional learning (National Centre on Education and the Economy (NCEE, 2016). Teachers in China also participate in weekly research groups with a focus on teacher quality for improved classroom practice (Asia Society, 2006). The quality of teaching in China is judged by individual performance in tests and observations, and within a competitive environment of promotion and job security (Guo & Yong, 2013). China features in the top five PISA results for all three subject domains and since the 1980's their teachers have been considered within Chinese society and law to be professionals; a fact embedded into *Teacher Law* in 1993 (Guo & Yong, 2013). Whilst all teachers in China are bestowed with a high level of status within the community, becoming a Master Teacher is considered to be

an extraordinary honour, with 0.1% of teachers sitting within this category. China places significant importance on life-long learning and define stages for teacher professional development (Zeng, 2008). However, it has been argued that the focus on professional development is usually about "...changing the knowledge, skills, beliefs, and attitudes of teachers without necessarily expecting these changes to have a direct impact or immediate impact on their students" (Timplerley, Wilson, Barrar, & Fung, 2007). In Shanghai, teachers sit within a hierarchical system of professional levels: Novice, Intermediate, Advanced and Master Teachers. Transition from one level to the next is not automatic but rather it is bestowed by district leaders for distinguished practice.

Finland also regularly resides in the top echelons of the PISA charts and have done since its inception in 2000. In response to their demonstrated high levels of student outcomes in the 2009 PISA surveys, the OECD identified that it was their approach to teacher development and creativity that played a significant part in their success (Bagshaw, 2016).

Subsequently, countries have looked to this small nation to determine the reasons for their success. In his book, *Finnish Lessons: What can the world learn from educational change in Finland?* Sahlberg (2011) identifies that their road to success began with a softer approach than has been adopted elsewhere. This relies heavily on their teaching community having a high level of professional knowledge from a high degree of training (Sahlberg, 2011).

Finland has maintained that all their teachers must have a teaching qualification at the master's level and that this degree must contain a significant percentage of study that is related to the development of pedagogy

(Sahlberg, 2011). Teachers have also been allowed greater freedoms and trusted to carry out their jobs, while school inspectors may visit and this is far from the heavy-handed accountability practices that are seen in the UK and the US (Tuinamuana, 2011).

Singapore, currently leading the PISA league tables, introduced professional standards as part of their membership of the intergovernmental Southeast Asian Ministers Education Organisation (SEAMEO). Within this organisation, Singapore has implemented the SEAMEO INNOTECH Competency Framework used to develop professional teaching standards that promote high quality teaching. Sitting within this framework is an Educational Professional Management System (EPMS) that "...spells out the requisite knowledge, skills and competencies a teacher should possess" (SEAMEO, 2010, p.26). Teachers within Singapore must demonstrate "subject mastery, analytical thinking, initiative and teaching creatively" (SEAMEO, 2010, p.26). This is perhaps made manageable by the fact that Singapore has a single teacher education facility, The National Institute of Education, which would impact on the way in which teacher education can be managed and controlled, providing uniformity and conformity in approaches to education across the small sovereign city/state. Whilst Singapore's set of professional standards are applied to teachers, they are not embedded within law by the national government. This is stark contrast to the UK, where national standards are explicitly connected to education acts and the UK government provided a document entitled *Teachers' Standards – Guidance for school leaders, staff and governing bodies* (Department of Education, 2011) to demonstrate where these connections lie.

It is obvious that, approaches to professional standards for teachers varies across countries. Mahony and Hextall (2000) determined that they fit into two categories: either regulatory or developmental. Regulatory standards set out to standardize professional practice but run the risk of eliminating professional judgement. However, developmental standards actively seek to develop a teacher's professional judgement at the individual level, providing opportunity for pedagogy and classroom practice to be discussed (Mahony & Hextall, 2000).

Developmental approaches focus on lifelong learning and are student centered, regulatory approaches focus on accountability, monitoring performance and compliance (Bagshaw, 2016). When combined, an approach adopted in the UK, teachers and their leaders are theoretically provided with a roadmap for effective teaching (Mahony & Hextall, 2000). The potential issue here is that this form of regulatory control polarizes teachers, "...into those who are good, right and strong and those who are bad, weak and wrong" (Hargreaves, 2000, p. 158).

However, Tuinamuana (2011) boldly asks "who would not want schools and universities to uphold professional teaching standards of some sort?" (p.74). Whilst most would argue that raising teaching standards is a good thing, for those countries embarking on developing sets of professional standards for their teachers, the task will be to ensure that they not only contain the desired components but that they are used as intended.

The main goal of an education system is to educate qualified people. In this regard, the main responsibility needs to be taken by a qualified teacher. One of the smallest units contributing to the accomplishment of this goal is the

class functioning within a certain system. Establishment of positive or negative atmosphere in the class depends on the teacher's classroom management skills to a great extent. That is, the only task of the teacher is not to convey information but also to establish a good classroom climate and to manage it effectively (Katsuno, 2012)

The first person interacted with by beginning students at school is the teacher. Students get to know the school, classes and instructional settings through their interactions with their teachers. Students loving their teachers are more likely to enjoy their classes and to feel committed to their classes and school environment. For a successful instruction to occur, emotional and social relationships between students and the teacher as well as the teacher's knowledge and skills are of great importance (Asare-Danso & Mensah, 2021).

Positive relations established between students and the teacher have great influence on the development of positive attitudes towards the teacher. Thus, teachers can exercise an enormous influence on the formation of attitudes and behaviours in the class and towards the teacher. A positive correlation was found between teachers' display of democratic attitudes and behaviours towards their students and the development of students' different thinking skills (Guo & Yong, 2013). They also reported that, teachers' democratic attitudes promote the development of students' risk-taking skills defined as students' seeking for new alternatives, ability of understanding complex problems or ideas, defending their own ideas, being courageous, making predictions, levelling self-criticism and clearly expressing failures. Students stated that the reason for some of their undesired behaviours in class is their dislike for the school or the class (Guo & Yong, 2013). Their main

reason for not liking the school or the class is they not liking their teacher. The reasons stated by these students for not liking their teacher are their teachers not listening to them, always allowing the same students to speak, making discrimination among students (Annobil, 2017).

Attitude can be defined as positive or negative behaviours developed by a person in relation to an object, a concept or a state. Attitudes are not in-born but they are learned behaviours. Attitudes are gained through direct experience with the object, reinforcement, imitation and social learning. Many of the attitudes are acquired from other people. For instance, families, teachers, friends and other living things affect the formation of attitudes (Aseidu, 2009; Guo & Yong, 2013).

Based on various theoretical approaches, different definitions of attitude have been proposed. According to Njoku and Njoku (2015), attitude refers to a constant state of readiness determining the affective reaction; either positive or negative, to be given by an individual to an object or a state marked with any value judgment of a psychological process. Ikechukwu (2014) define attitude as a permanent system involving a behavioural tendency together with cognitive and affective elements. Two common features of these definitions are attitudes' being long-term or permanent and comprised of cognitive, affective and behavioural elements (Chung & Kim, 2010).

Attitude is an important factor for success. When considered from this perspective, educational process is expected to contribute to the development of positive attitudes. In the formation of attitudes, the school and the classroom environment are of great importance. Attitudes developed by students towards their teachers, classes, and school affect their educational life

and future because each student is in class with his/her emotions and with them, they participate in lessons, conduct activities and interact with their teachers and friends. In the formation of attitudes in an educational setting, the most important role should be fulfilled by the teacher. Teachers can also play important roles in the formation of students' attitudes towards their teachers and schools, their attending the school and school achievement. Particularly in the puberty period in which communication gains a special importance, students' relationships with their teachers affect their attitudes towards classes to a greater extent (Kudadjie, 1996; Timplerley, Wilson, Barrar, & Fung, 2007).

In research focusing on attitudes, it has been revealed that there is a significant relationship between students' school achievement and attitudes (Guo & Yong, 2013). Anum (2016) conducted a study entitled "Relationships between parents' attitudes, teachers' behaviours and students' academic achievement" and found that teachers' attitudes have a significant effect on students' achievement. In this regard, it can be argued that there is a significant relationship between teachers' behaviours and students' academic achievement. Satisfaction from the student-teacher interaction and the teacher's exhibiting tolerant and democratic attitudes were found to have important influence on the student's achievement.

Bagshaw (2016) reported a correlation between effective teacher qualifications and students' attitudes, learning and achievement. Hudson (2009) reported that students loving their teachers invest more efforts for their classes and become more successful. For students, being accepted and loved by their teachers is a very important psychological need. Being criticized and

not being liked make students scared and unsuccessful. Teachers' authoritarian attitudes, lack of information, indifference to their profession and students, giving their instruction without caring about knowing their students, unpreparedness for their classes are other reasons behind students' failure (Guo & Yong, 2013).

According to Bagshaw (2016), a student's display of positive attitude towards a class result in an increase in his/her success in this class. Factors such as the learning climate to be established in the class by the teacher, students' active participation in the class, methods adopted by students to study, their expectations from the class and working environment affect students' attitudes towards this class (Hudson, 2009).

In Ghana, the National Teachers' Standards represents the first ever collectively agreed standards to guide teacher preparation and practice in the country. The Standards have been developed as a professional tool to guide teacher educators, teachers, student-teachers and other stakeholders in education to identify in clear and precise terms what teachers are expected to know and be able to do, qualities they are expected to possess and some behaviour they are supposed to exhibit. The Standards set a clear baseline of expectations for the professional knowledge, practice, conduct, attitude, rights and obligations expected of teachers working in schools at the pre-tertiary level. All teachers completing their initial teacher training will be assessed against the National Teachers' Standards.

It is noteworthy that the National Teachers' Standards replaces the diversity of standards being used in the various institutions offering initial teacher education and/or providing continuing professional development with

a consolidated set of national standards to ensure that student teachers' training and development is guided by the same set of standards.

These Standards are designed to improve the quality of teachers' delivery and students' performance and should therefore be used as a reference tool for student teachers, teacher educators, practising teachers, head teachers, mentors, school inspectors and all who are working at training student teachers. The Standards will also enable teacher educators and others to direct their efforts appropriately to the area student teachers need most support (NTC, 2017). The development of these standards is consistent with discussions on both pre-tertiary curriculum and teacher education reforms occurring nationally and led by the Ministry of Education, about the most successful processes for assuring teacher quality and students' learning outcomes.

For the past few decades, the critical role of moral or character education in an educational enterprise has been stressed and without exception it has been assumed that adults, either as parents or as teachers, are primarily responsible for shaping the character of learners. However, since some homes may not be able to provide this type of training adequately, it becomes the responsibility of the school to provide this type of education in order to fill a need without which the learner may not grow into a religious, moral and responsible adult (Curriculum Research & Development Division, 2010). One of the ways that the schools in Ghana shape the character of learners is through the teaching of Christian Religious Studies in senior high schools.

In the Senior High Schools, Christian Religious Studies form part of the school curriculum. The aims for the teaching of the subject as indicated in

the CRS syllabus were to ensure that students: demonstrate knowledge, understanding and appreciation of the Biblical texts, as set in the selected passages; analyse the religious and social background of the specified themes/passages; apply the religious and moral lessons in the set passages/themes in their lives; as well as adopt healthy attitudes, concepts and skills acquired from the Bible for their personal living and impact on society (MoE, 2010). This is significant because CRS students would be empowered by providing them with strong analytical power and problem-solving skills, as well as appropriate values and attitudes. These skills empower them to have questioning minds which in turn enable them to find solution to the mirage of challenges in their society (Ntim, 2017). However, these skills can only serve useful purposes in the educational process, provide opportunity for learners to become human by using their knowledge, understanding and skills to advance the cause of humanity (Lickona, 1993). This is significant because the country's resources will be exploited for the good of the haves and the have nots in the society.

Preparing quality Christian and spiritual (religious) educators is central in developing the moral and spiritual values of young people. This is not surprising because increasing number of people across the ideological spectrum perceive that society is in deep moral trouble. The disheartening signs are everywhere; the deteriorating of civility in public discourse and everyday life, rampant greed at a time when one in five children is poor; increased violent juvenile crime and suicide have caused many to declare moral crisis in many nations (Lickona, 1997).

The researcher has taken notice of the teacher-centeredness approaches that are predominantly used by senior high school teachers as a teacher in the New Juaben Municipality. It is surprising to learn that some CRS teachers still use these teacher-centred approaches in our classrooms when the 21st classroom practices advocate more for learner-centred approaches such as: role plays, recitals, games, group work and visiting important religious and historic sites (NTS, 2017). It is uncertain as to whether these teachers are fully aware of the teachers' professional standards for the teaching of Christian Religious Studies in the New Juaben Municipality. Again, other CRS teachers seemed to lack control of class discipline and management competencies as students make fun of their colleagues with linguistic limitations who make minor errors as they contribute or ask questions in class. This raises questions as to whether CRS teachers in the New Juaben Municipality are aware of the professional knowledge, values and attitudes that characterises the professional standards for the teaching and learning of CRS and it is against this background that this study was conducted.

Statement of the Problem

The teaching and learning of Christian Religious Studies (CRS) in most Ghanaian secondary schools have been characterized by the influx of the clergy and other teachers from the Art related disciplines, as also experienced in secondary schools in Nigeria (Ikechukwu, 2014). This may be as a result of lack of personnel to handle the subject and or the feeling that anyone else could handle it. While these stand-in teachers of CRS provide solution to the void of teachers, its effect on the attitude of students towards the subject

remains an empirical one. I conducted a preliminary study using 20 CRS teachers in some selected schools in the New Juaben Municipality and over 70% of them were not professional CRS teachers. My experience in the New Juaben Municipality has motivated me to find out more on professional teachers' standards and students' attitude towards CRS.

Many (Njoku & Njoku, 2015; Annobil, 2017) have suggested that the performance of students in Christian Religious Studies (CRS) in Sub-Saharan Africa has been hampered by some teacher related issues – such as teachers' professional standards – which have been overlooked. In Nigeria, Njoku and Njoku (2015) observed that interest in the CRS have dropped because of lack of motivation from teachers and what they hoped to achieve from the study of the course. They submitted that effective implementation of CRS curriculum is closely tied to teachers' performance or ability to influence his class positively. This means that an effective teacher has the responsibility of ensuring that the aims of the subject is achieved through his authority as an arbiter, skilled and competent in his field and through the authority derived from his general behaviour in and outside the classroom. Their work, however, only focus on the effect on students' performance and not on the attitude of the student towards the subject.

In Ghana, Annobil (2017) only focused on how the teachers' related issues affected the implementation of the Religious Education Curriculum in Ghanaian schools. However, the impact of the teacher related issues on the attitude of the student towards the learning of the subject is conspicuously missing in the narrative. The issue of the quality of the teacher in Ghanaian education system, which obviously had to do with the interest in the subject he

is teaching; his personal development that would have helped in the teaching and learning process; and his knowledge in how students are assessed in the external West African Secondary School Certificate Examination (WASSCE), has been shown to greatly impact the learning and teaching of mathematics although its impact in their performance is minimal (Munifar, et al., 2019). However, the issue on the professionalism of CRS teachers has been overlooked, which is evident in the type of teachers who teach CRS in most secondary schools across the country.

Previous reports indicate that student's performance and attitude towards a particular subject depends largely on the teachers assigned to teach those subjects (Lawal, 2010). However, Hudson (2009) and Tuinamuana (2011) identify that there is lack of empirical evidence to demonstrate that professional standards will in fact raise the quality of teaching. Therefore, for students to develop positive attitude towards a subject, much priority should be given to quality and well-trained or qualified teachers. Regardless of the sentiments, professional standards for teachers are being considered, developed and implemented globally in various forms and they are often justified by the argument that they raise the quality of teaching and that in turn raises student outcomes (Ikechukwu, 2014; Njoku & Njoku, 2015). This work analytically and critically explores the current situation in terms of CRS Teachers' professional standard and its influence on the students towards the subject in the New Juaben Municipality in the Eastern region of Ghana.

Purpose of the Study

The purpose of the study was to investigate the influence of teachers' professional standards on students' attitude towards Christian Religious Studies.

Research Objectives

The study was guided by the underlisted objectives.

1. To find out the professional knowledge of Christian Religious Studies teachers in the New Juaben Municipality.
2. To find out the professional values and attitude that Christian Religious Studies teachers exhibit during teaching and learning process in the New Juaben Municipality.
3. To find out the professional practise adopted by Christian Religious Studies teachers in the New Juaben Municipality.
4. To find out the attitude of students towards CRS in the New Juaben Municipality.
5. find out the influence of teachers' professional standards on students' attitude towards CRS in the New Juaben Municipality.

Research Questions

1. What is the professional knowledge of Christian Religious Studies teachers in the New Juaben Municipality?
2. What professional values and attitude do Christian Religious Studies teachers exhibit during teaching and learning process in the New Juaben Municipality?
3. What are the professional practises adopted by Christian Religious Studies teachers in the New Juaben Municipality?

4. What is the attitude of students in the New Juaben Municipality towards Christian Religious Studies?

Research Hypothesis

The study also tested the following hypothesis.

1. H_0 : Teachers' professional standards do not influence students' attitude towards CRS in the New Juaben Municipality.

H_1 : Teachers' professional standards influences students' attitude towards CRS in the New Juaben Municipality.

Significance of the Study

Christian religious studies as a subject play several roles in the socio-economic, and cultural development of Ghana. Therefore, students' poor attitude and performance towards Christian religious studies is a major concern not only for students but also for all stake holders. Apparently, the poor attitude of students toward this subject is observed in most of the school. Although, the cause of poor students' attitude towards Christian religious studies has been attributed to several factors including the use of unqualified teachers. It is reported that "teachers offer to students only what they have. You cannot offer what you don't have". Teachers who are not professionally inclined in the subject are unable to foster a conducive teaching and learning environment due to lack of interest in the subject. Likewise, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated. Thus, considering the qualification of teachers in assigning subjects to them is important since it plays a major role in students' performance and their attitude towards the subject (Chomsky, 1972). The most significant variance between the most and the least effective classrooms is the

teacher. The single most important inspiration on student learning is the quality of teaching (Danielson, 2006). The outcome of teaching and learning is the ability of the students to acquire and demonstrate what was impacted to him/her in class (Obanya, 2004). The anticipated learning consequences of studying Christian religious studies is on the accomplishment of ethical and moral behaviour of school pupils or developing the moral character of an individual using example of Christian religion values rather than mere principles.

This research will contribute to students' performance and their interest for Christian religious studies, as quality and qualified teachers will arouse their interest for the subject. Thus, assigning quality teachers to promote positive attitude of students towards Christian religious studies will play a major role in the socio-cultural, economic, spiritual and moral development, as the curriculum is designed to teach not only the content of the holy book but also the moral lessons desired.

The problem of non-professional teachers goes a long way to affect the country's education system and subsequently the future of the nation (Du Plessis, 2015). To adequately lead and manage school community, the leaders will need evidence-based information and in-depth understanding of a specific issue within the schools (Crowther, 2011). Hence, this study will give Heads empirical reasons to assign teachers to their appropriate area of teaching for the students to have positive attitude towards the CRS.

Also, the research will help government. This can be basis for policy solutions to the problem such as how to safeguard adequate supply of teachers without lowering the standards for recruitment, which will promote

the quality and attractiveness of the job and several additional educational policies.

Furthermore, this research will be useful to Ghana Education Service, as the study can provide supplementary information on the outcome of employing teachers who does not fall within the professional standards to teach Christian Religious Studies.

Again, the research will be beneficial to learners because they are the ones that will benefit the most since quality education is going to be the aim of this study.

Finally, the results of the study will offer a reference point data to future researchers who will conduct same field study but focusing on different variables or from different location as other issues connected to this work will be earnest of further research.

Delimitation of the Study

The study was narrowed to all Senior High/Technical Schools that offers CRS as a course of study within New Juaben Municipality in the Eastern Region of Ghana. Also, the study dealt with only teachers teaching CRS and students who are offering the subject in the district. The study was purely quantitative, in order to present the results as it is. Again, since the study is taking only a part of the population and not all the population, it did not represent all views.

Limitation of the Study

The current increasing cases of COVID 19 in Ghana may make some respondents reluctant to have one on one discussing with the researcher with regards to the questionnaires. The focus on all CRS teachers was not achieved

because some of them were not accessible as of the time the data was collected. Also, some of the teachers were unwilling to respond to questions regarding their professional qualification as some feared that they will lose their job if it is found out that they are not with the necessary qualifications to teach CRS. With regards to the students, some of them did not give accurate responses to questions connected to their teachers because they may be depicting that their teacher is incapable of teaching the subject properly. The researcher is of the opinion that, as targets to the field, additional limitations may be discovered and shall be added to this section.

Organisation of the Study

The study was structured into five chapters. Chapter One covered background to the study, statement of the problem, purpose of the study, research objectives, research questions, research hypotheses, significance of the study, delimitation and limitations of the study. Chapter Two focused on the literature review that is, theoretical, conceptual, and empirical framework. Chapter Three consisted the research methods including research design, study area, population, sampling procedure, data collection instruments, data collection procedures, as well as data processing and analysis. Chapter Four covered the presentation and interpretation of data as well as discussion of findings. Chapter Five entailed the summary of the study, recommendations and conclusions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The review of related literature was done in the following area: theoretical review, conceptual review, conceptual framework as well as empirical review. The theoretical framework for this study is based on behaviourist theories and how teacher factors could influence the learning attitudes of students towards a particular subject. Conceptual review included a review of concepts from the following selected areas: Teachers' Professional Knowledge; Professional Practice; and Professional Values and Attitudes; and these affect the teaching and learning of Christian Religious Studies. The empirical review included: impact of teachers' knowledge of CRS on students' attitude towards CRS; effect of teachers' classroom management on students' attitude towards CRS; and the impact of teachers' attitudes and values on students' attitude towards CRS; as well as summary of literature review.

Theoretical Review

This section reviewed some works of certain behaviour theorists and the influences each has made on student learning attitudes. The theories that guided this study were the Skinner's behavioural theory, Glasser's Reality Therapy, and the Maslow's hierarchy of needs.

Skinner's Behaviour Theory

Burrhus Fredrick Skinner's philosophies can be related to the issue of classroom management. As a renowned learning theorist in the 1930s and 1940s, Skinner (Sprinthall, 1981) emphasized his research on how the organism learns, regardless of its inherited potential, regardless of its species.

Otherwise stated, he saw learning as a result of associations forced between stimuli and actions, or impulses to act. Simple associations would accumulate to larger groups of learned associations. Skinner felt learning resulted due to conditioning, like Pavlov's dog's being conditioned to salivate at the sound of a specific tone. Regarding the classroom, Skinner (Egeberg, McConney, & Price, 2016) stated that by rewarding students for good behaviour and ignoring or punishing wrong behaviour, students would come to understand how to behave in a classroom environment. Behaviours that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result. This step-by-step conditioning process helped Skinner (Sprinthal, 1981) develop his first "teaching machine" in the 1950. The teaching machine was a form of programmed instruction. At first, it was a threat to teachers and their jobs. Reassuring the educators, Skinner announced that his programmed instruction was a learning aid, not a substitute for a human teacher. He also reassured educators that the children trained with the device would not become mechanized little robots but would more likely be able to reach their intellectual potential. Later, Skinner was credited with creating a revolution in the technology of education.

Skinner's research of reinforcing stimuli also led him to the development of behaviour modification techniques in the classroom. Behaviour modification involved training teachers to wait for their students to emit appropriate responses and then to reinforce those responses quickly and consistently. This follows that, the teacher can have certain qualities that will help him trigger certain learning behaviours in their students for subjects. This

idea of behaviour modification would again, revolutionize technology in education.

Glasser's Reality Therapy

In the 1950s, Glasser's Reality Therapy (Saggaf, Salam, & Rifka, 2017) stressed the use of choice as the cause of behaviour, good or bad, and thus instructed teachers to direct students towards making value judgments about their behaviour. By making value judgments, students would come to realize the importance of "good" choices in behaviour and continued to make them again in the future. Therefore, students were taught the difference between a "good judgment", and a "bad judgment". Students are taught "right" from "wrong" at a very young age. Parents model this behaviour for their children on a daily basis. They make value judgments by making "good choices" and consequences are given for "bad choices". This process is to promote good attitude a student may exhibit towards learning a particular subject and towards the teacher as well. It is expected to diminish bad behaviour in the classroom.

Maslow's Hierarchy of Needs

Maslow's work on hierarchy of needs has also influenced the learning attitudes of students towards a particular subject. Helping students meet their own needs is of the utmost importance to enhance student learning attitudes and to maintain teacher longevity in the classroom. Maslow (Sprinthall, 1981, p. 137) an important psychologist in the area of motivation theory, has suggested that there is a definite order in which individuals attempt to satisfy their needs. Maslow had declared there is an "order-of-importance" that is universal among all humans. Until these needs are met, the individual will not

be concerned with the needs of the next level of importance. In other words, basic survival needs override other needs in this hierarchy. Herbert Grossman (Gordon, 2001) recaps students' basic needs and the order which those needs must be met to produce well-balanced members of society. The following is a summary of Grossman's basis for student need using Maslow's need hierarchy: physiological satisfaction: taking care of hunger, thirst, and rest, Safety: avoiding injury, physical attack, pain, extreme temperatures, disease, and physiological abuse, Nurture: receiving love and acceptance from others and having a feeling of belonging to a group, A sense of personal value: experiencing self-esteem, self-confidence, and a sense of purpose and empowerment, Self-actualization: realizing one's full potential.

The theory of hierarchy of need can be related to the school setting. According to Gordon (2001) school staff members may attend to basic physiological needs daily by providing breakfasts and lunches for needy students. Until these physiological needs like food are met, basic functioning in the learning environment is very difficult, or even impossible. Although meeting the second category of needs those regarding safety issues may lie outside of the Teacher's direct influence when students are at home or away from school, some of these needs can be addressed in the classroom or personal relationship of the teacher with the student. This is where the dedication and commitment aspect of the TPS is put into use. This care and support can help to ensure protection of students from physical attacks by other students and manage the learning environment so that dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults are minimized or curtailed.

Gordon (2001) believes the teacher could create a learning environment that is kind and respectful in order to meet the nurturing need. Students will be better able to reciprocate genuine loving, caring behaviours toward other people if the demonstration of affection is modelled for them in classroom.

The fourth category of needs that Gordon (2001) states surrounds self-esteem, self-confidence, a sense of purpose, and empowerment that will directly relate to love and acceptance. If a student feel cared for by the CRS teacher and can express those emotions and behaviours, the student will continue to build self-esteem and confidence which will positively impact his learning attitude towards CRS. The need of self-actualization can be fulfilled when the more basic needs have been met.

It is expected that to be able to teach Christian Religious Studies effectively, adequate teaching and learning strategy and method is required. This is the surest means of cultivating and shaping the students' behaviour.

Conceptual Review

The conceptual review discussed literature on concepts from the following selected areas: Teachers' Professional Knowledge; Professional Practice; and Professional Values and Attitudes; and how these affect the teaching and learning of Christian Religious Studies.

Teacher Education Reforms in Ghana

Teacher education reform initiatives in Ghana have largely been influenced by socio-political changes. That is, nearly every political party that has ruled the country since independence has engaged in some form of teacher education reforms which were aimed at preparing qualified teachers to meet

the educational needs of the country. These reforms have produced different sets of teachers with different types of certificates (Anamuah-Mensah, 2006). Teacher Training Colleges (TTC), now known as Colleges of Education (CoE), initially offered 2-year Post-Middle Certificate “B” programmes, followed by 4-year Post-Middle Certificate “A” and 2-year Post-Secondary Certificate “A” programmes. In the 1980s, the 2-year post-Secondary programme was extended to a 3-year programme but ran alongside the 4-year certificate “A” programmes until it was truncated (Anum, 2016). However, the reforms yielded little impact on students’ learning outcomes (MoE, 2012) such as achievement and development of critical values like problem solving. In recent times, there have been two pieces of major legislation related to teacher education preparation which are aimed at transforming the country’s educational system. The first legislation is the passing of the 2008 Education Act (Act 778). Under the Act, Section 9 called for the creation of a National Teacher Council (NTC) which has since been established (NTC, 2017). The NTC is mandated to establish professional practices and ethical standards for teachers and teaching, and registration and licensing of individuals seeking to enter the teaching profession. The Act also empowers the NTC to withdraw the license of any teacher who misconducts himself or herself and does not adhere to the professional code of ethics governing the teaching profession in Ghana. As such, ACT 778 is focused on making teaching in Ghana a profession with clear code of ethics and minimum acceptable competencies of those who get to teach at the pre-tertiary institutions in the country. The second legislation is the Colleges of Education Act 847 to upgrade CoE into tertiary institutions. Following this legislation

and with effect from October 2018 the CoE were upgraded to four-year degree awarding institutions and no longer three-year diploma awarding Colleges. Prior to the enactment and passage of Act 847, the CoE were designated as TTC and were under the supervision of the Ghana Education Service, the body responsible for pre-tertiary teacher education. The passage of the Colleges of Education Act 2012, Act 847 has provided legal backing to their new elevated status. The colleges have since been under the National Council for Tertiary Education (NCTE). The NCTE is a government body responsible for the regulation of tertiary education institutions in Ghana.

Professional Standard in Ghana

Ghana has an aim to become part of the developed countries in the world. The country has taken various steps to reshape its educational system. Various reforms have been implemented over the years. One major reform is the requirement for teachers to have attain the Teachers' Professional Standard. It must be noted that, quality teaching practices and quality educational system is not possible without the hardworking and quality teachers from kindergarten to matriculation. A study (Altaf & Saeed, 2019), on Exploring the Practices of Government Secondary School Teachers about National Professional Standards for Teacher, posited that the teachers should have multi characteristics so that they can motivate students to quality learning and teaching. They further established that quality learning can only be possible if the teachers are true professionals, and they are ready to deliver at any level. Moreover, it is logical to believe that, if teachers are provided with a framework of standards by which they can exhibit professionalism and competence, the quality of teaching and teachers should increase (Zuzovsky &

Lipman, 2006; Romanowski & Amatullah, 2014). This assures that teaching will improve and in turn, student learning will increase, and educational outcomes improved.

The Teachers' Professional Standard (TPS) in Ghana was promulgated by the National Teachers' Council in 2017. The TPS for Ghana is called the National Teachers' Standard (NTS). The National Teachers' Standards represents the first ever collectively agreed standards to guide teacher preparation and practice in the country. The Standards have been developed as a professional tool to guide teacher educators, teachers, student teachers and other stakeholders in education to identify in clear and precise terms what teachers are expected to know and be able to do, qualities they are expected to possess and some behaviour they are supposed to exhibit. The Standards set a clear baseline of expectations for the professional knowledge, practice, conduct, attitude, rights and obligations expected of teachers working in schools at the pre-tertiary level.

These standards are divided into three main domains. These are; Professional Values and Attitudes which deals with their Professional Development, and Community of Practice; Professional Knowledge which deals with their Knowledge of Educational Frameworks and Curriculum, and the Knowledge of Learners; Professional Practice which deals with Managing the Learning Environment, Teaching and Learning, and Assessment.

Professional Values and Attitudes

The professional values and attitudes as required in the professional teachers' standard entails the teacher's professional development and his

attitude and conduct towards learners, colleagues and all other stakeholders in the field.

This domain of the NTS seek to ensure that the teacher is developed through lifelong learning and Continuous Professional Development, that will help him demonstrate effective growing leadership qualities in the classroom and wider school, which should critically and collectively reflect to improve teaching and learning (NTC, 2017). This require that he must be guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.

In the same domain, the teacher is required to get to a standard where he engages positively with colleagues, learners, parents, School Management Committees, Parent Teacher Associations and the wider public as part of a community of practice. He should develop a positive teacher identity and acts as a good role model for students and see his role as a potential agent of change in the school, community and country. This follows Abe (2014) observation that teachers have a greater influence on the development of the child. It therefore follow that, the quality of our future society depends largely on the quality of our teachers and our schools and in totality – our educational system.

Professional Knowledge

The professional knowledge of a teacher on the NTS scale must comprise of knowledge of educational frameworks and curriculum and the knowledge of students. The teacher's Knowledge of educational frameworks ensures that the teacherdemonstrates familiarity with the education system and key policies guiding it. The teacher is also required to have comprehensive

knowledge of the official school curriculum, including learning outcomes, as buttressed by Buabeng, Ntow, and Otami (2020). It is required also that the teacher secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in: at pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes. The teacher must have good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing. The teacher should also be able to use at least one Ghanaian language as a medium of instruction (Anamuah-Mensah, 2006).

On the other hand, the teacher's Knowledge of students ensures that the teacher understands how children develop and learn in diverse contexts and applies this in his or her teaching. It is also important that the teacher takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching (Akpem, Tetteh, & Adom, 2021).

Professional Practice

The aspect of the NTS for teachers on professional practice of the teacher comprise of teachers' training in Managing the learning environment, teaching and learning, and Assessment (where the teacher is trained to integrates a variety of assessment modes into teaching to support learning). In the aspect of managing the learning environment, as captured in the NTC (2017) document, it is expected that the teacher Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (Altaf & Saeed, 2019). The teacher is also required to carry out small-scale action research to improve practice. According to Alkin and Christie

(2002) the teacher's work is a continuous research. He must therefore create a safe, encouraging learning environment and be able to manage behaviours and learning with small and large classes. Igbinoba and Marverlous (2015) found out that, although a teacher's effective classroom management improves students' interest in learning, one major problem to effective classroom management is lack of training for teachers in this area.

The standard also expects teachers to employ a variety of instructional strategies that encourages student participation and critical thinking. The teacher should be able to pay attention to all learners, especially girls and students with Special Educational Needs, and ensure their progress (Call, 2018). The teacher is supposed to employ instructional strategies appropriate for mixed ability, multilingual and multi-age classes and be able to set meaningful tasks that encourages learner collaboration and leads to purposeful learning as explained in Amedahe and Asamoah-Gyimah (2016). It is also expected in the NTS that the teacher is able to explain concepts clearly using examples familiar to students. According to Akpem, Tetteh, and Adom (2021) the professional development help to make a modern teacher that can produce and use variety of teaching and learning resources including ICT, to enhance learning.

The NTS prepares the professional teacher to be well versed in the area of classroom and student assessment. This means that the teacher is able to integrate a variety of assessment modes into teaching to support learning. Listen to learners and give constructive feedback; Identify and remediate learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher; Keep meaningful records of every

learner and communicates progress clearly to parents and learners;
Demonstrate awareness of national and school learning outcomes of learners;
and use objective criterion referencing to assess learners.

Concept of CRS

George Albert Coe gave a concrete definition of CRS. He defined CRS as the systematic, critical examination and reconstruction of relations between persons, guided by Jesus. Those persons are of infinite worth, and by the hypothesis of the evidence of God, the great valuer of persons (Broadbent & Brown, 2004)

Christian religious study is an aspect of learning that deals with the inculcating in the student certain elements of education intellectual theory and practices of Christ as contained in the Holy Bible. Eluu (2011) defines Christian Religious Studies as the education for the development of spiritual, moral and mental, growth of pupils or students” in essence, Christian religious study is expected to give children an understanding of the universe and the interpersonal relationship between human beings and the supreme beings. Ugwu (2001) opines that CRS is a type of religious studies that bases its teachings in the life and teaching of Jesus Christ, Ali and Akubue in Eluu (2011) observe that Christian religious studies is a subject which aims at developing and fostering in the lives of the students Christian attitudes and values such as respect for life, obedient to constituted authority, responsible self, selfless services to God and humanity. They further said that CRS is an academic discipline that is designed to provide the learner with moral and spiritual transformation. In the context of this study, the researcher viewed CRS as a social science subject that teaches students good moral behaviour,

fearing of God, knowledge and skills that will make them to contribute their quota in socio-economic, political and moral development in senior secondary schools in Nigeria.

The Nature of Christian Religious Education in General

Religion has been, and nevertheless is still, a part of human lives and performs a main function of shaping the records of different societies across the globe. Ellwood (1983) asserts that religion is social and inseparable from the fact that human beings stay in societies and in communities with interpersonal relationships. Without society, there may be no religion. Mbiti (1969) adds that to be human is to be religious in a religious universe. Religious rites, ideals, practices and values have fashioned human beings' behaviour and attitudes and have supplied them with identity and meaning in existence. Additionally, they turn out to be the foundations which give people a view of the world. Matsaung (1999) indicated that many faiths have an in-constructed perception that engages within the method of education for the people. In this procedure, they impart knowledge, competencies and attitudes required for nurturing their adherents. Tulasiewicz, in Matsaung (1999) noted that training comes into the picture whilst religion teaches its followers moral concepts and rituals that make them study its doctrines. This culminates in life abilities which require the sensible software of education and education in religion. Consequently, religious education becomes a thing of the academic curriculum to perpetuate societies' non secular beliefs, practices, and values to their adherents. Braswell (1994) says that most religions have their sacred scriptures at the centre in their academic programmeme. Those need to be preserved, interpreted, taught and passed all the way down to future

generations thru religious education. Carmody (2004) also indicated that scriptures are vital since they incorporate commandments, pointers and guidelines for members of a particular faith. They may also be crucial because participants use them for reference purposes each time, they are discussing religious topics. But the manner those scriptures are interpreted and handed down to their adherents may additionally range from one non secular organization to the other. In this case, Muslims are taught that Allah is the origin of the Qur'an; Christians see God as the writer of their Scriptures. Those interpretations and teachings might also provide upward thrust to prejudices and exclusive perceptions among religious communities in distinctive elements of the world.

The aim of religious education in each religion is to produce an adherent who is obedient, dependable and of exact reflection of the true teaching of their religion. This could be verified in African traditional religions in which each member is supposed to reveal loyalty to religious teachings via performing all the important rites and following all the taboos which, if contravened, might put one at risk of a curse or death (Thorpe 1997).

In Islam, loyalty is shown by way of submission to Allah and by way of safeguarding the purity of the two main scriptures, the Qur'an and authentic hadiths. In Christianity, it is submission to the Lordship of Jesus Christ and obeying God's commandments. A lot of these show how religions can set off their individuals to loyalty (Głaz, 2015). Out of this loyalty, members adhere to Christian religious observances and keep guidelines made by using their religious leaders. Christianity has the words of Jesus Christ and the Prophets; Islam has the phrases of Allah through Muhammad as expressed in the

Qur'an and authentic hadiths; Hinduism follows the phrases of priests and Sages as expressed in sacred books of Veda, Upanishad and Bhagavad Gita, even as African conventional religions comply with the stories and suggestions of elderly people which provide direction to the adherents (Braswell 1994). Religious and ethical training is shared in the content supplied. Henze (2000) says that during every faith religious identity is described as that size of an individual's being, which is related to the bodily and the psychological dimensions that give human beings lives that means and make contact with them to courting with the ultimate Being. Christianity encourages humans to abide by way of moral codes, authority systems and varieties of worship. Dillon-Mahone, in Carmody (2000) asserts that the expression of people's religious identity differs from one non secular institution to every other. As an example, while the traditional Western philosophical method to ethical conscience is greater individualistic, in the African way of life moral sense is rooted within the network, even though it isn't always the network this is the closing arbiter of morality; it's far the perfect Being who stands behind the social unit and is a "father or mother of continuity and order". Braswell (1994) adds that religious practices, religiosity and morality, are at the heart of religious coaching since they determine the degree of dedication of adherents. Głaz (2015) has shown that no society on earth can exist without morals which build relationships between people and groups. Religion educates human beings regarding what is ideal or evil, right or incorrect, just or unjust. In educating society on this manner, religion possesses extraordinary academic fee. Carmody (2004) found that each religion gives moral, ethical and religious values to its followers through

religious education. It gives that means and direction to people in how to relate to the creator and how to relate to their surroundings and fellow humans.

The methods utilized by specific religions to teach their adherents are especially inside the shape of guidance or indoctrination (Mangan, 2006).

Coaching in Christian religious ideals may be given in the form of taught confessions or in the form of vows which cannot be questioned (Eluu, 2011).

The confessions and vows could make the adherents of religious organizations emerge as inward searching and shielding of their religion (Kesmen & Mellemut, 2022). As mentioned earlier, Muslims may also protect Islam thru Jihadis; Christians might also turn out to be martyrs for Christ. They may do that if their religions are threatened by using outside forces or are shown disrespect. Any risk to their religion is visible as a threat to their whole existence (Głaz, 2015).

Not only do these strategies bring about parochialism but they also produce a bent for the adherents to proselytise and try and convert many people to their religion (Magesa, 2014). For instance, within the colonial technology, Christian RE were used to try to convert people from non-Christian non secular orientations consisting of African conventional religions to Christianity. Horton, in Carmody (2004) asserts that Africans have been converted to Christianity due to the colonial impacts that had been introduced with the aid of colonial rule. Platvoet (1992) argues that African traditional religions, alternatively, in no way used conversion because its contributors routinely became participants through delivery. Carmody (2004) adds that African traditional religions do not goal at changing humans of other religions; alternatively, they admire them. They may be pluralistic in nature. It is also

noteworthy to realize that during each faith, there have been teachers who formulated religious doctrines which helped draw followers to itself (Kesmen & Mellemut, 2022). These teachers taught their followers the religious doctrine as they perceived it, and their teachings had been and have persevered to be fundamental of their lives (Asue & Kajo, 2018). If the trainer was a Christian and believed that the Bible become the most effective genuine phrase of God, s/he would educate it in such a way as to encourage students to embrace his/her religious view (Ellis & Ter Haar, 2007). Eventually, the followers of a specific faith were advocated to apply these religious teachings to transform others to their Christian religious orientation.

Simuchimba (2001) showed that religious prejudices are nonetheless present in the Zambian educational context. Teachers' attitudes towards RE is that of selling their own non secular ideals and values rather than helping scholars to learn from religions in an ecumenical spirit.

Religious Education teachers must receive the reality that each religious organization has a special way of viewing the world and God. Asue and Kajo (2018) asserts that there have constantly been prejudices amongst religions, in which one faith claims superiority over others, wondering that they may be the simplest true faith. This case has sometimes resulted in religious prejudices. Therefore, such religious prejudices have led to the categorisation of religions into those that are recognized as advanced and those that aren't. In the Ghanaian scenario, Islam, Hinduism and Indigenous Ghanaian beliefs have suffered significantly from such prejudices from Christianity, which regards itself as the superior faith that is reflected in Religious Education provided within the Ghanaian multi-religious secondary

schools as can be mentioned in this chapter. In view of the above, it's very important to have a look at the nature of RE to understand how it was taught in African way of life and in the colonial generation. This could be beneficial in comparing RE inside the modern multi-religious Ghanaian context. Roux, in Gotan (2005), asserts that RE ought to serve a new cause in colleges by means of accommodating the fee structures of the society at some stage in this period and beyond the twenty first century. New methodologies must be developed to give kids the opportunity to confront their own religions and the pluralistic society in which they live.

The views above imply that ways should be devised to provide orientation to all scholars of various faiths to understand and respect each other's beliefs and values. Therefore, the significance of a multi-religious approach to religious training in Ghana can be achieved.

Aim of Teaching CRS

The teaching of Christian religious knowledge has undergone various forms of criticisms. Daniel (2011) found out that some Kenyan students feels the relevance of the subject in academia has been lost to the eruptions of many Bible colleges in the country. Yet the academic institutions remains the reliable place to train people in the acquisition of knowledge in whatever endeavour (Aseidu, 2009).

To Teach the Bible

CRS as an academic field of study aimed at teaching the student the Bible contents. Rani (Ugbo, 2003) opines that the Bible is the master textbook and in fact, in most times, the title given to the subject was Bible. Gotan (2005) noted that all students reading CRS are mandated to have a copy of the

Bible, which most muslims find difficult to comply. However, the university remains the accredited place to obtain any kind of knowlegde to any level one can imagine.

To Teach Morals

The teaching of morals has been a long-standing aim recommended for teachers of Christian religious studies in secondary schools and other institutions of learning (McGrath, 2016). Morality is very important concept especially in this era of moral decadence all over the world. Moral education as over the years impacted largely through literature in the forms of legend about the gods and heroes of Greece (Gotan, 2005). Gotan admitted that in the Judeo-Christian tradition the link between morality and religions has been so close that people still regard them as inseparable. Gotan (2005) maintains that to admit logical distinction between religion and morality does not, however, mean that they are antagonistic realms of human experience or that their objectives are mutually exclusive.

To teach Catechesis or Christian Nature

The view that CRS aims at teaching catechesis or Christian nature underlies the frequent demand by the various churches that Christian religious studies in schools should be given to their adherents by teachers who are members of their own religious denomination. The view seeks to awaken, nourish and develop one's personal belief and to hand on the received tradition to build up the ecclesial community, (Mangan, 2006). Although, most religious educators today, however, insist that confessional teaching of religion is not appropriate in the school content, its parochial nature offers

scope for dealing with the practical problems of religious diversity in modern pluralistic societies.

Eluu (2011) maintained that Christian religious studies aim at making the children have faith in God, speak to Him in prayers, and trust Him for all their needs as they work and pray. Through the teaching of Christian Religious Studies, students take decisions and develop their mind on how to withstand the emotional problems associated with every day-to-day life. Christian Religious Studies, therefore, becomes a worthwhile school activity because of the values it has for the society.

Conceptual Framework

The study sought to investigate the influence of teachers' professional standards on students' attitude towards Christian Religious Studies. The conceptual framework explains that students' attitudes towards Christian Religious Studies is a dependent variable on the independent variables of teacher's professional standards like professional knowledge; professional values and attitudes; and professional practice. Therefore, a conceptual framework developed is illustrated in Figure 1.

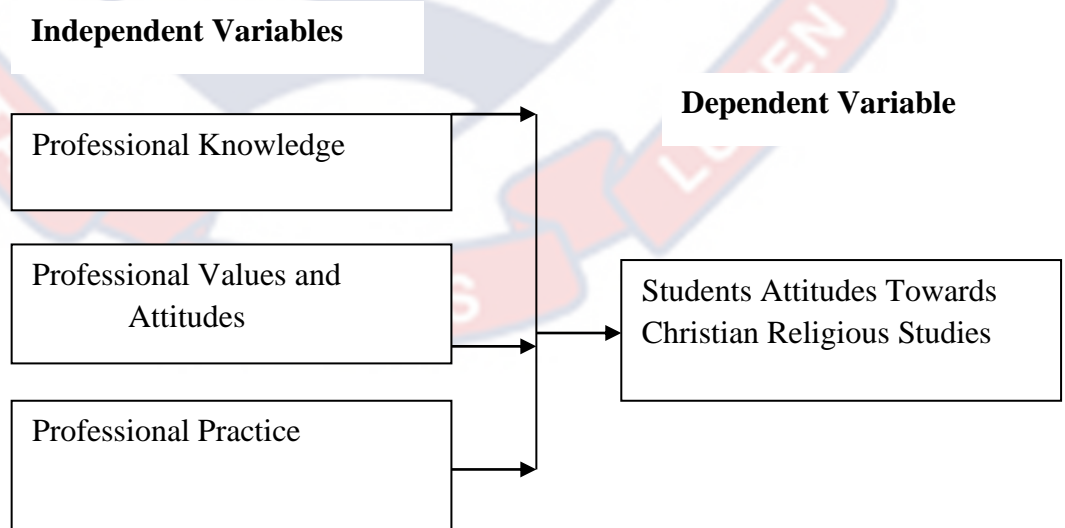


Figure 1: Conceptual Framework for the Study

As shown in Figure 1, the independent variables of teacher's professional standards in this study are professional knowledge, professional values and attitudes and professional practice. Teacher's professional standards (professional knowledge, professional values and attitudes and professional practice) were expected to influence students' attitudes towards Christian Religious Studies. If teachers possess high professional standards, then students will develop positive attitudes towards the study of Christian Religious Studies.

Professional knowledge of teachers in this study refers to mastery of subject content. This study therefore sought to establish whether the professional knowledge of teachers with regards to their level of mastery of subject content influences students' attitudes towards Christian Religious Studies. This implies that the more teachers possess mastery of subject content, the more students would develop positive attitudes towards the study of CRS. Students' positive attitudes towards the study of Christian Religious Studies would be manifested in the form of the positive perceptions they may have about the study of CRS and their desire to learn CRS, which may further culminate in higher academic achievement.

Also, teacher's professional standards in terms of professional values and attitudes was another independent variable in this study. Professional values and attitudes in this study refers to the dedication and commitment of CRS teachers to the teaching of the subject. Thus, this study sought to establish whether the professional practice of teachers with regards to their level dedication and commitment towards the teaching of the subject influences students' attitudes towards Christian Religious Studies. This

implies that the more teachers are dedicated and committed towards the teaching of CRS, the more students would develop positive attitudes towards the study of CRS. Students' positive attitudes towards the study of Christian Religious Studies would be manifested in the form of students enjoying the learning of CRS and students' view of CRS to be very useful in their day to day life activities, which may further lead to a higher academic performance.

Again, professional practice of teachers in this study refers to the teaching strategies employed by CRS teachers. This study therefore sought to find out whether the professional values and attitudes with regards to the teaching strategies that CRS teachers employ influences students' attitudes towards the study of Christian Religious Studies. This implies that the more teachers possess mastery of a repertoire of teaching strategies, the more students would develop positive attitudes towards the study of CRS. This may lead to low level of absenteeism during CRS lessons and low levels of anxiety among students during CRS examinations, and these may further lead to an enhancement in CRS students' academic performance.

Empirical Review

Professional knowledge of CRS Teachers

Teacher content knowledge is crucially important to the improvement of teaching and learning although, scant attention has been given to how teachers need to understand the subjects they teach. Researchers, educators and policy makers have turned attention to teacher subject matter knowledge and the assumption has often been that advanced study in the subject is what matters (Buabeng, Ntow, & Otami, 2020). Buabeng et al. (2020), in their research that focused on teacher education in Ghana, posited that teacher

training should focus on improving teachers' professional knowledge of specific subject areas they intend to teach.

Igbinoba and Marverlous (2015) also emphasised the need to train teachers to attain the teaching standard in order to be able to manage their class effectively, since it is very important in the teaching and learning process. They found a strong positive relationship between teachers' knowledge on the subject they teach and students' learning attitudes towards the subject and performance.

Ahmad, Said, Zeb, Sihatullah, and Rehman (2013), in their study to determine the effect of teacher's professional attitude on performance, established that there is a close relationship between teachers' professional attitude and their performance. The purpose of their study was to investigate the relationship between professional attitude of teachers and their teaching performance in the Malakand region. Questionnaire was used for data collection from 250 teachers randomly sampled from 50 boys' secondary school of the district. Analysis of data revealed that, there is close relationship between teachers' professional attitude and their performance. They also established that, teachers' professional knowledge on the subject they are teaching directly impact their performance in the teaching of the subject. However, the study discovered that, teachers in the sampled schools have less opportunities of professional training which may cause a critical gap in the current performance in the practices of the teachers in the sampled schools.

Assessment of the exhibition of CRS teachers' professional knowledge in class

A teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter (McMillan, 2014). Teachers who have comprehensive knowledge of their subject matters let their students actively participate in the lessons. These teachers are aware of the problems the students encounter while learning and are ready for any questions put by the students and the answers these teachers provide are not evasive or ambiguous. This is buttressed by Akaranga and Simiyu (2016) in their study on learners' performance in Christian Religious Education in Lelan Sub County in Kenya. They found that, the decline in the performance of students in the subject was majorly due to the Social Education and Ethics teachers in teaching Christian Religious Education which have affected teaching of the subject in many secondary schools in the region.

Hotaman (2010) work on "The teaching profession: knowledge of subject matter, teaching skills and personality traits", conducted in Yildz Technical University in Turkey, confirmed that there is a close relation between the fact that individuals who select teaching profession possess the knowledge of subject matter, teaching skills and suitable personality traits and whether the mission which is attributed to this profession is successfully fulfilled.

While Onovughe and Mordi (2017), in their position paper, observed that the use of unprofessional teachers to teach CRS in Nigerian schools have negatively affected the attitude of students towards the subject; Nwaomah (2011) paper on Christian Education in Nigeria, found out that the religious

polarity in the country is rather a bigger contributor to the lack of student interest in the CRS.

In a study carried out in ten randomly selected secondary schools in Shomolu local Government Area of Lagos State to examine the relationship between effective classroom management and students' academic achievement in physics subjects, Adeyemo (2012) observed that before a person is assigned to teach physics in the secondary school, he or she must have done physics or physics related course in the university; however, Akaranga & Simiyu (2016) in their study observed that, most CRS teachers schools in Lelan county in Kenya do not any degree in Christian Religion and as such are not able to effectively express themselves in the subject they teach. This have affected students' performance in the subject.

Preferred pedagogical and teaching strategies by CRS teachers

The general trend in the literature is that students' attitudes and behaviour have direct impact on their learning abilities, and the types of teaching styles that produce higher learning gains also positively impact student attitudes.

Specifically, it was found that interactive-engagement, relative to traditional-lecture, produce higher learning gains (Hake, 1998) and positive attitudinal effects (Perkins, Adams, Pollock, Finkelstein, & Wieman, 2005) and these effects have been demonstrated within the same study (Cahill, et al., 2014). These trends may contribute to the implicit assumption that student attitudes contribute to learning, but surprisingly little empirical evidence supports this assumption. A recent meta-analysis (Madsen, McKagan, & Sayre, 2015) examined, among other issues, the relationship between teaching

styles and student's learning and attitudes toward a particular subject. This meta-analysis included studies examining correlations among various combinations of pre-scores, postscores, and gains on attitude measures, but only one study (Perkins, Adams, Pollock, Finkelstein, & Wieman, 2005) directly analyzed the relationship between pre-semester attitudes and learning gains in the course. In educational research, it is particularly important to understand how a given result may change across different learning contexts.

Isukpa (2014) study sought to assess the effect of role play method on students' academic achievement and interest of students in CRS in Ebonyi Central Education Zone of Ebonyi State. It adopted quasi experimental design. The population of the study comprised of nine thousand one hundred and eighty-five (9185) in all the 48-government co-educational secondary schools in Ebonyi Central Education Zone, Ebonyi State. Purposive sampling technique was used to select one hundred and twenty (120) students from four co-educational schools. Mean and standard deviation was used to answer the research questions while analysis of co-variance (ANCOVA) was used to test the hypotheses at an alpha level of 0.05. The results of the data analyzed revealed that, there is a significant difference in the mean interest scores of students taught CRS using role-play method and lecture method in favour of group taught CRS using role-play method.

Kesmen and Mellemut (2022) examine the effects of Christian religious studies literacy on academic achievement with a particular reference to Quaan-pan Local Government Area of Plateau State of Nigeria. The study found out that the effects associated with Christian religious studies prompted this study and the mass failure of students in CRS is due to lack of relevant

effective teaching method for the subject. Lack of effective teaching method for CRS has also heightened a negative effect of students' attitude for the subject. They identified challenges ranging from poor understanding of pedagogical and theological aims of the subject, societal moral decadence, lack of passion and love for students and the job, poor communication technique to vast and abstract nature of the subject as contributors to the growing lack of interest in CRS by students.

Attitude of students towards CRS

Chukwuma (2017), in a study to examine the level of attitude of secondary schools' students toward career choice in Christian Religious Studies in IbesikpoAsutan Local Government Area found that, the lackadaisical attitude of students toward the subject is alarming. It was observed that, this attitude was portrayed by the number of students present during Christian Religion Knowledge class and their enthusiasm is low toward the subject. These, according to the study, are responsible for such negative attitude towards career choice in Christian Religious Studies.

In a study (Etete, 2021) to examine the effect of edutainment (Education and entertainment) on students' attitude in learning Christian Religious Studies, a total of 120 students was selected from a population of 4,550 students in 60 secondary schools in the study area. The non-randomized pre-test post-test experiment control group design was employed in the study. Result showed that, students' attitude towards CRS increased for an entertaining method of teaching. This follows the findings in Diaka, Jegede, Ogunode, and Philip Diaka (2021) that students see the CRS subject to be boring, hence the low interest in the subject.

Relationship between students' attitude and CRS teachers professional standard

Romanowski and Amatullah (2014) position on the use of professional standards suggests that standards solve educational problems and are in the best interests of teachers, students and the teaching profession. Every facet of the Teachers' Professional Standard is supposed to solve some educational problem and affect students' learning and achievements.

Darling-Hammond, Hyler, Gardner, and Espinoza (2017) established from their review that, teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to succeed in the 21st century. However, many teachers' professional development initiatives appear ineffective in supporting changes in teacher practices and student learning. They reviewed 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student attitudes towards learning. Their work identified features of these approaches and they concluded that well-designed and implemented professional development should be considered an essential component of a comprehensive system of teaching and learning that supports students to develop the knowledge, skills, and competencies they need to thrive in the 21st century.

Altaf and Saeed (2019) found out that planning of teachers' instruction according to the teaching standard has helped increase students' learning attitudes. They concluded that the National Teachers' Standard, introduced by the Pakistanian government in 2009 has so far helped improve the learning standard in most Government schools in Pakistan. Particularly, Asue and Kajo (2018) found out that there is high significant relationship

between students' attitude and CRS teachers' exhibition of high their professional standard.

Egeberg, McConney, and Price (2016) reviewed the conceptual and empirical research on classroom management to ascertain the extent to which there is consistency between the "advice" found in the research literature and the professional standards for teachers and initial teacher education, regarding knowledge and perspectives about effective classroom management and its impact on student learning attitudes. They found out that, in their Australian Education survey of 1200 beginning teachers, behaviour management was identified as the second most significant concern, after workload, for newly qualified teachers. They, therefore, emphasized that effective classroom management is so much more than just rules, rewards and consequences, and that a mastery of classroom management skills is not an end. They, therefore, recommend that the Teachers' Standard be strengthened.

Among the factors that contribute to student success in school, Student-teacher relationships were the third most significant contributor (Hattie, 2009). According to Jones, Jones and Vermette (2013), even though management of the learning environment is among the most cited, student-teacher relationships are the single most important component of classroom management and an essential part of creating a highly effective community of learners. Such relationships manifest themselves in every aspect of the classroom, from the curriculum to the choice of teaching methods. In Hattie's (2009) extensive review of over 800 meta-analyses, which included over 50,000 studies on 200 million students, 130 factors were considered to impact

student learning attitudes and it highlighted Student-teacher relationships as the third most important contributor to student learning behaviours.

Effect of classroom management on student learning attitude

Managing the classroom is a multifaceted and scientific process. Most of students' behaviours and attitudes towards a particular subject can be handled with the right classroom environment. Levin and Nolan (2010) observed that the structure of the classroom environment may influence student's behaviour and learning attitude in ways that does not always require teacher intervention but consideration of how the environment is organized. Many educational literature and empirical studies support the notion of an active supervision, creating a list of rules, lessons that teach behavioural expectations, and monitoring student progress, classroom schedule, classroom rules, and teacher-student interactions as measures to increase student positive attitude towards learning (Chung & Kim, 2010; Egeberg, McConney, & Price, 2016; Gordon, 2001). For example, Gordon 2001 observed that clear classroom expectations increase the likelihood that students will be successful in understanding what is expected of them which will have a positive impact on the student's attitude towards learning. The classroom schedule allows the class members and teacher to anticipate what will happen during a school day and the student is coming to class expecting a lot.

Seating arrangements have implications for teacher-directed instruction (Egeberg, McConney, & Price, 2016). In a research on students' efficacy and learning achievements, Munifar, et al. (2019)observed that, if given the option, students will often sit next to their friends, most who are similar to themselves and have the same interests and ability. In typical

situations, students who sit in the front of the classroom, in most cases, are more likely to receive reinforcement from the teacher. Teachers tend to direct most of their attention toward students in the front of the group because they are prone to actively participate in the lesson, answer questions, or make relevant comments. Students sitting in the back of the group often receive less attention and do not benefit equally from instruction. Therefore, the actual arrangement of the classroom directly impacts classroom instruction and interactions. Consequently, teachers should strategically plan seating arrangements.

Clear classroom expectations increase the likelihood that students will be successful in understanding what is expected of them. The classroom schedule allows the class members and teacher to anticipate what will happen during a school day. It is important that the schedule becomes predictable for students. Changing the schedule will decrease the likelihood of predictability and limit the students' ability to anticipate events during the day. If revisions are necessary, they should be announced and posted as soon as possible.

Developing classroom rules is a critical step toward increasing positive interactions and communicating in advance the expectations for classroom behavior and the consequences. Rules help teachers identify which behaviors to positively reinforce and define which behaviors will elicit approval from the teacher. Therefore, rules serve as an effective antecedent control technique when developed and implemented properly (Ahiauzu & Princewell, 2011). Classroom rules should also be linked to positive consequences and not exclusively to punishment and should be established at the beginning of the school year. It can be difficult for teachers to monitor and enforce more than

seven rules and therefore may be unreasonable to expect students to remember and comply with several rules at one time. Classroom rules should be readily available for easy reference and serve as a reminder to adhere to classroom expectations. Rules may be reviewed and revised as often as necessary to reinforce automaticity and student ownership. Consistency is a vital component of a comprehensive classroom management plan.

In an effort to create a positive learning environment, teachers can address problematic classroom behaviors by developing appropriate relationships with students that help them feel more comfortable in academic settings. Atuahene and Owusu-Ansah, (2013) examined teachers' expectations of student behavior. The results reiterated the importance of teacher student interactions. The researchers noted the importance of purposeful planning, and building effective communication and suitable relationships in an effort to promote positive behavior change at all grade levels. Suggestions for building appropriate teacher student relationships include talking to student in concrete terms, balancing praise and corrective feedback, identifying alternatives to appropriate behaviors, and understanding how cultural and linguistic differences impact peer and adult interactions in classroom settings (Akpen, Tetteh, & Adom, 2021)

At times, teachers may find themselves directing critical remarks toward a particular student. Teachers should speak to students in concrete terms, using vocabulary and syntax that is appropriate for the students' comprehension levels. It is important that teachers not only set up opportunities for students to be successful and praise their efforts but also take advantage of teachable moments to provide feedback and assist students with

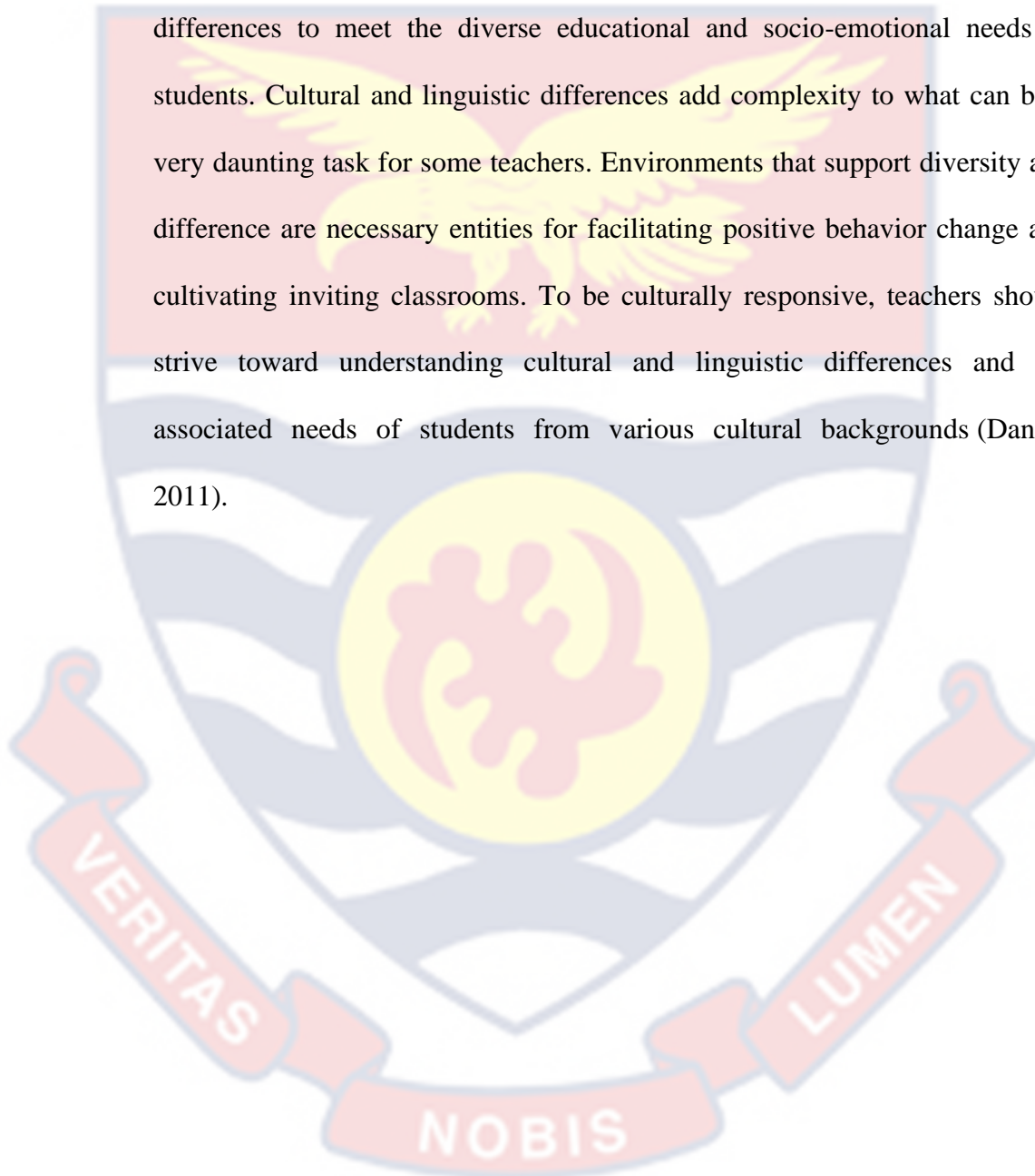
modifying classroom behavior that disrupts the learning environment. As a result, praise and criticism should be specific so that students can identify which aspects of their behavior are being addressed.

Helping students identify alternatives to inappropriate behaviors results in the promotion of positive behavior change. Teachers should keep in mind that the alternative behavior should be an incompatible behavior that serves the same function as the problematic classroom behavior. This decreases the likelihood that the student will be able to engage in the desired behavior and the problematic behavior at the same time. For example, a student cannot impulsively walk around that classroom and remain in an assigned area at the same time. To encourage more appropriate behavior that may serve the same function, the student can obtain permission to walk around in a designated area. By providing increased opportunities for engaging in the suitable alternative behavior that serves the same function, teachers will create learning environments that prompt positive behavior change. Creating opportunities for students to be successful will increase the likelihood that students will choose to engage in desirable behaviors and student efforts should be positively reinforced. Therefore, the alternative behavior should be just as rewarding as engaging in less than desirable behaviors.

Poor classroom management interferes with teaching and learning (Egeberg, McConney, & Price, 2016). Meeting the diverse learning needs of all students is a reality that teachers have to face. Gordon (2001) investigated teachers' beliefs on classroom management. The results supported what is commonly known, that teachers consistently identify classroom management as a major concern. Creating effective and positive

learning environments entails understanding non-cognitive differences and getting to know students.

Cahill, et al. (2014) suggested that teachers use culturally responsive instruction defined as responding proactively and empathetically to student differences to meet the diverse educational and socio-emotional needs of students. Cultural and linguistic differences add complexity to what can be a very daunting task for some teachers. Environments that support diversity and difference are necessary entities for facilitating positive behavior change and cultivating inviting classrooms. To be culturally responsive, teachers should strive toward understanding cultural and linguistic differences and the associated needs of students from various cultural backgrounds (Daniel, 2011).



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter deals with how the study was conducted. It focused on the research design employed, the study population, sample and sampling procedure. Sampling size, data collection instruments, validity and reliability of instruments, data collection procedure and data analysis procedure.

Research Paradigm

Research paradigm is determined with the aid of the motive of the studies (Cohen, Manion, & Morrison, 2002). Baltagi (2008) shows that during the process of taking decision on a research technique “it is right to pick that paradigm whose assumptions are excellently met by using the phenomenon being investigated. This is because a paradigm has an influence on how expertise is studied and interpreted (Dawson, 2002). Baltagi (2008) define a paradigm as loose series of logically related assumptions, standards or propositions that direct our wondering and research.

The current study is grounded in the positivism providing. Positivism is the study of social phenomenon in accordance with the principles underlying the natural sciences. Neuman (2004) indicated that because the positivists conduct research by assuming that the study of social world should be based on the same lines as in natural sciences, they are often inclined to view social reality as being made up of objective facts which can be measured precisely using statistical tools (Neuman, 2004). The positivist approach has been described by Giddens (2009) as an approach to research activity which is

based on the principle of direct observation, and can therefore, be explained by theoretical statements such as establishing causal, law-like generalizations. According to Comte (1970), by employing the positivist approach, the social researcher gains an understanding of the social world that assists him or her in predicting the behaviour of social phenomenon, and by so doing, the researcher is able to shape social life in a more progressive manner. Comte, who is believed to have coined the term positivist, sought to create an approach to the study of society that explained the laws surrounding social world in just the same way as natural science explained phenomenon in the physical world. Creswell (2013) adopted this position as a way of rescuing the social (moral) sciences from what he regarded as an unsatisfactory state. He believed that all scientific explanations have fundamentally the same logical structure.

According to Neuman (2004), the vast majority of positivist studies are quantitative, and positivists generally see experimentation as the ideal approach of social science research. The positivist also uses some quantitative techniques including surveys or existing statistics, but tend to see them as approximations of the experiment for situations where an experiment is impossible (Neuman, 2004). The use of questionnaires in this study allowed the researcher to deal with facts provided by the participants rather than feelings and emotions as used in other research paradigms. The researcher remained detached from the participants as they completed the questionnaires and sought to uncover the truth about the influence of teachers' professional standards on students' attitude towards Christian Religious Studies.

Research Design

This research used the descriptive survey which is the design that includes collecting data or information to be able to test hypothesis or find answers to research questions regarding the present status of a subject under study (Dawson, 2002). Leavy (2017) described this design as one that includes identifying the features of an observed fact and finding out likely correlations among two or more occurrences. Amedahe and Asamoah-Gyimah (2016), define research design as a researcher's overall plan for obtaining answers to the research questions or for testing the research hypothesis. Parahoo (1997, p.142) describes a research design as “a plan that describes how, when and where data are to be collected and analysed”. The essence of research design is to guide the researcher on the type of data to collect, how to collect, process and analyse them in order to answer the research questions.

The descriptive cross-sectional survey design was used for this study. The objectives of the study were basically to find out: the professional knowledge of Christian Religious Studies teachers in the New Juaben Municipality; the professional values and attitude that Christian Religious Studies teachers exhibit during their teaching and learning process; if the professional practises adopted by CRS teachers are effective enough to poise students' interest in Christian studies; the attitude of students towards CRS in the New Juaben Municipality; the relationship between teachers' professional knowledge and students' attitude towards CRS; and the relationship between the professional attitude of the CRS teachers' and students' attitude towards the subject in the New Juaben Municipalities.

A descriptive survey is a non-experimental design which deals with the characteristics of a sample at one point in time (Leavy, 2017). Surveys are traditional ways of conducting research. They are particularly useful for descriptive designs that seek to describe reality. Descriptive surveys tend to be cross-sectional. Cross sectional surveys are surveys that are carried out at a just one point in time. They provide a snapshot of what is happening in that group at that time.

The cross-sectional survey research design is adopted for the study because it will give the research the opportunity of generating data from students through their objective opinion obtained through administration of questionnaires. Data collection techniques in descriptive survey present several advantages as they provide a multifaceted approach for data collection. Surveys have internal and external validity. A survey which is based on some form of random sampling technique will produce a sample which is representative of the population under study and will produce findings which may be generalised to the wider population. Surveys are efficient because they can use a random sampling technique to recruit participants, relatively small sample sizes can be used to generate findings which can be used to draw conclusions about the whole population. They are thus, a very cost-effective way of finding out what people do think and want. Again, one can cover geographically large samples. Surveys can be undertaken using a wide range of techniques including postal questionnaires and telephone interviews. This means that participants who are widely dispersed can be accessed and included in the sample.

Also, surveys have ethical advantages. Since most surveys do not expose individuals to possibly invasive techniques or withhold treatment, they may be considered more ethical, since the individuals included in a study will merely be exposed to events that occur in the real world and would have taken place anyway.

Even though this design is appropriate for the study. It does not go without problems. Burns and Grove (1999) are of the View that the difficulties using the survey design include: ensuring that the questions are clear and not misleading. Getting the respondents to answer the questions honestly and thoroughly and getting enough of the questionnaires completed and returned. With these difficulties in mind the researcher made sure that she made clear statements in the questionnaires through pilot testing and content validity before they were administered. Again, questionnaires were administered personally to ensure a high return rate.

The descriptive survey design has the objectives on analyzing, explaining and documenting a phenomenon as it naturally occurs and in this case are the CRS teachers and CRS students in the New Juaben Municipality.

Population

The study was conducted in the New Juaben Municipality in the Eastern Region. The study covered all teachers and all Christian Religious Studies students of the eight government Senior high schools in the Municipality. The schools were: Oti Boateng Senior High School, Ghana Senior High School, New Juaben Senior High School, Pope John Senior High School/Minor Seminary, Pentecost Senior High School, Oyoko Methodist Senior High School, Seventh Day Adventist Senior High School and

Koforidua Sen. /Tech. The population included all Christian Religious Studies teachers and all form one (1) and form two (2) General Arts Senior High School students who offer Christian Religious Studies in the New Juaben Municipality. The reason for choosing these groups of respondents is that at the time of data collection, the third-year students were writing their West African Secondary School Certificate Examination (WASSCE) while the form one (1) and form two (2) Students were available. There was a population of 30 CRS teachers and 2500 Christian Religious Studies students in form one and two in all the eight senior high Schools in New Juaben Municipality (New Juaben Municipal Education Office, 2020).

Sample and Sampling Procedure

Baltagi (2008) indicated that for descriptive studies, a larger sample size produces desirable results to generalise over the population. All 30 CRS teachers were included in the study and out of the 2500 SHS students in New Juaben Municipality, 335 students were sampled based on the population in each of eight Senior High School in New Juaben Municipality. Therefore, the sample size was determined based on Krejcie and Morgan (1970) table for determining sample size.

According to Krejcie and Morgan (1970) out of 2,500 population 335 respondents is representative. However, the researcher included 61 students for inconveniences sake. Therefore, a sample size of 396 out of a total population of 2500 students was considered large enough to produce the desired results and allow for generalisation of the findings over the population.

The respondents for the study were selected using the proportionate random sampling technique. This technique gave all respondents in the

population an equal chance of being selected (Shaughnessy, Zechmeister, & Jeanne, 2011). This technique allows for equal representation from identified subgroups within the population based on the proportions of the population contributed by each subgroup. Therefore, the population of each school was divided by the entire population and multiplied by the sample size (396) to arrive at the sample size for each of the schools.

Table 1 summarizes the population and selection of sample for the various schools using proportionate sampling technique.

Table 1: Table of Population and Sample Size

Name of the School	Male	Female	Population	Sample Size
Oti Boateng Senior High School	168	154	322	52
Ghana Senior High School	146	194	340	54
New Juaben Senior High School	152	163	315	50
Pope John Senior High School/Minor Seminary	313	0	313	49
Pentecost Senior High School	140	127	267	42
Oyoko Methodist Senior High School	222	244	466	74
Seventh Day Adventist Senior High School	132	121	253	40
Koforidua Sen. /Tech. School	160	64	224	35
Total	1433	1067	2500	396

Source: Ghana Education Service, New Juaben Municipality (2022)

Data Collection Instrument

Data collection is an important aspect of any research study. Inaccurate data collection can significantly impact on the results of a study and ultimately lead to misleading results and conclusions (Burns & Grove, 1999). The study

relied on primary data. The instrument used for data collection is questionnaire and they are easy to administer, friendly to complete and fast to score and therefore take relatively very little time of researchers and respondents. Additionally, questionnaires are valuable methods of collecting a wide range of information from many individuals or respondents. The key to getting the right data depends on the questions that are set. Every well-structured questionnaire contained either close, open-ended or both types of questions (Sanders. 1997).

Two types of questionnaires (for teachers and students) were used for the study. The CRS teachers' questionnaire consisted of 'Section A' which was about their Personal background information and had four items. 'Section B' was about the Professional Knowledge of the teacher and contained eight items. 'Section C' was on Professional attitude and values exhibited during teaching and learning which also had 22 items. Lastly, Section D contained 25 items on Professional skills and teaching strategies adopted by CRS teachers in the Municipality. In total, CRS teachers' questionnaire had 55 items. The students' questionnaire was made up of three sections with 29 items. Section A was on General information about the student and had two items; Section B was on Problems encountered in learning CRS and contained five items; Section C had 22 items on students' feelings towards learning and performance in CRS.

Validity and Reliability of Instruments

The research instruments were subjected to a validity and reliability test. The questionnaire was given to my supervisor to ascertain how they met face and content validity. The suggestions as given by my supervisor were

used to effect the necessary changes to improve upon the instrument. A pilot test of the instrument was conducted in Mankrano Senior High and Adugyama Senior High School, whereby the questionnaires were administered to thirty (30) students selected from these two schools. The AhafoAno Southwest District and the AhafoAno Southeast District, where these two secondary schools are located, has the same cosmopolitan characteristics as the New Juaben Municipality. Moreover, the two districts were picked in order to represent the obvious characteristics – traders, clerical workers and businessmen – that exist in the New Juaben Municipality. The secondary schools also bare similar characteristics in terms of having students from different parts of the country. Also, students and teachers all over the country use the same CRS syllabus and prepare for the same WASSCE at the same time. It is expected that, the standard of the CRS teacher in any secondary school in these districts is same for any CRS teacher in any secondary school in the country. The teachers from both regions have similar characteristics in terms of qualifications. The data gathered were analyzed and the Cronbach's alpha established for each of the items that fall under the three research questions. The values of Cronbach's alpha of 0.75 for teachers' questionnaires as well as 0.79 for the students' questionnaires were obtained. According to Dawson (2002), such a reliability coefficient is said to be respectable. Therefore, the instrument was considered reliable and appropriate to collect the relevant data to answer the questions posed. Also, Gravetter and Forzano (2000, p. 17), posited that "For research purposes a useful rule of thumb is that reliability should be at 0.70 and preferably higher".

Data Collection Procedure

In order to ensure a high return rate, the instruments were administered personally by the researcher. In preparation for data collection, the researcher obtained an introductory letter from the Institutional Review Board of the University of Cape Coast. Copies of the letter were submitted to Head teachers at the sampled schools for permission to collect data. The purpose of this introductory letter was to solicit for cooperation and to create rapport between the researcher and the respondents for the study. A discussion was held with the CRS teachers and head of Arts Departments of the various secondary schools selected for the study to agree on a convenient time to administer the instrument. The CRS teachers and students were guided in this process to ensure that the right responses are given. This process was completed within 8 weeks.

Data Processing and Analysis

This study sought to investigate the influence of teachers' professional standards on students' attitude towards Christian Religious Studies in the New Juaben Municipality. To address the research questions formulated to guide the study, quantitative techniques (e.g. frequencies, percentages, means and standard deviations) were employed in the analysis of the data. Specifically, the background characteristics of the respondents were analysed using the frequency counts and simple percentages. Research questions 1-4 were analysed using means and standard deviation. Research hypothesis was analysed using multiple regression analysis. Data was processed using the Statistical Package for Social Sciences [SPSS] (version 26).

Ethical Considerations

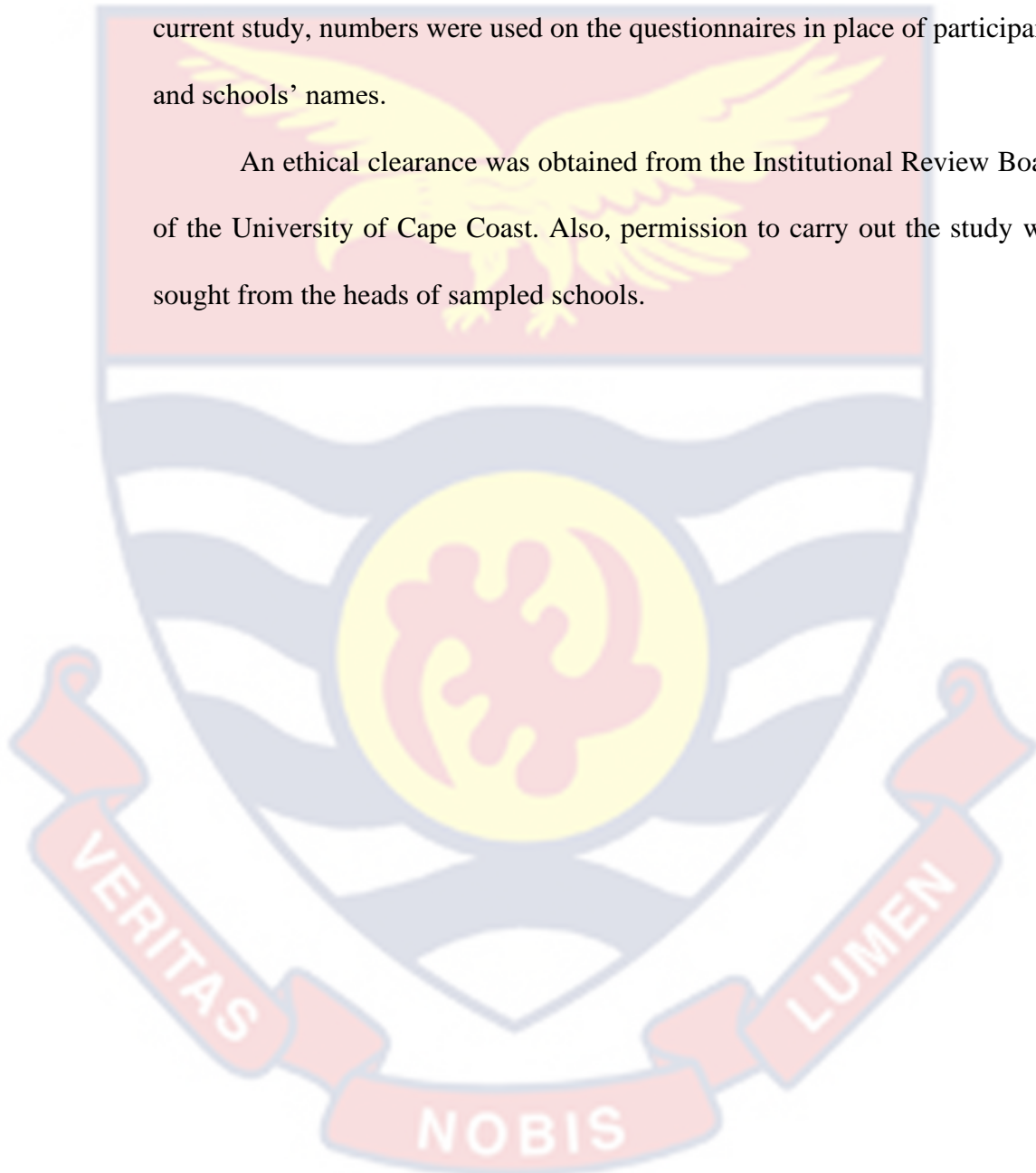
Research ethics are about identifying certain norms and standards of behaviour that researchers are expected to follow (Connolly, 2003). In carrying out this study, the researcher took cognisance of the ethical guidelines in order to protect the participants and the researcher. The following ethical issues were addressed: informed consent, confidentiality, anonymity, permission and harm to participants.

According to Baloch and Shah (2014), informed consent implies the agreement to participate in research after learning about the study, including possible risks and benefits. This implies that the participants must be aware of what the research entails and how they are going to benefit from the research. The respondents were given time to consider the risks and benefits of being involved in this research and decide whether to take part without being coerced. Participants were also informed of all the benefits and risks of the study. The participants were told about the general nature of the study as well as about any potential harm or risk that the study may cause.

Cohen et al. (2011) defined confidentiality as not disclosing information from the participant in any way that might identify that individual or that might enable the individual to be traced. The researcher used coding abstracted data with unique identifiers rather than names and masking features of specific cases, institutions or settings that may make them recognisable even without names (WHO, 2013). The researcher considered the way the data would be protected from unauthorised persons. Passwords were also used to protect the data on soft copies.

Anonymity means that we do not name the person or research site involved but in research it is usually extended to mean that the study will not include information about any individual or research site that will enable that individual or research site to be identified by others (Walford, 2005). In the current study, numbers were used on the questionnaires in place of participants and schools' names.

An ethical clearance was obtained from the Institutional Review Board of the University of Cape Coast. Also, permission to carry out the study was sought from the heads of sampled schools.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This work explored the influence of teachers' professional standards on students' attitude towards Christian Religious Studies in the New Juaben Municipality in the Eastern region of Ghana. All the thirty (30) CRS teachers in the municipality were used for the study. However, a total of 396 students in the municipality were used for the study. However, a total of 396 students were sampled out of the 2500 CRS student population in the municipality to respond to the questionnaires. The response rate for the questionnaires given to both teachers students was 100%. Every questionnaire given out was monitored and submitted.

Teachers' Demographic Data

Demographic features describe unique characteristics of participants that differentiate each participant from the other. Age, gender and educational status are some demographic characteristics investigated. Details on personal and demographic characteristics of teacher respondents are shown in Table 2.

Table 2: Demographic Data of Teachers

Variable	Subscale	No.	%
Gender	Male	17	56.7
	Female	13	43.3
Age group (years)	20 – 29 years	2	6.7
	30 – 39 years	17	56.7
	40 – 49 years	8	26.6
	50 – 59 years	3	10.0
Educational Qualification	Bachelor's degree	19	63.3

Table 2 Continued

	Master's degree	11	36.7
Professional Qualification	None	3	10.0
	Diploma in Basic Education	5	16.7
	PGCE/PGDE	5	16.7
	B.Ed.	11	36.7
	M. Ed./M.Phil	6	19.9
Experience in Teaching (in years)	1 – 5 years	12	40.0%
	6 – 10 years	7	23.4%
	11 – 15 years	6	19.9%
	16 years and above	5	16.7%

Source: Field data (2022)

Table 2 showed that all the 30 CRS teachers in the selected secondary schools in the New Juaben Municipality were involved in the study. This represents a return rate of 100.0%. The data showed that the majority (56.7%) of the CRS teachers who were involved in the study were males. This follows the findings of Olademo (2012) that in the teaching of religious studies (Islamic and Christian) in Nigeria, males are dominant and they are regarded more as role models than their female counterparts. In terms of age, the majority (56.7%) of the CRS teachers were between 30-39 years. Again, it is evident from Table 2 that most (63.3%) had bachelor's degree as their educational qualification. Also, the majority (36.7%) of the CRS teachers had Bachelors Degree in Education as their professional qualification. Concerning the teaching experience of the CRS teachers, it was realised that, most (40.0%)

of them had taught between 1-5 years. This observation could reflect in the professional standard of the CRS teachers, since Altaf and Saeed (2019) observed that teaching experience have a direct relationship with the profession attitude of teachers. Table 3 presents the gender characteristics of the CRS students who were involved in the study.

Table 3: Demographic Data of Students

Variable	Subscale	No.	%
Gender	Male	175	44.2
	Female	221	55.8

Source: Field data (2022)

Table 3 showed that 44.2% of the CRS students were males whereas 55.8% were females. Thus, the majority of the CRS students who were involved in the study were females.

Having analysed and discussed the socio-demographic characteristics of the respondents (students and teachers), the subsequent sections of this chapter is dedicated to examining the objectives and hypothesis that guided the study. This section presents the results and discussions of data collected to answer the four research questions and one (1) hypothesis formulated to guide the study. It comprised data from the questionnaires.

Professional Knowledge of Christian Religious Studies Teachers

Research Question One: What is the professional knowledge and qualification of Christian Religious Studies teachers in the New Juaben Municipality?

The research objective sought to find out the professional knowledge and qualification of Christian Religious Studies teachers in the New Juaben

Municipality. The professional knowledge of teachers was tested by finding out their knowledge in eight main educational related courses that define the professional level of any teacher. Table 4 showed the result obtained from the questionnaire responses. The table showed that all teachers responded to every item that measured the extent of their professional knowledge.

Table 4: Professional Knowledge of CRS Teachers

Professional Knowledge	M	SD
Assessment in education	1.77	.42
Special needs education	1.36	.74
Psychology of education	2.19	.31
Curriculum in education	2.71	.42
Statistics in education	3.69	.39
Social/Philosophical Foundations of education	2.10	.57
Curriculum studies in Religious and Moral Education	2.14	.65
Methods of teaching Religious Studies/ Moral Education	2.46	.93

Source: Field Data (2023)

1 = Low extent;

2 = Moderate extent;

3 = High exten

Mean of means = 2.30

Mean of standard deviation = .55

Table 4 sought to find out the professional knowledge of CRS teachers in the New Juaben Municipality. The means and standard deviation were obtained based on the responses recorded for each of the items on the

questionnaire that were given to the CRS teachers. The computation was done with the use of the Statistical Package for Service Solutions version 26. The coding of the items was done in line with the scale provided under Table 4 (1= Low Extent; 2=Moderate Extent; 3= High Extent). A mean of means of 2.30 and a mean of standard deviation of .55 that were realized indicate that, to a moderate extent, the CRS teachers in the New Juaben Municipality possessed professional knowledge. Further discussions of individual items are presented in the paragraphs below.

From Table 4, a mean of 1.77 and a standard deviation of .42 were achieved for the statement: “Assessment in education”. This means that, to a moderate extent, the students possessed knowledge in assessment in education. Again, when the respondents were asked whether they possessed knowledge in special needs education, a mean of 1.36 and a standard deviation of .74 were obtained for this item. So it goes that, to a low extent, the teachers possessed knowledge in special needs education. It should be noted that, students who are into special education programme take in-depth courses in special needs education (Buabeng, Ntow, & Otami, 2020). It is therefore not surprising to have very few of the respondents having knowledge in that course. Also, from Table 4, the CRS teachers indicated that, to a moderate extent, they possessed knowledge in psychology of education. This is evidenced by the mean score of 2.19 and a standard deviation of .31 for this item. The mean is approximately 2 (to a moderate extent) according to the scale under Table 4. Regarding the statement; “Curriculum in education”, the majority of the CRS teachers indicated “to a high extent” to the statement. This can be seen from the mean of 2.71 and a standard deviation of .42 that

were realized. Thus, to a high extent, the majority of the CRS teachers possessed knowledge in curriculum in education. This finding supports that of Buabeng et al. (2020) who in their research that focused on teacher education in Ghana, posited that teacher training should focus on improving teachers' professional knowledge of specific subject areas they intend to teach. This resonates with Onovughe and Mordi (2017), in their position paper, they observed that the use of unprofessional teachers to teach CRS in Nigerian schools have negatively affected the attitude of students towards the subject. A mean of 3.69 and a standard deviation .39 were recorded for the item "Social/Philosophical Foundation of education". This means that, to a moderate extent, the majority of the CRS teachers possessed knowledge in Social/Philosophical Foundations of education. This is because the mean falls on scale 2 (to a moderate extent) looking at the scale under Table 4. The finding depicts that, to a moderate extent, most of the CRS teachers possessed knowledge in curriculum studies in Religious and Moral Education. With a mean of 2.14 and a standard deviation of .65 it could be concluded that the mean falls into the scale of 3 (to a moderate extent). Again, when the respondents were asked whether they possessed knowledge in methods of teaching Religious Studies/Moral Education, they indicated "to a high extent". Here, a mean of 2.46 and a standard deviation of .93 were obtained for this item showing to a high extent, the respondents possessed knowledge in Methods of teaching Religious Studies/ Moral Education.

From the above discussions, it can be concluded that, the CRS teachers possessed professional knowledge to a moderate extent. This hinges on the findings that, to a moderate extent, the CRS teachers possessed knowledge in

assessment in education, psychology of education, social and philosophical foundation of education and curriculum studies in Religious and Moral Education. To a high extent, the CRS teachers possessed knowledge in Methods of teaching Religious Studies/ Moral Education, Statistics in Education and Curriculum in education. However, to a low extent, the CRS teachers possessed knowledge in assessment in education.

Professional Values and Attitude of Teachers

Research Question Two: What professional values and attitude do Christian Religious Studies teachers exhibit during teaching and learning process in the New Juaben Municipality?

The research objective is to find out the professional values and attitude that Christian Religious Studies teachers exhibit during teaching and learning process in the New Juaben Municipality. The professional values were measured using what the teacher has that critically and collectively reflects to improve teaching and learning. Teachers' view on their content knowledge is rated in table 5.

Table 5: Professional Values of Teachers

Statements	M	SD
I improve upon my personal and professional development through lifelong learning and continuous professional development.	2.78	.69
I critically and collectively reflect to improve teaching and learning.	3.98	.72
I am guided by legal and ethical teacher codes of conduct in my development as a professional teacher.	4.37	.65

Table 5 Continued

I have all materials related to teaching of the subject	4.06	.55
I familiarize with the education system and key policies guiding it	4.14	.93
I have comprehensive knowledge of the official school curriculum, including learning outcomes.	3.94	.39
I understand how children develop and learn in diverse contexts and applies this in my teaching.	4.17	.57
I take account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.	4.46	.34

Source: Field Data (2022)

1 = Strongly Disagree;

2 = Disagree;

3 = Neutral;

4= Agree;

5= Strongly Agree

Mean of means = 3.99

Mean of standard deviation = .61

A mean of means of 3.99 and a mean of standard deviation of .61 that were realized indicate that, most of the CRS teachers in the New Juaben Municipality agreed to the statements that were posed to them to find out their professional values. The means and standard deviation were obtained based on the responses recorded for each of the items on the questionnaire that were given to the CRS teachers. The computation was done with the use of the Statistical Package for Service Solutions version 26. The coding of the items was done in line with the scale provided under Table 5 (1= Strongly Disagree; 2=Disagree; 3= Neutral; 4=Agree; and 5= Strongly Agree).

In line with the statement; “improve upon my personal and professional development through lifelong learning and continuous professional development”, it was found out that a significant majority of the respondents were neutral to the statement. As posited by McMillan (2014), a teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter. This resonates in Akaranga and Simiyu (2016) in their study where they observed that most CRS teachers in schools in Lelan county in Kenya are not able to effectively express themselves in the subject they teach because they do not have any degree in Christian Religion. A mean of 2.78 and a standard deviation of .69 were attained. Though the mean is higher than the mean of means of 4.06, it can be said that there were variations in the responses recorded for the item due to the high standard deviation that was obtained which was higher than the mean of standard deviation .61. A further work by Hanifah, Hashim, and Saleh Yazid (2019) showed that teachers’ professional values established depicts the value of the teacher because it ensures the effectiveness of the teacher.

Also, a mean of 3.98 and a standard deviation of .72 clearly indicate that the CRS teachers critically and collectively reflect to improve teaching and learning. Also, the majority of the respondents agreed that, they are guided by legal and ethical teacher codes of conduct in my development as a professional teacher. A mean of 4.37 and a standard deviation of .65 were attained for this item and this falls within the option 4 (agree) when approximated to the nearest whole number looking at the scale under Table 5. In connection with the statement, “I have all materials related to teaching of the subject”, the majority of the respondents agreed to it. The item recorded a

mean of 4.06 and a standard deviation of .55 which falls under the scale of 4 meaning the respondents agreed to the statement. Hanifah, Hashim, and Saleh Yazid (2019) established that, teacher's practice and content knowledge can be a great tool for developing students' interest in class and a particular subject. In line with the statement; "I familiarize with the education system and key policies guiding it", a mean of 4.14 and a standard deviation of .93 was recorded meaning to a large extent, the respondents agreed to the statement. Converting the mean to the nearest whole number it could be seen that the mean falls at 4 which depicts that they agreed to the statement.

As to whether CRS teachers have comprehensive knowledge of the official school curriculum, including learning outcomes, a mean of 3.94 and a standard deviation of .39 were obtained clearly showing that the respondents agreed to the statement. Concerning whether CRS teachers understand how children develop and learn in diverse contexts and applies this in their teaching, a mean of 4.17 and a standard deviation of .57 were realised. Hence a greater proportion of respondents to a large extent support the claim that they understand how children develop and learn in diverse contexts and applies this in their teaching. Regarding whether CRS teachers take account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching, the majority of the respondents strongly agreed to this statement. With this, a mean of 4.46 and a standard deviation of .34 were realised. The mean falls on option 5 (strongly agree) looking at the scale under Table 5.

Table 6 presents the professional attitudes of the CRS teachers.

Table 6: Professional Attitudes of Teachers

Statements	M	SD
I dress decently and present myself in the most acceptable way.	2.30	.49
I am receptive and ready to attend to students at any opportunity.	2.90	.55
I do have complete control over class discipline.	2.87	.76
My focus is on student learning and behaviour change.	2.92	.49
I present myself as a good role model to my students	2.76	.87
I engage positively with other teachers	2.84	.83

Source: Field Data (2022)

1 = Low extent;

2 = Moderate extent;

3 = High exten

Mean of means = 2.76

Mean of standard deviation = .67

Table 6 sought to find out the professional attitudes of CRS teachers in the New Juaben Municipality. The means and standard deviation were obtained based on the responses recorded for each of the items on the questionnaire that were given to the CRS teachers. The computation was done with the use of the Statistical Package for Service Solutions version 26. The coding of the items was done in line with the scale provided under Table 6 (1= Low Extent; 2=Moderate Extent; 3= High Extent). A mean of means of 2.76 and a mean of standard deviation of .67 that were realized indicate that, to a high extent, the CRS teachers in the New Juaben Municipality possessed professional attitudes. Further discussions of individual items are presented in the paragraphs below.

A mean of 2.30 and a standard deviation of .49 were achieved for the statement: “I dress decently and present myself in the most acceptable way”. This means that, to a moderate extent, the CRS teachers dressed decently and present themselves in the most acceptable way. This finding concurs with that of Davis, Clarke and James (1992) who established that students tend to respect teachers in formal dresses than those in casual dresses. Again, when the respondents were asked whether they are receptive and ready to attend to students at any opportunity, a mean of 2.90 and a standard deviation of .55 were obtained for this item. So it goes that, to a high extent, the CRS teachers are receptive and ready to attend to students at any opportunity. Also, from Table 6, the CRS teachers indicated that, to a high extent, they do have complete control over class discipline. This is evidenced by the mean score of 2.87 and a standard deviation of .76 for this item. The mean is approximately 3 (to a high extent) according to the scale under Table 6.

Regarding the statement; “My focus is on student learning and behaviour change”, the majority of the CRS teachers indicated “to a high extent” to the statement. This can be seen from the mean of 2.92 and a standard deviation of .49 that were realized. Thus, to a high extent, the majority of the CRS teachers focus on student learning and behaviour change. A mean of 2.76 and a standard deviation .87 were recorded for the item “I present myself as a good role model to my students”. This means that, to a high extent, the majority of the CRS teachers present themselves as a good role model to their students. This is because the mean falls on scale 3 (to a high extent) looking at the scale under Table 6. This is in line with that of Harold (1993) who pointed out that, teachers are role models and that their

personality has a great role to play in school discipline when he said that young children were attracted by the outer charm and repelled by the shabby look of the teacher. The finding depicts that, to a high extent, most of the CRS teachers engage positively with other teachers. With a mean of 2.84 and a standard deviation of .83 it could be concluded that the mean falls into the scale of 3 (to a high extent).

It can be concluded that, CRS teachers possessed a high sense of professional values and attitudes. In terms of professional values, the CRS teachers: critically and collectively reflect to improve teaching and learning; are guided by legal and ethical teacher codes of conduct in my development as a professional teacher; have all materials related to teaching of the subject; and familiarize with the education system and key policies guiding it. However, the CRS teachers were neutral as to whether they improve upon their personal and professional development through lifelong learning and continuous professional development. In terms of professional attitudes, the CRS teachers to a high extent: were receptive and ready to attend to students at any opportunity; had complete control over class discipline; focused on student learning and behaviour change; presented themselves as a good role models to their students; and engaged positively with other teachers.

Teachers' Professional Practices

Research Question Three: What are the professional practices adopted by Christian Religious Studies teachers in the New Juaben Municipality?

The third objective of this study was to find out the professional practice adopted by Christian Religious Studies teachers in the New Juaben Municipality. Eight items were rated on a five Likert scale to test the teaching

strategies adopted by CRS teachers. These items described the teaching environment, the pedagogical skills and his ways of assessment. The result from the responses of teachers is shown in Table 7.

Table 7: Teaching Strategies of CRS Teachers

Statement	M	SD
Teacher communicates the objectives of a topic to learners at the start of lesson.	4.10	.83
Teacher relates pupils' relevant previous knowledge to current topic(s) being taught.	3.90	.92
Teacher can probe pupils' reasoning and answers.	4.25	.83
CRS lessons incorporate tasks, roles and interactions	3.87	.81
Teacher encourages pupils to talk and share ideas relating to the topic under consideration.	4.40	.87
Teacher chooses and varies assessment tools and methods for instructional decisions	4.10	.46
Entire class was engaged in the same activities at the same time.	3.97	.83
Groups of students were engaged in different activities at the same time.	2.65	.49

Source: Field Data (2022)

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral;

4 = Agree; 5 = Strongly Agree

Mean of means = 3.91

Mean of standard deviation = .76

A mean of means of 3.91 and a mean of standard deviation of .76 were realized and this indicates that, most of the CRS teachers in the New Juaben Municipality agreed to the statements that were posed to them to find out the teaching strategies they adopt. The means and standard deviation were obtained based on the responses recorded for each of the items on the questionnaire that were given to the CRS teachers. The computation was done with the use of the Statistical Package for Service Solutions version 26. The

coding of the items was done in line with the scale provided under Table 7 (1= Strongly Disagree; 2=Disagree; 3= Neutral; 4=Agree; and 5= Strongly Agree).

In line with the statement; “Teacher communicates the objectives of a topic to learners at the start of lesson”, it was found out that a significant majority of the respondents agreed to the statement. A mean of 4.10 and a standard deviation of .83 were attained. Though the mean is higher than the mean of means of 3.91, it can be said that there were variations in the responses recorded for the item due to the high standard deviation that was obtained which was higher than the mean of standard deviation .76. One practice that depicts a good teacher is to communicate the objectives of the topic to be treated to learners before the start of the lesson (Asare-Danso & Mensah, 2021). Also, a mean of 3.90 and a standard deviation of .92 clearly indicate that the CRS teachers relate pupils’ relevant previous knowledge to current topic(s) being taught. Also, the majority of the respondents agreed that, they can probe pupils’ reasoning and answers. A mean of 4.25 and a standard deviation of .83 were attained for this item and this falls within the option 4 (agree) when approximated to the nearest whole number looking at the scale under Table 7. In connection with the statement, “CRS lessons incorporate tasks, roles and interactions”, the majority of the respondents agreed to it. The item recorded a mean of 3.87 and a standard deviation of .81 which falls under the scale of 4 meaning the respondents agreed to the statement. In line with the statement; “Teacher encourages pupils to talk and share ideas relating to the topic under consideration”, a mean of 4.40 and a standard deviation of .87 was recorded meaning to a large extent, the respondents agreed to the statement.

Converting the mean to the nearest whole number it could be seen that the mean falls at 4 which depicts that they agreed to the statement.

As to whether CRS teachers choose and vary assessment tools and methods for instructional decisions, a mean of 4.10 and a standard deviation of .46 were obtained clearly showing that the respondents agreed to the statement. Due to the vast and abstract nature of the subject, the varying of assessment tools and methods, according to Kesmen and Mellemut (2022), will help the CRS teacher measure the level of understanding of his students. Concerning whether CRS teachers engage entire class in the same activities at the same time, a mean of 3.97 and a standard deviation of .83 were realised. Hence a greater proportion of respondents to a large extent support the claim that they engage the entire class in the same activities at the same time. Regarding whether groups of students were engaged in different activities at the same time, the majority of the respondents were neutral about the statement. With this, a mean of 2.65 and a standard deviation of .49 were realised. The mean falls on option 3 (neutral) looking at the scale under Table 7. This finding confirms that of Chung and Kim (2010) who indicate that, obviously teaching activities that involves students' activities are painstaking and involves managing the class environment. Asue and Kajo (2018) posited that, most teachers of CRS want to shy away from such teaching activities and focus on the lecture method because of the nature of the subject which is more of storytelling.

It can be concluded that, the CRS teachers adopted a number of teaching strategies in teaching the subject. This is because, they indicated that, they: communicate the objectives of a topic to learners at the start of lesson;

relate pupils' relevant previous knowledge to current topic(s) being taught; probe pupils' reasoning and answers; and ensure that CRS lessons incorporate tasks, roles and interactions. Again, the CRS teachers: encourage pupils to talk and share ideas relating to the topic under consideration; choose and vary assessment tools and methods for instructional decisions; and engage entire class in the same activities at the same time. However, the CRS teachers were unsure as to whether groups of students were engaged in different activities at the same time.

Students' Attitude towards CRS

Research Question Four: What is the attitude of students in the New Juaben Municipality towards Christian Religious Studies?

The fourth objective of this study was to find out the attitude of students towards CRS in the New Juaben Municipality. Table 8 presents the responses of CRS students who were involved in the study.

Table 8: Students' Attitudes towards CRS as a subject

Statements	M	SD
I enjoy learning Christian Religious Studies.	4.85	.58
Christian Religious Studies classes/ lessons are not interesting.	1.28	.35
I would like to continue doing Christian Religious Studies after completing secondary school education.	3.30	.57
It is difficult to understand Christian Religious Studies.	1.34	.72
Christian Religious Studies is very useful in life.	4.54	.54
I think it is the teacher who can make learning of Christian Religious Studies easier.	4.72	.83
Among the subjects, Christian Religious Studies is my favourite.	4.31	.64
I am given a lot of unnecessary Christian Religious	1.18	.36

Table 8 Continued

Studies assignments.		
I am well provided with Christian Religious Studies textbooks and other learning resources.	4.35	.58
I feel extremely anxious and disturbed, when Christian Religious Studies examinations are mentioned.	1.22	.28
Christian Religious Studies should not be a compulsory subject.	1.34	.73
I do a lot of Christian Religious Studies exercises on my own or with a friend.	4.39	.51
Christian Religious Studies is difficult to learn.	1.35	.49
Learning Christian Religious Studies is just remembering what the teacher says and does while in class.	4.28	.69
The best way to learn Christian Religious Studies is to discover a concept by oneself.	4.30	.58
My grades (marks) are always low in Christian Religious Studies.	1.40	.39
I do Christian Religious Studies for the sake of it.	1.37	.32
I like my Christian Religious Studies teacher.	4.58	.50
My friends don't like learning Christian Religious Studies.	1.28	.29
My parents and siblings encourage me to learn Christian Religious Studies and to perform well in the subject.	4.30	.47
Being a girl or a boy interferes with my learning and my performance of Christian Religious Studies.	1.39	.28
I learn Christian Religious Studies well regardless of the gender of my teacher.	4.56	.53

Source: Field data (2022)

1 = Strongly Disagree;

2 = Disagree;

3 = Neutral;

4= Agree;

5= Strongly Agree

Mean of means = 2.98

Mean of standard deviation = .51

From Table 8, a mean of means of 2.98 and a mean of standard deviation of .51 were realized and this indicates that, most of the CRS students in the New Juaben Municipality agreed to the statements that were posed to them to find out their attitudes towards CRS as a subject. Details of the individual items are discussed in the subsequent paragraphs.

A mean of 4.85 and a standard deviation of .58 were attained for the statement; “I enjoy learning Christian Religious Studies”. Though the mean is higher than the mean of means of 2.98, it can be said that there were variations in the responses recorded for the item due to the high standard deviation that was obtained which was higher than the mean of standard deviation .51. This finding disagrees with the view of McGrath (2016) that teaching Religious Studies is monotonous and it is, therefore, not easy to present CRS contents to students in an exciting way thereby making it boring. Also, a mean of 1.28 and a standard deviation of .35 clearly indicate that the CRS students were of the view that CRS lessons are not interesting. The majority of the respondents were uncertain as to whether they would like to continue doing Christian Religious Studies after completing secondary school education. A mean of 3.30 and a standard deviation of .57 were attained for this item and this falls within the option 3(neutral) when approximated to the nearest whole number looking at the scale under Table 8. In connection with the statement, “It is difficult to understand Christian Religious Studies”, the majority of the respondents strongly disagreed to it. The item recorded a mean of 1.34 and a standard deviation of .72 which falls under the scale of 1 meaning the

respondents strongly disagreed to the statement. In line with the statement; “Christian Religious Studies is very useful in life”, a mean of 4.54 and a standard deviation of .54 was recorded meaning to a large extent, the respondents strongly agreed to the statement. Converting the mean to the nearest whole number it could be seen that the mean falls at 5 which depicts that they strongly agreed to the statement. As to whether students think it is the teacher who can make learning of Christian Religious Studies easier, a mean of 4.72 and a standard deviation of .83 were obtained clearly showing that the respondents strongly agreed to the statement. Concerning whether CRS students consider Christian Religious Studies as their favourite among the subjects, a mean of 4.31 and a standard deviation of .64 were realised. Hence a greater proportion of respondents to a large extent support the claim that they consider CRS as their favourite among the subjects.

Regarding whether students were given a lot of CRS assignments, the majority of the respondents strongly disagreed to the statement. With this, a mean of 1.18 and a standard deviation of .36 were realised. The mean falls on option 1 (strongly disagree) looking at the scale under Table 8. In line with the statement; “I am well provided with Christian Religious Studies textbooks and other learning resources”, it was found out that a significant majority of the respondents agreed to the statement. A mean of 4.35 and a standard deviation of .58 were attained. Also, a mean of 1.22 and a standard deviation of .28 clearly indicate that the CRS students do not feel extremely anxious and disturbed, when Christian Religious Studies examinations are mentioned. The majority of the respondents were of the view that, CRS should not be a compulsory subject. A mean of 4.39 and a standard deviation of .51 were

attained for this item and this falls within the option 4 (agree) when approximated to the nearest whole number looking at the scale under Table 8. In connection with the statement, “I do a lot of Christian Religious Studies exercises on my own or with a friend”, the majority of the respondents agreed to it. The item recorded a mean of 4.39 and a standard deviation of .51 which falls under the scale of 4 meaning the respondents agreed to the statement. In line with the statement; “CRS is difficult to learn”, a mean of 1.35 and a standard deviation of .49 were recorded meaning to a large extent, the respondents disagreed strongly to the statement. Converting the mean to the nearest whole number it could be seen that the mean falls at 1 which depicts that they strongly disagreed to the statement. As to whether the learning of Christian Religious Studies is just remembering what the teacher says and does while in class, a mean of 4.28 and a standard deviation of .69 were obtained clearly showing that the respondents agreed to the statement.

Concerning whether the best way to learn Christian Religious Studies is to discover a concept by oneself, a mean of 4.30 and a standard deviation of .58 were realised. Hence a greater proportion of respondents to a large extent support the claim that the best way to learn Christian Religious Studies is to discover a concept by oneself. Regarding whether the grades (marks) of the students in CRS were always low, the majority of the respondents disagreed strongly to this opinion. With this, a mean of 1.40 and a standard deviation of .39 were realised. The mean falls on option 1 (strongly disagree) looking at the scale under Table 8. In line with the statement; “I do Christian Religious Studies for the sake of it.”, it was found out that a significant majority of the respondents strongly disagreed to the statement. A mean of

1.37 and a standard deviation of .32 were attained. Also, a mean of 4.58 and a standard deviation of .50 clearly indicate that the students liked their CRS teachers.

The majority of the respondents strongly disagreed that, their friends do not like learning CRS. A mean of 1.28 and a standard deviation of .29 were attained for this item and this falls within the option 1 (strongly disagree) when approximated to the nearest whole number looking at the scale under Table 8. In connection with the statement, “My parents and siblings encourage me to learn Christian Religious Studies and to perform well in the subject”, the majority of the respondents agreed to it. The item recorded a mean of 4.30 and a standard deviation of .47 which falls under the scale of 4 meaning the respondents agreed to the statement. In line with the statement; “Being a girl or a boy interferes with my learning and my performance of Christian Religious Studies”, a mean of 1.39 and a standard deviation of .28 was recorded meaning to a large extent, the respondents disagreed to the statement. Converting the mean to the nearest whole number it could be seen that the mean falls at 1 which depicts that they strongly disagreed to the statement. As to whether students learn CRS well regardless of the gender of their teacher, a mean of 4.56 and a standard deviation of .53 were obtained clearly showing that the respondents strongly agreed to the statement.

It can be concluded that the students had positive attitudes towards CRS as a subject. This is because the students indicated that: they enjoyed learning CRS; felt that CRS was very useful in life; considered CRS as one of their favourite subjects; liked learning CRS; and do not consider CRS as a difficult subject to learn. However, the students were uncertain as to whether

they would like to continue doing CRS after completing secondary school education.

Testing of Research Hypothesis

H_0 : Teachers' professional standards do not influence students' attitude towards CRS in the New Juaben Municipality.

H_1 : Teachers' professional standards influence students' attitude towards CRS in the New Juaben Municipality.

In this regression, dependent variable is students' attitude towards CRS and the independent variables are professional standards of CRS teachers which include: professional knowledge of teachers; professional values and attitudes; and professional practice adopted by teachers. The normality test was conducted using the Q-Q plots and the result is shown in Figure 2.

Q-Q Plot Standardized Residuals

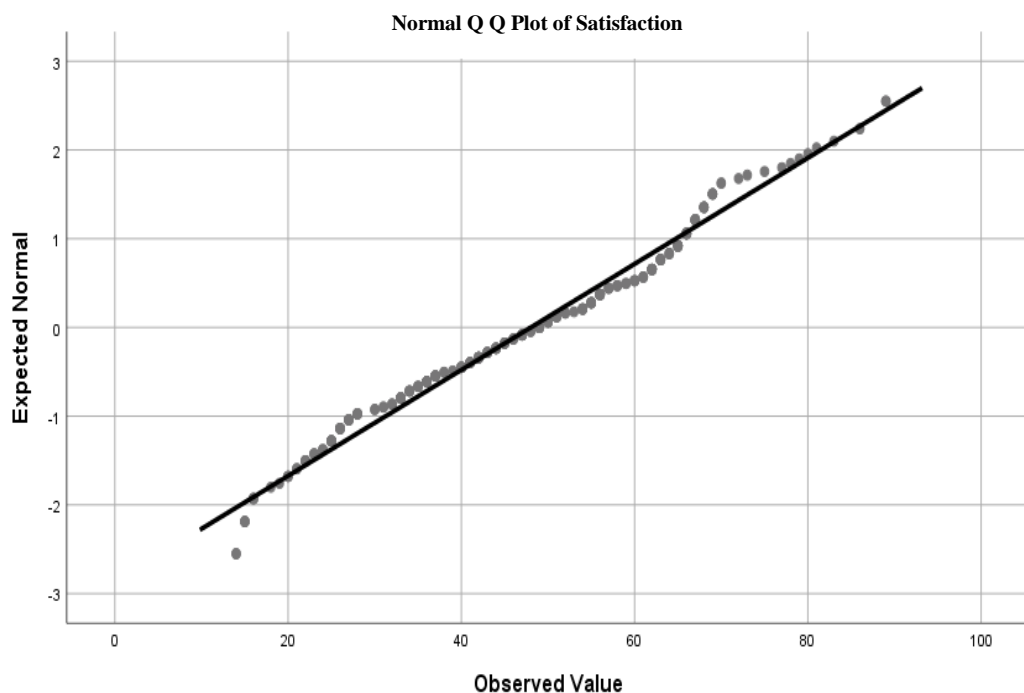


Figure 2: Q-Q Plot for Normality

The Q-Q plot shown in Figure 2 revealed that the data points are closer to the regression line. This depicted that the residuals for the variable work engagement is normally distribution and hence, the normality assumption was satisfied.

The analysis in Table 9 indicated that the autocorrelation assumption was not violated since the Durbin-Watson test yielded an estimate of 1.722 which fell within the range of 1.5 and 2.5 (Table 8). Also, all the VIF estimates were below 2.5. This suggested that multicollinearity was low and thus, the multicollinearity assumption has been satisfied. Other results on the overall model are presented in Table 9.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	VIF range	Durbin-Watson
1	.258	.067	.049	1.257-1.311	1.722

a. Dependent Variable: Students' Attitude towards CRS

b. Predictors: (Constant), Professional Standards of CRS Teachers (i.e. Professional Knowledge, Professional Values and Attitudes and Professional Practice adopted by teachers)

The results from the model summary showed a multiple correlation coefficient of .258. The results further revealed that about 6.7% of the variations in students' attitude towards CRS were explained by CRS teachers' professional standards i.e. professional knowledge of teachers; professional values and attitudes; and professional practice adopted by teachers.

Table 10 showed the results on the model fit for the regression model conducted.

Table 10: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	555.642	2	277.821	.991	.003 ^b
	Residual	77110.301	394	280.401		
	Total	77665.942	396			

a. Dependent Variable: Students' Attitude towards CRS

b. Predictors: (Constant), Professional Standards of CRS Teachers (i.e. Professional Knowledge, Professional Values and Attitudes and Professional Practice adopted by teachers)

The results showed a statistically significant model, $F(2, 394) = .991$, $p = .003$. with professional standards of CRS teachers (i.e. professional knowledge, professional values and attitudes and professional practice adopted by teachers) as predictors and students' attitude towards CRS as a criterion variable.

Table 11 provided more information with regards to the contribution of each of the predictor variables to the criterion variable.

Table 11: Multiple Regression Analysis on the Influence of Teachers' Professional Standards on Students' Attitude towards CRS

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	77.867	12.377		6.291	.000
	Teachers' Professional Knowledge	1.238	.633	.112	1.955	.005
	Teachers' Professional Attitude and Values	.092	.110	-.048	-.837	.000
	Teachers' Professional Practices	.343	.042	.911	.241	.004

Source: Field Data, 2022

The multiple correlation coefficients 0.000 measure the degree of relationship between the actual values and the predicted values of students' attitudes towards CRS. Because the predicted values are obtained as linear combination of CRS teachers professional standards such as: professional knowledge, professional values and attitudes and professional practice, the coefficient value of 0.258 indicates that the relationship between teachers' professional standards and students' attitude towards CRS.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample multiple Regression in terms of the proportion of the variation in the dependent variables explained by the fitted sample multiple regression equation. Thus the value of R-square is 0.067 means that about 6.7% of the variation in students' attitude towards CRS is explained by the estimated using teachers' professional standards as the independent variable and R square value is significant at 5 percent level.

The coefficient of teachers' professional knowledge is 1.238 holding the other variables as constant. The estimated positive sign implies that such effect is positive that students' attitude towards CRS would increase by 1.238 for every unit increase in teachers' professional knowledge and this coefficient value is significant at 5% level. The coefficient of teachers' professional values and attitudes is 0.092, holding the other variables as constant. The estimated positive sign implies that such effect is positive that students' attitude towards CRS would increase by 0.092 for every unit increase in teachers' professional values and attitudes and this coefficient value is significant at 5% level. The coefficient of teachers' professional practices is .343 holding the other variables as constant. The estimated positive sign

implies that such effect is positive that students' attitude towards CRS would increase by .343 for every unit increase in teachers' professional practices and this coefficient value is significant at 5% level. Therefore, the null hypothesis which stated that teachers' professional standards do not influence students' attitude towards CRS is rejected.

The finding disconfirms the view of Eluu (2011) who observed that, most students in Nigerian secondary schools, where Religious Education is a compulsory subject, pass the subject without depending on their teachers. The finding of the study also disagrees with the work of Etete (2021) suggesting an innovative way of teaching CRS observed that, because of the reading nature of religious studies in Nigeria, students find class boring and therefore tend to skip class. However, they are able to pass the subject which makes the effect of teacher knowledge minimal or ineffective to students characteristics as also observed by Klingebiel and Eckhard (2016). In terms of teachers' professional values and attitudes, the findings of the study disconfirms that of Sunday (2012) who posited that teachers' attitude have no bearing on students' likeness for science, concluding that learners will fail to learn a particular if they do not like the subject rather than the teacher's attitude. Again, the findings of the study on teacher' professional practices support that of Gordon (2001) that classroom management and teachers' professional practice help improve student behaviour.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter marks the concluding part of the study. It highlights the main findings in the study and presents a summary of the entire research. It also presents the conclusions to the entire study and offers the path and implications for future studies.

Summary of the Study

In order to find answers to the research questions and the hypothesis that was formulated to guide the study, the cross-sectional descriptive survey research design was adopted for the study. The study covers all senior high school CRS teachers in the New Juaben Municipality and a sampled number of students using the proportionate random sampling technique from 2500 CRS students from form one (1) and form two (2) Senior High School students in the New Juaben Municipality. In all, 396 students and 30 teachers were issued separate questionnaires to collect data to address the research objectives. It is worthy to note that the instrument was subjected to reliability and validity tests. The data gathered was analysed using the computation of frequencies and their respective percentages and a regression model was run to find how teachers' profession standard influence the attitude of students towards CRS. The following were the main findings of the study.

Key Findings

1. It was realized that, to a moderate extent, most of the CRS teachers possessed professional knowledge. The CRS teachers possessed knowledge in assessment in education, psychology of education, social and philosophical foundation of education and curriculum studies in

Religious and Moral Education. However, to a low extent, the CRS teachers possessed knowledge in assessment in education.

2. Also, CRS teachers possessed a high sense of professional values and attitudes. In terms of professional values, the CRS teachers: critically and collectively reflect to improve teaching and learning; are guided by legal and ethical teacher codes of conduct in my development as a professional teacher; and familiarize with the education system and key policies guiding it. However, the CRS teachers were neutral as to whether they improve upon their personal and professional development through lifelong learning and continuous professional development. In terms of professional attitudes, the CRS teachers to a high extent: were receptive and ready to attend to students at any opportunity; had complete control over class discipline; presented themselves as good role models to their students; and engaged positively with other teachers.
3. In terms of professional practices adopted by CRS teachers, it was found out that, the CRS teachers adopted a number of teaching strategies in teaching the subject. These strategies were that, they: communicate the objectives of a topic to learners at the start of lesson; relate pupils' relevant previous knowledge to current topic(s) being taught; probe pupils' reasoning and answers; and ensure that CRS lessons incorporate tasks, roles and interactions. However, the CRS teachers were unsure as to whether groups of students were engaged in different activities at the same time.

4. It was realised that students had positive attitudes towards CRS as a subject. This is because the students indicated that: they enjoyed learning CRS; felt that CRS was very useful in life; considered CRS as one of their favourite subjects; liked learning CRS; and do not consider CRS as a difficult subject to learn. However, the students were uncertain as to whether they would like to continue doing CRS after completing secondary school education.
5. It was found that, teachers' professional standards (professional knowledge, professional values and attitudes and professional practices) had significant influence on students' attitudes towards CRS. Therefore, the null hypothesis which stated that teachers' professional standards do not influence students' attitude towards CRS was rejected.

Conclusions

The following conclusions could be drawn from the findings of the study. In the first place, it can be concluded that the CRS teachers possessed high levels of professional knowledge in New Juaben Municipality. However, the fact that only a few of them had knowledge in special needs education, curriculum studies in Religious and Moral Education, and Methods of teaching religious studies/ Moral Education raises a lot of questions. Perhaps, the Religious Education Curriculum in the various tertiary institutions do not provide enough training for CRS teachers on special needs education. It could also be that the CRS may have forgotten about them.

Also, it can be concluded that most of the teachers had professional values and attitudes in the teaching and learning of Christian Religious

Studies. However, a considerable number of the CRS teachers were unsure as to whether they improve their personal and professional development through lifelong learning and continuous professional development. This presupposes that, perhaps, the CRS teachers do not attend workshops or are not interested in developing and improving their professional development practices.

It can be concluded that, the CRS teachers possessed high levels of professional practice in terms of the teaching strategies they employed in the teaching and learning of CRS. However, the fact that only a few of the teachers used the teaching strategy of engaging groups of students in different activities at the same time and a significant number of the teachers could not probe students' reasoning and answers. This implies that, the CRS teachers may have pedagogical challenges in the teaching of the subject. Thus, the CRS teachers may not be abreast with both the traditional and contemporary pedagogical strategies for the teaching of the subject. It may also be that the CRS teachers may have challenges in terms of the various instructional resources for the teaching of the subject.

Again, it can be concluded that senior high school students in the New Juaben Municipality had a very good attitude towards the learning of CRS. The feelings of students towards CRS were positive. However, it was realised that, the lack of instructional resources sometimes affected the teaching and learning of the subject. This implies that, the lack of instructional resources may also affect students' interest and attitude towards the study of Christian Religious Studies. Perhaps, the CRS teachers are not improvising enough to complement the lack of teaching and learning of resources to influence students' interest in studying CRS.

It can also be concluded that teachers' professional standards (professional knowledge, professional values and attitudes and professional practices) had significant influence on students' attitudes towards CRS. Therefore, the null hypothesis which stated that teachers' professional standards do not influence students' attitude towards CRS was rejected.

Recommendations

Based on the findings and conclusions from the study, the following recommendations have been made.

1. It is recommended that; the Ministry of Education and the Ghana Education Service ensures that only students who have majored in religious studies are made to teach Christian Religious Studies in our senior high schools because they are better informed and prepared in terms of the teaching of the subject. Also, the Heads of Religious Education Departments of the various tertiary institutions should provide training for their students in special needs education, curriculum studies in Religious and Moral Education, and Methods of teaching religious studies/ Moral Education. Also, workshops should be provided for CRS teachers who are already in the field of teaching in these areas in order to make them more competent in the teaching of Christian Religious Studies.
2. Also, it is commendable that National Teaching Council has put in place mechanisms to ensure continuous teacher professionalism and development in the country which further culminates in the accumulation of CPD points for teachers who attend workshops and engage in professional development practices in the country.

The NTC should ensure that the licenses of teachers who do not meet the minimum CPD points after the required period are not renewed so that CRS teachers would be compelled attend workshops and undergo professional development practices.

3. It is suggested that, Heads of Religious Education Departments of the various tertiary institutions should provide adequate training to their students on both the traditional and contemporary pedagogical strategies for the teaching of CRS. Further training in terms of workshops should be provided to teachers who are already in the field of teaching on especially the contemporary pedagogies for the teaching of CRS such as: the phenomenological approach, concept cracking approach, existential approach, life themes approach, among others in order to enhance the professional values and attitudes of CRS teachers.
4. Again, it is recommended that, the Ministry of Education should provide teaching and learning resources needed for teaching CRS in senior high schools. Also, parent associations in senior high schools should help in the provision of the needed instructional resources if help is not coming from government. Again, CRS teachers should improvise in order to arouse students' interest and make CRS lessons more captivating.
5. Also, it is recommended that, the National Accreditation Board (NAB), should standardise the curriculum for the education programmes in tertiary schools so that graduates with education from the various tertiary institutions would have the same level of

knowledge. Also, CRS teachers should adopt learner-centred approaches so that learners are actively involved in the lesson.

Areas for Further Research

The research could probably be conducted at different region in the country for a bigger sample size where there will be more variations in the teacher characteristics. Different research can also focus on CRS teachers who do not have any professional training since this research findings showed that teachers' professional knowledge is insignificant in determining students' attitude towards CRS.



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APPENDICES**APPENDIX A: TEACHERS' QUESTIONNAIRE****CHRISTIAN RELIGIOUS STUDIES**

Please read the questions below and kindly give the appropriate response by either ticking in the bracket [] or by giving further information in the spaces provided. This study is purely for academic purposes and all information given shall be treated confidentially.

SECTION A: PERSONAL BACKGROUND INFORMATION

1. Gender: Male [] Female: []
2. Number years teaching CRS
Below a year [] 1 – 5 years [] 6 – 10 years [] 11 – 15 years []
more than 15 []
3. What is your educational qualification?
Master in Philosophy []
Master of Art []
First Degree []
Diploma []
Others [] Specify
4. What is your professional qualification?
Master of Education []
Bachelor of Education []
Post graduate Education []
Diploma []
Teacher's Cert A []

SECTION B: PROFESSIONAL KNOWLEDGE OF TEACHER

Which of the following courses did you take at the tertiary level? Tick “Yes”, if you did and “No”, if you did not.

S/N	Professional Knowledge	Yes	No
	Assessment in education		
	Special needs education		
	Psychology of education		
	Curriculum in education		
	Statistics in education		
	Social/Philosophical Foundations of education		
	Curriculum studies in Religious and Moral Education		
	Methods in teaching religious studies/ Moral Education		

SECTION C: PROFESSIONAL VALUES AND ATTITUDE**EXHIBITED DURING TEACHING AND LEARNING**

Please use the following Likert-type scale to answer this section. Tick the most appropriate alternative in the table. SD = Strongly Disagree, D =

Disagree, A = Agree SA = Strongly Agree

S/N	Professional Values of teacher	SD	D	UD	A	SA
	I improve upon my personal and professional development through lifelong learning and continuous professional development.					
	I critically and collectively reflect to improve					

	teaching and learning.					
	I am guided by legal and ethical teacher codes of conduct in my development as a professional teacher.					
	I familiarize with the education system and key policies guiding it.					
	I have comprehensive knowledge of the official school curriculum, including learning outcomes.					
	I understand how children develop and learn in diverse contexts and applies this in my teaching.					
	I take account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.					

Please use the following Likert-type scale to answer this section. Tick the most appropriate alternative in the table. SD = Strongly Disagree, D = Disagree, A = Agree SA = Strongly Agree

S/N	Professional Attitudes of teacher	SD	D	UD	A	SA
	I dress decently and present themselves in the most acceptable way					
	I am receptive and ready to attend to					

	students at any opportunity					
	I do have complete control over class discipline.					
	My focus is on student learning and behavior change.					
	I do have complete control over class discipline					
	I present myself as a good role model to my students					
	I engage positively with other teachers					

SECTION D: PEDAGOGICAL SKILLS AND TEACHING

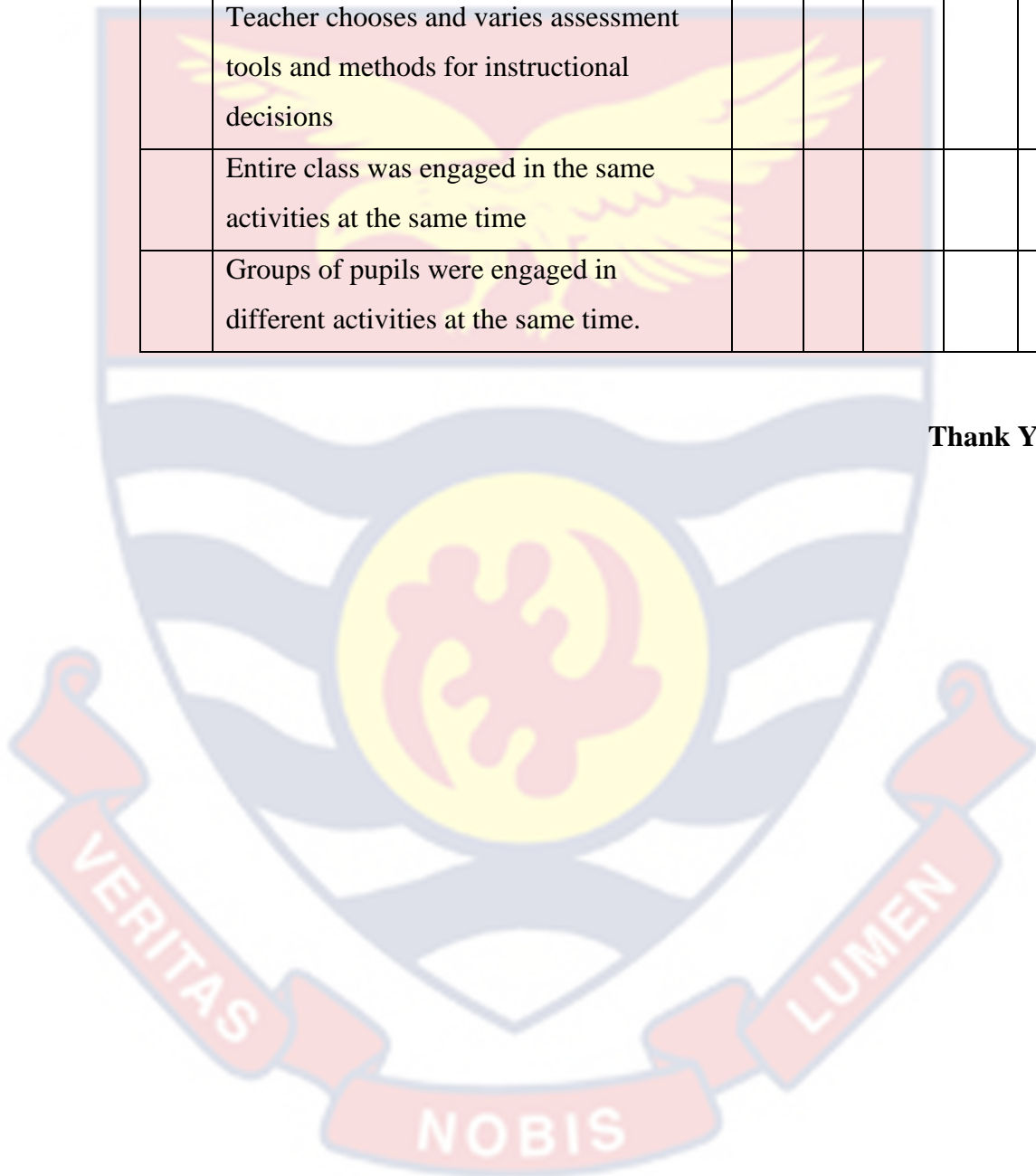
STRATEGIES ADOPTED BY CRS TEACHERS

Please use the following Likert-type scale to answer this section. Tick the most appropriate alternative in the table. SD = Strongly Disagree, D = Disagree, A = Agree SA = Strongly Agree

S/N	Teaching Strategies	SD	D	UD	A	SA
	Teacher communicates the objectives of a topic to learners at the start of lesson					
	Teacher relates pupils' relevant previous knowledge to current topic(s) being taught					
	Teacher is able to probe pupils' reasoning and answers					
	RME lessons incorporate tasks, roles and interactions.					
	Teacher encourages pupils to talk and					

share ideas relating to the topic under consideration.					
He/she chooses and varies assessment tools and methods for instructional decisions					
Teacher chooses and varies assessment tools and methods for instructional decisions					
Entire class was engaged in the same activities at the same time					
Groups of pupils were engaged in different activities at the same time.					

Thank You



APPENDIX B: STUDENTS' QUESTIONNAIRE**CHRISTIAN RELIGIOUS STUDIES**

Dear Student, the purpose of this questionnaire is to find out students' attitudes towards learning of Christian Religious Studies.

Instructions

The information you give concerning your feelings towards learning of Christian Religious Studies will be handled confidentially. Please respond to the items below as honestly as is possible by ticking in the brackets. **DO NOT WRITE YOUR NAME**

**SECTION A: GENERAL INFORMATION ABOUT THE STUDENT
AND SCHOOL**

1. Type of school:

Boys []

Girls []

Mixed []

2. Gender:

Male []

Female []

**SECTION B: PROBLEMS ENCOUNTERED IN YOUR LEARNING OF
CRS**

INSTRUCTIONS: This section has statements that you are to decide carefully whether you strongly agree (SA), Agree (A), Unsure (U), Disagree (D), or Strongly Disagree (SD). Put a tick [√] against each statement depending on your feelings. If you make a mistake, cross by putting (X) through the tick [√] and then tick in the appropriate box in the table below:

S/N	Problems during CRS learning	SD	D	U	A	SA
1	Lack of interest in Christian Religious Studies					
2	Inadequate Christian Religious Studies textbooks and learning resources					
3	Language used by the teacher is difficult to understand					
4	Lack of confidence					
5	The attitude of the Teacher					

SECTION C: YOUR FEELINGS TOWARDS LEARNING AND PERFORMANCE IN CHRISTIAN RELIGIOUS STUDIES

INSTRUCTIONS: This section has statements that you are to decide carefully whether you strongly agree (SA), Agree (A), Unsure (U), Disagree (D), or Strongly Disagree (SD). Put a tick [√] against each statement depending on your feelings. If you make a mistake, cross by putting (X) through the tick [√] and then tick in the appropriate box in the table below:

S/N	Students' Feelings	SD	D	U	A	SA
1	I enjoy learning Christian Religious Studies					
2	Christian Religious Studies classes/lessons are not interesting					
3	I would like to continue doing Christian Religious					

	Studies after completing secondary school education					
4	To understand Christian Religious Studies is difficult					
5	Christian Religious Studies is very useful in life					
6	I think it is the teacher who can make learning of Christian Religious Studies easier					
7	Among the subjects, Christian Religious Studies is my favourite					
8	I am given a lot of unnecessary Christian Religious Studies assignments					
9	I am well provided with Christian Religious Studies textbooks and other learning resources					
10	I feel extremely anxious and disturbed, when Christian Religious Studies examinations are mentioned or taught					
11	Christian Religious Studies should not be a compulsory subject					
12	I do a lot of Christian Religious Studies exercises on my own or with a friend					
13	Christian Religious Studies is difficult to learn					
14	Learning Christian Religious Studies is just remembering what the teacher says and does while in class					
15	The best way to learn Christian Religious Studies					

	is to discover a concept by oneself					
16	My grades (marks) are always low in Christian Religious Studies					
17	I do Christian Religious Studies for the sake of it					
18	I like my Christian Religious Studies teacher					
19	My friends don't like learning Christian Religious Studies					
20	My parents and siblings encourage me to learn Christian Religious Studies and to perform well in the subject					
21	Being a girl or a boy interferes with my learning and my performance of Christian Religious Studies					
22	I learn Christian Religious Studies well regardless of the gender of my teacher					