

Assessing Effective Teaching Methods for General Education Pupils Taking Religious Education.

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Abstract- The choice of teaching methods is a question of the pedagogues and andragogy's one has gone through in a teaching career in Zambia. No matter what one's subject is, the choice of teaching method is an important question for everybody (Farrant, 2003). Pupils in senior high schools are concerned about passing examination and finding productive and rewarding places quickly after school in this modern society where wages and employment are unlikely to be available. Therefore, the study investigated the speedy teaching methods a teacher of Religious Education handling pupils of General Certificate education can use in selected secondary schools of Ndola District. The choice of teaching methods is a question of the pedagogues and andragogy's one has gone through in a teaching career in Zambia. No matter what one's subject is, the choice of teaching method is an important question for everybody Obanya (1985). Pupils in senior high schools are concerned about passing examination and finding productive and rewarding places quickly after school in this modern society where wages and employment are unlikely to be available. Therefore, the study investigated the effective teaching methods a teacher of Religious Education handling pupils of General Certificate education can use in selected secondary schools of Ndola District. There has been a number of issues concerning selecting effective teaching methods for teachers handling pupils of General Certificate of

Education taking Religious Education for a short period

before writing the exams in selected secondary schools in Zambia, the researcher employed the descriptive research design survey type. This plan of the study was considered appropriately because it focused on the observation and the perception of the existing situation. From the three perspectives of the pupils, teachers and administrators, the general consensus indicated that performance of pupils of Religious Education was poor to above average. The various teaching methods used by teachers were role play, question and answer, group work, teacher expository, and discussion. It was discovered that group work, homework, Socratic Method, providing text books and pamphlets to the pupils stood out to be effective and speedy methods or techniques for completion of syllabi

Keywords: Assessing, Teaching Methods, General Certificate of Education, Religious Education.

1.1 BACKGROUND

The choice of teaching methods is a question of the pedagogues and andragogies one has gone through in a teaching career in Zambia. No matter what one's subject is, the choice of teaching method is an important question for everybody Obanya (1985). Pupils in senior high schools are concerned about passing examination and finding productive and rewarding places quickly after school in this modern society where wages and employment are unlikely to be available. Therefore, the study investigated the effective teaching methods a teacher of Religious Education handling pupils of General Certificate education can use in selected secondary schools of Ndola District. In May 1996, the government of Zambia, through the Ministry of Education (MoE) introduced a new policy regarding education. This policy, contained in the manual *educating our Future: National Policy on Education*, replaced the 1977 Educational Reforms which were intended to replace colonial Christian Religious Education (CRE). The preamble to this new policy captures the essence of this change: The mission of the Ministry of Education was to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic (MoE 1996). To deliver the content, knowledge and skills enshrined in the curriculum of Christian Religious Education requires a skillful methodical teacher.

Kambilima (2017) elaborated that the art of teaching requires more than being knowledgeable, hard-working and patient. Teaching is a career that changes many lives, and so teachers are expected to equip pupils and students with education that goes

beyond academic lessons. Farrant (2002) also explained that various teaching approaches if used in a lesson, makes it easy for learners to get the concepts. Ministry of education (1992) elaborates that there is need for teachers to adequately prepare lessons in order to deliver effectively by the use of various teaching methods.

The Ministry of Education undertook a number of reforms in 1990s due to the decline in literacy levels in basic schools. The basic school curriculum was changed (Carpenter, (2006). New methods of teaching were introduced as measures of intervention. A deliberate move was embarked on to cater for multiple learning styles that could help the learners retain information and strengthen understanding. Pedagogues like the learner-centered approach was to legitimize learners' experience by allowing them space to participate in the process of knowledge. Though that was what many scholars would have used them Carter (2006) raised concern over sentiments held on learner-centered methodologies. She asked as to what evidence there was that indicated that this learner-centered pedagogue led to improved outcomes or whether they are more effective.

Research evidence shows that the challenges confronting the secondary school teachers are basically on the methods of imparting the knowledge. It was argued by Adufe (2008) that teaching is based on methods which at the long run bring about effective teaching. Teaching, according to Oladipo and Ayeni (2000) involves bringing about or at least facilitating desirable changes in learners. However, effective teaching requires the teacher to step out of the realm of personal experience and step into the world of the learners (Brown, 1997). A learner must be engaged for learning to occur; the learner is the one who must take the commitment to learn. The mode of instruction or teaching applied in achieving these objectives is referred to as method. Methodology

therefore, refers to the processes and techniques a teacher of either primary or secondary education uses to transmit facts, skills, and knowledge to the learners so as to facilitate the accomplishment of the set objectives. Research evidence shows that the major problem in the schools is the method of imparting knowledge.

1.2 Statement of the Problem

Selection of suitable teaching methods to be used by teachers handling pupils of General Certificate of Education taking information subjects like Religious Education for a short period before writing their final examination is a bit challenging, as alluded to by Wayne (2019) that information subjects like social studies are challenging to teach due to contradictions in certain theories and concepts. Most of the teachers argue that having content is far much better than selecting a method to deliver the content to learners in a classroom set up, Ministry of education (MOE) teachers guide (2006). Kyriacou (2009) echoed that some people have voiced the opinion that anyone who knows their subject matter can teach. Nothing could be further from the truth. Effective teaching involves having a sound understanding of how and why certain activities lead to learning, and what factors influence their effectiveness. Teachers make use of a whole range of teaching skills to make sure learning occurs effectively. Only a combination of both subject matter knowledge and an understanding of the nature of effective teaching itself can provide a solid foundation for effectiveness, unfortunately, as observed by the researcher district-wide, that, despite this collaborative effort, a significant number of General Certificate Education pupils showed a high failure rate in informative subjects and Religious Education was one of them (Syakalima, 2022). Intrigued by this phenomenon, the researcher decided to unearth what could be the underlying factors or contributors by embarking on

a case study of selected schools in Ndola to access the teaching methods used by teachers.

1.3 Objectives

- i. To assess the pass rate of General Certificate Education pupils taking Religious Education in recent past years in selected secondary of Ndola District.
- ii. To seek teachers' views on various teaching methods used to teach Religious Education to pupils of General Certificate Education.
- iii. To establish effective teaching methods for teaching Religious Education to pupils of General Certificate Education.

1.4 Research questions

- i. What is the current pass rate of General Certificate Education Pupils taking Religious Education in recent past years in selected secondary of Ndola District?
- ii. What are the teaching methods used by teachers of Religious Education Handling Pupils of General Certificate Education in selected schools?
- iii. How can effective teaching methods for teaching Religious Education to pupils of General Certificate Education for a short period before examinations be established?

1.5 Theoretical Framework

According to Kidman (2016), the theoretical framework is the structure that can hold or support a theory of a research study This study was guided by the road map outlined through the National Curriculum Frame work 2013 as it outlines various approaches to delivering the content of the curriculum for all levels of education in Zambia. The study followed the constructivist theory as advocated by Vygotsky. Vygotsky (2006) propounded that constructivism is a child centered theory that proposes that learning environments should support multiple perspectives or

interpretations of reality, knowledge construction, context-rich and experience-based activities.

The constructivist theory

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2.0 RESEARCH METHODOLOGY

the study relied more on qualitative than quantitative research methods, the descriptive design was ideal. According to Cohen and Manion (1994) descriptive surveys aim to describe the nature of a situation at a particular time. A survey attempts to critically analyse the objectives to be achieved and reflects on the type of knowledge to be obtained, that is to describe, explain and understand the phenomena in the frame of the perspective chosen. In this design interviews are conducted on a sample of people selected to accurately represent the entire population being studied. Everyone interviewed is asked the same series of questions, then the responses are organized so as to draw conclusions from them. Interviewing gives people a voice through the research process itself, hence the method is quite inclusive. Bryman and Burgess (1994) maintain that

a survey allows flexibility in choosing research methods so as to utilize a wide range of methods to answer various questions in the process. He further argues that strict and rigid adherence to any method for the researcher becomes like confinement in a cage.

In this evaluation a survey approach allows the researcher to triangulate various qualitative and quantitative data during evaluation in trying to understand the perspectives of both the students and those in authority, namely the different cadres of teachers.

the population will be five schools in Ndola comprising of pupils, teachers and General Certificate Education coordinators and the school administration personnel in all schools to be involved in this study, making a total count of one hundred and twenty (120). The sample for this study will be characterized by the pupils take religious education, teachers, General Certificate Education coordinator, the Deputy Head teachers and Head teachers. The sampled subjects possess rich knowledge in the processes and activities that involve teaching of religious education in schools. The total sample for this study is one hundred and twenty (120) participants; comprising of one hundred (100) pupils, five (5) GCE coordinators, 5 teachers of Religious Education, five (5) Deputy Head teachers, and five (5) Head teachers.

3.0. RESULTS/FINDINGS

3.1. Presentation of Findings

Table 1.1: Pupils Response on Performance of Religious Education

How was Performance	
Very Good	33
Good	15
Average	11
Poor	8
Very poor	2
No Response	15
Total	84

From table above, 33 pupils indicated that performance of religious education was very good, 15 indicated good, 11 said average. 8 indicated it was poor while 2 said very poor. 15 pupils did not give out their view on performance as they were attempting the subject for the first time. A total of 84 pupils were involved this survey.

Table 2: Teacher Response on Performance of Religious Education

How was Performance	
Very Good	1
Good	1
Average	1
Poor	0
Very poor	0
No Response	2
Total	5

As can be seen, three teachers indicated that performance was ranging from average to very good. Two teachers did not give out their views as they were new in the system and they just started teaching Religious education.

Table 3: Administrators Response on Performance of Religious Education

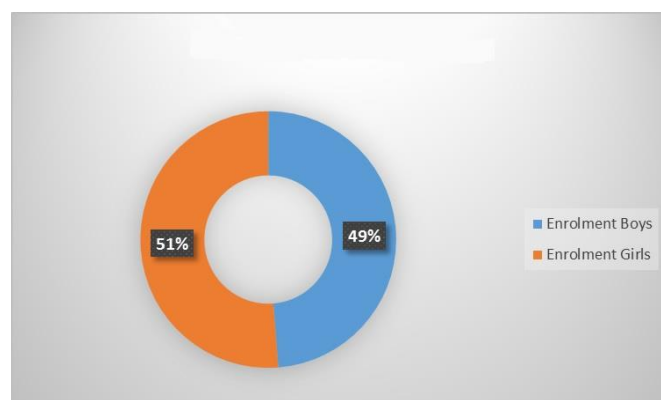
How was Performance	
Very Good	1
Good	1
Average	1
Poor	3
Very poor	0
No Response	0
Total	6

Table 4: Pupils views on various teaching methods

Question	Response	Frequency
How would you like to be taught RE?	Teacher centered (usual)	11
	class work	16
	Occasionally	1
	Group discussion	4
	Simple straight forward	1
	Intensive revision	20
	No Response given	25
TOTAL		78

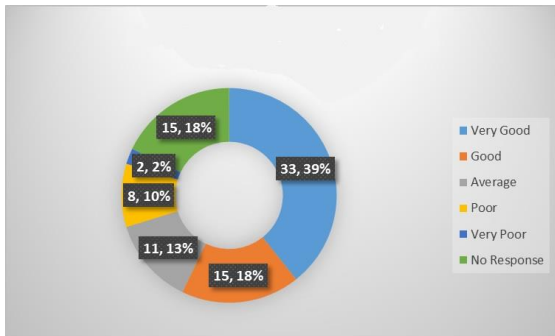
From table 4 above, it is clearly indicated that 20 pupils liked intensive revision as a way teachers should teach Religious Education. 16 liked class work, 11 liked the usual teacher centered approach while 4 liked group discussion.

Figure 1.5: Enrolment Ratio



The figure above shows that there were more girls enrolled by administrators in schools than boys. This also indicates that more girls are affected by the teaching methods adapted by the teachers in the classroom setup. Enrolment has a direct effect on planning of lessons as teachers need to consider the size of the audience to select effective methods to use in a lesson.

Figure 1: Pupils response on Performance



From figure 6 above, 39% of the stated that the performance was very good, followed by 18% who said it was good, 11% stated average while 10% said poor and 2% very poor. 15% of 84 respondents did not give any response.

Figure 2: Response from Teachers

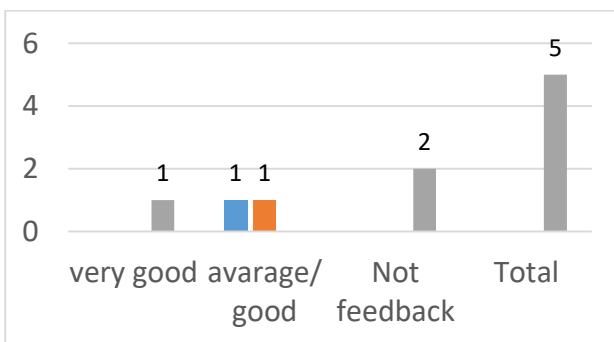
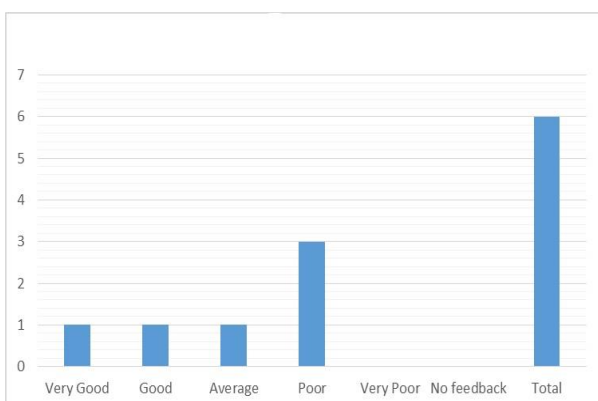


Figure 7 shows Out of five (5) teachers of Religious education, 3 stated that the performance of pupils was average, good and very good. 2 did not give out any response. In other terms, the performance of pupils was above average as observed by teachers in the schools that were involved in the study.

Figure 3: Administrator Response on Performance



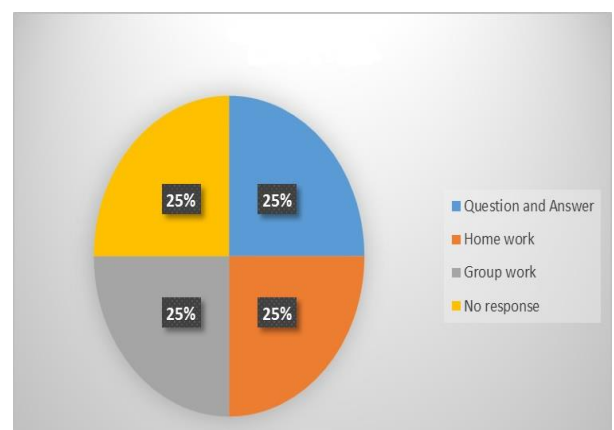
The figure 8 above shows that 3 out of 6 administrators stated that the performance was poor representing 50%. 16% indicate average, good and very good. The general overview of performance as observed from administrators was poor to above average.

Table 5: Pupils question

Question	Response	Freq.
Are the methods used help to cover the syllabus for Religious Education?	No	3
	Yes	72
	No response given	3
TOTAL		78

Table 1.6; shows that out of 78 pupils that responded to this question, 72 pupils stated yes while three others stated no. the other three did not give the response.

Figure 9: Teachers suggestions of effective teaching methods



The effective teaching methods that were suggested by the teachers are question and answer, homework and group work.

From figure 9 and figure 10, it could be seen that homework, group work and Socratic methods were common among the suggestions of effective teaching methods. The researcher established that homework and group work were more learner

centered which encouraged pupils to define their own studying pace and would be ideal for a speedy completion of the topics.

4.0. DISCUSSION

The subsections below present the discussion of the findings under the thematic headings as shown below: The pass rate of Pupils of General Certificate Education, Views on various teaching methods used to teach Religious Education and Effective teaching methods for teaching Religious Education.

The need to improve the quality of teaching in schools is a source of public debate in many countries throughout the world. In attempting to do this, some governments have introduced new forms of initial teacher training, the regular appraisal of established teachers, lists of teacher competencies, and statements about what should be taught and how.

Indeed, it is not at all uncommon to witness one country making a major change towards something just as another country has decided to move in the opposite direction.

At the same time, there has been much debate among teacher educators concerning how teacher education can best foster effective teaching, taking account of the government's views on teacher training, the teacher educators' own professional views of how training is best conducted, and the findings of research studies looking at aspects of effective teaching and the impact of training.

Research into assessment of teaching methods was largely concerned with investigating three interrelated perspectives:

The teachers' perspective.

How do teachers view teaching and learning? What are their views about what works best and why? What factors influence their teaching practice? How much variation is there among teachers in their views and behaviour?

The pupils' perspective.

How do pupils view teaching and learning? What motivates them? What learning strategies do they use? What types of teachers and activities do they feel are effective and why? How much variation is there among pupils in their views and behaviour?

The administrator's perspective.

Are some activities more effective than others? What factors influence whether an activity will be effective? How well does the activity match the learning needs of the pupil? How can teachers and pupils get the most out of a particular activity? How frequently are different activities used? What factors influence the method of using different activities?

To investigate the pass rate of General Certificate Education Pupils taking Religious Education in recent past years in selected secondary of Ndola District, the researcher conducted a survey in the five schools and obtained information from Pupils, **Teachers and Administrators.**

From figure 6 above, 39% of the stated that the performance was very good, followed by 18% who said it was good, 11% stated average while 10% said poor and 2% very poor. 15% of 84 respondents did not give any response. Additionally, out of five (5) teachers of Religious education, 3 stated that the performance of pupils was average, good and very good. Two (2) did not give out any response. In other terms, the performance of pupils was above average as observed by teachers in the schools that were involved in the study. On the other hand, figure 8 above shows that 3 out of 6 administrators stated that the performance was poor representing 50%. 16% indicate average, good and very good. The general overview of performance as observed from administrators was poor to above average.

To seek teachers' views on various teaching methods used to teach Religious Education to pupils of General Certificate Education, the researcher interacted with both the pupils and the teachers to obtain a whole rounded point. From table 7 above, it was clearly indicated that 20 pupils liked intensive revision as a way teachers should teach Religious

Education. 16 liked class work, 11 liked the usual teacher centered approach while 4 liked group discussion.

On the other hand, Table 9 above shows that out of 11 responses 2 indicated role play, question and answer, group work, teacher expository as well as discussion. Only 1 responded lecture method. These methods were the most common methods discovered as frequently used by the teachers.

The researcher further asked the following question to the pupils: "Are the methods used help to cover the syllabus for Religious Education?" Table 8 shows that out of 78 pupils that responded to this question, 72 pupils stated yes while three others stated no. the other three did not give the response. Farrant (2003) added that teaching methods have a positive or negative effect in the learning process. Some evoke learning while others evoke a Pupil's interest in the subject matter.

Teachers were asked a question "Do you think the teaching methods used would help you to cover the syllabus before examinations?" Their response was yes because teachers understand the impact of a teaching method from the pedagogies and androgies. In general, the various teaching methods used by teachers were role play, question and answer, group work, teacher expository, and discussion.

Muhammad, (2018) also added that to be a better teacher, you must be better person and walk along a path that will bring you closer to your learners using the best tools and strategies available. This training developed an educational process as a strategy to improve your capacity on how to teach effectively. Teaching methods are to take in to awareness the needs, desires, abilities and all about the learners into cognizance throughout the lesson and by the learners themselves.

In pupil centered teaching, we center our planning our teaching, and our assessment around the needs and abilities of our learners. The main idea behind the practice is that learning is most meaningful when

topics are relevant to the learners and when the learners themselves are actively engaged in creating, understanding and connecting to knowledge (McCombs and Whistler 1997)

Arrangements of Teaching Methods is to know about the learners' culture, past knowledge and interest, designs classroom activities that permits learners to determine responses on their own or write the support of the teacher, allows learners to learners' interaction, boost learners to reason and work individually, create new and interesting experiences for learners in the classroom for example ensures not to use the same approach with no disparity allow learners to guess, develop, and explain about the topic, prompts the learners to explain how they got the answer if correct, guide the learners to achieve better understanding, correct learners when they are wrong by using phrases and track the progress of each individual and provide assistance as needed.

An effective Teaching Strategy is teacher cantered and should involve Introduction of the topic (Relevance, motivation, strength), Plan of lesson (logically and sequence), instructional materials (variety, suitability and adequacy), comprehensiveness and adequacy of lesson plan, Time management and Questioning skill.

A teaching method should initiate practice of knowledge and skills by both Teachers and Learners activities. The practice segment is the longest and most important part of the lesson. Learners need the opportunity to practice. Effective teaching methods should be performance based. To assess the learners out came Group assignment should be given to the learners. Individual assessment Attainment of stated objectives.

Teaching Methods are important as they provide teachers with a planning strategy, allows teachers to progress from what learners know to what the need to know and reminds teachers to provide learners with time to practice new concept in variety of ways.

There are Participatory Teaching Methods which causes learners to be actively involved in the learning process. These are methods are used in teaching where the learners participate actively at stages of learning process. These methods are appropriate for creating healing classrooms for disturbed learners. The methods are:

Demonstration Method Focus on learners' attention and Shows practical applications of the method. Though it requires planning and practical ahead of time. Demonstrator need enough material, and is difficult to use in large group

On the other hand, Brainstorming allows involvement of the learners in learning processes to identify level of learner's knowledge and to clarify issues. Brainstorming ensures full participation of learners and useful for larger group of learners

Group work is yet another method which enhance analytical capability. It helps learners learn from each other and gives them a greater sense of responsibility in the learning process. It Promotes team work, clarifies personal values, encourages participation and Promote learning, reinforcement and clarification of lesson taught. Group work requires use of guiding questions to focus on the discussion. Discourages some learners from active participation. Upholds individual domination in group work.

Role play involve where learners are required to act certain role. Enable learners to explore alternatives. It is spontaneous and needs careful planning and involve competition through which learners learn.

Role play encourages reinforcement on the related topic Relaxes learners in a classroom situation and makes learners comfortable with each one in the class Stimulating and enjoyable. It expands learning experience helps retention in learners. Adversely there should be a set time frame, must have post game session to reinforce concept learning Rule of the game most be explained and understood by all.

From the three perspectives of the pupils, teachers and administrators, the general consensus indicated

that performance of pupils of Religious Education was poor to above average.

Some of the factors that contribute to the performance of pupils as discovered in the study were lack of study, not enough time, lack of seriousness, qualified teachers, efficacy, responsibilities and accountability.

5.0.CONCLUSION

The main objective was to assess teaching methods to use for teaching Religious Education to General Certificate Education pupils.

There had been a number of issues concerning selecting effective teaching methods for teachers handling pupils of General Certificate of Education taking Religious Education for a short period before writing the exams in selected secondary schools in Zambia. Ndola district was not an exception. As alluded to by Wayne (2019) that information subjects like social studies, Religious Education inclusive are challenging to teach due to contradictions in certain theories and concepts. Most of the teachers argued that having content was far much better than selecting a method to deliver the content to learners in a classroom set up as covered in the Ministry of education (MOE) teachers guide (2006). Unfortunately, as observed by the researcher district-wide, that, despite the collaborative effort, a significant number of General Certificate Education pupils were showing a high failure rate in informative subjects and Religious Education was one of them. The indicators of performance were evidenced from the ministerial statements from the previous years. Minister of General Education Douglas Sykalima disclosed a 13 percent national failure rate, which had been recorded in the 2021 General Certificate of Education (GCE) examinations. Mr. Sykalima stated that the national failure rate represented a total of 16, 960 candidates failing the 2021 GCE examinations, with mathematics being the subject with the least performance. The Minister stated that out of the 124,

171 candidates who sat for the July 2021, General Certificate of Education (GCE) examination, a total of 4,496 had obtained certificates, representing a 3.62 percent GCE certificate acquisition rate. The Minister of Education echoed that out of the 39, 323 male candidates only 1, 618 obtained the GCE certificate in comparison with the 2, 878 females who acquired the GCE certificate out of 84, 848 females who sat for the examinations. Mr. Syakalima says a total 102, 715 candidates obtained GCE statement of results. "Analysis of performance by subject revealed that the highest percentage mean score was recorded in French at 75.79 percent while mathematics recorded the lowest at 18.24 percent. The Minister of Education also revealed that no leakage was recorded during the examinations (Syakalima, 2022). Masumba (2019) in a ministerial statement released to the public on the Grade nine external and General Certificate Education examination results indicated that 44.47% male pupils failed the examination and 55.53% female pupils failed the examination. A pass rate of 69.92% was recorded. The ministry further elaborated that social sciences ranked between Kaonde and Natural sciences an indication that it was not number one. Wachinga (2020) in a ministerial statement released to the public on the Grade nine external and General Certificate Education examination results stated that 44.47% male pupils failed the examination and 55.53% female pupils failed the examination. A pass rate of 83.32% was recorded. The ministry further elaborated performance by subject revealed that the highest percentage score recorded French at 68.8% while the last was observed in Religious Education at 21.7%. The pass rate and performance of social sciences and Religious Education made by grade nine external pupils as well as GCE pupils made the researcher to carry out this study as a gap was established after going through different articles and publication Intrigued by this phenomenon, the researcher decided to unearth what could be the underlying factors or contributors by embarking on

a case study of selected schools in Ndola and endeavour to seek answers by assessing the teaching methods used by teachers.

The specific objectives considered for this project were as follows to investigate the pass rate of General Certificate Education Pupils taking Religious Education in recent past years in selected secondary of Ndola District, to seek teachers' views on various teaching methods used to teach Religious Education to pupils of General Certificate Education and to establish effective teaching methods for teaching Religious Education to pupils of General Certificate Education.

It became evident from our findings that from figure 6 in chapter 4 above, 39% of the respondent stated that the performance was very good, followed by 18% who said it was good, 11% stated average while 10% said poor and 2% very poor. 15% of 84 respondents did not give any response. Additionally, out of five (5) teachers of Religious education, 3 stated that the performance of pupils was average, good and very good. Two (2) did not give out any response. In other terms, the performance of pupils was above average as observed by teachers in the schools that were involved in the study. On the other hand, figure 8 in chapter 4 above shows that 3 out of 6 administrators stated that the performance was poor representing 50%. 16% indicate average, good and very good. The general overview of performance as observed from administrators was poor to above average. The findings on performance were in line with the ministerial statements reviewed in chapter 2 of this study.

From the three perspectives of the pupils, teachers and administrators, the general consensus indicated that performance of pupils of Religious Education was poor to above average. Some of the factors that contributed to the performance of pupils as discovered in the study were lack of study, not having enough time, lack of seriousness, limited number qualified teachers, efficacy, responsibilities and accountability as shown in table 11

To seek teachers' views on various teaching methods used to teach Religious Education to pupils of General Certificate Education, the researcher interacted with both the pupils and the teachers to obtain a whole rounded point. From table 7 in chapter 4 above, it was clearly indicated that 20 pupils liked intensive revision as a way teachers should teach Religious Education. 16 liked class work, 11 liked the usual teacher centered approach while 4 liked group discussion.

On the other hand, Table 9 above shows that out of 11 responses 2 indicated role play, question and answer, group work, teacher expository as well as discussion. Only 1 responded lecture method. These methods were the most common methods discovered as frequently used by the teachers.

The researcher further asked the following question to the pupils: "Are the methods used help to cover the syllabus for Religious Education?" Table 8 shows that out of 78 pupils that responded to this question, 72 pupils stated yes while three others stated no. the other three did not give the response. Farrant (2003) added that teaching methods have a positive or negative effect in the learning process. Some evoke learning while others evoke a Pupil's interest in the subject matter. The response given by pupils contradicted the actual truth on the ground in terms of performance of learners in the previous final examination as established in chapter 2.

Teachers were asked a question "Do you think the teaching methods used would help you to cover the syllabus before examinations?" Their response was yes because teachers understand the impact of a teaching method from the pedagogies and androgies. In general, the various teaching methods used by teachers were role play, question and answer, group work, teacher expository, and discussion.

To establish effective teaching methods for teaching Religious Education to pupils of General Certificate Education for a speedy completion of the syllabus, pupils' views indicated as shown on the bar chart in

figure 9 in findings above that lecture method, providing text books and pamphlets, more home works, extra lessons and increasing learning time were effective techniques of teaching R.E.

To the contrary, teachers stated that the effective teaching methods that were question and answer, homework and group work. From figure 9 and figure 10, it was clearly indicated that homework, group work and Socratic methods were common among the suggestions of effective teaching methods. The researcher established that homework and group work were more learner centered which encouraged pupils to define their own studying pace and would be ideal for a speedy completion of the topics.

These findings are in agreement with a study done by Farrant (2003) and Obanya (1985) who elaborated that learner centered approach encourages initiative and independence and provide pupils with the maximum amount of individual practice. Furthermore, they stated as much as possible that what was done in class should be supplemented by adequate, related activities out of class. This could be done through clubs, visits, debates, lectures, discussions, homework, projects, and so on. The statement implied that group work, homework, Socratic Method, providing text books and pamphlets to the pupils stood out to be effective and speedy methods or techniques for completion of syllabus.

6.0 ACKNOWLEDGMENT

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