

TEACHING METHODS AND STUDENTS ACADEMIC PERFORMANCE IN
RELIGIOUS EDUCATION IN SECONDARY SCHOOLS
OF MAKIDYE EAST SUB DIVISION IN
KAMPALA DISTRICT.

BY

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DECLARATION

I, Namyalo Sarah, declare that the work here in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Sign... 

Date... st 11/10/2011

DEDICATION

I dedicate this report to my beloved brothers and sisters for their moral support encouragement, brotherly love and advice financial and moral support given to me.

God bless you all.

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I wish to express my sincere gratitude to Mr. Kirya Kent, my supervisor, for his critical and constructive comments which helped me achieve the intended objectives to my study. I thank him for the valuable guidance and time in the production of this report.

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May the Almighty reward you all in abundance.

ABSTRACT

This report is about a study that aims at the teaching methods and student's academic performance in Religious Education in secondary schools of Makindye East Sub Division in Kampala District. The study was conducted from three selected secondary schools in Makindye East Sub Division in Kampala District. The main objective of the study was to establish the teaching method and student's academic performance in religious education in secondary school in Uganda with particular emphasis to Makindye East division, Kampala district. While the specific objectives were to establish how and whether religious education subject is appearing on the school timetable. The study was based mainly on secondary data in form of questionnaires, interview and documentary reviews of selected literature. The data collection was analyzed using descriptive and relational statistics. The major finding was most school in Makindye do not have enough teaching aids, some lacked trained specialists to the subject. This study has conclusion that school had less time located to teach religious education. This study recommends that all teachers and in Uganda should resume training specialists most especially for secondary school to ensure the competence of those who will improve on the effective teaching of religious education in the study area. The government should intervention to promote and safe guard the right of the teacher

TABLE OF CONTENTS

Title page.....	..(i)
Declaration.....	(ii)
Certification.....	..(iii)
Acknowledgment.....	.. (iv)
Abstract.....	..(v)
Table of contents.....	(vi)
List of tables.....	(ix)

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	6
1.4 Objective of the study.....	6
1.5 Research questions.....	7
1.6 Significance of the study.....	7
1.7 Scope of the study.....	8
1.8 Justification of study.....	8
1.9 Definition of terms.....	9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	10
2.2 The use of time table to teach Religious Education.....	10
2.3 Importance of teaching/ learning aids.....	10
2.4 The qualification of Religious Education teacher.....	11

CHAPTER THREE

METHODOLOGY

3.1 Introduction.....	13
3.2 Research Design.....	13
3.3 Population sample.....	13
3.4 Selection of respondents.....	14
3.5 Instruments to be used in collecting data.....	14
3.6 Procedures for data collection.....	15
3.7 Data analysis.....	15

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction.....	16
4.2 Time tabling of religious education.....	16
4.3 Use of teaching learning Aids.....	17
4.4 Qualification of religious education teacher.....	18
4.5 Table A representing the background information.....	20
4.6 Table B representing the information subject study.....	21

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF FINDINGS

5.1 Introduction.....	22
5.2 Discussion of result on research question 1.....	22
5.3 Discussion of result on research question 2.....	23
5.4 Discussion of result on research question 3.....	24
5.5 Problems which brought bad effect to teach religious education.....	24

5.6 Conclusion.....	24
5.7 Recommendations.....	24
5.8 Areas of further study.....	25
Bibliography.....	26
Appendix 1 questionnaire for head teacher.....	27

LIST OF TABLES

Table 1 representing the categories of population sample.....	12
Table II representing the timetabling of religious education.....	15
Table III showing the use of teaching learning aids.....	16
Table V representing the back ground information of the study.....	18
Table VI representing the information on subject study.....	19

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The idea of religion in Uganda started way back in the 18th Century when the Arabs came to Uganda with an aim of trading, but they ended up spreading their religion and in 1877, the Church Missionaries Society (CMS) also arrived in Uganda and these were Rev. T.C Elson and Shergold Smith.

Two years later, they were joined by Father Loudel and Brother Amans of the Roman Catholic Society (RCM) in 1879 with an aim of spreading Christianity. So, from then up to now, the idea of spreading religion came to mind in Uganda.

Religious Education is concerned with everything about people and their relationship with God. Religion is therefore the human recognition of God expressed in worship and obedience and provides ethical standard by which people live to. Here, scholars define religion as ideas, attitudes and creeds that people hold that include the acts they perform according to the super natural powers.

In other words, religion is a belief in one or more god's but this would not include all religions as some of the religions may mean a way of believing rather than a way of living so, is a state of believing in God fearing.

Although the missionaries and Arabs came with an aim of spreading religion, they found it necessary to make their converts literate in order to enable people to read the Bible and other books of the scripture as well as the Quran.

On the other hand, African traditional religious believe that God is all powerful and man must keep in touch, contact with him and his needs.

In Africa, the religious view is presented by traditional religions for example; Islam and Christianity which hold that life can be understood only in the context of divine creation.

This is just a belief; it is reached by scientific principles but through facts, revelations, philosophical interpretations and the experience of forces such as prayers and spiritual powers. Missionaries saw that it was necessary to teach Christian religion and other academic purpose; so they decided to build schools and also the Arabs/Islam built their own schools in order to promote religious education and other disciplines.

Since the moral and social development depend entirely on the early education, the children spend their preschool ages with their parents and therefore parents have a big role to play in order to bring up children in religious way before coming to school age stage.

According to the researcher's observation, most parents have neglected religion and they have even gone to the extent of leaving their children in the hands of caretakers and teachers to develop them morally.

To develop the children's behaviors in their later age, both teachers and parents have to join hands. In the study, the task of the researcher was to investigate into the factors affecting the teaching of religious education in infant classes in Makindye East Division, in Kampala District.

Evans Methaum states that:

"Nobody or girl can be committed as properly educated unless he / she has been made aware of the fact existence of religious Education interpretation"

This is to say, if students are not informed the existence of religious and they understand it well, they will never change socially and academically though more

so pupils would be taught right from their childhood .the existence of god so that what ever they are reminded in society and subject.

Rev. Fr Lair Katiaro reported the following questions made by one of the monks saying. “Can we make the gospel became the very life of these young people and simply a coat they wear in special occasion. A coat they can get rid of when has became un accountable”.

Indeed this problem which is experienced all over the world and it was also found in kapeeka Sub County an area in that, students when taught in class anything they do not bother relating what they learnt to their dairy behaviours,very few students follow and practice what they have learnt.

So the research realized that some pupils do not have interest in the subject or do not know the aim and value of Religious Education which is discouraging because pupils may decide not to pay attention to what is taught and it affects both the teaching and learning of Religious Education in schools. So since Religious Education is both practical and theoretical subject as teachers we have to emphasize to the pupils that what is taught at school should be practiced even in their daily life situation.

Professor Mbiti puts it in his book, Africa Religious and philosophy that;
“The child must grow out of childhood and enter into adulthood physically, socially and religiously.”

That is to say that Africa Religious aimed at preparing the child for life unlike in our present society many teachers, parents and pupils take Religious Education as an examinable subject.

This is because the idea of having fixed time for Religious Education instructors was brought by missionaries practically when they started official formal education in schools. In addition to that, children should be advised to worship God all the time, parents, elders should emphasize scriptures Robert. C. Broderick confirms that; “In the church, spiritual authority is established by God.

For Religious Education to be effectively taught, teachers should not be under trained into as J.S Farrant emphasized it that;

“Teacher will little or not trained trend towards authoritarian and in efficient method that made pupils see school as repressive place with little to enjoy.”

This clearly shows that under trained teachers in diversely affects the performance of Religious Education and thus they should go back for up grading courses so that the subject can be uplifted to the same standard. So other subjects.

Margaret states that;

“Child especially in upper primary classes learn by limitations.”

That is to say if teachers action reflects his feeling the learner will copy these actions. The personality to teachers and religious belief are of great importance to the child if there is to good teaching. The religious education could be uplifting standards.

When a teacher teaches young children how to follow the examples of Christ gesture of patron forgiveness reconciliation and understanding if help in molding families act of school and community.

Historical perspective of the visited secondary schools

It was also part of the study intention to get a brief historical perspective of the visited schools. The basis of this sub theme was the belief that the condition and

intention behind setting up a school might greatly influence occurrence and impact on its teaching methods. For example, where as the sole aim of the citizen, some proprietor set up schools as a business venture in which they expect exorbitant profits.

Condition under which visited school were founded

Respondents were requested to state the conditions under which their respective schools were founded. This question was only passed before the head teacher and teachers for pupils could not have been with sufficient knowledge about the conditions for founding the schools. The elicited responses were presented in table I.

1.2 Statement of the problem

For anything to be in existence or happen there must be a cause. So, the researcher for a long time has observed that the teaching of Religious Education in Secondary School has been neglected in Makindye East Division, Kampala District. Hence the title; “Teaching Methods and Students’ Performance in Religious Education in Selected Secondary Schools in Makindye East Division in Kampala District”

In doing this a research found out that it would be a great importance if at all she first noted the causes of this poor performance in religious Education in secondary and schools of Makindye East Sub division Kampala district and put them into consideration to create possible solution to such causes.

Secondary schools in Makindye East sub division Kampala district hence persistently failed to reconcile conflicts that exist between what should be done and the resources to do it. They have also failed to recognize the unmanageable situation into one that can be managed, and choose teaching learning materials that matches with the condition.

This study, therefore, is intended to find out whether the teachers lack the required skills. Or if the nature and intensity of the poor performance are unmanageable. It is hoped that solution to attain better academic performance success could be sought by exposing. The teaching of religious education in secondary schools has not entirely met its objectives, many secondary schools in Makindye Division have less/little time allocated to teaching of religious education. This was seen in new of the selected schools where religious education is appearing in the time table as compared to other subjects.

In addition to experiencing poor performance in the subject, which seriously affects the students grades offering art subjects the inappropriate teaching methods like dogmatic approaches of teaching is extremely high, a factor affecting academic performance of students in religious education. This situation raises huge concern and doubt the effective teaching of religious education and students' academic performance in secondary schools, necessitating investigation into the academic performance in religious education, in order to improve on the teaching methods and students' academic performance.

1.3 Purpose of the study

The researcher's main purpose of investigating into this problem is to establish the factors of poor teaching of religious education in Makindye East Division in Kampala District.

1.4 Objectives of the study

General objectives

General objectives of this study is to establish the teaching methods and student's performance in religious Education in Secondary school in Uganda with particular emphasis to Makindye East division, Kampala District.

Specific objectives

The researcher's objectives are;

- (i) To establish how and whether Religious Education subject is appearing on the school/Class Timetable.
- (ii) To find out whether the teaching/learning aids are used during the teaching learning process.
- (iii) To find out the qualifications of Religious Education teachers in relation to the way of teaching the subject in study.

1.5 Research Questions

- (i) Do the teachers indicate the religious Education on the time table and follow It up by the teachers?
- (ii) Do the teachers use teachers use teaching / learning aids in their teaching / the Learning process?
- (iii) Are teachers trained and qualified in the teaching of Religious Education?

1.6 Significance of the study

The researcher hopes that his research report will be of great help to all those who read this booklet not only in schools but also to those in other communities who may be interested in the religion they benefited a lot as far as the subject is concerned.

In this research work, the researcher is drawing the attention of the ministry of Education and Sports officials, head teachers as well as Religious Education teachers to discuss on some of the weaknesses that will be found in the teaching of Religious Education in Secondary school Classes in Makindye East Division, in Kampala District.

As an educator called John Dawey recommended the exploration and experimental approach and at the same time more educators like Pestolozzi and Froebel believe that we learn by doing it does not source normal to neglect religious Education in Makindye East sub Division Kampala. Because it both practical and theory subject which means God before other people on future. This means that we do not only teach this subject for the students to pass exams but also to model them in to servants of lord in future.

1.7 Scope of the study

Geographical Scope

The researcher limited her study in Makindye East Division because the area experiences the problem under investigation. The researcher stayed in this area for a long time, so she did not expect to experience the financial and language barrier problem during data collection.

Content Scope

The content scope covered the following areas; attitudes of the teachers towards teaching the subject, attitudes of the students towards the subject, methods used by teachers and the teaching learning aids.

Time scope This study covered a period of six months, reason being that secondary school in Makindye East sub Division. Kampala District had greatly increased in these years.

1.8 Justification of study.

There was an increase in the number of secondary school in Makidye East sub Division. Kampala district for past ten years. However, the increase will be generally in quantitative other than qualitative terms. Majority of such secondary

schools do not have sufficient facilities for a conducive teaching and learning environment. When it comes to personnel, there are no clear staff members because most are part – timers.

A number of these schools are neither formed on religious ground, individual's basis nor group interests.

1.9 Definition of terms

Religion; this is the human recognition of God experienced in worship and obedience and provide ethical standards by which people live to.

1.10 Quran; this is the Holly Book for Moslems

Bible; this is the holy book for Christians

Teaching methods; these are methods or ways teachers have to use in teaching so that students understand the content.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The researcher based her findings on other people's comments about the topic under study. A lot had been written about the teaching of Religious Education, how it can help individual groups and the nations at large.

2.2 The use of timetable to teach Religious Education

In regard to the use of the timetable on Religious Education;

Mayo (1967, page 93) stressed that; "In most countries, scriptures or Religious Education, instruction occurs in the infant curriculum and is often allocated as much a half an hour. Infants generally also attend morning prayers with the rest of the primary school."

Teachers need to accurately follow the curriculum so as to enable them properly get recommended time allocated for the subject. Horwich (1959, page 69) stress that;" Unhurried time and loving patience are necessary. The teacher should appropriately make use of the designed time for Religious Education so as to achieve the best of his objectives."

2.3 Importance of teaching/learning aids

Concerning the textbooks, the following people have this to say; Udo (1984, page 18) stressed that; "Children like to play, imitate people, touch things and ask questions. At first their play has no purpose but later it becomes purposeful."

This implies that Religious Education should be handled by use of various ways; methods and learning materials which will make learners relate it to their usual life.

Farant (1964, page 107) says that;” Great understanding of how children learn is influencing the way teachers teach. It is encouraging a greater use of informal teaching methods with emphasis on child centered education and individualized learning and more carefully tested learning materials.”

Leonero (1966, page 18) stresses that; “In order for a child to be able to appreciate the usefulness of a subject, he needs to be given more experience which will enable him or her to discover this for him or herself.”

For example, a boy who dislikes reading is interested in cars, may begin to want to read if he is given a book about cars. This enables the child to understand more and develop interest.

Norman .J. (1980, page 74) says that; “Piaget emphasizes that the use of concrete objects in teaching. By making pupils use all their senses in order to learn which act as instructional materials.” This helps in developing a long term memory in the learners.

2.4 The Qualification of Religious Education teachers

The ministry needs to put more efforts for the qualification of teachers so as to enable effective teaching learning of the subject as regards.

Kiwanuka E.S (2000, page 138 – 139) said that; “Alley factor in achieving our goals and objectives is the performance of the institutions employees, staff

performance has to be continuously monitored, each institution should put in place a staff performance appraisal system.” This will greatly improve their performance.

Rusk Robert .R. (1969, page 1) said that; “The concept is seen as part of the hero myth now widely and enthusiastically described the fantasy that an individual with a message is capable of changing the course of human affairs.”

Udo-Ema (1960, page 51) stressed that; “Teaching is not an easy job. Make no mistake about it. If it were there, would be no need for training. This emphasizes that it is required for a teacher to be well trained so that he should apply the best methods for delivering the message to the learners and is understood.”

In the researcher’s findings, she came out with the guidance without a child hardly survives. Teachers should help the children to praise God right from childhood until their young stage because this can help them to grow in a brighter and happier way.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this section, the researcher highlighted the research design that which was used, population of the study, sample selection and size data collection, procedure, data analysis and limitation that were encountered during the study.

3.2 Research Design

This study used qualitative and descriptive survey research design. This was used because it was a method of investigation in which self – report data collection from interested sample was done, on top of the following for a thorough and easy analysis of respondent opinions. Given the nature of this study's focus, it was a descriptive survey research design that was adequately lead to collection of reliable information, by giving a focused description of every phenomenon deemed of causing teaching methods and students' performance in religious education in secondary schools.

Being neglected, religious education as a subject, the researcher used three schools for sample study so that he could find enough data for this problem;

3.3 Population Sample

The researcher talked to a number of categories of population samples, for example; head teachers, class teachers and Religious Education teachers and they helped the researcher to compile the data.

The researcher was categorized and indicated them on Table I below;

School	Head teacher	Class Teachers	Religious education (Tr)	Elder	students
L	1	1	2	3	10
M	1	1	2	3	10
N	1	1	2	3	10
TOTAL	3	3	6	9	30

3.4 Selection of respondents.

From the three selected private secondary schools, their corresponding head teachers were purposively selected for the study. Six teachers and four students from each school were selected for the study using systematic random sampling. This was done by first establishing the total students and teacher population in the bid to determine sample interval. The sample interval was therefore used to select the required respondents. Over all 36 respondents were used in the study.

3.5 Instruments to be used in collecting data

Questionnaires

The researcher used both closed and open ended questionnaires which were prepared for respondents, head teachers, class teachers and Religious Education teachers in secondary Classes of the sample schools.

3.5.2 Interviews

Interviews were administered to the head teachers with the use of an interview guide. The interview was open – ended. The intention of using interviews is that they help generate a wide range of information if probing is adequately done, and guarantees an immediate feed back.

3.5.3 Written documents

The study made a review of written documents such as books, report, holy books, magazine and school records. The information that was gathered was important in consolidating the respondent's elicited from the interview and questionnaires.

3.6 Procedures for data collection

The researcher first got the letter of introduction from Department of Education Kampala international University. This was presented to the head teachers of the selected schools seeking for permission to carry out the study in their respective sample schools. The research then requested the head teacher to introduce her to the teachers and students selection and presentation.

Appointment was made with the selected respondents to allow them set their convenient time. When to participate in the study exercise. To avoid loss and misplacement of questioners the researcher ensured that their collection immediately after getting filled. Interviews were taken at least 30 minutes. During that time, the researcher kept jotting down the main points.

3.7 Data analysis.

The responses of the subject categorized frequency counts and score tables with varying percentages which calculated inferences were made according to the number of occurrences on each item. Data was identified, written in margins and later assembled together to draw inferences.

CHAPTER FOUR

PRESENTATION / ANALYISI AND INTERPRETATION OF THE RESEARCH FINDINGS.

4.1 Introduction

In this chapter, the researcher analyzed and presented his data collected and their interpretation of findings was done in accordance with the study objectives as integral part of themes in the literature review. The background of the respondents was incorporated in the presentation of findings to give the study a basis for the study.

4.2 Timetabling of Religious Education

Table III

Schools	Senior two	Senior four	Senior five
L	3	3	4
M	3	4	3
N	4	3	3
TOTAL	10	10	10

According to the above Table, the researcher found out that some schools never minded to properly indicate the specific time at which to teach religious education lessons.

From two of the sampled schools, the researcher bothered much to ask pupils about how and when they conduct religious education and three pupils from each of the

two class could generally respond similarly that they only had a mass through which simple preaching was conducted generally for the whole school.

The researcher relatively observed and found out that religious education was given the least priority on the timetable in two of the sampled schools. Teachers indicated one period in a week and sometimes it was being combined with other lessons.

In schools where religious education appeared on the timetable, the researcher found out that it was ignored as teachers could over teach a single discipline and assume the timetable period which is allocated for religious education is utilized.

In sample school 'N' the researcher found out that teachers mistook the time designed for religious education as for a music dancing and drama session hence students only were made to lose the lesson systematically.

4.3 Use of teaching Learning Aids

The researcher was interested in finding out whether teachers used the teaching learning aids, how they were provided and handled.

Table IV: Showing the use of teaching learning aids

Schools	With enough teaching materials	Without enough teaching materials
L	-	*
M	*	-
N	-	*
TOTAL	1	2

KEY

- * Teaching
- No teaching materials

According to the table above which tested whether schools use instructional materials only one school was found insufficient; so it was very difficult to conduct religious education lesson.

This was due to lack of seriousness by the administration to request for them.

According to the interview report which was done to both head teachers and heads of departments, religious education is not well taught due to lack of skills and creativity which could suit the students but their response was that they are not provided with enough books for religious education by the ministry yet the syllabus shows that they are supposed to teach religious education.

On the same problem, the researcher found out that two of the sampled schools had a few textbooks which had little content to teach to the students.

The researcher found out that some schools had the joint Christianity textbooks which were not enough compared to the number of pupils in a particular class.

According to the researcher's observation, she found out that there were few schools which tried to use teaching/learning aids in facilitating the teaching learning process; they told her that they did not have enough time to prepare them.

4.4 Qualification of Religious Education Teachers

The researcher was interested to find out where Religious Education is taught by qualified teachers.

Tale V: Showing the Qualification of Teachers in the sampled school

School	Licensed	Masters	Degree	Diploma
L	1	1	2	-
M	-	-	1	1
N	-	-	2	—
TOTAL	1	1	4	1

According to the table above which tested the qualification of teachers, it showed relatively a negative attitude in teaching learning religious education. In each of the sampled schools, there proved to be teachers who were assigned to teach religious education but much of which 2 teachers from the two sampled schools were qualified as diploma teachers but not specialized in the area of teaching learning religious education.

During the interviews with the respondents, the researcher got a lot of information which indulged in having interest in learning religious education by the learners, it was realized that most students can memorize long texts and process but value of memorization depend on the understanding the accompanies.

Therefore, some students had a lot of interest but they were not guided and to understand by their teachers due to lack of methodology presentation. Therefore, it was found that schools in Makidye east sub Division, Kampala District, teachers who were specialized in teaching religious education.

This theme was initially the focus of the study. However, it was to give it a background if the social characteristics of the respondents and historical perspective of the school in a bid to elicit representative data and trace a image between the school's historical perspective and the prevailing teaching methods and students academic performance.

4.5 Table A representing the back ground information of the study.

	Item	Frequency	Percentage
1	Age of Respondents		
(i)	26 -30 years	01	16.66%
(ii)	30 35years	02	33.33%
(iii)	40- 45 years	02	33.33%
(iv)	Above that	01	16.66%
	Total	06	100%
2	Sex of respondents		
	(i) Female	02	33.33%
	(ii) Male	04	66.66%
	Total	06	100%
3	Religion of the respondents		
	(i) Protestant	02	33.33%
	(ii) Catholic	00	00%
	(iii) Muslim	02	033.33%
	(iv) Orthodox	00	00%
	(v) Born again	02	33.33%
	Total	06	100%
4	Marital status		
	(i) Married	2	33.33%
	(ii) Single	2	33.33%
	(iii) Divorced	1	33.33%
	(iv)Separated	0	00%
	Total	19	100%

Table a shows the ages of respondents those in 25-30 years were 16.66%,30—35years were 33.33%,40-45 years were 33.33% and these above those age were 16.66%.female respondents were 33.33% and 66.66% were male respondents The table also represents the religion of the respondents which was included as the protestants were 33.33%, catholic were 00%, Muslims were33.33% and Born again were 33.33%. There was also the marital status of the respondents in

4.6 Table B representing the information on subject study.

Item	Frequency	Percentage
6. When is religious education taught		
(i)Monday	01	16.66%
(ii) Tuesday	00	00%
(iii)Wednesday	02	00%
(iv)Thursday	00	33.33%
(v)Friday	02	16.66%
Total	06	100%
7. How many times is religious Education appears on the time table.		
(i) Once	02	33.33%
(ii) double	04	66.66%
(iii) twice	00	00%
(iv) More than two	00	00%
Total	06	100%
8 Is the time table followed by the teachers?		
(i) Yes	04	66.66%
(ii) No	02	33.33%
Total	06	100%
9. Which teaching learning materials are used in your teaching process?		
(i)Charts	02	33.33%
(ii)Text books	01	16.66%
(iii)Other specify	00	00%
Total	06	100%
10. Qualification of the teachers teaching religious education		
(i) Degree	02	33.33%
(ii)Master	00	00%
(iii) Post Graduate	04	66.66%
(iv) Certification	00	00%
Total.	06	100%

According to table B it shows that the time Religious Education is taught in the week and the information was revealed by the respondents that on Monday 16.66%, Tuesday it is not taught, Wednesday is taught 33.33%, on Thursday it is Taught 33.33% and on Friday is taught 16.66%. It also presents the time Religious that it appears double on the time table and none revealed that it appears Education appears o the time table. 33.33% was appearing once, 66.66% revealed twice or

more than that time. There were also difference in responding on the teaching materials used in teaching process.33.335 revealed that it is charts there are using,16.66 revealed that text books are used and none revealed with other materials. The qualifications of the teachers were also represented on the table. It can be seen on the table the average of the teachers was post graduate which were 16.66 and 33.335 were for degree level and were under average.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

During her study, the researcher gathered a lot of data therefore; the researcher summarized those findings as below;

5.2 Discussion of Results on Research Question I

The researcher found out that Religious Education was given less time period for example being taught once in a week to some classes. It was being conducted in the weekly mass service hence students never had it clearly in class as an independent subject.

After the investigation by the researcher, she suggested that the timetable designers should assign enough time to Religious Education because it is as important as other disciplines which lead to excellence of the students in her life through this transitional world.

Infants also attended morning prayers alone. On this note, the teacher should not treat the time assigned for Religious functions as an academic sector for the students. They should understand that this is essentially a spiritual time set for the students to have an initiative or a spiritual relationship with their God through prayers and praises.

5.3 Discussion of Results on Research Question II

Are the teachers using teaching learning aids?

The researcher found a few textbooks with no reference books.

The researcher found out the teachers do not use teaching learning aids and a few of them try claiming that they have no enough time to prepare or even buying them.

After identifying the problem, the researcher opted for government and parents to join hands with the school authorities and other stakeholders to improve on the teaching learning standards of the subject by doing the following;

The ministry of Education in collaboration with the head teachers should see to it that enough teaching learning aids including pupils and teachers reference textbooks are supplied to the needy schools.

Parents should also but effort to by relevant textbooks for that child.

Teachers should always utilize properly the few teaching learning aids which might be available at the moment.

The teachers should also be more resourceful in finding out more materials to help them in teaching learning process subject, for example church elders.

They can also provide information which can help the teacher during the teaching learning process.

5.4 Discussion of Results on Research Question

Are there qualified teachers to handle Religious Education Subject?

According to the investigation by the researcher through the interview and questionnaires, he found out that most schools in Makidye East Sub Division lacked trained teachers who specialize in handling religious education. This was one of the reasons why Religious Education was unfairly taught well in Secondary Classes.

5.5 The researcher found out that there were a number of problems in the school which brought about bad effects to the teaching of Religious Education in Secondary Classes.

The timetable never showed the correct presentation to the effective teaching of Religious Education as a subject to be taught.

Most sample schools of East Division, they could not get enough teaching learning aids which could facilitate the effective teaching of Religious Education to Secondary Classes.

On the same ground, the sample schools in Makidye East Sub Division, Kampala, District lacked trained specialists to the subject.

5.6 conclusion

From the data collected by the researcher realized a number of weakness which were being exposed in sampled schools for example some schools had less time located to teach Religious Education. The used teaching methods like logimatic approaches of teaching. There was necessitating investigation into the academic performance.

The teaching learning methods are used but they don't use various teaching methods which will make learners relate it to their usual life.

5.7 Recommendations

After having studied and discovered the Methods of teaching and students academic performance in Religious Education in secondary Classes in Makidye east sub Division Kampala District, the researcher came out with the following recommendations and suggestions.

All teachers and in Uganda should resume training specialists most especially for secondary classes to ensure the competence of those who will improve on the effective teaching of Religious Education in the study area.

Therefore, the subject should be timetabled, given enough time and it should be a priority of the head teachers to make continuous supervision to the teachers' timetables so that lessons could be taught accordingly.

This will widen knowledge of the learners and need for Religious Education to help in future as they continue to face a world of transitional conditions.

Respondents were also requested to state what they thought would help over the teaching methods and students performance. The elicited responses were descriptively represented and included the following.

- (i) Government should give a hand to acquire the basic facilities for school.
- (ii) Government should intervention to promote and safe guard the right of the teacher. This was given out by teachers on the basis that they thought they were exploited in secondary school.

- (iii) Ensuring a cordial relationship and co-ordination among all the stakeholder or education secondary school proprietors, head teachers, parents, teachers and students.

5.8 Areas of further study.

Why Religious Education is not examined as a paper on it's own in primary?

Reasons why secondary students have a negative attitude about Religious Education?

A study can be done to evaluate the performance of students in Religious Education.

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QUESTIONNAIRE

Dear Respondent,

Thank you for accepting to participating in this academic study.

Your information will be treated with utmost confidence. Respond by either filling in the blank spaces provided, or indicate with (tick) where applicable.

SECTION A: BACKGROUND INFORMATION.

1. Name of the school

2. Age of Respondents.....

(i) 25-30 years ☐

(ii) 30- 35 years ☐

(iii) 40-45 years ☐

(iv) Above that ☐

3. Sex of Respondents.....

(i) Female ☐

(ii) Male ☐

4. Religion

(i) Protestant ☐

(ii) Catholic ☐

(iii) Muslim ☐

(iv) Orthodox ☐

(v) Other(specify) ☐

5. marital status

• Married ☐

• Single ☐

• Divorced ☐

• Separated ☐

SECTION B

INFORMATION ABOUT THE SUBJECT OF THE STUDY

6. When is the religious?

- | | |
|-----------------|--------------------------|
| (i) Monday | <input type="checkbox"/> |
| (ii) Tuesday | <input type="checkbox"/> |
| (iii) Wednesday | <input type="checkbox"/> |
| (iv) Thursday | <input type="checkbox"/> |
| (v) Friday | <input type="checkbox"/> |
| (vi) Others | <input type="checkbox"/> |

7. How many times is religious education appearing on the timetable a week

- | | |
|---------------------|--------------------------|
| (i) Once | <input type="checkbox"/> |
| (ii) Twice | <input type="checkbox"/> |
| (iii) More than one | <input type="checkbox"/> |

8. Is the time table followed by teachers

- | | |
|---------|--------------------------|
| (i) Yes | <input type="checkbox"/> |
| (ii) No | <input type="checkbox"/> |

9. Which teaching learning material are you using in your process?

- | | |
|----------------------|--------------------------|
| (i) Charts | <input type="checkbox"/> |
| (ii) Text books | <input type="checkbox"/> |
| (iii) Others specify | <input type="checkbox"/> |