

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

Charles Nyarko Annobil (PhD)

Department of Basic Education, Faculty of Educational Studies, University of Education, Winneba, GHANA
Email: annobilcharles2@gmail.com

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.

INTRODUCTION

Religious and Moral Education (RME) is one of the several basic school subjects in Ghana that is taught with view to making young people useful and responsible citizens through provision of appropriate content and virtues (Ministry of Education [MOE], 20012). Implementing the Religious and Moral Education (RME) curriculum involves translating content (knowledge, skills, values and attitudes) of the subject into its practical form through combined efforts of teachers, learners and other stakeholders of education (Marsh & Willis, 2007). The government of Ghana, identifying that RME could be a good means for national growth and personal development, introduced it into teacher training institutions (Basic schools inclusive) in 1998 to equip young people with relevant knowledge, skills, values,

attitudes using appropriate religious and moral training (Ganusah, 2002; Gyamerah, 2001;MOE, 2012).

The subject seeks to promote understanding of different beliefs, values and practices among learners and as result individuals and social groups continue to show their desire for, and interest in it; expecting that its implementation will lead to the attainment of the set goals and result in many benefits for the good of the citizenry. The research studies have shown that most programmes of moral education in schools and almost all character education programmes cannot ignore the role of religion. Many countries in Africa continue to maintain religious and moral ideals in their schools under the umbrella of what is known as Religious and Moral Education, and Ghana cannot be left out because that becomes effective source of religious and moral education for its ever-growing youth (Cobbina, 2003). RME has historical, political, technological, industrial, managerial and organizational contexts and for this reason Kudajie (2002) lamented that we cannot defy the moral laws upon which the world was founded nor can we be true great and prosperous when we are as morally good and as we academically and technically efficient (p. 70). People across nations of the world recognize the fact that building character and imparting knowledge becomes everyone's business. Previous reports and findings show that religious education laid the foundations for much of modern science, technology and development and so various policy documents were put in place to ensure that pupils and students have access to quality Religious and Moral Education (Anamuah-Mensah, 2007).

Various religious and moral education theories indicate that several factors contribute to successful teaching and learning of RME because implementation involves restructuring, reorganizing, rearranging; and balancing of human and material resources to achieve desirable educational goals. It also involves positive changes in curriculum goals, human and material resources, methods of teaching and learning, as well as changes in structure and content of curriculum through the school system.

In this study, teacher factor (level of teacher preparation and training), pupil factor (characteristics and attitudes), head teacher factor (head teacher supports), parent factor (parental involvements) as well as resource factor (resource availability and usage) have been identified as the factors predicting (influencing) implementation of the RME curriculum at the Basic school level (Durlak, & DuPre, 2008).

Statement of the Problem

In a study Anti and Anum (2003) identified predictors of the Basic school RME curriculum in Ghana as teacher-related, student-related and society-related. However, most of such studies have focused greatly on teacher-related factors at the expense of other school and community-based factors (Annobil, 2016). The closest were studies on implementation of the junior secondary school RME syllabus by researchers (Adu-Fosu. & Joyan. 2002; Asiedu, 2009; Mensah, 2015) but their findings are also not conclusive regarding the most significant predictors of the RME curriculum. This study was, therefore, intended to uncover school and community-based predictors of the RME curriculum implementation in the Cape Coast Metropolis of Ghana.

Purpose of the Study

The purpose of this study was to examine school and community-related factors predicting implementation of the Basic school RME curriculum in the Cape Coast Metropolis of Ghana.

Research Questions

1. How are basic school teachers prepared (trained) to implement the RME curriculum in the Cape Coast Metropolis?
2. What are the attitudes of pupils towards the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?
3. What support systems do head teachers provide to assist teachers in the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis?
4. What kinds of supports do parents of learners provide towards the implementation of RME curriculum in basic schools in the Cape Coast Metropolis?
5. What community resources are available for teaching and learning RME in basic schools in the Cape Coast Metropolis?
6. How is the RME curriculum being implemented in basic schools in the Cape Coast Metropolis?

Hypothesis

Ho = The following factors: teacher, pupil, head teacher, parent and resource will not individually and in linear combination, predict significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

H1 = The following factors: teacher, pupil, head teacher, parent and resource will individually and in linear combination, predict significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

Significance of the Study

This study is intended to sensitize policy makers, educational administrators, curriculum planners, teachers, pupils, headteachers, parents, civil society and other stakeholders to provide support towards effective teaching of RME through workshops, seminars and other relevant engagements.

Delimitation of the Study

The study was confined to predictors of the basic school RME curriculum in the Cape Coast Metropolis of Ghana and not all educational institutions due to various logistical constraints. The study was delimited to RME teachers, head teachers, parents and community resources however, only teachers and their head teachers were actually used for the study.

LITERATURE REVIEW

Teacher Factor

The teacher has always been central to every education reform processes around the world. Teachers influence implementation of the RME curriculum by their qualifications, experience and level of training (Grimmit, 2004). By virtue of their position, teachers are indispensable with respect to lesson delivery and quality RME and this denotes that their academic and professional competences have a direct bearing on their performance and consequently the academic achievement of pupils (Kwao, 2002). As the most vital single resource in the implementation process, the teacher translates the content of RME and makes it meaningful to learners; indicating that effectiveness of the RME curriculum depends largely on teacher quality and competency

The teaching of RME requires specialized knowledge that would enable teachers to teach pupils according to the ages, abilities, interests and maturity of young people. Researches have proven that good teachers impact positively on their learners taking into consideration

their ages, sex, achievement levels, socio-economic class, ethnic group, subject, and classroom contact. RME Teachers need broad-based preparations in the various components of the subject to enable them face challenges of teaching RME (Mumuni & Annobil, 2013).

Pupil Factor

Implementation of the RME curriculum is influenced greatly by the mental, physical and emotional requirements of learners because they serve as fulcrum around which decisions about the RME curriculum are made (Asare-Danso, Annobil, Afriyie, & Agyemang, 2014). The characteristics of the learner influence teachers in their selection of what to be taught and their involvement in decision making influence their study of RME. They contribute meaningfully to implementation of the RME curriculum when they voice out their concerns about curricula; when they directly or indirectly help in determining the broad areas of the curriculum, participate in classroom learning and also become important source of information experiences without which implementation cannot be complete.

The characteristics of the learner include learner ability; interest; motivation; self-concept; learning style; study habits; values; aspiration; socio-economic and religious background of the learner, which he or she brings into the learning of the subject (Asare-Danso, 2011; Cochran-Smith & Zeichner, 2005; Darling-Hammond & Bransford, 2005; Epstein, 2013; Goldman, 1965; Grimmitt, 2004; Kennedy, 2008; McKibben, 2004). These characteristics often serve as input variables which jointly or individually influence what pupils learn and achieve in RME. Goldman (1965) recommends strongly to RME educators to study and understand the physical, mental and emotional characteristics of their pupils so that they can effectively engage them and their contributions not under-estimated.

Headteacher Factor

Headteachers influence teaching and learning of RME as almost all school subjects cannot be actualized unless they have been made possible through the supervisory function of school heads (Dee, 2004; Elmore, 2000). Heads of basic schools impact the RME curriculum with their authority and power and their policies and decisions contribute to what should be taught or learned in the schools. Issues about classroom teaching of RME, what teachers teach and how they teach those things, what pupils learn, RME curriculum documents, and debates over appropriate teaching methods are often determined by teachers in consultation with school heads. Hall and Hord (2001) and Riehl (2000) found head teachers as source of inspiration for their teachers and many other individuals because they inspire and champion new and challenging innovations and also serve as monitors or evaluators of the school curriculum and pupils' learning. They support curriculum implementation by recognizing, celebrating and acknowledging its successes and its failure. They perform several supervisory roles including employing qualified teachers, helping to secure relevant instructional resources, creating an atmosphere conducive to effective teaching and learning of the subject; monitoring the RME curriculum implementation process; ensuring preparation of good lesson notes and quality lesson delivery by teachers; and helping maintain a school tone and culture that create the climate of social responsibility (Hargreaves, Earl, Moore, & Manning, 2001; Togneri & Anderson, 2003).

Parent Factor

The religion, beliefs and values of parents and other individuals in the community also affect the RME curriculum implementation process. Parents and many other individuals contribute in kind and cash towards the teaching and learning of this subject. Erricker (2010) found parents and other adults in the community as rich resources that the schools can engage in the

business of educating pupils. Sharing a similar view, researchers like Epstein and Salinas (2004) and Lawson (2003) have noted that their involvement can be enormous, as parents are regarded as an important component of the education system and have an input in curriculum development. Like teachers, parents have also a role to play in the implementation of the RME curriculum because they would like to be sure the extent to which the subject can prepare their wards for future adult life.

Parents also contribute to the implementation process by monitoring the learning and activities of their wards. Monitoring children's academic work such as homework by parents (adults) of pupils has also been shown to increase pupils' academic achievements. It is really not so much for parents to know answers to all problems that young children bring to them however it is more important for them to demonstrate their interest by providing conducive environments for academic work, by encouraging children's efforts, by making available to answer questions, and being willing to discuss what their children study about RME (Epstein, 2010; Fan & Chen, 2001; Minke, Sheridan, Kim, Ryoo, & Koziol, 2014). A well-established institution in most schools is the Parent Teacher Association (PTA) that has a long history of child advocacy and parent training. PTAs work to support and speak on behalf of young people in the schools and communities; they assist parents in developing the skills for raising and protecting their wards; and also encourage parent and public involvement in the schools. Finally, studies by (El Nokali, Bachman, & Votruba-Drzal, 2010; Minke, et al, 2014) concerning the attitude of the public towards the teaching and learning of RME revealed that parents constantly want the RME curriculum to focus more on children's social, personal as well as their academic and vocational developments.

Studies on school and family have shown over and over again that parental involvement helps to raise the academic achievement of pupils, helps to improve attitudes and performance of children in school, helps parents to understand the work of the school, enables parents and children to communicate more and show their caring toward each other, and builds school-community relationships in an ongoing, problem-preventing way. Through collaboration, parents expect schools to educate pupils about emerging problems and other pressing concerns that seek to address the needs and interests of their wards. Studies by researchers (Alvestad, 2000; Fan & Chen, 2001; Finn, 2009; Forson, 2007; Jeynes, 2011; Kwabi, 2007; Lambert, 2003; Fantuzzo, Tighe & Childs, 2000). show that supportive home environments help children become successful both at home and in school. Parents demonstrate their connection to school goals by showing interest in pupils' academic work studying with them, by showing approval of their school activities, and by respecting

Resource Factor

Any curriculum is reflected in and shaped by the resources allocated to support its implementation. Curriculum implementations therefore, involve substantial investments of resources, time, and expertise (Ofosua, Adu & Boakye, 2001; Tanner & Tanner, 2007). Resource materials figure prominently in the day-to-day activities of teachers and pupils. No meaningful teaching and learning can take place in RME lessons without use of adequate resource material. A survey study by Anti and Anum (2003) and Jackson (2010). showed that curriculum materials play significant roles in the teaching and learning process. Clearly, any comprehensive studies of implementation must include information about how curriculum materials are used. The Basic Education RME syllabus recommends the provision of specific resources for ensuring the smooth teaching and study of Religious and Moral Education. These resources are usually in the form of reading materials, visual aids, audio aids, audio-

visual aids, religious objects, religious sites as well as out-of-door activities and resource persons (Anti & Anum, 2003; Awuah & Afriyie, 2006; Hammond, 2001).

The degree and how well these predictors influence implementation is of great concern to the researcher and these needed investigations.

Methodology

The study used the sequential explanatory mixed method design to collect data through questionnaires, interviews and lesson observation to represent the pragmatic worldview in which both quantitative and qualitative methods are used to collect data (Cresswell, 2009; Johnson & Onwuegbuzie, 2004; Teddie & Tashakkori, 2003). The survey sought the views, attitudes and opinions of the teachers and head teachers (Cohen, Cohen, West & Aiken, 2003; Corder & Foreman, 2009; Cresswell & Plano-Clark, 2011; Green, Salkind & Akey, 2000; Leedy & Ormrod, 2005).

Population and Sample

A sample size of 276 participants (made of 264 RME teachers and 12 head teachers) from public basic schools in the study area were simple randomly and purposefully sampled from a total population of 515 teachers and headteachers together. Twelve (12) of the RME were interviewed and their lessons observed while the 12 head teachers were only interviewed. The sample size (ie 276) formed 54.0% of the total population of the teachers and head teachers in the study area (Fraenkel & Wallen, 2009; Krejcie, & Morgan, 2006; Siedu, 2007).

Instruments

Data were sought through questionnaires, lesson observation and interviews using relevant checklists and schedules. The questionnaire consisted of 78 closed ended questions and were structured on both four and five-point likert-type scales ranging from (i)“Strongly Disagree (SD); Disagree (D); Uncertain (U); Agree (A) and Strongly Agree (SA) (ii)Available and Adequate (AA); Available but not Adequate (AnA); Uncertain (U); Not Available (NA) (iii)“Used Very Frequently” (UV); “Used Frequently” (UF); “Used Occasionally” (UO); and “Not Used at All” (NU) and (iv) “Very Often” (VO); “Often” (O); Sometimes (St); “Seldom” (S); and “Never” (N).

The questionnaire for the teachers obtained an overall reliability co-efficient of $r = .945$ (Teacher factor = .916; Pupil factor = .800; Headteacher factor = .887; Parent factor = .842; Resource Availability = .808; Resource Usage = .672; and teaching and Learning = .741) thus factors indicating moderately high-level correlation and indeed, high reliability indices; signifying that the items in the questionnaire were highly reliable. Twelve (12)-item semi-structured interview guides (schedules) with both closed and open-ended items were also developed for both teachers and head teachers to answer (Borg, Gall & Gall, 2007). Interview data were validated to ensure content reliability and trustworthiness. Finally, data were collected from lesson observation using a 22-item observation guide that obtained Cohen’s Kappa value of .785 ($k = .785, p < .000$) indicating a high level of reliability of the observation results (Buku & Taylor, 2006; Cohen, Manion & Morrison., 2007; Fraenkel, & Wallen, 2009; Sarantakos, 2005; Ting-Toomey, 2008).

Data Collection Procedures

Data collection procedures were done in three stages namely : (i) administration and collection of questionnaire data from 264 teachers (ii) interviewing a section of the teachers and head teachers on one-on-one basis to obtain to prevent any external influences (iii) involved one set of observation of RME lessons in the schools by a couple of teachers using relevant checklist.

In all the qualitative study comprised 24 respondents involving 12 RME teachers and their head teachers. Only teachers and head teachers served as respondents because they were more suitable for the purpose and objectives of the study.

A 78-item closed ended questionnaire (divided into two main sections, (A and B) was designed to obtain the necessary information from the teachers (Borg, Gall & Gall., 2007; Combes, 2001; Cohen, et. al., (2007). Section A sought demographic data of the teachers while Section B also elicited information from the teachers to answer the various research questions as follow: Section A: Demographic data (items 1 – 7); Section B: Main data (items 8 – 78). The School-Based Factors {Teacher Factor (items 8 – 22); Pupil Factor (items 23 – 33); Head teacher Factor (items 34 – 42); Community- Based Factors Parents Factor (items 43 – 52); Community Resource Factor (items 53 – 67); Dependent Variable {Teaching/Implementation of RME (68-78)}. Items 8-78 in the questionnaire were structured on both four and five-point likert-type scales (Braun & Clarke, 2006; Flick, 2000).

Data Analysis Procedures

The questionnaire data were scrutinized, coded, tabulated, scored, computerized, analyzed, and interpreted, summarized in the form of reports, charts as well as complex statistical analysis (including frequencies, percentages, means, standard deviations, and regressions).

The observations were also guided by the research questions. The researcher personally observed teaching-learning as well as other classroom interactions and rated them. The availability and usage of instructional resources ranged from (Not Observable) to (Observed) and from Regularly Used to Never Used (Moyles, 2002). The observational data were systematically recorded and analyzed using both qualitative and quantitative methods. The classroom practices of the RME teachers which were of interest to the researcher were observed, written down, responses entered into a rating scale, and analyzed through recording and making judgments about the events observed. An interpretive analytic approach was applied on the interview data set. The interview data were manually analyzed into themes and eventually organized into themes and sub-themes.

Results and Discussion

The research questions were discussed based on quantitative and qualitative analysis of the data collected. The findings of the study are discussed under two sections: (i) findings related to the research questions and hypothesis and (ii) discussion of results. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to analyze the research questions. Multiple regressions were used in analyzing the research hypothesis (Corder & Foreman, 2009; Field, 2009).

The dependent variable (DV) used in the multiple regression is, 'Implementation of the RME curriculum (Teaching_of_RME)' while the independent variables (IV) are: Predictor1: Teacher Factor, Predictor 2: Pupil Factor, Predictor 3: Head teacher Factor, Predictor 4: Parent Factor, Predictor 5: Resource Factor. The aggregate score for the factors (both the Dependent Variable and Independent Variables) were used in the multiple regression

analysis. Data in Table 1 show the descriptive statistics of the factors used in the multiple regressions.

Table 1- *Descriptive Statistics of the factors*

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Factor 1 Teacher	264	18	75	54.44	10.243	104.912
Factor 2 Pupil	264	22	55	40.47	6.270	39.318
Factor 3 Headteacher	264	9	45	31.33	7.119	50.686
Factor 4 Parent	264	10	50	29.25	7.442	55.377
Factor 5 Resource	264	8	37	19.53	6.295	39.626
Teaching_of_RME	264	19	54	42.63	10.243	33.800

Source: Field Data (2016)

From Table 1, the average mean score of the teachers (Predictor/Factor 1) was 54.44 ($SD = 10.24$); indicating that the teachers considered themselves highly prepared to teach RME. Factor/Predictor 2 (Pupil factor) had an average mean score of 40.47 ($SD = 6.27$) which indicates that the pupils in the school had characteristics that promoted effective teaching and learning of the RME. Predictor/Factor 3 attracted a mean value of 31.33 ($SD = 7.12$) which shows that the teachers had a positive perception about the support their head teachers were providing in making the implementation of the RME curriculum a reality in the metropolis. The fourth predictor/factor (Parent Factor) also registered an average mean score of 29.25 ($SD = 7.44$); showing that the teachers recognized efforts parents in the metropolis were making towards the teaching and learning of RME. The last predictor factor (Resource Factor) also recorded a mean value of 19.53 ($SD = 6.30$) while the “Teaching of RME (dependent variable)” had an average score of 42.63 ($SD = 10.24$), which indicated that the implementation of the RME curriculum was being carried out successfully. Data in Table 2 show bivariate correlation of regression factors.

Table 2- *Bivariate correlation of regression factors*

	Teaching_of_RME	Factor 1: Teacher	Factor 2: Pupil	Factor 3: Headteacher	Factor 4: Parent	Factor 5: Resource
Teaching_of_RME	1.00					
Factor 1: Teacher	.558	1.00				
Factor 2: Pupil	.628	.468	1.00			
Factor 3: Headteacher	.551	.407	.601	1.00		
Factor 4: Parent	.433	.277	.604	.562	1.00	
Factor 5: Resource	.429	.227	.286	.445	.296	1.00

From the bivariate correlations among the factors as are shown in Table 2, all the predictors/factors correlated strongly with the dependent variable (Teaching of RME). Factor 1 (Teacher) had a strong positive correlation ($r = 0.558$, $p = .000$) with the dependent factor (Teaching of RME); Factor 2 (Pupil Factor) in like manner recorded a positive correlation ($r = 0.628$, $p = .000$) with the dependent variable; Factor 3 (Head teacher Factor) correlated highly ($r = 0.551$, $p = .000$) with the outcome variable. This was followed factor 4 (Parent Factor) which correlated averagely with $r = 0.433$, $p = .000$ and factor 5 (Resource Factor) recorded the least correlation value of $r = 0.429$, $p = .000$.

These findings indicate that, the teachers' preparation (training) has a considerable high positive influence ($r = .558$) on the implementation process (Teaching of RME) as literature have indicated (e.g. Cochran-Smith & Zeichner, 2005; Darling-Hammond & Bransford, 2005; Kennedy, 2008). Additionally, the high positive correlation of the pupils' characteristics (Factor 2) ($r = 0.628$) and the availability of resources (Factor 5) ($r = 0.429$) with the implementation of the RME curriculum (Teaching of RME) substantiate the findings of Ofosua, Adu, and Boakye (2001) which indicated the provision of textbooks, practical teaching strategies and co-operation of teachers and students as factors which encourage effective implementation. Moreover, support from head teachers (Factor 3) highly positively correlated ($r = 0.551$) with the implementation of RME curriculum (Teaching of RME). The finding confirms the earlier study by Riehl (2000) which states that head teachers serve as source of inspiration by inspiring and leading new and challenging innovations in respect of the curriculum as well as serving as monitors or evaluators of the curriculum and their impact on pupils' learning. Additionally, the parent factor (Factor 4) also recorded a considerable positive high correlate ($r = 0.433$) with the implementation of the RME curriculum. The result is in line with Epstein's (2010) findings which indicate that parents possess a variety of skills, talents, and interests that can enrich the curriculum, no matter how teachers might be. They are involved in their children's education by acting in a positive way to increase involvement of their wards in the implementation of the school curriculum. Finally, resource factor (Factor 5) recorded the least correlation value of $r = .429$, $p = .000$.

Multiple Linear Regression Analysis

Hypothesis

H₀ = The following factors: teacher, pupil, head teacher, parent and resource will not individually and in linear combination, predict significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

H₁ = The following factors: teacher, pupil, head teacher, parent and resource will individually and in linear combination, predict significantly the implementation of the RME curriculum in basic schools in the Cape Coast Metropolis.

Research question 6 which sought to predict the relationships between and or among the five (5) factors with the implementation of the RME (Teaching of RME) using a multiple regression procedure at 5% significance level ($\alpha = .05$). The multiple regression tested the significance of the combined factors of the regression model; tested for the significance of individual factors; and also tested for significance of the reduced model.

Standard regression analysis was conducted to determine the relationship of a linear combination of the predictor variables (Factors 1- 5) with the implementation of RME curriculum using the following research hypothesis: Table 3 shows the standard regression model summary.

Table 3- Standard Regression Model Summary

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. Change	df1	df2	Durbin-Watson	
1	.688 ^a	.473	.461	4.267	.473	40.552	5	226	.000	1.879

a. Predictors: (Constant), Resources_Factor, Teacher_Factor, Parent_Factor, Head_Factor, Pupil_Factor

b. Dependent Variable: Teaching of RME.

The Standard Regression Model Summary (Table 3) shows the value of the multiple correlation ($R = .688$) produced by all the five predictors (factors) showing how well all the independent factors combined influenced the dependent factor (Teaching of RME). Since $R = .688$ represents the value of all the 5 factors combined against teaching of RME (dependent variable), it means that the value (.688) is not linear and had to be converted into R Square (R^2) and subsequently expressed in percentage. Therefore, the $R^2 = .473$ shows that all the factors combined contributed to about 47.3% of the variances in the dependant factor (Teaching of RME).

Table 4- ANOVA of Regression Significance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3692.337	5	738.467	40.552	.000 ^b
	Residual	4115.532	226	18.210		
	Total	7807.869	231			

b. Predictors: (Constant), Resources_Factor, Teacher_Factor, Parent_Factor, Head_Factor, Pupil_Factor

a. Dependent Variable: Teaching_of_RME

Table 4 indicates the Analysis of Variance (ANOVA) test of statistical significance of the regression model $\{F(5, 226) = 40.552, p = .000 (< .05)\}$ indicating that the test was statistically significant. Therefore, the null hypothesis (H_0) was rejected which means that the linear combination of independent factors significantly predicted implementation of the RME curriculum (Teaching of RME) (H_1).

Apart from this, the significance of the various models also was inspected as follow: {Model 1 $F(1, 230) = 53.08, p < 0.001$, Model 2 $F(2, 229) = 45.30, p < 0.001$, Model 3 $F(3, 228) = 44.61, p < 0.001$, Model 4 $F(4, 227) = 44.31, p < 0.001$ and Model 5 $F(5, 226) = 40.02, p < 0.001$ }. These results indicate that the linear combination of independent factors in all the five models significantly influence implementation of the RME curriculum in the Cape Coast Metropolis.

Table 5- Summary of Standard Regression for the Five Models

Model R	R	Adjusted Square	R Std. Error of the Estimate	Change Statistics			Sig. Change	F Durbin-Watson	
				Square	Square F Change	df1			df2
1	.433 ^a	.188	.184	5.252	.188	53.082	1	230 .000	
2	.532 ^b	.283	.277	4.943	.096	30.674	1	229 .000	
3	.608 ^c	.370	.362	4.645	.086	31.258	1	228 .000	1.915
4	.662 ^d	.438	.429	4.395	.069	27.707	1	227 .000	
5	.685 ^e	.470	.458	4.281	.031	13.289	1	226 .000	

a. Predictors: (Constant), Teacher_Factor

b. Predictors: (Constant), Teacher_Factor, Pupil_Factor

c. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor

d. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor, Parent_Factor

e. Predictors: (Constant), Teacher_Factor, Pupil_Factor, Head_Factor, Parent_Factor, Resource_Factor

f. Dependent Variable: Teaching_Factor

Table 5 shows the summary of the standard regression of the five models as follow Model 1 ($R = .433$, $R^2 = .188$), Model 2 ($R = .532$, $R^2 = .283$), Model 3 ($R = .608$, $R^2 = .370$), Model 4 ($R = .662$, $R^2 = .438$) and Model 5 ($R = .685$, $R^2 = .470$). Since the multiple correlations of the full model (Model 5) is the highest ($R^2 = .470$) of the five models, we fail to reject the null hypothesis (H_0) that there is not any other significant combination of factors better than the full-model.

An inspection of Table 6 further shows the standardized beta values of the various factors.

Table 6- Beta Values- Comparative importance of factors

Factors	Standardized Coefficients Beta
Teacher_Factor	.332
Pupil_Factor	.350
Head_Factor	.184
Parent_Factor	.218
Resource_Factor	.198

a. Dependent Variable:

Teaching_Factor

From Table 6, teacher factor recorded a standardized β value of 0.332 indicating that as the preparation/training of the RME teacher increased by 1 standard deviation (10.243), implementation of the RME curriculum also increased by 0.332 standard deviation unit and so this constitutes a change of 3.40 (10.243×0.332) (34.0%) in the implementation process. Therefore, for every 10.243% more of quality training of a teacher in RME, an extra 34% implementation of the RME curriculum is realized. This interpretation is true only if the influences of all other factors are held constant. Pupil factor recorded a standardized β value of 0.350. The pupil factor recorded a standardized β value of 0.350. This value shows that as the attitude/characteristics of pupils towards the implementation of RME get better by 1 standard deviation (6.270), implementation of the RME curriculum increases by 0.350 standard deviation units. This value constitutes a change of 3.59 (10.243×0.350) (35.9%) in the quality of implementation. Therefore, if attitude of pupils goes up by 6.27 over a period of time, implementation of the RME curriculum can be expected to go up by 35.9%. It is

however, to be noted that this interpretation is true only if the influence of all other factors such as teacher factor, head teacher factor among others are held constant. The head-teacher factor attracted a standardized β value of 0.184. This value indicates that if supports from head teachers are upped by one standard deviation (7.119) higher, implementation of the RME curriculum can expect additional realization of 0.184 standard deviation units. The indication is that, this standard deviation constitutes a change of 1.88 (10.243×0.188) (18.8%) of quality implementation of the RME curriculum. Parent factor also recorded a standardized β value of 0.218. This value also indicates that as contribution of parent increases by one standard deviation (7.442), implementation of the RME curriculum increases by 0.218 standard deviation. The standard deviation of implementing the RME curriculum is 10.243 and so this constitutes a change of 2.23 (10.243×0.218) (22.3%). It therefore implies that, for every 7.442 standard deviation contribution from the quarters of parents in the Cape Coast Metropolis, an additional 22.3% of implementation of the RME curriculum is realized. This interpretation is true only if the influence of all other factors such as pupil factor, head teacher factor among others are held constant. Finally, resource factor recorded a standardized β value of 0.198. The value indicates that as resources are been made available for implementing the RME curriculum, an additional 0.198 standard deviation of the implementation process is realized. This value constitutes a change of 2.03 (10.243×0.198) (20.3%) in the implementation process. This interpretation is true only if the influence of all other predictors (factors) such as teacher factor, pupil factor, head teacher factor and parent factor are held constant.

Table 7- Zero-order, Partial and Parts correlation of significant factors

Factors	Correlations			
	Zero-order	Partial	Part	Part- Square
Teacher Factor	.558	.325	.251	.063
Pupil Factor	.476	.344	.310	.096
Head Factor	.551	.176	.130	.017
Parent Factor	.433	.251	.189	.036
Resource Factor	.429	.236	.177	.031

a. Dependent Variable: Teaching Factor

Table 7 shows the zero-order, parts and partial correlation of significant factors. Zero-order correlation (Pearson's correlation) is the correlation coefficients of the individual factors with the dependent factor (Teaching Factor). The Part-squared values indicate the contribution of individual factors to the total R^2 (overall fit of the regression model). Attitudes or characteristics of pupils (Factor 2) are the most important factor for determining the implementation of the RME curriculum in the Cape Coast Metropolis with 9.6% (Part-Square = .096) to the value of R^2 . This was followed by contribution from the teacher's training or preparation (Factor 1) which contributed 6.3% (Part-Square = .063) to the value of R^2 . Support from parents (Factor 4) contributed 3.6% (Part-Square = .036) to the value of R^2 . This was followed by the availability of resources (Factor 5) which contributed 3.1% (Part-Square = .03) to the value of R^2 . This was finally followed by the contribution and support from head teachers (Factor 3) which contributed about 1.7% (Part-Square = .017) to the value of R^2 . Figure 1. illustrates the summary of the comparative importance of significant factors in the regression model.

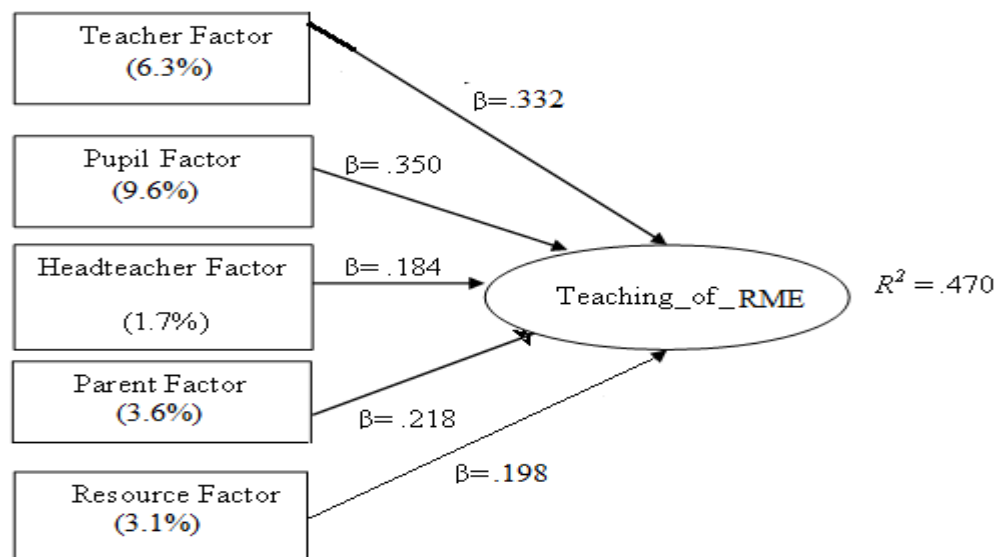


Figure 1: Summary of the Comparative Importance of the Significant Factors in the regression model.

The findings from the regression model revealed that attitudes of pupils are the most important factor for determining the implementation of the RME curriculum in the Cape Coast Metropolis. This factor contributed about 9.6% to the total variance in RME curriculum implementation process. The findings confirm studies by researchers (Anti & Anum, 2003; Grimmitt, 2004) that students' contribution (interest) is a key factor to effective teaching and learning of RME. They maintain that young people are likely to study RME when they are highly motivated and are also introduced to preliminary experiences relevant to their learning needs. Their findings also revealed that when learning experiences increase in intensity and complexity with increased manipulative skills pupils tend to have positive perceptions, dispositions and passion for the subject.

Also, it was found that teacher preparedness and training in the RME curriculum implementation process contributed about 6.3% to the total variance in the implementation process. This result signifies that teacher preparation was very crucial in the curriculum implementation process. There is a major need therefore to help teachers to prepare adequately for the task of implementing the RME curriculum. This finding is in consonance with several researchers (Anti & Anum, 2003; Cochran-Smith & Zeichner, 2005; Kennedy, 2008) that teachers are considered the most important elements because they have the major responsibility to implement curriculum which has been designed. This is really true of teachers because successful curriculum implementation depends on the preparedness and level of training of the teacher.

It was also found in the multiple linear regression that contribution and support from parents of pupils also influenced the implementation of the RME curriculum in basic schools. According to the model, this contributed about 3.6% to the total variance in the implementation process. This result is in consonance with the findings of researchers (Forson, 2007; Kwabi, 2007; Lambert, 2003; Marsh & Willis, 2007) that parents are seen by the society as having a central place in general. According to them, parents occupy the most

significant position than many other individuals and groups because they are seen to be ever prepared to assist their wards learn both religious and moral principles at home. In this modern world parents are expected to contribute their quota to the educational needs of their wards.

Additionally, the fallout from the regression analysis shows that the availability of teaching and learning resources also contributed significantly to the implementation of the RME curriculum. The model indicated that the resources factor explained about 3.1% of the total variance in the implementation of the RME curriculum process. The aforementioned findings related to the studies by the researchers (Anti & Anum, 2003; Asiedu, 2009; Awuah & Afriyie, 2006; Hammond, 2001) that resources constitute very significant component of the teaching and learning process because they are symbols for summarizing and explaining key points in lessons.

Finally, the regression model summary revealed that contribution and supports from head teachers in the curriculum implementation process was also a key factor. The results obtained from the analysis indicated that the head teacher contribution and support to the implementation process was around 1.7% of the total variance contributing to the RME curriculum implementation process. The finding was in consonance with findings of Elmore (2000); Hall and Hord (2001), Marsh and Willis (2007) that teachers need the support of their school heads to enhance curriculum implementation.

CONCLUSIONS

The study provided evidence to suggest that all the identified factors (teachers, pupils, head teachers, parents and resources) in one way or the other were influencing the RME curriculum implementation process. The main results as well as the demographic characteristics of the teachers especially their academic qualifications indicate that most of the RME teachers had the required training (through pre- and in-service courses) to implement the Religious and Moral Education curriculum. The teachers possess requisite academic and professional training that will lead to effective transmission of the content of RME curriculum. They contributed 6.3% (Part-Square = .063) to the whole curriculum goal achievement process.

Both teachers and their head teachers indicated that most of the pupils in the Metropolis had positive attitudes toward the RME curriculum implementation process. They contributed 9.6% (Part-Square = .096) to the teaching and learning of RME. This is a positive development because the pupils will become highly motivated to contribute meaningfully to RME lessons and also show commitment to the study of the subject. This is educationally acceptable and should therefore be sustained by both students and their teachers.

The head teachers in the Metropolis were to some extent supportive and contributed 1.7% to the whole RME curriculum implementation process. This finding reveals that most headteachers make use of most of the supervisory practices identified, and that their practice of the supervisory tasks was above average. Unfortunately, a few of them did not provide regular in-service training programmes for their RME teachers. Headteachers need to cooperate to sustain their supervisory duties because their activities correlated significantly with the RME curriculum implementation processes. This can be achieved through various headteacher motivational techniques such as provision of motivation and regular in-service training courses.

The parents showed a positive sign towards the implementation process, by supporting and contributing 3.6% to the implementation process. Clearly, parents of pupils contribute towards the RME curriculum implementation process in various ways and this should not be discontinued because their contributions go a long way to make the teaching-learning of RME a success. They can do this through regular visits to the schools and making available useful suggestions and instructional resources for effective delivery of RME.

Unfortunately, majority of the instructional resources (both school and community-based) that were required to aid the teachers in the implementation process were not available for use. The unavailability, the inadequacy as well as the occasional use of instructional resources is likely to influence the RME curriculum implementation process negatively. Most of the teachers have the requisite training to enable them deliver their RME lessons according to the prescribed aims and objectives. The RME curriculum was being implemented successfully by the teachers.

RECOMMENDATIONS/LESSONS

1. Need for staff development through pre-service and in-service training activities, which are expected to shape teachers and or upgrade their competences in the objectives, content, teaching and learning strategies, as well as assessments and class management practices. The MOE in collaboration with teachers and head teachers should sustain and continue to undertake pre and in-service training programmes for teachers to enable them put up their best.
2. Teachers are encouraged to engage students in practical and meaningful activities which make them active participants and so show positive attitudes towards the subject and apply what they learn to real life situations. Schools and parents should do everything within their means to support pupils' learning of RME.
3. Heads of basic schools, circuit supervisors and other appropriate stakeholders to provide regular supervision and monitoring to enable teachers handle Religious and Moral Education as desired. This will help minimize absenteeism among teachers and students so that instructional time is used judiciously. It will also motivate the teachers to give off their maximum best and this will lead to the attainment of the intended goals of the subject as outlined in the RME syllabuses.
4. Parents and guardians to contribute their quota to the teaching and learning of RME through regular visits and provision of resources. Since the work of character education in schools and homes always starts with parents, they are expected to take active part in decisions which may affect their children's learning of RME such as provision of textbooks and pupils workbooks and intensifying their supervisory roles to ensure that their wards study RME both at home and in school.
5. The MOE in collaboration with head teachers, parents and teachers need to ensure adequate provision and supply of both school and community-based resources that would enhance effective teaching and learning of RME. Teachers could be trained to develop and improvise simple teaching and learning materials for their lessons. This will reduce the over dependence of teachers on the Ministry of Education (MOE) for the supply of teaching-learning materials. The Curriculum and Research Development Division (CRDD) of Ghana Education Service can employ competent teachers to write standard RME textbooks for basic schools. For instance, resource persons with special expertise could be invited from the communities to help in teaching specialized (sensitive) RME topics. This could serve as means to promote good school-community relationships.

6. It is suggested to MOE and curriculum developers to provide a policy direction which will guide effective teaching and learning of Religious and Moral Education at the basic school level. This will compel both teachers and pupils to play their respective roles so as to ensure that the best is derived from teaching and studying of the subject (Lawson, 2003).

REFERENCES

- Adu-Fosu, B., & Joyan, J. B. A. (2002). *Implementation of the junior secondary school religious and moral education syllabus: A case study of selected schools in the Cape Coast Municipality*. Unpublished Project Work, University of Cape Coast, Cape Coast.
- Alvestad, K. A. (2000). *Developing parent & community understanding of performance-based assessment*. New York: Eye on Education, Inc.
- Anamuah-Mensah, J. (2007, Nov. 22). Report of committee on educational reforms. Christian Council backs Catholic Bishops: Overview of aspects of educational reforms. *Daily Graphic* (No. 150211), p.3.
- Annobil, C. N. (2016). Factors influencing implementation of the Basic school RME curriculum in Cape Coast. Unpublished Thesis, University of Cape Coast, Cape Coast.
- Anti, K. K., & Anum, E. B. (2003). *Religious and moral education for diploma in basic education programme*. University of Cape Coast Centre for Continuing Education, Cape Coast.
- Asare-Danso, S. (2011). Pupils' attitudes towards Religious and Moral Education: Survey of Junior High schools in Cape Coast, Ghana. *International Journal of Basic Education*, 1 (1), 111-121.
- Asare-Danso, S., Annobil, C. N., Afriyie, O., & Agyemang, M. (2014). *Religious and moral education for colleges of education 1*. Kumasi: Jerusalem Press.
- Asiedu, A. (2009) *investigated teachers' and pupils' perceptions of the religious and moral education programme in the junior high school and its implication for curriculum design*. Unpublished master's thesis. University of Cape Coast, Cape Coast.
- Awuah, G., & Afriyie, O. (2006). *Study of content and methodology in Religious and Moral Education*: Kumasi: U. G. C. Publishing House.
- Borg, W. R., Gall, M. D., & Gall, J. P. (2007). *Educational research: An introduction to psychology* (5th ed.). Boston: Pearson Education Inc.
- Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77-101.
- Buku, D. K., & Taylor, A. I. (2006). *Basics in guidance and counselling*. University of Education, Winneba: Department of Psychology and Education.
- Cobbina, J. A. (2003). *History of education in Ghana: In Readings in Arts, Culture and Social Science Education*. Accra: Black Mask Ltd.
- Cochran-Smith, M., & Zeichner, K. (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Erlbaum: Mahwah.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences* (2nd ed.) Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.
- Combes, C. (2001). *Research design IT*. New York: Palgrave.

- Corder, G.W., & Foreman, D. I. (2009). *Nonparametric statistics for non-statisticians: A step-by-step approach*. New York: Willey.
- Cresswell, J. W., & Plano-Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- Dee, T. S. (2004). Are there civic returns to education? *Journal of Public Economics*, 8 (8), 1697-1720.
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal Community Psychology*, 41(3), 327-350.
- Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: Albert Shanker Institute.
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81, 988–1005.
- Epstein, J. L., & Salinas, K. C. (2004). Partnering with families and communities. *Educational Leadership*, 61 (8), 12-19.
- Epstein, J. L. (2013). Ready or not? Preparing future educators for school, family, and community partnerships. *Teaching Education*, 24(2), 115-118.
- Erricker, C. (2010). *Religious education. A conceptual and interdisciplinary approach for secondary level*. London: New Knowledge.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1–22.
- Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92, 367–376.
- Field, A. P. (2009). *Discovering statistics using SPSS (and sex and drugs and rock' n' roll)* (3rd ed.). London: Sage.
- Finn, A. C. (2009). *Parents, teachers and religious education: A study in a Catholic Secondary school in rural Victoria*. Unpublished PhD Thesis, Australian Catholic University, Australia.
- Flick, U. (2000). *An introduction to qualitative research* (2nd ed.). London: Sage Publications
- Forson, P. I. K. (2007, Nov. 24). Restore religious and moral education in schools. *The Mirror* (No. 2761), p.2
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (4th ed.). New York: McGraw-Hill.
- Ganusah, R., (2002). *The Impact of Religion on Morality in West Africa*. University of Ghana, Legon: Ghana.
- Goldman, R. (1965). *Readiness for religion*. London: Routledge & Kegan Paul.
- Green, S. B., Salkind, N. J., Akey, T. M. (2000). *Using SPSS for windows: Analysing and Understanding data* (Second Edition). Upper Saddle River, New Jersey: Prentice-Hall, Inc.
- Grimmitt, M. (2004). *What can I do in R.E.?* London: Mayhew McCrimmon, Great Waking.
- Gyamerah, G. (2001). *Religious and Moral Education for schools*. Accra. Ghana Publishing Company.
- Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principles, and potholes*. Boston: Allyn and Bacon.

- Hammond, J. (2001). *Community resources as part of the school library collection*. *Library Philosophy and Practice* Vol. 4, No.1.
- Hargreaves, A., Earl, L., Moore, S., & Mannings, S. (2001). *Learning to change: Teaching beyond subjects and standards*. San Francisco: Jossey- Bass Publishers.
- Jackson, R. J. (2010). *Materials used to teach about world religions in schools in England*. London: DCSF.
- Jeynes, W. H. (2011). *Parental involvement and academic success*. New York: Routledge.
- Johnson, R. B., & Onwuegbzie, A. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33 (7), 14-26.
- Kennedy, M. M. (2008). The value added by teacher education. In: Cochran-Smith, M. Feiman-Nemser S, McIntyre, D. J. Demers, K. E. (eds). *Handbook of research on the teacher* (3rd ed.). New York: Routledge.
- Krejcie, R. V., & Morgan, D. W. (2006). *Determining sample size for research activities: Educational and Psychological Measurement*, 30. 607-610.
- Kudadjie, F. N. (2002): *Moral renewal in Ghana*. Accra: Asempa Publishers.
- Kwabi, R. A. (2007, Nov. 22) Christian Council backs Catholic Bishops for reinstatement of RME. *Daily Graphic* (No. 150211), p.3.
- Kwao, A. (2002). *Teacher competencies in the teaching of social studies in junior secondary schools: A case of Cape Coast Municipality*. Unpublished master's thesis, University of Cape Coast, Cape Coast.
- Lambart, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lawson, M. A. (2003). School-family relations in context: Parent and teacher perceptions of parent involvement. *Urban Education*, 38, 77–133.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, N. J.: Pearson.
- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). New Jersey: Merrill Prentice Hall.
- McKibben, S. (2004). The power of student voice. *Educational Leadership*, 61 (7), 79-81.
- Mensah, E. (2015). *Students' attitudes towards social, moral and religious issues: A Survey of Senior High Schools in Brong Ahafo region, Ghana*. Unpublished PhD Thesis, UCC, Cape Coast.
- Minke, K. M., Sheridan, S. M., Kim, E. M., Ryoo, J. H., & Koziol, N. A. (2014). Congruence in parent-teacher relationships: The Role of Shared Perceptions. *The Elementary School Journal*, 4 (114), 1-20.
- Ministry of Education [MOE], (2012). *Religious and Moral Education Syllabus for Basic Schools*. Accra: Ghana: Paramount Printing Works Ltd.
- Moyles, J. (2002). Observation as a research tool. In M. Coleman and A. J. Briggs (eds). *Research Methods in Educational Leadership*. London: Paul Champman.
- Mumuni, T., & Annobil, C. N. (2013). The curricula practices of private preschool teachers: A Case of Calvary Hill Crest in Cape Coast. *International Journal of Educational Research & Development*, 2(1), 51-61.
- Oforu, S. O., Adu, L. A., & Boakye, J. (2001). *A critique of the junior secondary school RME syllabus: A case study of three selected schools in the cape coast municipality*. Unpublished project work, University of Cape Coast, Cape Coast.
- Riehl, C. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical and critical literature on the practice of educational administration. *Review of Educational Research*, 70 (1), 55-82.
- Sarantakos, S. (2005). *Social research* (3rd ed.). Houndmills: Macmillan Press.

- Seidu, A. (2007). *Modern approaches to educational administration for research students*. Kumasi: Payless Publication Limited.
- Tanner, D., & Tanner, L. (2007). *Curriculum development: Theory into practice*. (4th ed.). New York: Pearson Education Inc.
- Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioural sciences. In A. Tashakkori & Jerome De Listle C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioural research*. Thousand Oaks, CA: Sage.
- Ting-Toomey, S. (2008). *Qualitative research* (3rd ed.). Beverly Hills, CA: Sage.
- Togneri, W., & Anderson, S. E. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools*. Retrieved August 29, 2004.