
**RELIGIOUS STUDIES AND STUDENTS' BEHAVIOUR IN SECONDARY SCHOOLS. A CASE STUDY
OF KIZIRANFUMBI SECONDARY SCHOOL, KIKUUBE DISTRICT.****1 Kyalisiima Scovia, 2 Okee Jill Margaret****1, 2 Metropolitan International University****ABSTRACT**

The study aimed at religious studies and students' behaviour in secondary schools with a case study of Kiziranfumbi secondary school, Kikuube district and it was guided by the following objectives; To find out the role of Religious Studies towards the behavior of the learners in Kiziranfumbi secondary school, to find out the teachers and students' perceptions about the aims and objectives of Religious Studies in Kiziranfumbi secondary school and to investigate limitations of Religious Studies teachers, face in trying to change the behavior of the learners in Kiziranfumbi secondary school. The researcher selected only 40 respondents from the total population and this was based on the recommendations of Amin (2005) who said that the fewer respondent in the qualitative research produces credible and reliable data than many respondents. The researcher collected data from the respondents through having face to face interaction with them about the topic under study which helped to get detailed information about the topic understudy. From the findings, 18 (85.7%) of the respondents strongly agreed that CRE subject teaching methods were deliberate and ensure behavior change of the learner while 3 (14.3%) disagreed. The findings put into record that 18 (85.7%) agreed that teaching method ensure positive behavior change. However, 3 (14.3%) of the respondents disagreed. About 14 (66.7%) of the respondents agreed that lecture method is likely to ensure behavior change of the learner while 5 (23.8%) offered no comment. The Ministry of Education should work together with teachers and parents to revise the syllabus so as to include more contents of students' specific sub-topics on positive behavior change. The CRE subject teachers through school management should organize for students' trainings, Christian Union officials' trainings and learners' camps where Christianity is taught as well as guidance and counselling.

Key words: religious studies, students, behaviour and secondary schools**Background of the Study**

Globally Religious Studies is considered as an important subject taught at different levels of education and the history of Religious Studies is not certain, however many argue that Religious Studies can be traced from European countries such as France, United Kingdom, Russia even inn USA where it's considered as subject that ensures social harmony, morals and related to social class (Ronet et al., 2023).

According to the 1944 education , Religious Studies was too separate from denomination and advocated for pedagogies that were non-dogmatic to those pedagogies that ensures Religious tolerance and Religious Studies were to be in voluntary schools and county school which could in two parts and that's collective worship aimed to spiritual growth and classroom instruction which aimed and at moral and ethical development (Anthony et al., 2023) Therefore

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Religious Studies in England was introduced to end the confessional and denominational nature which were common in church founded schools (Zulaikah & Rebecca, 2023).

In Uganda, the origin of foreign Religions and Religious Studies is believed to have been introduced by the Christian missionaries and the Arabs who introduced Christianity and Islam respectively (Aisha et al., 2023). The teaching of Religious Studies is traced back from 1844, 1877 and 1879 when the first Arab, Protestants and Catholic Missionaries respectively arrived in Kabaka's palace with the Purpose of Spreading their Faith against the other faith (Allan et al., 2023) and started setting up Religious Founded Schools to act a center for teaching young ones their specific faith in order to grow strong in faith and love it against the other faith. The mode of instruction in these Religious founded schools were theological and confessional in nature done mostly by the Religious Leaders who were considered to have vast knowledge about Religion and the bible and Koran (Micheal et al., 2023).

Statement of the Problem

As already stated above, when tracing the historical background about Religious Studies in Uganda, we

Specific Objectives

1. To find out the role of Religious Studies towards the behavior of the learners in Kiziranfumbi secondary school.
2. To find out the teachers and students' perceptions about the aims and objectives of Religious Studies in Kiziranfumbi secondary school.
3. To investigate limitations of Religious Studies teachers, face in trying to change the behavior of the learners in Kiziranfumbi secondary school.

Methodology

Research Design

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need to go as far as 1844 when the first Arab arrived in Uganda with Islamic culture and 1870's with the coming of Christian missionaries who introduced Christianity (Victoria et al., 2023). The arrival of the above religious group lead to the outbreak of religious wars in the Kabaka's palace which climaxed into the formation of churches and mosques coupled with the foundation of religious founded schools in order to church the new converts about specific faith (Godfrey et al., 2023). However, after Uganda's independence, the Religious Studies curriculum was revised to move from the theological and confessional nature to have educational purpose. According to the national curriculum development center, the purpose of Religious Studies in the educational curriculum is to impart learners with moral values and spiritual growth (Ntirandekura et al., 2022). However, it is not evident whether the teaching of Religious Studies in the secondary schools of Uganda has improved on the behaviors of the learners. It is on this basis that the researcher is interested in finding out how Religious Studies has impacted on the behavior of students in Kiziranfumbi secondary school (Richard et al., 2022).

The researcher applied the qualitative research design which was in form of a case study. Mugenda and Mugenda (2003) describes a case study as an in-depth investigation of an individual, a group, institution or a particular phenomenon. Koul (2001) looks at a case study as an attempt to examine a particular individual or a unit in depth in order to gather pertinent information that can help to solve a problem at hand. A qualitative case study design was selected because it helped to get detailed information on how Religious education has improved on the behavior change of the learners in Kiziranfumbi secondary school. This research design was selected in order to capture deep understanding of the study including respondent's feelings, emotions and non-verbal communications.

Study Population

Amin (2005) defines study population as a complete collection of the elements that are of interest in a particular investigation. It is also defined as the entire set of cases from which research samples is drawn (Wilson 2010). The research was conducted on the students and teachers of Kiziranfumbi secondary schools

Sample size

The researcher selected only 40 respondents from the total population and this was based on the recommendations of Amin (2005) who said that the fewer respondent in the qualitative research produces credible and reliable data than many respondents.

Sampling Technique

Sampling is the selection of a proportion from the largest population whose views are generalized to represent the views of the target population due to limited time and resources (Wilson 2010). The researcher used Purposive or Judgmental Sampling Method. Purposive sampling method is where the participants are selected deliberately because they have knowledge about the study in order to get reliable information. The researcher use purpose sampling method because it will provide reliable data got from the reliable source (Maxwell 1996).

Data collection methods**Interview**

The researcher collected data from the respondents through having face to face interaction with them about the topic under study which helped to get detailed information about the topic understudy. This was systematically carried out using interview guide which is the list of questions to be asked and recorders to record the conversation to be ready for transcribing, interpretation and analysis.

Self-Administered Questionnaires

The researcher employed open ended questionnaires in order to captures the respondent's views about the study. These questionnaires were supplied to educated personnel

Data analysis

Data was analyzed using the SPSS (Nelson et al., 2022). This is the process of identifying patterns or themes within the data collected qualitatively (Braun& Clarke 2006). The commonest ideas from the respondents made themes which helped to have a detailed understanding about the topic understudy.

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RESULTS**Effect of CRE Subject on Student Behavior Change in Day Secondary Schools.**

The researcher wanted to find out the effect of CRE subject on student behavior change in day secondary schools. An item was put in the questionnaire to find out whether the CRE subject has effects on student behavior change. It became apparent from Table 1 below that all 131(100%) of the respondents said CRE subject was designed to play a role in behavior change of a student. These findings are in line with the National curriculum handbook which explains that secondary school CRE subject was established aimed at improving spiritual as well as academic development of the learners.

Table 1: Effect of CRE Subject on Student Behavior Change in Day Secondary Schools.***CRE Subject on Student Behavior Change***

CRE subject	Frequency	Percent
Yes	131	100
Total	131	100.0

The data in Table 1 showed the role played by CRE subject in the learner's life.

About 10 (7.63%) respondents said that CRE subject had contributed absolutely to the change of self and the society as a whole, about 15 (11.45%) noted it had helped students to gain understanding into the unfolding of God's self-relation, while 10 (7.63%) respondents said students had known more about Jesus and have been strengthened. The findings further indicated that the chapter on faith and moral change was covered in form two. A section of 32 (24.43%) of the respondents indicated that the subject had also enabled the students to relate well with others. Nineteen (14.5%) of the respondents agreed that the subject enabled students to be focused; while 23 (17.56%) concurred with the fact that the subject helped in promoting international consciousness through the understanding of universal brotherhood and sisterhood. The opinion of the respondents verified that CRE subject contributed positively on their behavior change.

The findings were supported by Chee & Leong-Yong (2018) who said that CRE subject claims to promote moral choices and the ability to make considered moral choices or internalize socially-acceptable behavior. The findings were also supported by Driessen (2011) who purports that outcomes-based education and the national curriculum with regard to religion should be geared towards development of all dimensions including; cognitive, social, emotional, physical, spiritual and ethical dimensions of pupils.

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Table 4.4*Role played by CRE subject in the learner's life*

Items	Frequency	Percent
CRE subject contributes positively to the transformation of student and the society at large.	10	7.63
CRE subject helps learner to gain insight into understanding of God individually.	15	11.45
The students have known more about Jesus and it has strengthened their faith and they have changed morally according to form 2 work	10	7.63
CRE enables them to relate well with others	32	24.43
Makes them to make right decision	22	16.79
Enables the Learner to be focused	19	14.5
CRE promotes international consciousness through the understanding of universal brotherhood and sisterhood	23	17.56
Total	131	100.0

Data in table 4.4 was a reflection on the extent to which syllabus content was designed to play a role in behavior change. The findings demonstrated that 18 (40.7%) of the respondents were in agreement that syllabus content was designed to play a role in behavior change while 2 (9.6%) of the respondents disagreed. The disagreement may mean that syllabus content was designed to play a role in other purpose. The findings further demonstrated that 18(40.7%) of the respondents were in agreement that CRE subject teachers made consultation to ensure scheme of work developed had deliberate inclusion for positive and negative change.

The percentage fell below fifty, clearly pointing out that much more needed to be done. 14 (66.6%) agreed that the subject may need to be revised to include contents which reflected positive behavior. 17 (80.9%) confirmed that evaluation of the syllabus was done after teaching to check and ensure behavior change was effected. 16 (76.2%) accepted that CRE subject had specific topics which were deliberate. The finding were supported by (GoK report, 2017), where the ministry of education through (KICD) has played key role in CRE development. The KICD (2015) contends that CRE curriculum should target to inculcate faith in the minds and hearts of the upcoming and young generation, the adjustment of morals and the spiritual empathy of an individual soul.

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Table 4.5*Extent to which syllabus content is designed to play a role in behavior change of learners.*

Items	SD	D	N	A	SA
CRE subject content was designed to play a role in behavior change of a learner.	1(4.8%)	1(4.8%)	1(4.8%)	13(16.9%)	5(23.8%)
CRE teacher made consultation to ensure scheme of work developed had deliberate inclusion for positive and negative behaviour change.	1(4.8%)	0(0%)	2(9.5%)	13(61.9%)	5(23.8%)
CRE subject may need to be revised to include more contents which reflect positive behaviour change.		2(9.5%)	5(23.8%)	10(47.6%)	4(19.0%)
Evaluation was done after teaching to check and ensure the behavior change.		3(14.3%)	1(4.8%)	10(47.6%)	7(33.3%)
CRE subject has specific topics which are deliberate and intended to induce positive behavior change.		3(14.3%)	2(9.5%)	9(42.9%)	7(33.3%)

Table 4.5 reflected various teaching methods used during CRE lesson in curriculum.

The findings confirmed that 128 (97.71%) of the respondents had used lecturing in CRE subject teaching time while 3 (2.29%) did not. About 120 (91.6%) indicated that story telling contributed to behavior change in secondary schools as it was stipulated in the curriculum while 11 (8.40%) respondents disagreed. 105 (80.15%) of the respondents had attended lessons where audio visual presentation was used against 26 (19.85) who had not. About 125 (95.42%) of the respondents had used text reading method as the curriculum dictates, while 6 (4.58%) did not. 130 (99.24%) of the participants had used group discussion method during their CRE subject lessons while 1 (0.076%) did not.

One hundred and ten (83.97%) of participants had used song & dance method during their CRE subject lesson while 21 (16.03%) did not (Mark et al., 2023). Various methods were hence being applied towards developing understanding and skills of the learners for positive behaviour change. These findings were supported by Farrant (2017), who explained that when different methods are used during class time the students tend to understand the concept better and it is more effective in learning. Daniel (2013) argued that lecturing, practical and audio visual presentations were among the best methods in teaching. With 19.6 indicating they had not used it in class, there was need to enhance it as it was appropriate to enable student to enhance understanding and to retain more of what they learnt for positive behaviour change (Oromo et al., 2023).

Table 4.6*Teaching Methods in CRE Subject*

Teaching method in CRE curriculum	YES	NO
Lecturing method	128 (97.71%)	3 (2.29%)
Story telling	120 (91.6%)	11 (8.40%)
Audio visual presentation	105 (80.15%)	26 (19.85%)
Text reading method	125 (95.42%)	6 (4.58%)
Discussion method	130 (99.24%)	1 (0.076%)
Song & dance method	110 (83.97%)	21 (16.03%)
Question & answer method	130 (99.24%)	1 (0.076%)
Project work method	120 (91.6%)	11 (8.40%)

Data in Table 4.6 was a reflection of the role of CRE subject in addressing student behavior change in secondary schools. Majority 110 (83.97 %) of the respondents strongly agreed and 21 (16.03%) agreed that social media such as Christian websites play a role in student behavior change. Approximately 6 (4.58%) respondents strongly agreed that school management play a role in student behavior change, 115 (87.79%) respondents agreed, 5 (3.82%) of respondents were neutral and 6 (4.58%) respondents disagreed. Most respondents, 88 (67.18%) disagreed that social cultural was vital in student behavior change while 20 (15.27%) agreed. The results of the study differed with those published by Koech, 2014 where he had said that social cultural play a role in student behavior change because it improves quality of life and should be put under review to be incorporated in the curriculum (Christopher et al., 2022). The two aims of the new syllabus were to make religious education more effective and relevant and also link CRE subject to the cultural background of the students. The findings also show that a big portion 109 (83.21%) of the respondents strongly agreed that parents and guardians play a role in student behavior change and 16 (12.21%) agreed while 5 (3.82%) disagreed. The findings were supported by (Craft, 2011) who found out that parents and guardians play a role in student behavior change. The findings also noted that 116 (88.55%) strongly agreed that the church as a sponsor plays a role in student behaviour change, 11 (8.40%) agreed, 2 (1.53%) were neutral but 2 (1.53%) disagreed. These results were in line with Baur's (2015) study, who found the school sponsors in Kenya also had a role to play through giving advice to the students, teachers and the government.

Table 4.7***Role of CRE subject in addressing student behavior change in secondary schools***

Items	SA	A	UD	D
Social media has a role in student behavior change.	110 (83.97%)	21(16.03%)		
School management play a role in student behavior change	6 (4.58%)	115(87.79%)	5(3.82%)	6(4.58%)
Social cultural has a role in student behavior change		20(15.27%)	23(17.56%)	88(67.18%)
Parents play a role in student behavior change	109 (83.21%)	16 (12.21%)		5 (3.82%)
Church play a role in student behavior change	116(88.55%)	11(8.40%)	2(1.53%)	2 (1.53%)

The role CRE subject plays to the learner

Respondents indicated that CRE subject contributed to shaping the positive behaviour in students. For example, the students respected the teachers, non-teaching staff, fellow colleagues, parents and siblings among other people. It was revealed that CRE subject played a major role in transforming the individual through guidance, counselling, fostering high self-esteem and promoting positive behavior change. The findings indicated that CRE subject promoted the critical thinking skills of the students. Critical thinking skills that the teachers of Christian religious education developed in learners were vital. Lessons were observed to confirm that the teachers were using the skill of appeal to have consistency in argument on moral issues. In addition, the lessons were also observed in order to establish teachers' use of the rules and principles of reasoning in a bid to develop critical thinking in the learners.

Impact of CRE Subject Teaching Methods on Students' Behaviour Change.

Table 4.8

Whether CRE subject teaching methods plays a role in behavior change of students in secondary school.

Teaching Methods	Frequency	Percent
Yes	19	90.5
No	2	9.5
Total	21	100.0

Information on table 4.8 showed the opinion of the teacher on the extent to which CRE subject teaching methods were deliberate in ensuring behavior change of the learner.

About 18 (85.7%) of the respondents strongly agreed that CRE subject teaching methods were deliberate and ensure behavior change of the learner while 3 (14.3%) disagreed. The findings put into record that 18 (85.7%) agreed that teaching method ensure positive behavior change. However, 3 (14.3%) of the respondents disagreed.

About 14 (66.7%) of the respondents agreed that lecture method is likely to ensure behavior change of the learner while 5 (23.8%) offered no comment. The findings also noted that 5 (23.8%) respondents indicated that story telling contributed to positive behavior change of the learner. All the respondents 21 (100%) indicated that audio visual presentation as a method of teaching CRE was used to improve behavior change of the learner in secondary schools. That could be done by projectors, video teleconferencing, use of radio and television among others. On the other hand 12

(57.1%) respondents agreed that text reading as used during CRE lesson helped behavior change of the learner. On song and dance, 15(71.4%) respondents agreed and 2(9.5%) strongly agreed that it helped to contribute to behavior change. Finally, about 15 (71.4%) of the respondents agreed that use of questions and answers method of teaching CRE contributed to positive change of the learner while 3 (14.3%) disagreed and 2 (9.5%) did not mention anything on the subject matter. In conclusion the findings showed that all the methods under study adequately contributed towards the teaching of CRE as a subject.

Table 4.9 - Opinion of the teacher, on the extent to which CRE subject teaching methods ensure behavior change of the learner

Items	D	N	A	SA
Extent to which CRE subject are deliberate and ensure behavior change of the learner.	3(14.3%)			18(85.7%)
Extent to which CRE subject ensure positive behavior change	3(14.3%)		9(42.9%)	9(42.9%)
Extent to which CRE subject teaching methods like lectures was likely to ensure behavior change of the learner	1(4.8%)	5(23.8%)	14(66.7%)	1(4.8%)
Extent to which story telling contributed to positive behavior change of the learner	1(4.8%)	2(9.5%)	13(61.9%)	5(23.8%)
Extent to which audio-visual presentation as a method of teaching CRE improved behavior change of the learner			10(47.62%)	11(52.38%)
Extent to which sing and dance as a method of teaching CRE improved behavior change of the learner	4(19.0%)		15(71.4%)	2(9.5%)
Extent to which text reading in CRE helps behavior change of the learner	2(9.5%)	6(28.6%)	10(47.6%)	2(9.5%)
Extent to which questions and answers of teaching CRE contribute to positive change of the learner	3(14.3%)	2(9.5%)	13(61.9%)	2(9.5%)

The researcher wanted to find out other methods used to contribute to induction of positive change in the learner. 1(4.8%) showed demonstration and group discussion enabled learners to see and internalize what they had learnt, 4(19%) of the respondents indicated Peer teaching and making use of radio or television programs helped students to absorb more of what had been taught. About 6 (28.6%) of the respondents showed that Reading the Bible as reference book may induce positive behavior of the learner. While 3 (14.3%) support use of resourceful persons or relevant people may induce positive behavior of the learner. Finally 2 (9.5%) of respondents believe that Use of religious magazine may help to induce positive behavior change

Table 4.10

Showing other Methods of Teaching CRE subject that may help to induce Positive Behavior Change of a Learner

Items	Frequency	Percent
Demonstration enables learner's to see and internalize what they have learnt	1	4.8
Group discussion help learner's to acquire more of what is taught	1	4.8
Peer teaching help students to absorb more of what has been taught	4	19.0
Reading the bible as reference book	6	28.6
Use of resourceful persons	3	14.3
Making use of radio or television programs	4	19.0
Use of religious magazine	2	9.5
Total	21	100.0

Specific teaching methods used in CRE lesson.

The respondents indicated a number of specific teaching methods used in CRE lesson.

Some apparently pointed out that lecturing method was used while others did not consider lecturing method as their best approach to CRE teaching. There was also use of audio-visual presentation during CRE subject lesson. The findings showed that respondents had used text reading method during class time which included bible reading and Christian magazines.

The results also showed that respondents had participated in group discussions during CRE class. The study findings showed song & dance method was highly considered and used.

The results also showed that all the respondents indicated they had used Question & answer method in class while others used other methods such as project work, community servicing, and drama among others. The findings concluded that various methods were used in teaching CRE subject and therefore, the concept was understood by the learner well. That was supported by (Pas et al., 2010) who informed that song & dance method of teaching, play a significant role in behavior change of students in day secondary schools.

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CRE subject teaching methods and their contributions to inducing positive behavior change in learners.

Using qualitative analysis method, the respondents reported to have participated in choir, folksong, dancing during music festivals. From this method, the students learnt of changing of character and behavior related to personal character. The students also indicated that the practice time for songs kept them busy hence they could not find time to engage themselves in bad companies and activities. Respondents also reported to have used audio-visual methods of learning where they used video clips to watch Christianity stories like Jesus life and they learnt how to be good, forgiving, gentle, loving and caring. The students also learnt the fruits of the Holy Spirit; peace, patients, joy, love, kindness, goodness, faithfulness, gentleness and self-control. The respondents indicated that after watching these video relating to the fruits of Holy Spirit they started practicing accordingly. In their response they indicated that the method was the most influential to their behavior. The respondents also reported that they also used Text reading method in newspapers, magazines, articles, Bible and text books.

Conclusions

The study concluded that CRE subject played a big role in changing students' behavior.

For instance, it contributed positively to the transformation of society via positively changing the behaviour of individual students. It helped learners to gain understanding of the unfolding of God's mysteries in their lives, know more about Jesus and enhance their faith hence their changed behavior. CRE Subject enabled students to relate well with others, be able to make the right decisions, be focused and promote international consciousness. Development of Christian Religious Education syllabus had enabled complete behavior change.

Recommendations

The Ministry of Education should work together with teachers and parents to revise the syllabus so as to include more contents of students' specific sub-topics on positive behavior change. The CRE subject teachers through school management should organize for students' trainings, Christian Union officials' trainings and learners' camps where Christianity is taught as well as guidance and counselling. That would help learners in proper coverage of the subject. Teachers could embrace more other teaching methods such as lecturing, storytelling, use of audio-visual presentation, text reading, group discussion, song & dance method, question & answer method and project work so as to impact student more on behavior change. Teaching materials need to be made available as they are essential for CRE subject coverage, source of information and behavior change of students.

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