

PREDICTORS OF THE BASIC SCHOOL RELIGIOUS AND MORAL EDUCATION CURRICULUM IMPLEMENTATION IN CAPE COAST, GHANA

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ABSTRACT

Implementing the Basic school Religious and Moral Education (RME) curriculum involves translating the content of the curriculum into its practical form through combined efforts of teachers, learners, stakeholders as well as usage of resources. This sequential explanatory mixed method design study sought to present both documentary and practical evidences, from the perspective of RME teachers and head teachers, regarding factors predicting implementation of the Basic school Religious and Moral Education (RME) curriculum in the Cape Coast Metropolis of Ghana. Six research questions and two hypotheses were formulated to guide the study using a sample size of 276 people (264 RME teachers and 12 head teachers) selected through the convenience, simple and purposive sampling techniques. Data were gathered from questionnaire, interviews and lesson observations after subjecting them to rigorous pre-testing and validation processes. The questionnaire for the teachers obtained an overall reliability co-efficient of $r = .945$, the observation checklist indicated a high level of reliability ($\kappa = .785$, $p < .000$) while the interview data were checked for their trustworthiness (validity) and dependability (reliability). Descriptive statistics and inferential statistics (multiple linear regression) were used in analyzing the research questions and hypothesis respectively and the results showed that school and community-based factors individually and in linear combination, contribute to the implementation of the RME curriculum. The ANOVA test of statistical significance, the regression coefficients, t-test results as well as partial correlation of the significant factors proved level of influence on implementation by the factors. On the basis of these findings, it was recommended that all the necessary processes involved in the RME curriculum implementation, including staff development, regular supervision as well as adequate provision of instructional resources be intensified relevant by stakeholders.

Keywords: Enactment, Influence, Implementation, Religious and Moral Education, Curriculum, Curriculum Implementation.