

Assessing Technological, Pedagogical and Content Knowledge of Religious and Moral Educators of Colleges of Education in Ghana: A Survey

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Abstract

The purpose of this study was to assess the technological pedagogical content knowledge of Religious and Moral Education (RME) tutors in the colleges of education in Ghana. It is expected that the outcome of the study would have some implications for educational policy and practice. A survey was conducted using 50 tutors from all the 38 public colleges of education in Ghana to respond to a five-point Likert type of questionnaire containing forty-five items. Three main research questions were used to determine college tutors' pedagogical, technological and content knowledge in RME at the colleges of education. The theoretical framework that was used for the study was Koehler and Mishra's (2009) TPACK Framework. The tutors were selected from the colleges of education, using the purposive sampling method during a workshop, which was organized by the Institute of Education of the University of Cape Coast, Ghana. Descriptive statistics was used to analyze the data collected. Findings of the study revealed that RME tutors of the colleges of education in Ghana demonstrated having good technological, pedagogical and content knowledge. They also demonstrated their ability to use their pedagogical and content knowledge. However, the college tutors revealed their inability to use technology in their teaching, due to lack of technological resources. The study recommended that periodic workshops should be organized for college tutors to upgrade their content and pedagogical knowledge in the subject. Secondly, RME tutors were encouraged to use improvised resource materials. The Curriculum Research and Development Division (CRDD) of the Ministry of Education should provide schools with instructional resources. Finally, the Institute of Education, University of Cape Coast, Ghana, should revise the RME syllabus to expose college tutors to modern pedagogies like Concept Cracking and Gift to the Child.

Keywords: *Technological knowledge, Pedagogical knowledge, Content knowledge, Religious and Moral Education*

1. Introduction

Teaching is described as having artistic characteristics because it cannot be practiced in an objective manner (Tamakloe, Atta & Amedahe, 1996). It requires flexibility. It involves communication of one's emotions, e.g. maintaining eye contact, making gestures and using symbolism to practically demonstrate ideas or concepts that the teacher wants to communicate to the learners. Teaching also requires improvisation (Snowman, McCown & Biehler, 2009, pp. 10-11) and the application of complex knowledge structures across different cases and contexts (Mishra, Spiro & Feltovich, 1996). An effective teacher requires knowledge of student thinking and learning, knowledge of the subject matter, and knowledge of technology (Koehler & Mishra, 2009). It is for this reason that teachers need technological, pedagogical and content knowledge to communicate their ideas effectively to students (Harris, Mishra & Kohler, 2009). Koehler & Mishra (2009) developed the Technological, Pedagogical Content Knowledge (TPACK) as a framework for teachers to use to integrate knowledge in different contexts.

The TPACK framework was developed based on an earlier Pedagogical Content Knowledge (PCK) framework which had been developed by Shulman (1986). The TPACK framework suggests that the teacher must have three main components of knowledge, namely: Content Knowledge (CK), Pedagogical Knowledge (PK) and Technological Knowledge (TK). The theory also suggests that there must be interaction between the three concepts to give the teacher Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK). Furthermore, the TPACK framework suggests that there must be interaction among the three concepts to give the teacher Technological, Pedagogical and Content Knowledge (TPACK) (Koehler & Mishra, 2009). The scope of this study was limited to the three main components of knowledge, namely Content Knowledge (CK), Pedagogical Knowledge (PK) and Technological Knowledge (TK). These three components were used to develop three research questions for the study as follows: (i) What is the technological knowledge (TK) of tutors of Religious and Moral Education? (ii) What is the content knowledge (CK) of tutors of Religious and Moral Education? and (iii) What is the pedagogical knowledge (PK) of tutors of Religious and Moral Education?

2. Literature Review

A number of studies have been conducted on Pedagogies of Religious Education (Grimmitt, 2000). Among the studies on the various pedagogies were the *Life Themes pedagogy* (Onsongo, 2002; Owusu & Asare-Danso, 2014), *Existential pedagogy* (Grimmitt, 2000; Asare-Danso, 2012); *Phenomenological pedagogy* (Smart, 1971; Ekeke & Ekeopara, 2010), *Gift to the Child pedagogy* (Hull, 2000), *Interpretive pedagogy* (Jackson, 1997; 2004), *Concept-cracking pedagogy* (Cooling, 1994) and *Narrative pedagogy*, (Erricker, 1995). Regrettably, colleges of education tutors in Ghana are not familiar with many of these pedagogies. The reason is that the Religious and Moral Education curriculum for the colleges of education in Ghana restricts the teaching of pedagogies to only three, namely the Existential pedagogy, Dimensional pedagogy and Values Clarification pedagogy. This study will try to assess the pedagogical knowledge of religious and moral educators in Ghanaian colleges of education in these three pedagogies.

Similarly, studies have been conducted to deal with teachers' content knowledge of Religious Education in the United Kingdom (Jackson, 1995); in Botswana (Dinama, 2010; Matemba, 2011); and in Ghana (Asare-Danso, 2011). Teachers' technological knowledge in the use of instructional technology has also been explored by scholars (Sajjadi, 2008; Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2003). Wright & Cluster (2000) have identified two major factors that make the use of technology in teaching, using the TPACK model in African countries very problematic. These problems were identified as large class size and the problem of irregular supply of power (or electricity/solar) to support technological equipment during teaching learning process. In spite of the difficulties associated with the use of instructional technology, teachers continue to make good use of audio aids, visual aids, audio-visual aids and community resources (Nacino-Brown, Oke & Brown., 1990).

A study has been conducted recently in thirteen (13) out of the thirty-eight (38) colleges of education in Ghana, using the case study design (Quayson, 2016). This study revealed that the college tutors used technology in their teaching of RME. The gap that was left to be filled was to use this study to assess college tutors' technological, pedagogical and content knowledge in the teaching of Religious and Moral Education in all the 38 public Ghanaian colleges of education, using a survey research design. It is the hope of the researcher that the findings of the research will have implications for policy and practice. It will also increase the pedagogical, technological and content knowledge of Religious and Moral Educators. Similarly, it will increase their knowledge in the literature available in the subject area.

3. Objectives of the Study

The study has three main objectives as follows:

- (i) What is the technological knowledge (TK) of college tutors in Religious and Moral Education?
- (ii) What is the pedagogical knowledge (PK) of college tutors in Religious and Moral Education?
- (iii) What is the content knowledge (CK) of college tutors in Religious and Moral Education?

4. Methodology

4.1 Research Design and Sample Size

The choice of design for the study was a survey. 50 out of the 60 Religious and Moral Education tutors from all the 38 public colleges of education in Ghana were used for the study.

The 50 were selected based on their availability to attend a workshop. The tutors were selected from the colleges of education by the Institute of Education of the University of Cape Coast for a workshop, using the purposive sampling method. The workshop was facilitated by the researcher. The workshop was meant to equip college tutors with technological, pedagogical and content knowledge in the teaching of RME.

4.2 Data Collection

The tutors were made to respond to a five-point Likert type of questionnaire containing forty-five items. Three main research questions were used to determine college tutors' pedagogical, technological and content knowledge in the teaching of Religious and Moral Education at the colleges of education.

4.3 Data Analysis

The results of the study were tabulated. Descriptive statistics namely frequencies, means and standard deviation were used for the analysis to ensure comprehensive and holistic discussion.

5. Demographic View

Gender, Academic Qualifications, Professional Qualifications, Tutors' Subject Specialization, and their Number of Years of Service were included in the respondents' demographic view. Besides, College Tutors' Technological, Pedagogical and Content knowledge were examined, as presented in the tables (Tables 1 to 5) below:

6. Major Findings

6.1 Demographic Information about the Respondents

From Table 1 above, all the 50 college tutors who were selected for the workshop participated in the study. This represents a return rate of 100.0%. Concerning the gender of the respondents, 76.0% were males while 24.0% were females. Thus, the majority of the tutors were males. In relation to the academic qualifications of the tutors, 10.0% had Bachelor's Degree, 88.0% had Master's Degree, and 2.0% had Doctorate Degree. So it can be deduced that the majority of the tutors had Master's Degree, which was in fulfillment of the minimum requirements for teaching at the colleges of education in Ghana, which have been designated as tertiary institutions. It is also evident from Table 1 that the majority of the tutors had Master's Degree as their area of specialization. This was confirmed by the statistical figures provided, that 24.0% indicated Bachelor's Degree, 74.0% indicated Master's Degree, and 2.0% had Doctorate Degree as their area(s) of specialization. Regarding professional qualifications, 6.0% had Teachers' Certificate, 8.0% had Diploma in Education, 24.0% had PGCE/PGDE, 20.0% had B.Ed., and 42.0% had M.Ed. Thus the majority of the tutors (42.0%) had M.Ed. as their highest professional qualification.

This section presents the results and discussions of data collected to answer the three research questions formulated to guide the study. It comprised data from the questionnaire which was administered to the tutors.

6.2 Technological Knowledge of RME Tutors

Research question 1 sought to assess the technological knowledge and ability of RME tutors to incorporate various technologies/instructional resources in teaching RME lessons. The responses are illustrated in Table 2 above.

Generally, a careful look at Table 2 shows that the various instructional resources/technologies were not available and that the tutors did not use these instructional resources/technologies very often in teaching RME lessons. A mean of means of 1.86 and a mean of standard deviation of .72 clearly indicate that the tutors indicated "not very often" to most of the statements that were posed to them. Regarding the availability of audio aids, it was found out that a significant majority of the tutors indicated "not very often". A mean of 1.78 and a standard deviation of .71 were attained. Though the mean is lower than the mean of means of .72, the degree of agreement is considered appreciable because the measure of spread is very low. Also, the majority of the tutors indicated that, the visual aids were not very often available. A mean of 1.96 and a standard deviation of .83 were attained for this item and this falls within the option "not very often" looking at the scale under Table 2. A standard deviation of 1.80 and a mean of .73 compared to mean of standard deviation of .72 and a mean of means of 1.86 clearly indicate that audio-visual resources were not very often available. The variations in the responses were high due to the high standard deviation obtained. In connection with availability of community resources, the majority of the tutors indicated disagreed to the statement. The item recorded a mean of 1.98 and a standard deviation of .68 which falls on the option "not very often" looking at the scale under Table 2.

In line with the statement; “Uses of audio aids”, a mean of 1.72 and a standard deviation of .70 were recorded, meaning, to a large extent, the tutors did not use audio aids in teaching RME. Converting the mean to the nearest whole number, it could be deduced that the mean falls at 2 which depicts “not very often” looking at the scale under Table 2. On the question of whether or not tutors used visual aids, a mean of 1.98 and a standard deviation of .71 were obtained showing that the respondents did not use visual aids very often. As to whether or not tutors used audio-visual aids, a mean of 1.84 and a standard deviation of .71 were realized. Hence a greater proportion of respondents to a large extent did not use audio-visual aids very often. This was due to the irregular supply or the absence of electricity, thus corroborating the work of Wright and Cluster (2000). On the issue of whether or not tutors used community resources, a greater number of the respondents disagreed to the statement. This item had a mean of 1.82 and a standard deviation of .66. Thus, the majority of the tutors did not use community resources very often in teaching RME. From Table 2, it is obvious that the tutors did not have difficulty with the selection of instructional resources. With this, a mean of 1.92 and a standard deviation of .72 were realized indicating that to a large extent, tutors did not face difficulty with the selection of instructional resources, since the mean falls on scale 2 which depicts “not very often”. When the respondents were asked to respond to the statement: “Difficulty with the use of technology in teaching RME”, a greater number of the tutors disagreed to the statement. This item recorded a mean of 1.80 and a standard deviation of .70. The tutors disagree with this statement since the mean of the item falls on the scale 2 (not very often) as stated under Table 2. This may also corroborate the works of Nacino-Brown et al (1990) and Quayson (2016) that in spite of the difficulties associated with the use of instructional technology, teachers continue to make good use of instructional technology in their teaching.

From the table above, concerning tutors technological knowledge in Religious and Moral Education, it can be concluded that, tutors had a good knowledge about the use of technology or instructional resources. This is because the tutors indicated that they did not face difficulty with the selection of instructional resources. Besides, they did not face difficulty with the use of technology in teaching RME. However, the challenges they faced were that; audio aids, visual aids, audio-visual aids, and community resources were not very often available for tutors to use in teaching RME lessons. Also, with regards to the use of the instructional resources or technology, the tutors indicated that, they did not use audio aids, visual aids, audio-visual aids, and community resources in teaching RME lessons.

6.3 Pedagogical Knowledge of RME Tutors

Research question 2 was meant to find out the pedagogical knowledge of college tutors in teaching RME lessons. This research question was important because the method of teaching remains very important, as it serves as the vehicle for the transmission of knowledge to the learner. The findings of the research question, as presented in Table 3 are discussed below.

Table 3 shows that the tutors had good pedagogical knowledge in Religious and Moral Education. In line with this, a mean of means of 3.02 and a mean of standard deviation of .83 were achieved for the items. The following instances from the individual items attest to that fact. From Table 3, a mean of 3.36 and a standard deviation of .72 were attained, meaning that, the majority of the tutors agreed that, they had good knowledge of components of RME Syllabus. It is clearly noticeable from Table 3 that the majority of the tutors agreed to the statement; “Knowledge of the Aims of teaching RME”. With this item, a mean of 3.54 and a standard deviation of .68 which indicate that the mean falls on the scale 4 (very good) when approximated to the nearest whole number. The low standard deviation obtained which is lower than the mean of standard deviation indicates that, the tutors agreed to the statement to a high extent. It is obvious from Table 3 that the tutors agreed that, they had very good knowledge of the Rationale for teaching RME. Concerning this, 3.48 mean and standard deviation of .61 was achieved for this statement. The mean which falls on scale 4 affirms the position that majority of the tutors support this view. In relation to the statement; “Knowledge of the Profile Dimension”, the majority of the tutors agreed to this statement. A mean of 2.94 and a standard deviation of .93 were obtained for this item. The mean when converted to the nearest whole number falls on scale 3 which represents the option “good” according to the scale under Table 3. Concerning how to state lesson objectives, the majority of the respondents agreed. From Table 3, 3.46 was obtained as mean and .71 as standard deviation. Since the mean falls on the scale 4 which is “very good”, it can be concluded that the tutors had very good knowledge about how to state lesson objectives. Regarding the statement; “Knowledge of Development of Core Points”, the majority of the tutors agreed to the statement. Here, a mean of 3.24 and a standard deviation of .85 were recorded.

The standard deviation realized which was higher than the mean of standard deviation of .83 shows that, there were variations in the responses recorded for this item and that not all the tutors had good knowledge of development of core points. However, it still holds that, the majority of the tutors agreed that they had good knowledge of development of core points.

Again, the majority of the tutors agreed that they had good knowledge of development of moral competencies. Here, a mean of 3.08 and a standard deviation .78 clearly show that the respondents had good knowledge of development of moral competencies. It was also evident that, the tutors had good knowledge of lesson planning. From Table 3, 2.98 and .94 was achieved for mean and standard deviation respectively for this item. This means that most of the tutors had good knowledge of lesson planning (vertical & horizontal). In line with the statement; “Knowledge of preparation of Scheme of Work”, a mean of 2.94 and a standard deviation of .89 were obtained. Therefore, the majority of the tutors agreed that, they had good knowledge of preparation of Scheme of Work. The high standard deviation that was realized indicates that, there were variations in the responses recorded for this item and that, not all the tutors agreed to the statement. But, it still holds that, the majority of the tutors agreed that they had good knowledge of preparation of Scheme of Work. When the tutors were asked whether they had knowledge of School-Based Assessment (SBA) practices, 2.42 and .95 were obtained for means and standard deviation respectively. It follows that, the majority of the respondents agreed that they had good knowledge of School-Based Assessment (SBA) practices. A mean of 2.76 and a standard deviation of .92 were realized for the statement; “Knowledge of Existential Pedagogy”. Thus, the majority of the tutors had good knowledge of the existential pedagogy. In connection with the statement; “Knowledge of Dimensional Pedagogy”, the majority of the tutors agreed to the statement. This is because, a mean of 2.34 and a standard deviation of .84 were realized. So a greater number of the tutors agreed that, they had quite good knowledge of Dimensional Pedagogy. With respect to the statement; “Knowledge of Values Clarification Pedagogy”, the majority of the tutors agreed to the statement. With this, a mean of 2.78 and a standard deviation of .95 were achieved. Thus, the majority of the tutors had good knowledge of Values Clarification Pedagogy. Table 4 below illustrates the use of various pedagogical strategies in teaching RME by the college tutors.

Table 4 shows that the tutors use of the various pedagogical strategies in teaching Religious and Moral Education. In line with this, a mean of means of 3.01 and a mean of standard deviation of .88 were achieved for the items. The following instances from the individual items attest to that fact. From Table 4, a mean of 3.28 and .70 standard deviation was attained meaning that, the majority of the tutors agreed that, they use the discussion method. It is clearly noticeable from Table 4 that the majority of the tutors agreed to the statement; “Use of Question & Answer”. With this item, a mean of 3.16 and a standard deviation of .89 which indicate that the mean falls on the scale 3 (good) when approximated to the nearest whole number. The high standard deviation obtained which is higher than the mean of standard deviation of .88 indicates that, not all the tutors had good knowledge of the use of question and answer method. Yet, it still holds that the majority of the tutors had good knowledge on the use of question and answer method. It is obvious from Table 4 that the tutors agreed that, they had good knowledge on the use of role play or dramatization. Concerning this, 3.04 mean and standard deviation of .78 was achieved for this statement. The mean which falls on scale 3 affirms the position that majority of the college tutors who responded to the questionnaire supported this view.

In relation to the statement; “Use of Lecture Method”, the majority of the tutors agreed to this statement. A mean of 3.20 and a standard deviation of .88 were obtained for this item. The mean when converted to the nearest whole number falls on scale 3 which represents the option “good” according to the scale under Table 4. Concerning the use of the Lecture Method, the majority of the respondents agreed. From Table 4, 2.54 was obtained as mean and 1.03 as standard deviation. Since the mean falls on the scale 3 which is “good”, it can be concluded that the tutors had good knowledge about the use of the Lecture Method. Regarding the use of Brainstorming Method, the majority of the tutors agreed to the statement. Here, a mean of 3.00 and a standard deviation of .88 were recorded. Thus the majority of the tutors agreed that they had good knowledge on the use of brainstorming method. Again, the majority of the tutors agreed that they had good knowledge on the use of resource persons to teach RME. Here, a mean of 2.84 and a standard deviation .98 clearly show that the respondents had good knowledge on the use of resource persons to teach RME.

From the above, it can be concluded that the tutors had good pedagogical knowledge in Religious and Moral Education. This is because the tutors indicated that they had good knowledge of the following: the components of RME syllabus; the Aims of teaching RME; the Rationale for teaching RME; the Profile Dimension; how to state lesson objectives; as well as the development of core points. Also, the tutors had good knowledge of development of moral competencies; knowledge of lesson planning (vertical & horizontal); knowledge of preparation of scheme of work; knowledge of School-Based Assessment (SBA) practices; knowledge of existential pedagogy; as well as knowledge of values clarification pedagogy. Again, the tutors used various pedagogical strategies in teaching RME such as: the discussion method; question and answer method; role play or dramatization; lecture method; lecturette method; brainstorming method; as well as the use of resource persons.

6.4 Content Knowledge of RME Tutors

Research question 3 sought to find out the content knowledge of RME tutors. It was important to find out the content knowledge of RME tutors because, teachers must know and understand the subjects that they teach, including knowledge of central facts, concepts, theories, and procedures within a given field; knowledge of explanatory frameworks that organize and connect ideas; and knowledge of the rules of evidence and proof (Shulman, 1986). The responses given by the tutors are shown in Table 5.

Table 5 shows that, a mean of means of 2.94 and a mean of standard deviation of .86 indicate that the tutors had good content knowledge in Religious and Moral Education. The individual items below attest to this fact. Concerning college tutors' knowledge in all Christian Religion topics, the majority of the respondents agreed to the statement. From Table 5, 3.34 was obtained as mean and .80 as standard deviation. Since the mean falls on the scale 3 which is (good), it is accepted that the respondents agreed to the statement. Thus, the tutors had good knowledge in all Christian Religion topics. Regarding the statement; "Knowledge in all Islamic Religion topics", the majority of the tutors had quite a good knowledge of the statement. Here, a mean of 2.40 and a standard deviation of .93 were recorded. Again, the majority of the tutors had good knowledge in all African Traditional Religion topics. Here, a mean of 3.00 and a standard deviation .88 clearly show that the tutors agreed that they had good knowledge in all African Traditional Religion topics. It was also evident that, the tutors had good knowledge in topics on religious issues. From Table 5, 3.12 and .77 was achieved for mean and standard deviation respectively for this item. This means that most of the tutors agreed that, they had good knowledge in topics on religious issues. In line with the statement; "Knowledge in topics on moral issues", a mean of 3.24 and a standard deviation of .72 were obtained. Therefore, the majority of the tutors agreed that, they had good knowledge in topics on moral issues. The low standard deviation that was realized indicates that, the respondents agreed to the statement to a high extent.

When the tutors were asked to indicate whether they had knowledge in topics in social issues, 3.24 and .72 were obtained for means and standard deviation respectively. It follows that, the majority of the respondents had good knowledge in topics on social issues. A mean of 2.68 and a standard deviation of .93 were realized for the statement; "Knowledge of lower primary content of RME syllabus". Thus, the majority of the tutors had fairly good knowledge of lower primary content of RME syllabus. In connection with the statement; "Knowledge of upper primary content of RME syllabus", the majority of the tutors agreed to the statement. This is because, a mean of 2.64 and a standard deviation of 1.01 were realized. So a greater number of the tutors agreed that, they had good knowledge of upper primary content of RME syllabus. The very high standard deviation of 1.01 which was recorded for this item implies that, not all the tutors agreed to this statement and that there were variation in the responses recorded for this item. Yet it still holds that the majority of the tutors had good knowledge of upper primary content of RME syllabus. With respect to the statement; "Knowledge of JHS content of RME syllabus", the majority of the tutors agreed to the statement. With this, a mean of 2.76 and a standard deviation of .98 were achieved. This means that the majority of the tutors had good knowledge of JHS content of RME syllabus.

From the foregoing, it can be concluded that, tutors had good content knowledge of the RME syllabus. This is because the tutors agreed that they had good knowledge of: all Christian Religion topics; all Islamic Religion topics; all African Traditional Religion topics; topics on religious issues; as well as topics on moral issues. However, their content knowledge in Islamic Religion topics was quite low, as compared to their knowledge in Christian Religion and Islamic Religion topics. Again, the tutors indicated that they had good knowledge in topics on social issues; fair knowledge of lower primary content of RME syllabus; fair knowledge of upper primary content of RME syllabus; as well as knowledge of JHS content of RME syllabus.

7. Conclusions

The following conclusions could be drawn from the findings of the study. With regards to the tutors' technological knowledge in Religious and Moral Education, it can be concluded that, tutors had a good knowledge of the use of technology/instructional resources. But the difficulty was that, the various technologies/instructional resources were not available to be used by the tutors. Concerning, pedagogical knowledge, it can be concluded that, the tutors had good pedagogical knowledge in Religious and Moral Education. Here, the tutors indicated that they had good knowledge of the components of RME syllabus; the Aims of teaching RME; the Rationale for teaching RME; the Profile Dimension; how to state lesson objectives; as well as the development of core points etc. Yet a few of the tutors did not seem to have knowledge about the various contemporary pedagogies of RME. In line with the content knowledge, it can be concluded that, tutors had good content knowledge of the RME syllabus. The tutors indicated that they had good knowledge of all topics in Christian, Islamic, and African Traditional Religion. Tutors also had good knowledge of topics on religious, moral, and social issues. However, their content knowledge in the primary school curriculum was fairly good. The implication is that college tutors need to beef up their content knowledge, based on the primary school RME syllabus.

8. Recommendations

Based on the research findings and conclusions, the following recommendations have been made:

- 1 The study recommended that periodic workshops should be organized for college tutors to upgrade their content and pedagogical knowledge in the teaching of RME.
- 2 RME tutors were encouraged to use instructional technology in their teaching by improvising some of these resource materials, in order to avoid being over-reliant on the government for the provision of these resources.
- 3 The Curriculum Research and Development Division (CRDD) of the Ministry of Education should provide educational institutions with instructional resources required for effective teaching and learning.
- 4 College RME tutors' pedagogical knowledge was limited to traditional pedagogies. It was therefore recommended that the Institute of Education of the University of Cape Coast reviews the RME curriculum to include modern pedagogies. This will enable them to upgrade their knowledge, and to be abreast with some of the contemporary pedagogies like Concept cracking and Gift to the child, among others, which are used for the teaching RME.

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List of Tables

Table 1: Characteristics of Sampled RME Tutors (n=50)

Variable	Subscale	No.	%
Gender	Male	38	76.0
	Female	12	24.0
Academic Qualifications	Bachelor’s Degree	5	10.0
	Master’s Degree	44	88.0
	Doctorate Degree	1	2.0
Area(s) of Specialisation	Bachelor’s Degree	12	24.0
	Master’s Degree	37	74.0
	Doctorate Degree	1	2.0
Professional Qualifications	Teachers’ Certificate	3	6.0
	Diploma in Education	4	8.0
	PGCE/PGDE	12	24.0
	B.Ed.	10	20.0
	M.Ed.	21	42.0
Number of Years of Teaching RME	Less than 5 years	13	26.0
	6-10 years	15	30.0
	11-15 years	10	20.0
	16-20 years	8	16.0
	More than 20 years	4	8.0

Source: Data from the Questionnaire, 2017

Table 2: The Views of Tutors concerning their Technological Knowledge in Teaching Religious and Moral Education (n=50)

Statements	M	SD
Availability of Audio Aids.	1.78	.71
Availability of Visual Aids.	1.96	.83
Availability of Audio-visual Aids.	1.80	.73
Availability of Community Resources.	1.98	.68
Uses of Audio Aids.	1.72	.70
Uses of Visual Aids.	1.98	.71
Use of Audio-visual Aids.	1.84	.71
Use of Community Resources.	1.82	.66
Difficulty with the selection of instructional resources.	1.92	.72
Difficulty with the use of technology in teaching RME.	1.80	.70

Source: Data from Questionnaire, 2017

Scale: 1 = Not at all, 2 = Not Very Often, 3 = Very Often, 4 = Always

Mean of means = 1.86

Mean of Standard Deviation = .72

Table 3: The Views of Tutors concerning their Pedagogical Knowledge in Teaching Religious and Moral Education (n=50)

Statements	M	SD
Knowledge of components of RME syllabus.	3.36	.72
Knowledge of the Aims of teaching RME.	3.54	.68
Knowledge of the Rationale teteaching teaching RME.	3.48	.61
Knowledge of the Profile Dimension.	2.94	.93
Knowledge of the Statement of Lesson Objectives.	3.46	.71
Knowledge of Development of Core Points.	3.24	.85
Knowledge of Development of Moral Competencies.	3.08	.78
Knowledge of Lesson Planning (Vertical & Horizontal).	2.98	.94
Knowledge of preparation of Scheme of Work.	2.94	.89
Knowledge of School-Based Assessment (SBA) practices.	2.42	.95
Knowledge of Existential Pedagogy.	2.76	.92
Knowledge of Dimensional Pedagogy.	2.34	.80
Knowledge of Values Clarification Pedagogy.	2.78	.95

Source: Data from Questionnaire, 2017

Scale: 1 = Not Good, 2 = Quite Good,
 3 = Good, 4 = Very Good
 Mean of means = 3.02
 Mean of Standard Deviation = .83

Table 4: The Views of Tutors concerning the Use of Various Pedagogical Strategies in Teaching Religious and Moral Education

Statements	M	SD
Use of Discussion Method.	3.28	.70
Use of Question & Answer Method.	3.16	.89
Use of Role Play or Dramatization.	3.04	.78
Use of Lecture Method.	3.20	.88
Use of Lecturette Method.	2.54	1.03
Use of Brainstorming Method.	3.00	.88
Use of Resource Persons to teach RME.	2.84	.98

Source: Data from Questionnaire, 2017

Scale: 1 = Not Good, 2 = Quite Good,
 3 = Good, 4 = Very Good
 Mean of means = 3.01
 Mean of Standard Deviation = .88

Table 5: The Views of Tutors concerning their Content Knowledge in Teaching Religious and Moral Education

Statements	M	SD
Knowledge in all Christian Religion topics.	3.34	.80
Knowledge in all Islamic Religion topics.	2.40	.93
Knowledge in all African Traditional Religion topics.	3.00	.88
Knowledge in topics on religious issues.	3.12	.77
Knowledge in topics on moral issues.	3.24	.72
Knowledge in topics on social issues.	3.24	.72
Knowledge of lower primary content of RME syllabus.	2.68	.93
Knowledge of upper primary content of RME syllabus.	2.64	1.01
Knowledge of JHS content of RME syllabus.	2.76	.98

Source: Data from Questionnaire, 2017

Scale: 1 = Not Good, 2 = Quite Good,
 3 = Good, 4 = Very Good
 Mean of means = 2.94
 Mean of Standard Deviation = .86