

PERCEPTION OF THE USE OF INSTRUCTIONAL MATERIALS AND RESOURCES FOR THE TEACHING OF RELIGIOUS AND MORAL EDUCATION IN JUNIOR HIGH SCHOOLS IN THE TANO SOUTH MUNICIPALITY OF THE AHAFO REGION, GHANA

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ABSTRACT

The aim of the study was to assess the perceptions of Pupils and Teachers on the use of Instructional materials and resources in the teaching of Religious and Moral Education (RME) in some selected Junior High Schools (JHS) in the Tano South Municipality. A sample size of 150 Pupils and 20 Teachers of RME were used for the study. Questionnaires were the main data collection instruments used for the research. The data collected were analyzed using descriptive statistics including mean, standard deviation and simple percentages. From the study, it was realised that most Religious and Moral Education teachers *Very often* used visual Instructional materials and resources in their lessons. Also, it was noticed that some instructional resources needed for the teaching of Religious and Moral Education were lacking in most of the schools. Despite the shortage in supply of Instructional materials and resources, teachers made judicious use of the limited ones. The pupils also agreed that their understanding of concepts in RME, is closely tied to the use of appropriate Instructional materials and resources in the teaching and learning process. It is therefore recommended that the Ministry of Education through the Metropolitan, Municipal and District Education Offices (MMDEOs) should try and provide the requisite Instructional materials and resources for effective teaching and learning of Religious and Moral Education in the schools. Also, in-service training on the

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preparation and effective use of Instructional materials and resources should be organised regularly for teachers of RME.

Keywords: Teachers, Pupils, Perceptions, Instructional Materials and Resource, Junior High School, Religious and Moral Education

INTRODUCTION

Teaching-learning activities are interesting when Instructional materials and resources are used effectively and efficiently in a classroom-teaching situation (Dawadi, 2020). It is necessary for the teacher in teaching/ learning of Religious and Moral Education (RME) to use Instructional materials and resources in order to make their teaching more interesting. This will support students and arouse their learning interest, sustain their attention for effective learning, encourage creative thinking and facilitate students' understanding (Behm and Lloyd, 2009). In the Tano South Municipality of the Ahafo Region of Ghana, the use of an instructional material in teaching is not happening in an expected manner because of unavailability of the appropriate teaching materials and teachers' hesitation in using the available one due to some challenges (Adhikari, 2009). Appropriate use of Instructional materials and resources helps and encourages pupils especially at the basic school level to have better understanding of the subject matter. However, many teachers do not feel comfortable in selecting the best Instructional materials and resources and using them in their classroom activities. The study by Opoku-Asare (2005) reveals that classroom use of Instructional materials and resources is significantly related to the period in which a teacher was trained, the class level at which they function, the subject they teach and, the age level and maturation of their pupils. According to Recece and Walker (2001), the use of instructional resources enhances students' learning and there is a link between poor learning and low performance with the failure to use instructional resources in the teaching and learning process.

The current study therefore sought to identify the perception of Junior High School Pupils (JHS) and teachers towards the use of Instructional materials and resources for the meaningful teaching-learning process in RME.

STATEMENT OF THE PROBLEM

Although most of the recent research studies claimed that the appropriate use of the Instructional materials and resources in teaching other subjects such as Social Studies (Ayerteye, Kpeyibor & Boye-Laryea, 2019; Amuzu, 2018), Creative Art (Gene & Acquah, 2020), ensures better learning outcomes in Ghana, very little has been done on the use of Instructional materials and resources in the teaching and learning of RME at the Junior High School level. An observations by the researcher revealed that most teachers appear either hesitant or unwilling to use Instructional materials and resources in their teaching, possibly due to the fact that the scope of the subject was limitless or the materials were not available or difficult to lay hands on.

PURPOSE OF THE STUDY

The purpose of the study was to assess the perceptions of JHS Pupils and teachers of RME on the availability, extent of use and the impact of Instructional materials and resources on the teaching and learning of the subject.

METHODOLOGY

Research Design

The design adopted for this study was the descriptive survey, in the sense that, it makes it possible for the views and characteristics of the respondents or variable to be presented as they are without prejudice and manipulation. Leedy and Omrod (2005) described this design and said it, "involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomenon. In every case, descriptive research examines a situation as it is.

Population

In all there were 15 Junior High Schools in Bechem. The total number of students was 450. The total numbers of teachers in the schools were 110 with 20 of them teaching Religious and Moral Education.

Sample and Sampling Procedure

Out of the population above, 170 respondents were used. This included 150 students and 20 teachers. The study was conducted using all the Religious and Moral Education teachers in the selected schools in the area of study. The pupils were however selected by simple random sampling technique from various classes of all the JHS in the municipality. Ten (10) pupils were randomly selected from each school.

RESEARCH INSTRUMENT

The research instrument used for the research was a questionnaire.

Teachers Questionnaire

The questionnaire for the teachers contained 15 items, divided into three sections. The section 'A' had 4 questions on Biodata of the teachers, Section 'B' had one questions on the kinds of Instructional materials and resources used and the frequency of use of each material, and Section 'C' had 10 statements on the utilization of Instructional materials and resources, using the 5 points Likert scale. The statements of the questionnaire were adapted from Ogbaji (2017). The questionnaires were given to the teachers to respond to and the responses were collected after 3 days.

Pupils Questionnaire

The questionnaire was made up of 7 questions, divided into two sections. Section 'A' covered questions on Pupils' Biodata, and Section 'B' had questions on the use of Instructional

materials and resources during RME lessons. The questions were read out to the pupils to respond to them and the responses gathered on the same day.

The ratings and limit scales used for this study are found in Tables 1 and 2.

Table 1: Qualitative Description for the questionnaire

Rating	Qualitative Description	
	Instructional use	Frequency of Use
5	Strongly Agree	Always
4	Agree	Very Often
3	Undecided	Sometimes
2	Disagree	Rarely
1	Strongly Disagree	None

Table 2: Limit scale and the qualitative description for the questionnaire

Frequency Distribution	Qualitative Description	
	Instructional use	Frequency of Use
4.21-5.00	Strongly Agree	Always
3.41-4.20	Agree	Very Often
2.61-3.40	Undecided	Sometimes
1.81-2.60	Disagree	Rarely
1-1.80	Strongly Disagree	Never

Instrument Validity

The questionnaire for both the teachers and pupils, were scrutinized by five tutors of St. Joseph's College of Education and three Head Teachers of Basic schools in the Tano South Municipality to ensure that the questions were valid.

The questionnaire for the pupils was tested on 15 pupils of the St. Joseph's Practice Junior High school, who did not take part in the actual study. This was to ensure that the language used was within the level of the pupils before administering on the sample.

Ethical Clearance

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Permission was sought from the Tano South Municipal Directorate of Education to carry out the study. Permission was also sought from the teachers and parents of the selected pupils to use their wards for the study. The respondents were assured of confidentiality of their responses.

Data Analysis Procedure

The data collected were analyzed using descriptive statistics including mean, standard deviation and simple percentages.

RESULTS AND DISCUSSION

Demographic data of Respondents

The students' gender distribution is shown in Figure 1. Majority of the respondents (115) were males while 55 were females.

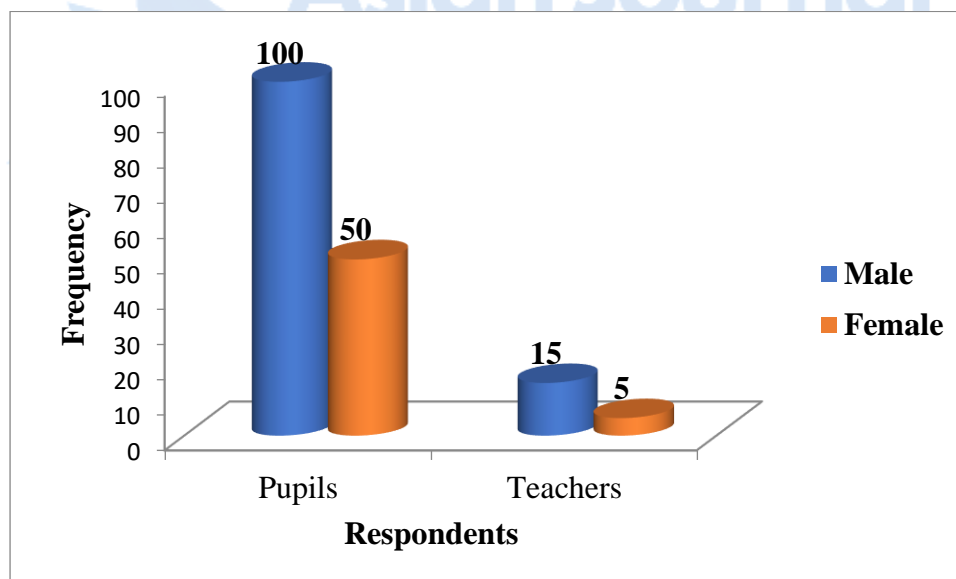


Figure 1: Sex of Respondents

Most of the Pupils (56.7 %) were between the ages of 11-14 and only a few of them above 19 years (6.7 %), (Table 3). With the teachers, majority of them fell within the age bracket of 21-40 years (85 %). Most of the teachers had Diploma in Basic education (80 %) and teaching experience of 0-10 years (55 %) (Table 4).

Table 3: Age Ranges of Pupils

Age ranges	Frequency	Percentage (%)
11-12	45	30
13-14	40	26.7
15-16	24	16
17-18	31	20.6
19 and above	10	6.7
Total	150	100

Table 4: Age, Academic Qualification and Teaching Experience of teachers

Variable	Frequency	Percentage (%)
Age		
21-30	7	35
31-40	10	50
41 and above	3	15
Total	20	100
Academic Qualification		
Diploma	16	80
Bachelor	4	20
Master	0	0
Total	20	100
Teaching Experience		
0-10 Years	11	55
11-20 Years	7	35

21-30 Year	2	10
Above 30 Years	0	0
Total	20	100

PUPILS' PERCEPTIONS ON THE USE OF INSTRUCTIONAL MATERIALS AND RESOURCES

Pupils agreed that their teachers used various Instructional Resources during RME lessons, including Visuals (76 %), Audios (5.3 %), Audio-Visuals (13.3 %) and Visits to Religious Sites (26 %), (Figure 2). According to the pupils, Visual materials such as religious objects (eg. Rosaries, Crucifix), printed materials (eg. Bible, Quran) and still pictures are *Very often* used in RME lessons. Visits to Religious Sites (eg. Mosques, Chapels, Shrines) and use of Audio-Visual materials (such as films, television sets, computers and video recorders), are *sometimes* used in the lessons. Audio materials (eg. Cassette recordings and Phone recordings) are however rarely used in the schools as Instructional materials and resources (Table 5). Weikart (2000) indicated that visual teaching aids, cards, and pictures have been found relevant in enhancing teaching and learning at the basic school level, which could be attributed to the fact that pupils at that stage are usually attracted by pictures, actions, and demonstrations (Igbo & Omeje, 2014).

In a study carried out by Arikan & Taraf (2010) on the use of cartoons in teaching Grades 6 to 9 students, the findings indicated that cartoons used as visual aid increased the learning achievement acquired by students. According to the findings of Olaitan and Akpan (2003) and Weikart (2000) on teaching strategies, evidences indicate that learning processes carried out through Instructional materials and resources such as visual aids, flash cards, pictures, and cards have been effectively used in teaching and learning at the basic school levels.

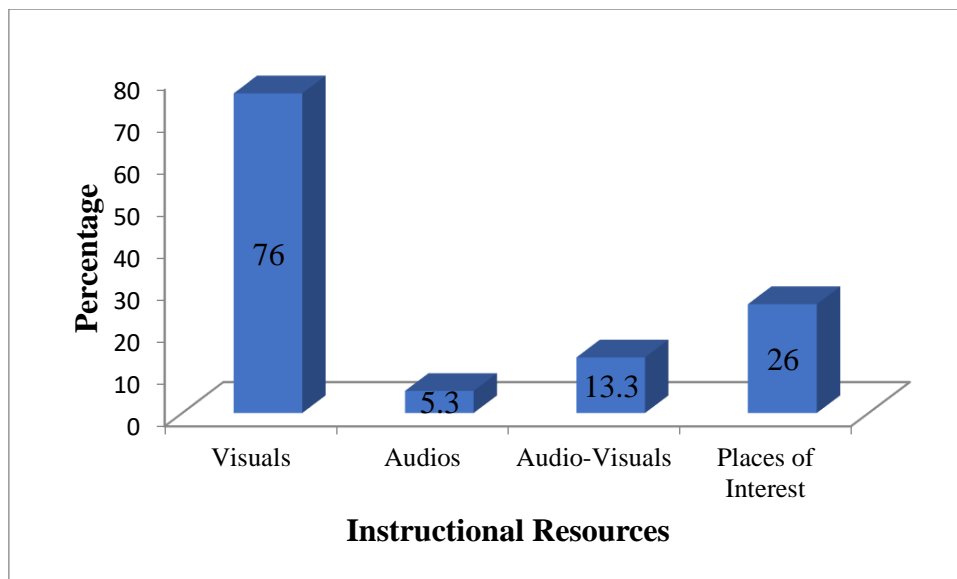


Figure 2: Pupils' responses on Instructional materials and Resources used by Teachers

Table 5: Pupils' Responses on the frequency of use of Instructional materials and resources and Resources

Instructional Material	Mean Rating	Qualitative Description
Audio	2.6	Rarely
Audio-Visual	3.0	Sometimes
Visual	4.1	Very Often
Visits to Religious Sites	3.4	Sometimes

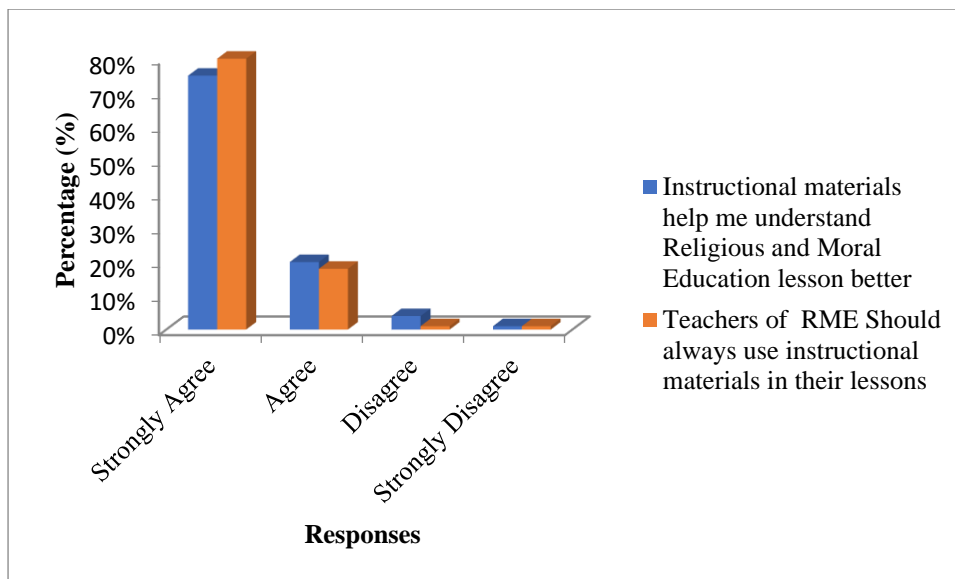


Figure 3: Pupils Response on the impact of Instructional materials and resources, and when teachers are to use them

The pupils *Strongly agreed* that Instructional materials and resources increase their participation and understanding in RME lessons (75 %) and teachers of the subject should always use Instructional materials and resources in their lessons delivery (80 %) (Figure 3). Thompson (2001) has also observed that the application of Instructional materials and resources tend to sustain and attract pupils' attention, and make teaching and learning more interesting irrespective of the gender. Instructional materials and resources provide the driving force and/or incentive for pupils to explore and discover new concepts. This can be acquired by the manipulation of these Instructional materials and resources, boosting the interest of children toward achieving the stated objectives. Changing the pattern of teaching and learning by applying these materials will excite learning and make them explore, by being creative and seeking for what is new in the usage of Instructional materials and resources (Igbo & Omeje, 2014).

TEACHERS' PERCEPTIONS OF THE USE OF INSTRUCTIONAL MATERIALS AND RESOURCES

From Table 6, teachers of RME in the Tano South Municipality very often use Visual materials but rarely use audio materials in their lesson.

Table 6: Teachers' Responses on the frequency of use of Instructional materials and resources and Resources

Instructional Material	Mean Rating	Qualitative Description
Audio	2.4	Rarely
Audio-Visual	3.2	Sometimes
Visual	3.9	Very Often
Visits to Religious Sites	3.0	Sometimes

The use of Instructional materials and resources helps make certain concepts and ideas appear real to pupils, enhance proper understanding, making the lessons lively and understandable. Religious and Moral Education teachers in the Tano South Municipality make use of Visual Instructional materials and resources in their lessons. There are several religious sites in the Municipality (Shrines, rivers, stream, palaces, Chapels, Mosques etc) that could be explored and utilized for effective teaching and learning of RME and teachers of the subject must make conscious efforts to effectively visit and utilize these resources in their lessons.

Reyes (2017), states that the use of Instructional materials and resources in education contributes to a more constructivist learning and increases activeness and greater responsibility on students. The benefits of using concrete objects are that it provides a practical context for the learner to understand real-world knowledge (Yadav, 2012; Dawadi, 2020). Similarly, concrete objects allow learners to discuss and construct knowledge of abstract concepts (Fu, 2013).

Table 7: Mean rating and standard deviation of perception of teachers' on the utilization of Instructional materials and resources in teaching RME in Junior Secondary Schools in Tano South Municipality of the Ahafo Region.

S/N	Item Description	Mean	SD	Quantitative Description
1	RME Instructional materials and resources are in short supply in Tano South municipality	4.2	1.3	Agree
2	The use of Instructional materials and resources makes lesson delivery easy	4.3	1.39	Strongly Agree
3	The effectiveness of Instructional materials and resources is dependent on their relevance to topic under study	3.0	0.9	Unsure
4	All RME topic can be taught effectively even without instructional materials and resources	3.62	1.31	Agree
5	Improvisation is not necessary if instructional material or resource is unavailable	3.88	1.46	Agree
6	I judiciously utilise Instructional materials and resources even when they are available in minimal quantity	3.01	1.19	Unsure
7	The lack of utilisation of instructional material is the bane of the actualisation of RME objectives in Tano South municipality	4.40	1.2	Agree
8	Instructional materials and resources are in short supply in secondary schools in Tano South Municipality	4.32	1.52	Strongly Agree
9	Community resources are widely used as Instructional materials and resources in Tano South municipality	2.79	1.0	Unsure
10	It is sometimes difficult to use instructional materials and resources in the teaching process	3.11	1.34	Agree
Cluster mean and Standard Deviation		3.703	1.261	

The result of the analysis (Table 7) showed that, the teachers *Strongly Agreed* with items 2, 7 and 8, *Agreed* with items 1, 4, 5 and 10 but were *Unsure* of items 3, 6 and 9. The cluster mean of 3.703 with standard deviation of 1.261 was found to fall within the range of *Agree* (3.41-4.20). This indicates that the teachers generally agreed that Instructional materials and resources are very necessary for the effectiveness of the entire teaching and learning process of RME. The study shows that even though Instructional materials and resources were in short supply, community resources and other resources rarely available, teachers judiciously utilized the limited ones. The study also indicated that the lack of utilisation of Instructional materials and resources in the teaching and learning of RME, negatively affects the realisation of the objectives of inculcating good moral values in the pupils in the municipality. In a study by Oppong-Frimpong (2021) in the Agona East district of the Central region of Ghana, reveals that TLMs were not readily available in the schools and so the pupils could not interact effectively. The study further revealed that the unavailable nature of the TLMs hindered pupil's accessibility and active interaction with the teacher and other pupils. Similar results are given by Acquah & Kwenin (2021)

CONCLUSION AND RECOMMENDATIONS

It is concluded that most of the pupils and teachers were very positive with the use of Instructional materials and resources in teaching RME. The availability of Instructional materials and resources in the Tano South Municipality is inadequate. Teachers made judicious use of scarce resources *very often* with visual materials been the popular instructional material used in teaching RME in the municipality. Finally, the study clearly shows that pupils' understanding of concepts in RME, is closely tied to the use of appropriate Instructional materials and resources in the teaching and learning process.

It is therefore recommended that government through the MMDEOs, should provide adequate Instructional materials and resources to schools to facilitate effective teaching and learning of RME. Philanthropists, non-governmental organization should assist the government in making financial provision for the funding of RME Instructional materials and resources particularly in Junior High schools and teachers of RME should be trained on how to prepare and use appropriate Instructional materials and resources through workshops and seminars.

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