Impact of Religious Education on Pupil's Behaviour: A Case Study of Selected Secondary Schools in Lusaka District, Zambia

Chanda Chansa Thelma[1], Enock Mutepuka[2], Edwin Vinandi Phiri[3]

[1]Rockview University, Lusaka, Zambia
[2]Enock Mutepuka, Institute of Distance Education, University of Zambia
[3]Edwin Vinandi Phiri, P/O Box 440091, Isoka, Zambia

*Corresponding Author: Chanda Chansa Thelma, Rockview University, Lusaka, Zambia

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ABSTRACT

The study examined impact of religious education on pupils' behaviour in the selected secondary schools in Lusaka district, Zambia. Specific objectives were: (a) To assess effectiveness of teaching religious education in secondary schools, (b) To establish the relationship between religious education syllabus and shaping pupil moral development, (c) To determine whether the Zambian government has policy framework interventions that support the role of religious education in building Zambia as a Christian. In order to meet the objective, descriptive and explanatory research design was used. Both qualitative and quantitative research approach were used to analyze and interpret data. Data was collected through oral interviews, questionnaires and observations. Furthermore, contributions by some Pentecostal churches and other religious were of importance to the education sector. The study sampled head teachers, teachers of religious studies and pupils of religious education. The sample size for the study was 100 respondents. The findings of the study were that values and practices helps progress in education. The role of Religious Education prepares learners to be morally upright and influences them to fear God and respect fellow human beings. Additionally, the findings revealed that the teaching of religious education is a critical component that enables the school going youth to acquire morality by instilling the right attitudes for social obligations and responsibilities in the society. Based on conclusions of this study, the researchers came up with the following recommendations: Religious Education should be taught in all secondary schools and Zambia at large due to its power to reduce frequency of disciplinary cases in schools, to impart practical ability for learners to discriminate between right and wrong and choose what is right in day-to-day life. The other recommendation is that the government of Zambia and other related agencies should train more Religious Education teachers as the increase of RE teachers will make it possible for the subject to be taught across secondary schools.

Keywords: Behaviour, Community, Moral Development, Pupil, Religious Education, Teaching and Values.

INTRODUCTION

One of the critical needs of any society is education. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals beliefs and habits (Musaku, 2019). The role of education in the transformation of lives is acknowledged by Wright (1993). UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. From early in a child's life, education is provided through the process of socialization.

Childhood socialization enables a child to assimilate the desired behaviour patterns of a particular society. Although informal education happens without deliberate planning, society has from time immemorial deliberately structured the learning process to ensure that desired outcomes are achieved. Master ton (2017), expresses the words of Plato and argues that education and admonition commence in the first years of childhood and last to the very end of life. This simply means that equipping children with the right foundation in education commences at the very early stages of a child's life. There are many different experiences that a family, community or a society can provide, but education tends to be the centralized focus where children must experience to stand on the right foundation in their lives.

One of the modes of provision of education is through Christian religious education. Christian religious education is defined as the process whereby Christian learning takes place. It often involves teaching which enables practicing

Research In Religious Education

John H. Peatling

Research In Religious Education:

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