FACTORS AFFECTING PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN CHRISTIAN RELIGIOUS STUDIES EXAMINATION IN ZARIA AND SOBA LOCAL GOVERNMENT AREAS,

BY

DIGGA, PHILIP T4NIMU

1991.

DECLARATION

I hereby declare that this thesis is a record of my work. It has not been presented partially or wholly any where in previous application for a higher degree. All quotations are indicated and the sources of information are specifically acknowledged by means of references.

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P.T. Digga.

CERTIFICATION

This thesis entitled 'Factors affecting performance in Junior Secondary Schools in Christian Religious Studies Examination in Zaria and Soba Local Government Areas of Kaduna State was written by Philip T. Digga. The thesis meets the regulation governing the award of the degree of Master of Education in Christian Religious Studies (Curriculum and Instruction) of Ahmadu Bello University, Zaria. It is hereby approved for its contribution to knowledge and literary presentation.

Chairman, Supervisory Committee	Date
Member Supervisory Committee	Date
Head, Department of Education	12-9-93 Date
Dean, Post-graduate School	3/6/96 Date

D E D I C A T I O N

This work is dedicated to my late Father Mr. Digga and my aged mother Mrs. Kande Digga.

ACKNOWLEDGEMENT

Ths researcher would like to express his appreciation and gratitude to all who contributed in different ways to the completion of this study. The researcher is therefore indebted to Rev. (Dr) J.A. Ilori and Rev. Fr. (Dr) Joe Mamman my supervisors for the pains they took to direct me through the various stages of the study. Their encouragement and thoroughness are highly appreciated.

Furthermore, the researcher is very grateful to Dr. F .D. Kolo for his observation, comments, suggestions especially his criticism which helped to produce this work.

The researcher also registers his gratitude to Dr. A. Ogunbi for his comments and suggestions. The same goes to Mal. M. Musa the Statistics Lecturer for his guidance.

My thanks also go to my wife for her support and my children for their patience throughout the period of the study. I also register my gratitude to Mrs. Grace Bakare for her moral support, members of the defence panel for their contributions to the success of this study.

ABSTRACT

This study investigated "factors affecting, performance in Christian. Religious Studies in Junior Secondary School three (J.S.S. III) Examination in Zaria and Soba Local Government Areas of Kaduna State.

To achieve, this purpose, six research problem questions were raised. The questions were based on finding out the level of exposure of the students to the course contents, motivation, qualification of the teachers and methodology of teaching the subject.

Ten schools were randomly selected out of twenty one schools in the Local Government Areas under study. The schools were selected through the method of casting lots. The subjects of the study were final year students of the Junior Secondary School (J.S.S. III) and all the CRS, teachers in the twenty one schools.

Two sets of questionnaires were used to collect data for the study. One was designed to collect data from teachers concerning the exposure of students on the subject, motivation, their qualification, keeping of continuous

assessment and methodology of teaching CRS. While the other questionnaire was meant to collect data from the students on the exposure and the teaching methods used in lessons. The data were analysed by the use of table of percentages to determine the frequences of the response. The results of the study revealed that some parents do not encourage their children to study CRS seriously. It also showed that continuous assessments are not properly kept in some schools before the students' final examination.

From the result of the study, recommendations were made. These include: That CRS teachers should try and provide teaching aids for their lessons. Unprofessional CRS teachers should try and go for professional training in order to improve on their work.

In-house workshops should be organised in CRS Departments. This will help the CRS teachers who are not professionally qualified and also help refresh the qualified teachers.

Recommendations for further studies were also made. This includes a comprehensive study on the use of teaching aids in CRS lessons, the keeping of continuous assessment on CRS, parents interests in their children in the study of CRS.

TABLES OF CONTENTS

		Page
Title page	::: :::	i
Declaration	::: :::	ii
Certification	::: :::	iii
Dedication	::: :::	iv
Acknowledgement	::: :::	v
Abstract	::: :::	vii
Table of Content	::: :::	viii
List of Tables	::: :::	xiii
Chapter 1 INTRODUCTION		
1.1 Background of the problem	:::	1
1.2 Statement of the problem	:::	14
1.3 Basic Assumptions:	:::	15
1.4 Purpose of the study	:::	16
1.5 Significance of the study	:::	17
1.6 Scope and Delimitation of the study	:::	18
1.7 Limitation	:::	20
Chapter 2: REVIEW OF RELATED LITERATURE	:::	21
2.1 Meaning of C.R.S.	:::	22
2.2 Curriculum	:::	23
2.2.1 C.R.S. Curriculum for Nigerian Secondary schools	:::	26

TABLE OF CONTENTS CONT'D

		Page
2.2.2	Objectives of C.R.S. Curriculum	30
2.3	The Importance of Christian Religious Studies in Nigerian Secondary schools :::	33
2.4	The qualification of C.R.S. Teachers :::	39
2.5	Methods of Teaching C.R.S. in Secondary Schools :::	47
2.6	Books and Extra Biblical Materials	60
2.6.1	Teaching Aids and students Performance in Examination :::	68
2.6.2	Availability of Teaching Aids :::	71
2.6.3	The Importance Attached to Instructional Media :::	74
2.7	Motivation :::	77
2.8	Continuous Assessment :::	80
Chapter 3:	METHODOLOGY :::	85
3.1	Research Design :::	86
3.2	Research procedure :::	87
3.3	Population of the study :::	88
3.4	Sample and sample selection :::	90
3.5	Instrumentation :::	93
3.6	Validation of Instrument :::	97
3.7	Administration of Questionnaire ::	98
3.8	Method of Data Analysis ::	98

TABLE OF CONTENTS CONT'D

Page

Chapter 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction ::: 100

4.2 Question 1: ::: 100

4.3 Question 2: ::: 105

4.4 Question 3: ::: 107

4.5 Question 4: ::: 110

4.6 Question 5: ::: 113

4.7 Question 6: ::: 114

Chapter 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS:

5.1 Introduction ::: 117

5.2 Summary ::: 117

5.3 Conclusion ::: 119

5.4 Recommendations ::: 120

5.5 Recommendations for further Studies ::: 125

References ::: 126

Appendices ::: 133

LIST OF TABLES

		page
Table I:	Qualification of CRS Teacher	101
Table 2:	Distribution of Teachers respondents according to experience in teaching CRS:	104
Table 3:	Teachers' and Students' view on teaching aids:	105
Table 4:	Teachers' and Students' views on Motivation of Students Towards learning CRS	108
Table 5:	Teachers' and Students' views on methods used in teaching CRS:	111
Table 6:	Teachers' and Students' views to exposure to the contents of CRS:	113
Table 7:	Teachers' and Students' opinion on continuous assessment in CRS:	115

Chapter I

INTRODUCTION

1.1 Background of the Problem

This study is designed to examine factors affecting performance of students in Christian Religious Studies (C.R.S) in Junior Secondary School Certificate examination. As a comparative study, some secondary schools in Zaria and Soba Local Government Areas of Kaduna State have been selected for the study.

Christian Religious Studies is an academic subject like Mathematics, History, Geography and others in the school curriculum. Onwuegbuwa (1981) and Lekwat (1984) both asserted that the teaching of C.R.S. as an academic descipline in Nigerian schools has been in existence for over a century now. Western education came to Nigeria with the advent of the Christian missionaries. This was as far back as 1841 that is, a year before the first modern school was established in the country. The Methodist established the first modern school at Badagry in 1842. At that early period the propietors of schools were the Christian

Missionaries who considered C.R.S. to be one of the important subjects that should be taught in schools.

C.R.S. as a school discipline, apart from the academic knowledge students accuired by learning the subject, is also useful in instilling discipline, obedience and good moral behaviours in Nigerian students. The study of C.R.S. enables the students learn the demand of the religion and to live a life that is pleasing to their God.

Infact the history of C.R.S. in Nigerian is bound up with the history of Western education during and after the nineteenth century. The Church felt it could not do its own work successfully if the converts were not able to read and write. The primary objective of early missionaries was to convert the non-believers to Christianity via education.

The Church Missionaries society (C.M.S) later followed in the person of Ajayi Crowther in 1843 who started a mission house at Abeokuta in 1846. The C.M.S. built a school for both boys and girls. In this school C.R.S. was considered to be the main teaching subject.

Onitsha was visited in 1857 by Crowther and mission houses and schools were built there. He made Benin his headquarters in 1863. The American Southern Baptist Convention started work in Oyo in 1853. They also established schools and C.R.S. was taught as a major school subject. Kalu (1980) stated that, the United Free Church of Scotland started missionary work in Calaba in 1847. There, mission houses and schools were built. The teaching of C.R.S. was upheld as the major subject of the school.

The Roman Catholic mission established its first station in Lagos and began the establishment of schools in 1872. In their schools the teaching of C.R.S. was highly regarded but along with other secular subjects like Latin, English and some others. A Grammar school was later opened at Topo near Badagry in 1876. C.R.S. was taught in this school as a major subject and was made compulsory for all students.

The development of C.R.S. in the Northern part of the country was late as found in records. Ajayi (1965) stated that there was no missionary station in Northern Nigeria before 1900. This was because modern education itself came late due to the behaviours of the administrators especially

Lugard, the then British Governor of the North. He used administrative policies exclude missionaries from the muslim areas. Infact this exclusion practically inferred supression of C.R.S. teaching in the North.

C.S.R. teaching in the North suffered a great deal as it was **not** allowed to be taught at the earlier period. By the 1930s Christian Missionaries who were primary school proprietors were stimulated in the educational efforts by the Koranic schools found around. But to the Missionaries these Koranic schools were agents of Islamization of pagans. For this the Missionaries felt that, even if Christians attended such schools they would be expected to work on Sundays. As such, in 1932 the Sudan United Mission (S.U.M) decided to established a school for the indegenous workers at Gindiri. C.R.S. in this school became one of the major subjects that was offered.

By 1950s there were secondary schools in existence in the North. These were Zaria Government College, Keffi Government College and St. John's College Kaduna. In these three schools, C.R.S. was taken as a subject but it was more recognised as a core subject in St. Johns only as it was the only mission school among them.

In the Government schools at that time although C.R.S. was taken as a subject, there was not much emphasis as regards its importance as it was in the mission schools.

However, most of the teachers who taught in mission and Government schools were products of mission schools. Many of them were Christians and had interest in seeing the subject C.R.S. being taught in the schools. These teachers encourage the teaching and learning of C.R.S. Despite their encouragement Crampton (1975) asserted that there were problems faced in other schools in teaching C.R.S. in the North. A typical example was that the Sudan Interior Mission was refused permission by the Bauchi Native Authority to teach C.R.S. in Bauchi Native Authority Secondary Schools in 1955. In the same way Adamawa Native Authority refused to permit the Christian Mission to teach the subject at Yola Secondary School in 1957. However as time went on, permission was given for C.R.S. to be taught in every school where there were Christian students in the North.

Crampton further contended that in the 1960s about two thirds of the students in secondary

schools of the North were Christians. He also maintained that during that period many mission secondary schools were established. As such C.R.S. came to be recognised in both mission and non-mission schools. Crampton also stated that in secondary schools in Plateau, Benue and Kabba provinces the majority of the boys were Christians and C.R.S. was accorded due recognition as a major school subject. In the period under discussion in Bauchi and Borno provinces, there were some indigenous Christians at the provincial secondary schools and arrangements were made for the C.R.S. lessons.

In the 1970s missionaries played a major role in the educational growth of Northern Nigeria. At that time C.R.S. gained a high status of recognition in the school curriculum like any other secular subject. Crampton contended that even with the Government take-over of the former Christian mission schools in 1972, C.R.S. still maintained its place in the school curriculum. According to him, the subject did not merely maintain its place in the curriculum but it has been taken even more seriously in many Government secondary schools and teachers' Colleges in the North.

Now with this development, C.R.S. has found a sound footing in the North as in the South and in view of its importance, instructional measure had been devised to enhance the learning and teaching of the subject. For instance, in 1971, National Association of Bible Knowledge Teachers of Nigeria (NABKTN) was formed and on 27 February, 1973, it was registered as a learned association by the Federal Ministry of Education. The objectives of this Association according to its 1971 constitution are as follows:

1. To promote and maintain a high standard in Bible Teaching and its method of teaching post-primary schools.
2. To encourage the study of the Bible in the post-primary schools.
3. To bring together professional teachers with a view to raise the status and quality of the subject.
4. To suggest useful scheme of work.
5. To work in close communication with W.A.E.C. and the Ministry of Education in reviewing the syllabus and making suggestions for improvement.

6. To encourage students to go into Bible knowledge as a discipline and to teach Bible knowledge as a profession in our post-primary schools.
7. To build up the moral, spiritual and social responsibility of students for the promotion of service, peace and unity in the society.
8. To bring Bible knowledge teachers together to face positively the social and other changes of these days.

In addition to the objectives listed above, the Association organises workshops, symposia and seminars to improve and enhance the teaching and learning techniques of C.R.S. Emphasis has also been placed on objectives that develop the skills of reflective thinking in schools. But despite the good effort made for the improvement of teaching and learning of the subject, the subject areas faced some problems after the take-over of the mission schools by the Government.

Byang and Tsado (1988) postulated that many Christians and keen observers have said that the idea of the schools taken over from the voluntary

Agencies by the Government was religiously and politically motivated. Some of the reasons given for the take-over were that the government would give free education, harmonize the school curriculum and the government will be the sole guardian of the educational system.

Many people in Nigeria had mixed feelings concerning the schools take-over by the government. Here in Kaduna State most opinions held were that the qualities or the status of schools taken over by the government have gone bad in many aspects. Also there is the existence of moral decadance, students' unrest, social mischief such as fighting, stealing, smoking and other unnecessary forms of behaviours in the schools.

The government take-over of schools in Kaduna State had adverse effects on the educational system. There were not enough teachers to teach C.R.S. in mission schools taken over by the government. Though it is true, the government retained the teaching and learning of the subject in the schools and even encouraged it's study by extending the programme to Advanced Teachers Colleges (ATC) and the Universities. But the fact remains that there is a shortage of C.R.S. teachers.

There were other experiences that came into the educational system as a result of the take-over of schools from the voluntary agencies. The introduction of mass education, universal primary education (U.P.E) by the government brought about radical changes as far as school fees and staffing responsibilities are concerned. The government introduced quota system in the admission process in order to enable more people to benefit from the scheme. Admissions into secondary schools have been without serious interview or screening. Students are just given admission into these schools without due regard to whether they are qualified or not. That is unqualified students are admitted contrary to the normal system of serious examination and interview before admission by the voluntary Agencies.

With the take-over, came a tremendous increase in the number of students. Indeed, there has been no adequate preparation in terms of classroom facilities, adequate teaching and administrative staff, enough hostels to accommodate the great number of students admitted into the few boarding schools in the state. In fact in Kaduna State most of the schools do not have enough classroom facilities.

There have been public complaints in the air as to what the aims of the government was concerning the take-over. The mutual relationship that existed between the students and staff before the take-over has begun to deteriorate. Educationists, religious leaders, parents and the government wondered as to the possible causes of the situations in these schools. The performance of the J.S.S. III students in C.R.S. is also not encouraging. Therefore, the researcher intends to find out the possible factors affecting these moral and academic performances.

However, it is noted that emphasis on Christian Religious Studies shifted when the Federal Government took over schools from the private voluntary Agencies in order to provide quantitative and qualitative education under the U.P.E. 1976. Ndubuisi (1985) contended that the Missionaries and proprietors of those private schools were kept aside and left to watch with disgust the deterioration of the educational edifice they erected. Indeed this take-over has its effect on the educational system, especially on the character development of the pupils. The religion: and moral formations which the missionary

schools aimed at achieving among other things, were sacrificed on the alter of mere seeking of knowledge.

The shift in emphasis however has its repercausions on the standard of education in the schools. The teaching of Christian Religious Studies is relegated to the background. Religious instructors play truants with their work and when they come to school they treat the subject with levity. Students on their own part take after their teachers and become careless about religious studies. As a result of this immoral behaviour, poor academic performances are recorded and nurtured in our schools[11].

However, it is noted that the government still realises the indispensability of Christian Religious Studies in schools. This is because there has always been provision in the constitutions for teaching and learning of C.R.S. in Nigerian schools. This fact is clearly indicated in the New National Policy on Education (1981) where C.R.S. is written as one of the core subjects that should be taken in Nigerian schools[12].

The researcher himself whose personal experience in teaching the subject prompted him to carry out the research, has observed that the performance of the students in the subject in J.S.S. examination has not been very encouraging since the commencement of the J.S.S. III C.R.S. examination 1986 in Kaduna State. For instance, G.D.S.S. Bomo had about 31% students that passed the examination in 1988. In the following year the school had 35% passes.

Government Day Secondary School Dogon Bauchi had 29% in 1988, Kufena College had 36% in 1988, 33% was what the school got in 1989. The performance of the rest of the schools under this study are not quite different compared to the few mentioned above. As a result of these experiences the researcher decided to carry out the study in order to find out the factors contributary to these poor performances.

1.2 Statement of the Problem

Personal observations, experiences as a C.R.S. student and later a teacher in secondary school, discussions and comments from colleagues at different periods have provided an insight on the performance of C.R.S. students at the J.S.S. III examinations.

There has not been much improvement in the results of students in this examination. In the light of this seemingly deteriorating performance, this study is designed to investigate the role of the teachers and schools administrators as it affects performance in the J.S.S. III examinations.

1.3 Research Questions

The research therefore seeks answers to the following questions.

1. Are there qualified teachers for Christian Religious Studies in the secondary schools?
2. Are there enough teaching aids to facilitate the teaching and learning of Christian Religious Studies in the schools?

3. Are the students sufficiently motivated towards the learning of Christian Religious Studies as a subject in the school curriculum?

4. Do you use various methods to teach C.R.S. in the secondary schools?

5. Were the students sufficiently introduced to the contents of Christian Religious Studies in the secondary schools?

6. Is there sound continuous assessment of the students on C.R.S. before their final examination?

1.3 Basic Assumptions

1. Christian Religious Studies is one of the major subjects taught in schools, it is therefore assumed that the students have been sufficiently introduced to it in their various primary schools.

2. Christian Religious Studies is one of the core subjects taught at the Junior secondary school level.

As such it is assumed that there are qualified teachers handling the subject.

3. Since the use of instructional materials are considered to be very important in imparting knowledge or aiding the students to understand lessons, it is assumed that the schools have enough facilities for the purpose.

4. As Christian Religious Studies is like any other subject in the school curriculum, it is assumed that the students are interested in studying it.

5. It is assumed that all secondary schools keep J.S.S. III continuous assessments before the final examination as the New National Policy on Education demands.

1.4 Purpose of the study.

The purpose of this study is to investigate the factors that are militating against good performance of students in the J.S.S. III C.R.S. examination in Zaria and Soba Local Government Areas.

For this the research intends to look at the school, the child, the home and the society in general.

The research further aims at focusing attention on suggesting ways of solving problems confronting the child's output in this subject.

It is hoped that through the findings of this study, recommendations will be made to C.R.S. teachers, students and other members of the school community to develop more positive attitudes, give more recognition and respect to the subject.

The study also hoped that through its findings and suggestions some misconstrued ideas, if any, on the teaching and learning of the C.R.S. will be minimised.

1.5 Significance of the Study.

From the available literature on the period of this study, it appears as if there has not been much research work carried out in this area of study in J.S.S. III. This dearth of materials on the topic makes the study relevant to our situation.

The findings of this study therefore would be of benefit to the following people:

1. all learning institutions and future researchers in the field of C.R.S.

2. C.R.S. teachers most especially as the factors militating against good performance of their students would be made known. The knowledge will enable them plan better strategies for handling the subject matter.

3. Principals of secondary schools this is because the findings would lead them to know whether they need more qualified teachers for C.R.S. or more text materials for effective teaching and learning of the subject in their schools for better performance.

4. The Ministry of Education in the State as it would become aware of the needs of the schools in terms of teachers, facilities, and equipment.

It would be useful particularly to the examination section and those who are involved in drawing questions for the J.S.S. III examination.

1.6 Scope and Delimitation of the Study.

The ideal situation would have been for the researcher to investigate the factors affecting performance in C.R.S. J.S.S. III examination in all the secondary schools in Kaduna State. But this would make the materials obtained so complex and voluminous for an M.Ed. thesis. As such it has been decided therefore that the study would cover ten secondary schools only in Zaria and Soba Local Government Areas of Kaduna State i.e. five secondary schools from each local government, respectively. But all C.R.S. teachers in the secondary schools found in the two local government area would be involved in the study.

Infact the rationale for delimiting the study to these two local government areas (Zaria and Soba) is that the LGAs under study are cosmopolitant in nature. Furthermore, similar researches have been carried out in other Local Government Areas of the State.

The Researcher therefore, by delimiting the study to Zaria and Soba Local Government Areas is convinced that the result could be refer ed specifically to this two Local Government Areas.

1.7 Limitation

However, the limitation of this study is that the respondents, due to personal reasons, might refrain from revealing the most needed facts.

Another limitation includes the non-completion of the questionnaires and failure to return questionnaires by the respondents.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter is to examine earlier work carried out which are related to this research. This will help to bring out the knowledge gap that makes this study a necessity. The chapter is divided into sub-sections as seen below:-

1. Meaning of C.R.S.
2. Curriculum
3. The importance of C.R.S. in Nigerian secondary schools.
4. The qualifications of C.R.S. teachers.
5. Methods of teaching C.R.S. in secondary schools.
6. Books, other teaching aids and students academic performance in examinations.
7. Motivation.
8. Continuous Assessment.

2.1 Meaning of C.R.S.

There is no specific definition of C.R.S. There are many definitions as there are authorities in the field of C.R.S.

Cox (1966) conceptualised C.R.S. to belong to the realm of feelings, values, judgements and opinions. This meaning of C.R.S. as perceived by Cox is not bad because religion per se deals with feelings for one another passes value judgements, found, for instance the book of Matthew propounds some value judgements. "Blessed are the poor in spirit, for there is the Kingdom of heaven" (Mt. 5: 3ff).

Smart and his associates (1975) contended that meaning lies in the use rather than a formal translation, but in the case of religion, definition problems have intellectual, pedagogical and social consequences. Thus, in the field of religious education, we need to come to an intellectual understanding of what religion is, what the dimensions of belief, feeling and

practice are so that in the light of this understanding a cogent educational plan can be evolved.

Ilori et al (1987) asserted that a precise definition of religion is very difficult to give. They postulated that religion is better explained as man's response to the realization that life is more than what can be explained by the material objects around him.

However Ilori maintained that religion can be seen as a system of beliefs and practices which attempts to explain and relate to supernatural powers.

2.2 Curriculum

Curriculum is generally defined by various scholars in similar terms. Taking some few examples of the definitions given by some authorities will confirm the above statement.

Smith (1950) defines curriculum as the set or a sequence of potential experiences set up in the learning institution for the purpose of disciplining children and youth in group ways of thinking and acting.

Smith maintained that a curriculum is always in every society, which is a reflection of what the people think, feel, believe and practise.

According to Walton et al, (1976), curriculum is that content and those processes designed to bring about learning of educational values. This definition means that curriculum includes both what is to be taught and by what means it is to be taught.

Walton (1973) asserted that curriculum is the process and content designed to effect learning of education value. He went further to state that the curriculum of a subject should be determined by the most fundamental understanding that can be achieved and the underlying principles that give structure to the subject. For him, the best way to create interest in a subject is to make it worth of being known which means to make the knowledge obtained usable in a person's life beyond the situation in which the learning has taken place.

This definition shows that a real understanding of the pupils involved in the curriculum is necessary. It also signifies that the method of the teachers should be conceived within a framework developed as a response to questions relating to the type of experiences that can be contrived which will both make the child wish to learn and also help him in the learning process.

Hirst (1974) agrees with Walton (1973) that the use of the term curriculum differs but he accepted that curriculum is the programme of activities designed so that children will attain knowledge by learning certain specified ends or objectives. For him, these activities are both on the teachers and students' perspectives, if the learning is to be significant.

Jenkins (1976) contended that curriculum is one of the educational fields that takes as problematic, what should be planned, taught and learned in schools. For Jenkins, it is central and centralizing study organized around the choices facing the practitioner.

The term curriculum therefore does not refer to merely the syllabus, courses or rather subject of study or method alone. Rather it involves all the learning experiences or educational programmes prepared for learners under the school setting.

2.2.1 C.R.S. Curriculum for Nigerian Secondary Schools.

Lekwat (1984) contended that the secondary school syllabus up to the 1970s was based mainly on Biblical content. There was a good proportion of introduction to Biblical books. This introductory aspect of the syllabus is a good foundation for students. It contains Old Testament which include Genesis through Joshua, Samuel through Kings, Ezra, Nehemiah, Esther and Daniel. The New Testament element of the syllabus contained introduction to the four Gospels, the story of the life of Christ. This included the birth narratives to the sermon on the mount, found in Luke Gospel and the specified chapters of Acts which were to be studied in detail.

Presently, with the New National Policy on Education, the syllabus according to the Nigerian Educational Research Council, was selected and arranged to meet the 6-3-3-4 system of education.

In this regard, the authors of the C.R.S. Curriculum (1985), adopted a thematic approach rather than the former purely chronological way of learning the C.R.S. As it was, in the former method, the Old Testament and New Testament books were based on the belief that as the children are now staying in school one year longer than before, and since they will go to the university directly from the senior secondary school instead of going through the Higher school, Christian Religious Studies curriculum should contain the syllabus of a higher standard than the former ordinary level syllabus but which slightly lower than that of Higher School Certificate (H.S.C) syllabus. In effect, the syllabus element of the curriculum contains some Old and New Testament books that were not included in the West African Examination Council ordinary level syllabus.

This syllabus differs from one academic level to the other. This study is primarily concerned with the secondary school ordinary level (C.R.S). The syllabus at this level is two-fold. The junior secondary and the senior secondary schools.

The National Association of Bible Knowledge Teachers of Nigeria (NABKTN) in line with the National Educational Research Council produced a C.R.S. syllabus for the junior secondary schools. (J.S.S. I, II, III) and are convinced that the first three years are so vital and fundamental in the formation of a true base for a Christian life that the Bible will remain the basis. Thus NABKTN chose areas from the Old Testament, the Gospels and the Acts of the Apostles to show that the truth of God revelation treated in outline runs through the gamut of the syllabus.

The association (NABKTN) has divided the work into terms. The first four terms of the nine-term durations of the junior secondary school J.S.S. course have been alloted to the Old Testament (O.T) and five terms to the New Testament (N.T) especially from the life and teaching of Jesus which would drive home the O.T. lessons.

For instance, the meaning of pass-over in Egypt was linked with Christ's sacrifice on the cross as its ultimate meaning. NABKTN, however, postulated that the sub-division is not absolute but subject to minor adjustments by the teacher, depending on the length of terms and number of periods alloted for C.R.S. teaching on the time-tables. The last term is alloted to a brief in Church History.

In the same way, the senior secondary school syllabus was drawn. According to the Nigerian Educational Research Council (1983), the junior secondary school (J.S.S) syllabus has already provided for the students a base, therefore, similar approach was adopted in preparing the senior secondary school (S.S.S.). The writers, Ilori et al (1985), felt that since the J.S.S. syllabus ended with passages from Acts of Apostles, it was not proper to start the S.S.S. with the same book. It was therefore decided that the C.R.S. syllabus for year four should be constructed around a syllabus made up of New Testament books other than the synoptic Gospel and Acts. The Gospels, Epistle of John and the Pauline Epistles were therefore chosen as the contents of year four.

The same rationale was used to recommend the Old Testament excluding the major prophets for year five and a combination of Old Testament, the major prophets and New Testament, the synoptic Gospels and Acts texts for year six. In repeating some of the Old Testament and New Testament passages in year six, already covered in the J.S.S. syllabus, the authors of the syllabus Ilori et al (1985) felt that children will understand better when the same ideas are presented to them at different levels of learning.

2.2.2 Objectives of C.R.S. Curriculum.

Hirst (1974) pointed out that there can be no curriculum without objectives. Hirst maintained that unless there are some purposes to planning activities, some intended learnable outcome, no matter how vague these might be there is no such thing as curriculum. He argued further that if a curriculum is a plan of activities aimed at achieving objectives, it should involve two things, a content to be used and a method to be employed to bring about learning in the school.

On the above opinion, Wheeler (1967) agrees with Lekwat (1984) and postulated that the need

for curriculum development in C.R.S. is quite real. For him, there are prevailing educational changes in the world and especially in Nigeria, a major subject as C.R.S. therefore cannot remain traditional. There is need for innovations all the time. Infact educational changes are if not all the time, controlled or brought about by the socio-economic, political and religious trends of a particular generation and no culture remains static after a generation. A typical example of this can be seen in the constant call for moral or ethical education in Nigerian institutions of learning. It can be noted that some scholars today offer both moral training and religious studies at different levels. Lekwat asserted that this emphasis is more in the 1980s than the 1960s. Such trends in curriculum normally allow changes in materials, academic standard of teachers and methodology to be used.

The National Educational Research Development Council (NERDC), Ilori et al (1985) pointed out and believed that the teaching and learning of C.R.S. can help the Nigerian youths in making preparation to achieve two specific things in the New National Policy on Education.

These are:-

(a) Preparation for a useful living in the society they find themselves.

(b) Preparation for Higher education, that is, one of the objectives of the C.R.S. curriculum.

Ilori and his associate (1985) were guided by the National objectives seen below:

1. To provide more opportunity for the Nigerian youths to learn more about God and thereby develop their faith in Him.
2. To enable the youths to understand and accept Christ as Saviour.
3. To develop in the youths Christian attitudes and moral values such as humility, love, respect, kindness, Justice and fair-play, spirit of forgiveness, obedience, devotion to duty, orderly behaviour and selfless service to God and humanity.
4. To enable the youths to accept the guidance of the Holy Spirit in their daily activities.

5. To prepare the youths for higher education and service in their society.

These objectives above confirm the assertion of Hirst (1974) that there can be no curriculum without objectives. The implementation of the curriculum is to help the youths achieve the objectives stated.

2.3 The Importance of Christian Religious Studies in Nigerian Secondary Schools.

Lekwat (1987) argued that one of the important functions of teaching C.R.S. in secondary schools in Nigeria is to train the youths to become the barometers of intellectual and spiritual climate of the Nigerian society. This really is most needed as in time like this, in the current fight against corruption and moral decadence. This points to the fact that the C.R.S. teacher should live an examplary life which the students can copy with confidence.

Ndubuisi (1981) asserted that the importance of C.R.S. in schools are many. That it fosters tolerance in the practice of other people's

religious beliefs and that it aids moral and character development in the Nigerian youths, just to mention a few. He stated that such religious values mentioned can be derived in topics like God's love for man; 'love for one anothers',forgiveness', humility' and many others taught in the schools.

Mbiti (1976) contended that C.R.S. is as important as every other discipline taught in schools. But in some aspect it is even more important than any other subject one can think of. This is because C.R.S. provides answers to some fundamental questions that many other subjects can not. For instance questions like: who made you? How do you manage to be alive up till today? Why will you die one day? After leaving this earth where will you go or what happens next? Only religious studies can provide answers to questions of thisekind.

Grimitt (1973) in his own view stated that the importance of C.R.S. in schools is to help students to understand the nature of our present secular pluralistic society. He went on to say that this will enable the students to choose

objectively and on sound criteria between the many conflicting religious statements that are made in the pluralistic society and to be able to rightly defend their own religious beliefs.

Shagari (1982) postulated that a society which is bereft of religious teachings is like a house without a roof, which at any time will render itself incapable of sheltering its inhabitants. Indeed it is like a house without foundation which is liable to crumble without notice. Shagari stated all these to show how important the teaching of religious studies is in our schools and in the society in general.

Simon (1958) argued that C.R.S. is too important for any right thinking person to ignore. As such, religious training should be a necessary part of the technical or required education. He went further to say that any attempt to banish the study of C.R.S. in secondary schools will be very bad. This is because religious studies is viewed as a necessary tool for the development of responsible citizens.

Gidigbi (1977) stated that the importance of C.R.S. in schools is unmeasurable. That C.R.S. helps students to avoid inhuman and juvenile deliquent behaviours. He is of the opinion that the teaching of C.R.S. develops the spirit of love for one another. For this scholar, any academicians without religious knowledge is an educated devil.

Lekwat (1987) postulated that the relevance of C.R.S. in schools is not limited to religion alone but that it helps the students to achieve the general aim of education. He mentioned that any good school education prepares the learner for examination, a fact which is obvious in our educational system. As a result of this pursuit for examination the learner absorbs more knowledge. One other benefit of education is that it prepares the learner for a life career. Among the several merits of education are the development of character and good citizenship.

All the above educational goals are obtainable through Christian religious studies as well. Lekwat maintained that there are three other

particular areas that are developed through general education but that the development of these aspects of life is better effected through Christian religious studies. For instance, the interelationship and cultural transmission of the past and the development of the present are vital roles of any useful education. Christian religious principles provided sound basis for interelationship, cultural transmission and development since the Christian religion itself centres on healthy relationships.

Dean (1971) postulated a view similar to that of Lekwat above. He argued that the importance of C.R.S. in schools is as a tool of developing a healthy social community. Dean felt the principles and basis of other religion could be examined through C.R.S. with relative ease. This is because the principles of other world religions are studied under comparative religion in C.R.S.

Lekwat (1989) expressed an opinion that the concept of 'knowing God' is also one of the major goals of teaching and learning C.R.S. in schools. He went on to argue that the Christian faith teaches that it is not enough for man to know God

through natural revelation, written revelation or the Holy Bible, but an individual knows God through an undertanding and also a belief in Jesus Christ as the Son of the living God and the final Revelation of God the Creator. This is conviction within man's heart and once this happens an individual changes for the better. He behaves morally and even his outward activities become acceptable to both his fellow man and God.

The Federal Government of Nigeria (1981) is fully aware of the importance of C.R.S. in schools. This is clearly seen from what is contained in the New National Policy on Education. The Government states that freedom of religion exists and that opportunities will continue to be made available for religious instructions in schools. The Government went further to say that mere memorization of creeds and facts from the Holy book is not enough but should be complemented with studies and practice of religion. The Government said this because it knows if what is taught and learned in C.R.S. are put into practice the nation will develop a responsible generation and consequently a healthy and harmonious society.

Again, Lekwat (1979) postulated that C.R.S. serves as a challenge to Nigerian youths. He maintained that youths in the study of the C.R.S. are assisted to understand the need for an intellectual struggle in order to grasp the interpretation of the Bible. It is appropriate to emphatically state here that C.R.S. has been upheld humanly-speaking by great intellectuals through out its history. For instance, Christian doctrine, the basis of Christian faith has been systematised through careful and intellectual Biblical interpretation by great minds as Augustine of North Africa, Calvin, Luther just to mention a few. These great minds therefore challenged and inspired the C.R.S. students to become great minds and useful citizens.

2.4 The Qualification of C.R.S Teachers.

Generally, teachers are expected to be more qualified academically than the students they teach. This is necessary in order to enable the staff to know the direction they would lead the students.

If this were not so it would be like a blind man leading another blind man and both of them would fall into a pit.

Farrant (1964) postulated that there is no teacher who can enlighten his students higher than himself. He went further to say that a teacher cannot enlighten his students if he himself is ignorant. Since this is the case, then a teacher should be more learned than the student he teaches if he is to guide them successfully.

Lekwat (1987) contended that a sound academic and professional training is important and necessary for the C.R.S. teachers. This is to enable them face the challenges of their time effectively and that of the classroom confidently. Apart from this, Lekwat expressed the opinion that C.R.S. teacher should also be qualified spiritually. The teacher should live a life worthy of emulation by their students.

Bello (1977) aserted that the result of his research in Benue, Gongola, Plateau and Kaduna States revealed that there were an inadequate supply of academically and morally

qualified teachers for C.R.S. This problem was at the primary, secondary and even in post-secondary school level.

Bello maintained that it is not enough to rely on voluntary services rendered by overseas missionaries alone. Individuals and Church organizations in Nigeria should endeavour to take the responsibilities of training and recruiting C.R.S. teachers. This is necessary if the moral and spiritual development of the students should be catered for.

Nwosu (1982) surveyed the implementation of a new approach to the teaching of C.R.S. in secondary schools in Anambra State. This really refers to relating Biblical lessons to daily experiences of the students as well as trying to tackle the alarming moral problems of our days. The result of this research revealed that the problem that hindered the full implementation of the new approach in teaching the subject was lack of sufficient professionally and morally qualified teachers.

As such, it should be noted that no educational programmes can ever succeed if the teachers are not qualified enough to implement it.

Gall (1973) stated that quality of work done in secondary schools may suffer if there is lack of well-educated and well-trained teachers. The whole ethos of the school may be unfavourable to serious study and work. This still shows that there is no educational system that would succeed without qualified trained teachers to implement the programmes.

Oliagba (1985) postulated that in the research he carried out in some secondary schools in southern Zaria to find out the causes of poor performance in W.A.E.C., he discovered that many unqualified teachers taught C.R.S. in schools. He went further to express the opinion that lack of professionally trained teachers to handle the subject in secondary schools was one of the factors that contributed to the poor performance.

Grimit (1973) contended that despite the statutory status of C.R.S. very little emphasis has been placed on a teacher's professional training in this subject, largely as a result of misguided belief that anyone can teach C.R.S.; you just open the Bible read to them a bit and then get them to write. In reality would one dare to say this about any other subject in the curriculum? Most especially for subjects like physics, chemistry, mathematics and geography, for instance?

Ilori (1978) asserted that factors responsible for poor results includes lack of interest in the subject by some teachers, lack of motivation and challenge, bad planning of scheme of lesson preparation. He was also of the opinion that some poorly trained christian religious studies teachers handle the subject as nothing more than a duplication of Church Sunday School lessons and that some teachers are even ashamed of being known as C.R.S. teachers.

Ryan (1966) shared a similar view with Grimit that in secondary schools the scripture

is often taught by teachers without training in the subject and even without the aid of suitable text books. He went further to say that some teachers handle the course because they have interest in doing so and not because they have any basic knowledge of the subject. Such teachers often just use what they learnt in secondary schools to teach the students.

Oliagba (1985) raised a question with regard to the assertions of the different scholars mentioned above concerning lack of qualified C.R.S. teachers in secondary schools. He questioned whether in order to remedy the situation of unqualified teachers it would not be necessary for all who teach scripture in secondary schools to be trained and be ordained ministers of the word? Obviously, if this will be the demand it may look too much, but every secondary school should have professionally qualified people in scripture. Furthermore, where enough professionally qualified teachers are not readily available in the field, at least each secondary school should have one person in the staff who has high competence in Biblical studies.

Fafunwa (1974) argued that if teaching is to become a responsible profession like other learned professions, then the Nigerian qualified teachers should possess a minimum of N.C.E. to enter the teaching profession at the lowest level.

Board of Education (1959) consultative committee report on secondary school education stated that if the study of the scripture is to be approached objectively, some increased professional knowledge is needed by the teachers. This shows that the Board also discovered that the teachers are less qualified to properly handle the subject.

The Committee also emphasised the fact that the tendency in secondary schools to make use of specialised teachers as is the case in other subjects has not yet on the whole become so pronounced in C.R.S. It is believed that the teaching of this subject has suffered on account of this problem.

Fafunwa (1974) postulated that the ultimate goal of achieving a sound education depend on the mobilization of well qualified teachers, with specialised training for the various levels of education. This shows that where there are no qualified teachers, it would be difficult to expect any sound education from that place. This is in line with Farrants' view that no teacher can enlighten his students higher than himself and no teacher can enlighten his students if he himself is ignorant.

It follows then that the provision of qualified C.R.S. teachers must be made in our secondary schools if we must expect better performance in J.S.S. examinations.

Essien (1975) contended that the quality of teachers has much to do with the students' performance an idea that is derived from his statement that good teaching is an inspiration, the highest possible order of rhythm; the flow of essential energy. A good teacher inspires geniuses. Essien pointed out that to achieve

the ultimate quality of education, the choice of teachers must be made in terms of ability, attitude to human beings and to work. This means that teachers must be qualified and dedicated to work before quality education can be achieved.

Taiwo (1980) expressed a similar view with Essien when he stated that the key to quality in education is the availability of well qualified and competent teachers. Since this is the case, much is expected from the government and those who are concerned with recruitment and training of the C.R.S. teachers.

The teachers of C.R.S. should be properly trained to play their role of teaching the subject and giving support and leadership to their pupils and others.

2.5 Methods of Teaching C.R.S. in Secondary Schools.

Wilkins (1975) asserted that many schools have links with religious faith because originally, missionary organizations founded the schools.

Such religious bodies therefore expected lessons in their particular type of Church denomination to be part of the school learning programme. For Wilkins, therefore, where C.R.S. is part of the school learning programme it is more effective when presented as activities like, plays, stories and picture making so that it can be easily understood.

Furthermore, Wilkins (1975) contended that one of the valuable approaches to the teaching of any subject is to make the introduction, learning steps, questions, demonstrations, pupils' activity relevant and directed to the aim of of the lesson. For Wilkins, to achieve the aim of the lesson, class control must be the first approach and secondly, the approaches to achieving the objective of the lesson must arouse the interest of the students.

The N.E.R.C.(1977) argued in line with Wilkins (1975) that for learning to be effective and meaningful, it requires the active interest and concentration of the learner. Without these elements, nothing would be learned.

For the council, one learns by doing what he/she has learnt. This is why activities are very important in the learning process. The council also has similar opinion with Njoku (1980) who postulated that educators in choosing activities should be guided by the following two conditions or principles.

1. Pupils should be given the opportunity to participate in the activities selected.
2. The activities selected should be within the capacity of the learner whose age and experience should be taken into consideration for better result.

Njoku (1980) gave some general suggestions that could be useful in the teaching of any subject. These approaches are valuable to the teaching of C.R.S., if success is to be recorded. Njoku suggested that:-

1. Approaches to teaching must provide for the child's natural tendency to make things, to do things and to express himself. This imply that there must be plenty of activities.

2. Students should be allowed to make their own discoveries through the use of their textbooks and other visual aids where applicable.

3. The teacher should make full use of children's experiences by beginning every lesson with what they already known, the topic to be taught. And as the lesson goes on, he should make the children use their previous experiences to build up new ones.

4. The teacher should make the best use of all the available relevant instructional materials. This can be achieved if the teaching is related to life experiences.

5. The teacher should be ready to adjust his teaching approaches as may be dictated by the response of his pupils.

Callahan (1966) encouraged the use of approaches which would achieve good results in teaching a subject and enable the student to reach desired educational goals. Activities should therefore be organised with minimum efficiency to facilitate learning and teaching.

Eavey (1961) argued in line with Grimitt (1973) that teaching is a very complex undertaking. For them it implies greater force to the teaching of C.R.S. than it does to any other teaching subject because, the C.R.S. teacher has immesurable, finer and more lasting work to do than any other teacher. This is because his work is that of directing and guiding the experience of the students so that the Grace of God may operate in their lives to bring them from death to life, to build them up in Christ and to sent them out as workers of God.

However, Eavey and Grimitt admit that there is no rigid and distintive teaching approach that is applicable to C.R.S. alone because the child in his spiritual growth and development uses and is dependent basically upon the same mental processes that apply to education in other lines. For the above mentioned authors therefore, teaching C.R.S. like all other subjects must be based on the same definite principles and laws as are operative in all the mental processes of human beings. They, in this respect, recommend the use of the common 'pool' approaches of teaching in Education. These are: lecture method approach, the story telling approach, questions and answer approach, discussion, project dramatization approaches.

Lekwat (1984) agreed with the above-mentioned authors' approaches to teaching C.R.S. These he feels are ideal approaches because for him the secondary school age according to Jean Piaget; a famous psychologist, is the formal operational thinking age.

Thus, adolescent at this stage are able to make hypotheses, deductions, and explain symbolic and abstract ideas. For the researcher, therefore, it is fair to briefly discuss these methods for better understanding and comprehension.

1. Lecture Approach.

According to Eavey (1961), this approach is an oral presentation of the teacher's ready-made content to the students. Eavey argued that it is impossible to carry on the work of teaching without oral presentation. For him, instructions need to include story-telling. He maintained that whatever the approach a teacher is adopting there are times when he must present a needed bit of information.

Lekwat (1984) asserted that, even Jesus employed the classical presentation of the law popularly known as the sermon on the mount in Matthew's Gospel. For Lekwat, therefore, this approach is appropriate for the C.R.S. teacher to impart knowledge to his students.

He maintained that the lecture approach saves time. More ground can be covered in a short period by means of lecture than other approaches such as drama and the rest.

2. The Story Telling Approach.

Eavey (1961) asserted that, this approach is one of the oldest most effective and most useful means of conveying truth to students. According to Eavey, Jesus, during his ministry presented the most subline truths in the form of stories. Thus, he told these stories in form of parables. For instance, Christ's teachings like the parable of the sower in Luke's Gospel about the Kingdom of God were in form of story to his audience. By story telling approach therefore, the C.R.S. teacher presents truth made concrete in characters who lived before the hearer.

To Eavey (1961), the story telling approach stirs imagination. By its use, any particular virtue can be made to stand out in such a way as to cause its significance and beauty to be clear.

He (Eavey) maintained that, the approach is an effective means of capturing interest and attention and in this respect, motivate the students for the lesson. In fact it arouses curiousity and awakens desire for new experiences. It thus gives a conducive mental set to good reception of content taught.

3. Questions and Answer Approach.

According to Adeyemo (1972), this approach is an important tool used to make students think and guide their thoughts. To him, it also helps the teacher to know how much knowledge the students are able to acquire during the course of the lesson.

Lekwat (1984) shared the same view with Adeyemo. He went further to say Jesus used the question and answer approach in teaching his disciples, Matthew's Gospel recorded more than a hundred questions posed by Jesus. Today, in spite of great multiplicity of approaches to instruction, much teaching is

done by means of questions and aswer, either as the chief approach or as a component part of other approaches.

Lekwat maintained that properly directed questions guide the students for further learning, correct misconceptions and imperfect understanding, helps them to see the interrelationships among facts, enables them to organise their thinking and lead them to fruitful expressions of their learning.

4. Discussion Approach.

According to Njoku (1980) the discussion approach stimulates creativity, originality, leading to critical evaluation, and teaching the ability to accommodate and respect others and their views.

Lekwat (1984) stated that at the secondary school level, the most appropriate approach of communicating religious truth is discussion. To him, discussion is really suitable for the demand of the religious life of adolescents.

This approach assists the learner to share ideas as it creates a forum for students and teacher to exchange ideas, feelings, opinions and views. Also the approach gives the teacher the opportunity to reinforce, review and clarify facts presented to the students.

5. The Dramatization Approach.

Grimitt (1973) contended that, drama is an imaginative, living experience, learning experience in its own right. He said through drama, the teacher provides the students with an apportunity not only to expand his personal experiences but also to examine them as depth from a number of different viewpoints.

He maintained that drama is useful as a means of promoting feelings for, and awareness of, other people and their attitudes towards problems and situations faced by other people.

According to Grimitt, this approach is a way of exploring other peoples' needs, fears, and joys making possible close emphatic

identification. It helps to give children and young people confidence to face the ever growing demands or challenge of the 20th century.

Eavey (1961) opined that children at secondary school level have desires to express ideas and ideals in concrete forms, desire for companionship and the desire to create. Thus, the tendency to imitate is a matter of reflex action at the beginning of life. Thus, by means of dramatic approach, the teacher can set before the children life situations depicting spiritual values and providing models and lesson for appreciation and learning.

Dramatic approach develops traits of personality such as initiative, self-reliance, originality and self-expression. In fact it trains the students to make right responses to situations as they see.

6. Project Approach.

Better (1925) contended that the project approach consists in setting problem or enterprise suited to the interest and related to the experiences of the learner. This approach also enables the learner to gather information discover facts and relationships. Work out solutions and carry the enterprise through to completion.

Wilkins (1975) agreed with Betts, for he stipulated that the project approach is a process whereby students are made to acquire information. In his opinion, it gives them vitality and makes their learning effective.

Eavey (1961) asserted that project approach makes learning more natural and interesting through the definite, tangible motivation that it provides. It also trains the students to develop initiative, responsibility, perseverance, foresight, alertness, judgement and evaluation. Eavey maintained that if the project is in group, it develops a spirit of co-operation.

To him, project approach of teaching connects learning and experiences, thus giving good training for the solution of problems in practical life. It also develops tolerance for the actions and opinion of others, since projects are mostly carried out in groups. It makes learning a unified process, bringing interest, ideals character traits and attitudes together in functioning relations.

2.6.1. Books and Extra Biblical Materials

There are many books on Christian Religious studies subjects for both Junior and Senior Secondary. Most of these books are written by Africans who are very much aware of the socio-cultural background of the African child.

The following books have been written for the teaching and learning of Christian Religious Studies at the secondary school level.

Oyetunji (1971) in earliest times to the judges contended that the main objectives of this book is to provide a coherent series

of explanation on some points of difficulty or of historical or religious importance. He maintained that, unless such materials and explanation are available and handy, both the teachers and students will achieve little when engaging in thought provoking discussions on the set text. Commentaries are also provided in the book as extra Biblical materials. The commentaries provided meaningful discussions without which the students will only cram the text and regurgitate them in examination with little or no understanding.

Dickson (1967) in An Introduction to the History and Religion of Israel, from Samuel to the fall of Northern Kingdom aserted that the book includes materials on the History of and Religion of Israel as contained in Biblical records of Samuel and Kings and two of the prophets, Amos and Hosea. There are also extra Biblical sources recorded in the book.

For instance, the first chapter contains Old Testament literature with extra Biblical materials based on archaeology, diaries and others, to give students information about the Israelities prior to the institution of the monarchy. The writer maintained that the Biblical passages around which the story is woven are indicted in the margin. The contents of the book make up the West African Education Certificate (WAEC) syllabus.

Adeyinka (1972) wrote on the New Testament; 'Luke and Acts'. The writer contended that the book seeks to satisfy the basic needs of C.R.S. students during their last two years of secondary education. He asserted that the book contains relevant text and commentaries on 'Luke' and 'Acts of the Apostles'. In Senior secondary one (SSI), students read about the Ministry which is the book of 'Luke'. The book contains Jesus' mission to sinners, particularly the Gentiles, His passion culminating in his crucifixion by the Jews in Jerusalem. In the second book which is 'Acts of the Apostles',

topics as the early Church and the spread of the Church, persecution and others are treated.

Oduyoye (1979) wrote on the Old Testament' from Hezekiah to Zerubabel'. The author postulated that it gives students knowledge about the Jews seven centuries before Christ. The period mentioned informs students about the political situation of Israel. It explains how Israel went in captivity or exile, how they worked under the persian, Babylonian and Roman Rule and Israel's return in about 53 B.C.

Harton et al (1982) wrote on 'St Matthew's Gospel.' He wrote the book with the specific needs of the W.A.S.C. Bible knowledge demand in mind. The book combines the full text of St. Matthews Gospel in the Bible, with clear, concise notes in such a way that the readers can follow the message of the Gospel with ease. The author pointed out that each part of the book ends with a revision section which gives an overview of the materials and identifies the key points in it.

This book is really intended both to complement the briefer notes and to indicate those areas of the Bible text which require particular attention for examination purposes.

Harton (1982) further included useful advice on dealing with the different types of questions together with model answers and a complete speciment examination paper particularly for teachers' references. The writer listed Biblical reference materials for teachers as:-

(a) The synoptic problem (Williams).
(b) Peake's commentary on the Bible.
(c) Tyndale New Testament commentaries and others.

Adugbo et al (1983) also wrote three series of books on C.R.S. These books follow closely the syllabus drawn up by the National Association of Bible Knowledge Teachers of Nigeria (NABKTN) and they are being developed by the Nigerian Educational Research Council.

The books are based on those passages of the Bible which have been selected for study. In the series, each unit consists of summary of a Biblical text followed by a section dealing with the morals to be drawn from that text and a list of activities suitable for either class work or home work. These activities are expected to provide the teacher with a sound base for continuous assessment.

Olatoye et al (1983) wrote three (series) books on Old Testament; from Genesis to II Kings. According to the author, the book series will provide a Biblical base text which shall serve as a companion to the Bible for C.R.S. students in the secondary schools. The books, the writer maintained, introduces the general reader to the basic ideas and issues that run like themes through the Religions thought or theology of the Old Testament. Each of the series contains lessons for the year and are divided into three terms of ten weeks with three lesson per week.

Quarcoopome (1987) authored 'multiple choice objective questions and answers' in Old Testement. The writer pointed out that the book was specifically prepared to meet the requirements of the multiple choice objectives questions in C.R.S. A new approach is adopted in the writing of the book in line with the New policy on Education (1981). The answers are preceeded by a comprehensive summary of the main topic and accompanied by detailed explanation with appropriate commentary. There is also a revision section on each topic which preceeded the objective questions, so that the student is equiped to attempt each question that follows confortably. For the author, this is very essential for fuller understanding of the topics treated as objective questions in the book.

Quarcoopome also maintained that additional information is given in the answer to cover topics that can attract more than one objective question. For instance, objective question No 1 is on what was created on the 5th day. In the answer, mentioned is made of the correct order of creation.

Ilori et al (1988) authored three book series on C.R.S. teaching for secondary schools. These books also are based on the New National Policy on Education C.R.S. curriculum. The books contains Biblical passages which are selected from the Bible. For the writers, the purpose is to provide sound Religious materials which are vital for the spiritual and moral development of the students in schools.

These books have chapters, and each chapter contains an important religious and moral theme which is divided into units. Each unit develops an aspect of the main theme with reference to the appropriate material in the Bible and its application to the life of the child. In fact, this is followed by a summary of what has been learnt and the religious and moral lessons to be learnt at the end of each unit.

Moreso, suitable activities have been included to form the basis for continuous assessment. These include written work, class discussion and project to be done outside the classroom.

The class discussions lay emphasis on helping the child to develop his moral reasoning ability to think about the consequences of his actions on him and on the people around him.

2.6.2 Teaching Aids and Students Performance in Examination

It is a well known fact that when pupils fail their examinations people blame them for not being serious, whereas in reality students are often made scape-goats. This is so because recent research findings reveal many factors which affect performances of students in their examinations.

Oke (1980) stated that teachers have been regrettably identified as the chief contributors to the poor performance of students in the examinations. The research also showed that lack of use or inefficient use of instructional materials came first among these factors which deter the educational progress of most students in our schools.

Oliagba (1985) stated that the research he carried out in three schools in Kachia Local

Government Area of Kaduna State showed that the results of the students performance in C.R.S. West African Examination Council were poor. One of the factors for the poor performance was attributed to the teachers. According to him, some teachers were not professionally trained teachers, and they did not use instructional materials in teaching C.R.S. He also maintained that the C.R.S. teachers were also not enough for the schools. 87% of the students sampled in Fadan Kaje indicated that the school did not provide teaching aids for them or for the teachers. 71 out of one hundred students sampled in Zonkwa indicated that teachers used only the Bible to teach them. 72 students out of 96 in Kachia also indicated that the school did not provide teaching aids for them.

Akolo (1976) argued that only 10% of those who go to primary school are successful in the common extrance examinations. He asserted that most teachers do not use teaching aids in their lessons generally.

Ji (1978) contended in the research he carried out that in Gboko Benue State 89% of the students comfirmed their teachers' non-use of any audio-visual materials in teaching English Literature.

According to Oladunni (1989), the research she conducted in some secondary schools in Benue State revealed that from 1983 to 1989, four (4) schools recorded poor performances in WASCE, two of the school Principals blamed the C.R.S. teachers for the poor performance. It was claimed that they never use teaching aids in their lessons but always carry just a copy of the Bible to the class. All the principals in the schools studied blamed the students for lack of seriousness in studying the subject. One of the principals blamed the students for not following the instruction of W.A.E.C. which made them unable to answer the required number of questions in the examinations.

Ogunbi (1989) asserted that in Educational technology the word 'teacher' may refer to men, women or machine.

He went further to state that it is necessary for the C.R.S. teachers to examine some characteristics of the subject in order to appreciate the instructional process which would best enhance its teaching.

Ogunbi continued by arguing that C.R.S. is a subject which discusses dimensions of faith in a supreme being who is invisible and the consequences of encounter with him cannot be emperically tested, or subjected to laboratory scientific analyses. It is an abstract subject matter. He, however, contended that though C.R.S. is an abstract subject, themes on God's majesty, power glory and supreme authority can be effectively taught from things which we see and touch; therefore C.R.S. teachers should use instructional materials in presenting their lessons.

2.6.3 Availability of Teaching Aids

In recent times, researches have revealed that the availability of teaching aid varies considerably from one school to another.

Bobinih (1978) studied the availability and use of audiovisual aid in teaching English in post-primary institutions in Zaria. This research revealed that 61.5 percent of teachers used only textbooks and chalkboard in teaching. The available audiovisual aids were not used to the maximum, and only 15.4 percent of the teachers made word cards and flash cards jointly with their students.

Oliagba (1985) in the 1983 convocation of the pastoral council Arch diocese of Kaduna complained that the shortage of supporting materials namely teaching aids on Christian religious studies is a very crucial problem. Therefore to expect better results in C.R.S. in any examination, adequate facilities must be provided for both teachers and students.

Akolo (1976) referred to Igungu who round nonavailability of teaching aids as one of the factors which contributed to poor teaching by teachers, and to the resultant failures in the West African Certificate examinations.

He further discovered 20% of teachers used flash cards while 60% had no access to any teaching aids.

Harceldoad (1959) postulated that many classroom do not have the essential facilities and equipment needed for teaching. It was also revealed that in some schools the available facilities were far below the required standard. He went further to confirm that some resource teachers devised ways of using the audiovisual aid despite the unfavourable conditions. He nonetheless maintain that the innovative teacher can create a favourable learning condition in every classroom.

Akolo (1976) pointed out that, at times, teachers are not aware of the resource materials that are available in their institutions. Oke (1980) seemed to share the same view with Akolo, from the findings of a survey done in Kaduna State post-primary schools in 1976 by the Institute of Education A.B.U., Zaria. The survey revealed that only a few colleges had flannel boards. Most schools had bulletin boards in their classroom but were not fully utilized.

Some teachers appeared not to have even noticed the existence of such materials.

Digga (1987) had a contrary view to both Akolo and Oke here. He argued that some of the few instructional materials in existence (not necessarily the bulletin boards) were found to be irrelevant by the teachers to their lessons, and too few to be managed in the classroom. This resulted in a total neglect, not because teachers were not aware of their existence.

2.6.4 The Importance Attached to Instructional Media

It should be noted that the extent the depth of research carried out on any specific instructional materials depend on the amount of importance attached to it. Oke (1980) pointed out Schram's (1970) claim that television had been the most studied media. This is because it requires the largest investment of any of the viewers' media and also because T.V. widely came into use at a time when media was being supported by generous grants from title VII of the Defence Act.

Schram (1977) argued that radio came so early to take advantage of Federal support for media research, and educators showed suprisingly little interest on the aid it would give to their classes.

Schram maintained that textbooks, slides, pictures and even the projectors were taken for granted. According to him, this was because textbooks had become a classroom article whereas educators were not greatly worried about investment in few slides and in other instructional materials.

Ash and Carlson (1961), in a test conducted on military subjects, revealed that exposure to films doubled learning. Wise (1939) also revealed that the learning scores of an experimental group exposed to films were higher than those of a control group with a ratio of 2.0 when motion pictures were used as a supplement to high school course in American History for one and not for the others.

According to Wittich (1959), 'Harvey Whites' physics film was shown to students in

83 high schools and the result was that both students and teachers as well gained a significant amount of additional knowledge about physics from the film shown to their students.

In addition to the above, Wittich and Fowlkers (1946) asserted that instructional films increased students' interest. They argued that sound movies made it easier for students to understand things, because, they do not use such big words as some textbooks do. Fowlkers maintained that film do not only give students new and different ideas but also provide better pictures and understanding of how other people and countries look like, than just reading about them in books. This is because the films tell what books cannot tell. They make things clearer to the students as they watch the films.

In reality instructional film or audiovisual materials do not only increase the students interests in reading but also factual learning.

Balogun (1981) postulated that a piece of media which a teacher uses physically extends his ability to communicate.

This is so because the teacher has to use his ability through the media in order to get his message across.

2.7 Motivation

According to Oxendine (1968: 172) one of the universally accepted concepts regarding learning is that the individual must be interested in a particular task before effective learning can occur. It is therefore best if the child in school is somewhat aroused or excited about a specific task or learning situation. This principle of motivation has been generally agreed upon through the years from the earliest learning theorists to today's classroom teachers. A "motivated" condition is essential not only for learning, but also for effective performance. For this reason educators, coaches in particular, devote considerable effort toward motivating students.

For Oxendine, motivation refers to a process whereby needs which are created within the individual force him to seek particular

goals tp satisfy those needs. Motivation refers to internal state of the individual which may be initiated from within the individual as in the case of a social need. If the need is basic or urgent one, a state of intense emotional arousal may develop. Generally the motivated person is more active than one who is not motivated.

Pinsent (1964) expressed a similar view with Oxeddine for he asserted that some understanding of human motives is indispensible for successful teaching. The teacher's best work will not be done unless students are actively interested and pursue the work with zest. This applies particularly to monotonous, repetitive work inseparable from the acquisition of a high degree of skills in games and occupation like writing shorthand or using a typewriter at high speeds. This study of motivation is therefore very important for teachers of technical subjects. In addition, good school government and class control are best established upon a basis of interest and good will in pupils.

Some of the teachers difficulties are due to apathy a rising from a generally low level of citality and interest. Many more however, arise from conflict of interest, the pupils being much keener on outside activities than school work.

There are of course two rough-and ready methods of inducing interest in school work. One is to make pupils to resentful of painful punishment that they turn to their school work as the lesser evil. This produces at best only a grudging effort, which in the long run, may result in dislike of any form of education. The other form is allowing the pupils to do what they like at the time they want. This is not accepted in any form of normal education, not is it conducive to a sound discipline either moral or mental.

Mukherjee (1978) pointed out in his theories of motivation that, sometimes, individuals manifest motivated behaviour without the slightest regard to the presence or absence of incentives in their undertakings. When that happens, it means the activities are self-motivating to the students.

Gagne (1964) argued that, if objectives of an educational programme failed to provide a felt need for the learner, it will affect his performance. This is because such objectives will have no stimulation for the learner.

2.8 Continuous Assessment.

The new National Policy on Education' (1981) asserted that the existing practice in most institutions of learning which based the assessment of students' work on final examination and on one type only, is no longer tenable. The policy further points out that the First School Leaving Certificate will ultimately be abolished and Primary School Learning Certificate will be issued by the Headmaster of individual schools. The award of the certificate based on continuous over all guidance-oriented assessment of pupils and not only on the results of a single final examination. Such assessment will be done by teachers and Headmasters.

In both Junior and Senior Secondary schools, continuous assessment based on variety of evaluation techniques will also be adopted.

According to Okon (1984) the abolition of a "one-short" examination at the end of primary and secondary education in Nigeria strongly calls for the use of a variety of continuous assessment. This should include cognitive domain, psychomotor and affective domains.

If these domains are taken care of, then they will give the teacher a better understanding which will enable him assist the students to understand themselves better. In this system, teachers and counsellors have the duty of collecting information regarding an individual's academic achievement, aptitudes, intellectual abilities, various forms of interest and other personal characteristics.

For Okon, continuous assessment is the periodic and systrmatic method of assessing and evaluating a person's attributes. Information collected from cont inuous

behaviour of students will help teachers to better understand their ability and weaknesses in addition to providing a comprehensive picture of each student over a period of time. Such information will help in educational and vocational placement of students. An individual will readily see his or her developmental pattern through the data.

Denga (1983) argued that continuous assessment is the best systematic method of evaluating a child's performance without the psychological strains and stresses of the "one short" examination which may lead to examination leakages, malpractices, rote learning, and mistaken judgement of students' actual ability by teachers, parents and the school administration.

For Denga, continuous assessment will, however not be successful without the dutiful commitment, diligence and sacrifice on the part of teachers. It should be realized that the process can easily be abused.

Denga opined that it is dangerous to turn classrooms into testing factories. Students can easily be tested to "death" if teachers use the pretext of continuous assessment to test students weekly. Tests **which** are too frequent can intimidate and threaten the psychological make-up of the individual and should therefore be employed with caution and tact. The school authorities may decide how regular students should be assessed: forthnightly, monthly, twice a school term, and so on.

In the opinion of Denga (1983), continuous assessment must be valid and reliable in the sense that, it must measure what it is supposed to measure, and should give consistent results time after time. Critics of continuous assessment feel that since it is left most of the time in the hands of the classteacher, there may be subjective factors involved. Such factors may include undue favouratism of certain students and some victimization of some students whom the teacher may hate.

These fears should be dispelled by teachers' objective and fair assessment. Continuous assessment can be done very objectively by teachers and counsellors who place their professional integrity first and try to be honest and fear to every child.

Okon (1984) agreed with Denga that the assessment procedure helps students to work systematically because they know very well that their performance in classes are very important. Continuous assessment is predicated on the assumption that several samples of an individual's behaviour will give a more realistic picture of the individual than one or two samples alone.

Chapter 3

METHODOLOGY

The aim of this chapter is to present clearly step by step the description of the research design and procedure that were used in collecting and analysing the data for the study. The organization is indicated below under the following sub-headings.

1. Research design.
2. Procedures.
3. Population.
4. Sample and sample selection.
5. Instrumentation.
6. Validation of instrument.
7. Administration of questionnaire.
8. Method of Analysis.

3.1 Research Design

There are different kinds of research designs as there are research problems. However, researchers adopt design suitable to their study. The research design for this study is therefore a survey type as described by Kerlinger (1973) who stated that:

> A survey research studies large and small population by selecting and studying samples drawn from the population to discover the relative incidences, distribution and interrelation of sociological and psychological variables.

Campbell et al (1974) postulated that securing scientific evidence requires at least a comparison. They maintained that in the case of this type of design a single instance is carefully studied and implicitly compared with other events casually observed.

The survey design was employed because the researcher felt it was more suitable, reliable and involved testing of facts. This can lead to an insight which in turn could be benefit to other researchers.

3.2 Research Procedure

Moser et al in Adoke (1987) argued that, there are various procedures that can be used for collecting data in a research. According to him, using a particular procedure depends on the situation such as time factor and finance. He contended that procedure in gathering data in investigation includes questionnaires. interview, case study, documentary sources and observation.

Nunnally (1964), in line with the above, postulated that there are different procedures for data collection. But he advocates three major procedures which include: observation, questionnaires and projective techniques. However, he went on to state that among the three, questionnaire is preferable because it is the simplest and most effective procedure for measuring attitudes or feelings.

Gronlund (1978) expressed a similar view by stating that, although some information about attitude can be obtained from

observation, questionnaire provides information that cannot be obtained in any other way. Thus, the procedure used in this study was questionnaire because it allows wider coverage within a short period than interview, for the collection of data. In constructing the questionnaire, the researcher used both his own imagination and also consulted the writing of others. This was not out of place because Lawson (1975) contended that, a researcher could sit down to construct his own questionnaire or assemble them from other people's writings in order to carry out his own research.

3.3 Population of the Study

The population for this study was all Christian students in the Junior Secondary Schools year three (J.S.S. III in Zaria and Soba Local Government) who were reading Christian Religious Studies as a subject. They were made up of boys and girls in the secondary schools in these Local Government Areas.

14. Government Day Secondary School Dutsen Wai.
15. Neighbourhood Secondary School Zaria City.
16. Neighbourhood Day Secondary School Kwangila Zaria.
17. Government Day Secondary School Soba.
18. Government Secondary School Basawa Zaria.
19. Government Day Secondary Hunkuyi.
20. Government Day Secondary School Gamagira.
21. J.D.S.S. Alhuda-huda, Zaria.

Furthermore, C.R.S. teachers and C.R.S. students were involved in the study.

3.4 Sample and Sample Slection

This section gives a description of the schools, categories of teachers and students that were involved in the study.

The researcher selected samples from the population earlier listed (the twenty-one secondary schools).

The schools that were involved are:-

1. Alhuda-huda College Zaria.
2. Barewa College Zaria.
3. Kufena College Zaria.
4. Government Day Secondary School Tukur Tukur Zaria.
5. Government Day Secondary School Dogon Bauchi Sobon Gari Zaria.
6. Government Day Secondary School Bomo
7. Covernment Girls Day Secondary School Kofa Gaya, Zaria.
8. Government Girls Day Secondary School Samaru Zaria.
9. Government Commercial College Zaria.
10. Government Day Secondary School Chindit Barracts Zaria.

These year group that were studies were all Junior Secondary three (J.S.S. III) of the selected schools. The researcher decided to choose this arm of students because they had been studying C.R.S. for the past two years and were then in their third year, preparing for the Junior Secondary School C.R.S. examination.

Thus, they must have been familiar with the subject in the schools, and should, therefore, should be in a better position to say what they felt were the problems in learning C.R.S. and how the problems would affect their performance in their J.S.S. III examination. In this year group C.R.S. was a core subject and compulsory for the Christian students.

The year group under study had four classes with a total of thirty (30) students taking the subject in each class. For good representation, therefore, two classes were selected from each school. The rationale for this is as earlier mentioned was to avoid being sectional which could negatively affect the subjects of the study. In all, twenty classes were studied. Twenty students were taken from each of the schools selected. The total number of students that were involved therefore was two hundred.

The random sampling of the students was based on casting lots method.

The regsiter was used to get the names of the students in each class. Each name was written in a piece of paper sqeezed and dropped in a dip basket. The pieces of paper were well mixed by turning them in the basket. The sampled twenty students were then called from the classes to pick a piece each. This was done for the year group involved in the study in each of the selected schools. The rationale for using this method was to avoid bias, and to ensure fair representation.

All the 51 C.R.S. teachers in all the schools were involved in the study. The rationale for this was that the teachers had been teaching the subject, and were in a better position to assess the factors affecting the performance of the students in J.S.S. examination.

3.5 Instrumentation

The instrument that was used for data collection in this study was questionnaire. The justification of the instrument is discussed as follows:

1. Suitability: Questionnaire was more suitable for this study, if we take into consideration the scattered population that was involved in the study (Zaria and Soba Local Government L.G.As). Also, the instrument could be administered to all the respondents within a limited period with less inconvenience. Questionnaire could also be administered in the absence of the researcher and the needed information would be obtained accordingly.

2. Reliability: Questionnaire was more reliable because there would be little or no distortion as might be the case with interview. Facts can be distorted, for instance, when the interviewer tries to put the facts the way he understands them.

3. Psychological convenience: Questionnaire eases psychological discomfort that might be experienced during the face-to-face interview.

> In this instrument the respondent is independent; he is relaxed, and is thus in a position to release information without fear.

Two sets of questionnaires were prepared one for teachers and one for students. The questionnaires were based on the elements of C.R.S. curriculum such as objectives, content, method and resource materials. This was so because the above-mentioned components are essential for an effective implementation of any educational programme.

The questionnaire were constructed in structured and unstructured forms. The questionnaires for teachers and the students each consisted of six sections (A-F).

1. Section A (personal data) solicited for students' and teachers' personal data. This consisted of sex and age.
2. Section B (Resources) tried to find out the number and quality of the available resources for teaching and learning of C.R.S. in the schools.

Furthermore the questionnaires contained both structured and unstructured items for teachers and students respectively. The rationale for this was to give the respondents freedom to express their views and ideas about the teaching and learning of C.R.S.

3. Section C (Motivation) was to find out whether the students were motivated toward the learning of C.R.S. in the schools, this enabled the researcher investigate the problems that affected performance in examination.

4. Section D (Methods) asked for the methods used by teachers to teach C.R.S. and how often they used them. It also asked for the method that was more effective in teaching.

5. Section E (Exposure) this section tried to find out the extend to which teachers and students had been exposed to C.R.S. subject in their schools.

6. Section F (Evaluation) this section asked whether the schools kept continuous assessment of the students' performances in C.R.S. before their J.S.S. III examination.

3.6 Validation of Instrument

The questionnaires were developed, given to supervisors and other academic staff of the faculty such as the researchers' Statistics instructor for validation. This was considered necessary to enhance the quality of test items that were used to elicit responses. It also ensured that the types of measurement scale intended for use would fit into the statistical analyses method used for the research.

Pilot study was also carried out by the researcher in order to test the reliability of the instruments. A few copies of the questionnaires were administered to some J.S.S. III students and teachers in one of the secondary schools here in Zaria.

Those that were involved in the pilot study were not part of the population for the actual research.

3.7 Administration of Questionnaire

The researcher personally went round the schools to administer the questionnaire with the assistance of C.R.S. Head of Department and the subject teachers. This need of assistance was to enable the researcher get the register where the could randomly pick the names of the respondents as earlier discussed. It also felt the students would be more cooperating to their teachers in returning the questionnaires than they would be to the researcher who was foreign to them. The immediate collection of the completed questionnaires from both teachers and C.R.S. students helped to avoid unnecessary delay and loss of the questionnaires.

3.8 Method of Data Analysis

In the analysis of data, tables of percentages were used in the study.

This method was found suitable to facilitate data organization, analysis and interpretation of the collected data. Supporting the method, Kerlinger (1973) was of the view that tables of percentages reduce different sets of numbers to a common base.

Chapter 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The data collected through questionnaire administered are presented and analysed in this chapter. In the questionnaire administered, section A sought for general information on the two groups of subject teachers and students. The data were presented in tables of percentages which were drawn following the pattern of the questionnaire and the research questions raised. The information was analysed in form of frequency distribution and percentages. This was done to allow for appropriate interpretation of data.

4.2 Question a 1

This question tried to find out if there were qualified teachers for Christian religious studies in the secondary schools studied. To present the teachers responses to this question, a table of

percentages was drawn to enable us see at a glance whether there were qualified teachers for the subject or not.

Table 1: Qualification of the C.R.S. teachers in the secondary schools.

	No	Qualified	Unqualified	%
Ph.D	-	-	-	-
M.ED,M.A. M.Th	1	1	-	1.9
B.Th,B.ED.B.ED	6	6	-	11.8
N.C.E.	38	38	-	74.5
Dip.	6	-	6	11.8
Total	51	45	6	100%

According to Fafunwa (1974) the ultimate goal of achieving a sound education depend on the direction of well qualified teachers who are trained to teach. Farrant (1964) argued that no teacher can enlighten his students higher than himself and no teacher can enlighten his students if he himself is ignorant. As such finding out the qualification of the teachers in a study like this is not out of place.

Looking at the table above, the bulk of the C.R.S. teachers in the secondary schools studied were N.C.E. holders. They along with degree holders were considered qualified to teach in the Junior secondary school level.

The diploma holders in theology were considered not qualified. This is because Lekwat (1987) asserted that, the diploma holders in theology were trained to preach and to indoctrinate their members in the local churches. As a result of this when they were asked to go and teach, what they would present in the classroom was always a duplication of the sunday school lessons.

Another possible reasons for this might be because they diploma holders did not learn how to present lessons in a classroom like that of the secondary school, not did they learn how to evaluate students in a classroom situation.

Preparation for teaching was another important factor to be considered. If the planning is good, the lesson can be effective, but if the planning is

bad it is very likely that the lesson will be ineffective. Those who were not professionally trained teachers were , therefore, likely to be ignorant of the principles of preparing for a successful lesson. It is those who undergo training for the work that know how to prepare and present the plan at any given situation. This is why teachers on training have to undergo teaching practice and be supervised by their lecturers. It is only when the institution is satisfied that the students teachers are deemed qualified to perform the teaching job at the level they are trained for before they are allowed to graduate.

The above reasons make it difficult for anyone who is not trained as a teacher to effectively handle all aspects of classroom teaching in the secondary school.

Table 2 Distribution of Teachers Respondents According to Experience in teaching C.R.S.

Period	Number	%
0 - 3 years	31	60.7
4 - 5 years	11	21.5
6 - 7 years	8	15.6
8 - years and above	1	1.9
Total	51	100

Data table 2 above show that 31 (60.7%) of the respondents teachers had taught CRS for between 1 and 3 years. 11(21.5%) for between 4 and 5 years and 8 (15.6%) of them had been teaching the subject for between 6 and 7 years. Only one teacher seemed to be the most experienced for he had been teaching CRS for 8 or more years.

4.3 Questions 2

This question sought to know whether there were enough teaching aids to facilitate the teaching of CRS in secondary schools. To be able to present the responses to this question another table of percentages was drawn to show the answers of both teachers and students.

Table 3. Teachers and Students view on Teaching Aids

	A. Yes	B. No	A. %	B. %
Teachers	1	128	0.7	99.3
Students	0	250	0	100

The table above shows vividly that there was acute shortage of teaching aids for CRS in all the secondary schools in the two local government areas. Almost all the C.R.S. teachers indicated that they did not have any teaching aids for the subjects.

The students sampled also indicated that there were no teaching aids used for teaching C.R.S.

Their teachers did not use maps, flash cards or audio visual aids to teach C.R.S. in the schools.

One of the possible causes of lack of teaching aids for C.R.S. in secondary schools might be that the principals of the affected schools did not know. that teaching aids were needed for the subject just as they were needed for other subjects like Geography, English and others in the school curriculum. Other, probably felt that teaching CRS was just teaching about God and since no one could produce the picture of God for the students to see then there was no need for teaching aids.

Another reasons might be that the teachers teaching the subjects in the secondary schools studied did not really know that using teaching aids could enhance the students' understanding of the subject matter. This was because most of the teachers, if not all, did not try to improvise teaching aids, e.g. drawing the maps of Palestine and other places for use in the classroom.

Table 4 Teachers and Students Views on Motivation of Students Towards Learning C.R.S.

	A. Yes	B.No	A.%	B.%
Teachers	121	3	97.6	2.4
Students	69	54	56.1	43.9
Total	190	57	153.7	46.3

The table above shows that 97.6% of the teachers expressed the opinion that students were sufficiently motivated from their own end to learn C.R.S. as a subject a in the school curriculum. But 2.4% of the teachers responses indicated that the students were not sufficiently motivated.

On the part of the students, 56.1% held that they were sufficiently motivated both by their parents and teachers to study CRS as any of the other subjects in the school curriculum. But 43.9% of the students' responses indicated that they were not encouraged to pay attention to the study of CRS by their parents.

This is because the parents wanted them to pay more attention to the study of the Sciences than CRS. They also indicated that textbooks for CRS were not bought for them as the parents always tried to provide for other subjects. Their parents assumed that the reading of the Bible during family devotions was enough to take care of the subject in school.

However, obserbing from this analysis, majority of the students were motivated to study CRS as a subject in the school curriculum. All the students also indicated that their teachers encouraged them to study the subject.

Concerning the 43.9% responses of the students, which indicated that their parents did not encourage them to study CRS in the secondary school, the reasons might not be unconnected with the status of the subject in the society. Most people in the society looked down on CRS. They felt what they heard from time to time in the Church was equivalent to what was studied in school. Those who looked at the subject in this way felt

that only the less intelligent students offered to read the subject. More intelligent students, they felt, would opt for the science subjects.

It might also be possible that those parents believed that if their children studied CRS they might be underrated in intelligence. Also, some parents might feel that children studying CRS would have little prospect high attainment in life. Such children would be unable to study highly-rated professions like medicine.

However, on the other hand the C.R.S. teachers and the parents who motivated their students to study the subject believed CRS is a status similar to other subjects in the school curriculum. CRS provided a job opportunity and also prepared one for a life career like any other subject. Thus it was not considered less important.

4.5 Question 4

Question 4 asked whether the teachers used various methods to teach CRS in secondary schools. To answer this question, yet another table of percentages was provided.

This was to enable us see vividly the frequencies of the responses of both the teachers and the students.

Table 5 Teachers and Students views on Methods Used in Teaching CRS

	A.Yes	B.No	A.%	B.%
Teachers	129	0	100	0
Students	47	56	45.6	54.4
Total	176	56	145.6	54.4

The frequencies of the teachers' responses on table 5 above show that the teachers used various methods to teach CRS in secondary schools. 100% of their responses indicated that. However, some of the students' responses disagreed with what the teachers claimed.

45.6% of the students responses agreed with those of the teachers, that is, various methods were used in teaching them C.R.S. But 54.4% of the students' responses indicated that the teachers did not vary methods in their teaching.

The students' responses revealed that many teachers used the same method of story-telling always. This was monotonous and could make students lose interest in the subject. If the interest was no longer there, then it would definitely affect the performance of the students in the subject.

The methods available for use in the CRS lesson were: lecture method, question and answer approach, story-telling method, drama, project method. From all these, some teachers could use only the story-telling approach.

It might be possible that those teachers who could not use more than a method were those non-professional CRS teachers. Since they were not trained, they did not know how to go about making use of all these methods in their CRS lessons.

Some of the professional CRS teachers might found among those using only the story-telling method. This could be because they would find it easier than project method approach which might involve directing the students on how to go about the study.

Using drama method might have been considered demanding since the teacher would have to choose the students that would participate and also to make the play relevant to the topic.

4.6 Question 5

Are the students well introduced to CRS content at the JSS level in secondary schools?

To present the responses that answered this question, a table of percentages was drawn again to show the frequencies of the responses.

Table 6 Teachers and Students Views to the exposure to the contents of CRS

	A. Yes	B.No	A.%	B.%
Teachers	92	22	80.7	19.3
Students	124	19	86.7	13.3

From the yable above 80.7% of the teachers' responses show that the students were sufficiently introduced to the contents of CRS syllabus in Junior secondary schools studied.

But 19.3% of the teachers responses indicated that the students were not sufficiently introduced to the content of the CRS at that level.

From the students' responses 86.7%, as seen in the table, the students agreed that they were sufficiently introduced to the content of the CRS in the CRS syllabus in J.S.S. level. But 13.3% of the students' responses showed that the students were not sufficiently introduced to the CRS contents.

Generally, the result in this section revealed that the students were sufficiently introduced to the content of the CRS syllabus in the junior secondary school level.

4.7 Question 6

This question determined whether secondary schools kept continuous assessment of the students' academic performance in CRS before the JSS III final examination. Here also, for the responses that answered the question another table of

percentages was made available to enable us see the frequencies of both the teachers and the students' responses.

Table 7 Teachers and Students Opinion on Continuous Assessment in CRS

	A. Yes	B. No	A.%	B.%
Teachers	216	19	91	9
Students	223	0	100	0

A close look at table 7 above shows that 91% of the teachers responses indicated that continuous assessment of the students academic performance was kept by the schools before the J.S.S. final examination on the subject. However, 9% of the teachers responses showed that continuous assessment on CRS was not kept in some schools before the examination. This, therefore, revealed that not all secondary schools were keeping the continuous assessment of the students performance before their JSS examination.

100% of the students responses indicated that all secondary school kept continuous assessment of their performance b fore the J.S.S. examination. This revealed that the students had been paarticipating in writing tests and assignments for continuous assessment in their various schools.

The schools that did not keep the continuous assessment of the academic performance before the final examination did not really know the implication of not keeping the assessment in the New system of Education. Possibly, those school did not have trained counsellors or Guidance Masters that really knew what they should do with such important documents. Lack of this continuous assessment might have been one of the causes of poor performance in the subject at the JSSCE in these two local Government Areas.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives a summary of the purpose and major findings of the study. It also outlines some recommendations for further study based on the findings. The researcher hopes that the recommendations made will be useful to the Federal and State Ministries of Education, Secondary Schools, Administrators, all learning institution, future researchers, teachers and students of CRS both Ordinary and Advanced Educational levels in Nigeria.

5.2 Summary

This study had attempted to make some contributions to knowledge and research. The study began with the historical development of CRS as a school subject. The problem was viewed against its historical setting. The purposes and the research questions raised for the study were then set forth to provide a framework within which the investigation was to be carried out.

The study tried to examine the exposure of the students to the contents of the subject, teachers' qualifications, motivation of the students towards learning CRS, methods, and availability of teaching aids in the secondary schools. Similar studies have been carried out in some Local Government Areas but in West African School Certificate examination (WASCE). It does not appear that, much if any work has been done in Kaduna State regarding students' performance in J.S.S. III CRS under this 6.3.3.4 system of education.

To achieve the purpose of this study, 251 subjects were used in the two Local Government Areas, Zaria and Soba in Kaduna State. All CRS teachers (51) participated in the study. Then 200 students were randomly selected from the selected secondary schools.

Six research questions were advanced for the study. Two sets of questionnaires were designed by the researcher to collect relevant information for the study.

One was designed for teachers while the other was meant to collect data from the students.

The data collected in this study were presented in tables of percentages and analysed by the researcher.

5.3 Conclusion

Below were the major findings of this study:

1. Majority of the CRS teachers in the secondary schools were N.C.E. holders and qualified to teach the subject in J.S.S. level. But 12 of them were considered not qualified. This is because they were not professionally trained as teachers for secondary schools.
2. In the case of teaching aids both teachers and students revealed that there were no teaching aids for the subject in all the secondary schools studied.
3. The result of the study also revealed that all CRS teachers tried to motivate the students towards learning the subject. But not all parents encouraged their children to learn the subject seriously.

4. It was also discovered that not all CRS teachers i used the various teaching methods discussed in literature review for the CRS lessons.

5. The findings of this study also revealed that the J.S.S. students were sufficiently introduced to the content of C.R.S. in the secondary schools studied.

6. The result of this study also revealed that most of the schools studied kept continuous assessment of the students performance. But few secondary schools did not.

5.4 Recommendations

From the conclusion drawn in this study, there are areas in need of improvement in the teaching and learning of CRS in order to enhance students' performance in the subject.

Following the findings of this study the researcher has come out with the following recommendations, which will be useful to Federal and State Ministries of Education, Secondary Schools administrators, teachers, students of CRS and future researchers.

1. The diploma holders in theology who were considered not qualified to teach in the secondary school because they were not professionally trained should be made to undergo appropriate training. The CRS departments in the schools where such teachers were recruited, should organize in-house workshop in order to give them some orientation on how to go about their work. The Ministry of Education should also give such teachers necessary in-service training on time to enable them improve in their work.

2. Teaching aids which, the study revealed, were not available in all the schools offering for CRS should be procured by the Ministries of Education, the schools. CRS teachers themselves should try improvise some and maximize the use of whatever available aids. This is because teaching aids are equally important in CRS lessons as they are in other school subjects. They help to facilitate students' understanding of the subject matter.

3. From the findings of this study, teachers claimed that they used various methods to teach CRS in the secondary schools. But majority of the students revealed that many teachers always used the story-telling method to teach CRS, which was monotonous. This must have contributed to students' loss of interest in learning the subject.

To avoid this, therefore, the researcher would like to recommend that all CRS teachers should try to make use of the various teaching approches which were discussed in the related literature above. For instance, the discussion method and many others just to mention a few should be used accordingly. Using various methods in teaching the students will help avoid boredom, create more interest in the learner and also keep the lesson lively.

4. The findings of this study also revealed that some parents did not encourage their

children to take CRS seriously in secondary schools as they did for Science subjects in school curriculum. They did not provide books for CRS as they would do for their children in other disciplines.

We know that learning cannot take place effectively if the learner is not motivated. As such the researcher would like to advise that such parents should try and change their behaviour towards the subject. They should encourage their children to study CRS seriously as they do study Science subjects in the school curriculum. This is because CRS can provide one with a means of livelihood like any other discipline in the school curriculum.

5. From the findings of this study, majority of the teachers and the students agreed that the students were sufficiently introduced to the content of CRS in J.S.S. level. But some teachers and students said that the students were not sufficiently exposed to the content of the subject.

This shows that not all teachers covered their syllabus before the J.S.S. examination.

As such the researcher would like to recommend that all CRS teachers should always put in their best to cover their syllabuses before the students' final examinations. This will help in putting the students on a sound footing.

6. The results of this study furthermore revealed that not all the schools study kept the continuous assessment of the students academic performance before the JSS examination. With the present 6.3.3.4 System of education in Nigeria if continuous assessment is not kept, the final result of students' performance will be negatively affected. In fact, the Educational Resource Centre will not release candidates' results without their continuous assessment. Or if they do affected candidates may fail, however well they perform in the final examination.

To avoid this, therefore, CRS teachers should try by all means to ensure that the

continuous assessments of students, academic performance are kept before their J.S.S. III examination.

5.5 Recommendation for Further Studies

1. The researcher hereby recommends a comprehensive study to be carried out on the use of teaching aids in CRS lessons. The study should reveal how important they are and what they are more appropriate.

2. There is also a need to carry out a study on the working and keeping of continuous assessment grades on CRS. The study shuld should be able to reveal whether CRS teachers consider this aspect important or not.

3. Parents' interest and students' study of CRS in schools are equally recommended for study. This study should be able to reveal further why some parents discourage their children from studying CRS in the secondary schools. This will, moreover, reveal the difference between the study of the Science subjects and that of CRS as viewed by the parents.

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Appendix 1

Questionnaire for teachers

This questionnaire is meant to find out information on the performance of CRS students in J.S.S. Examination.

Kindly complete this questionnaire sincerely. Feel free to express yourself, the information you supply will be treated confidentially.

A. Background information

Please put a tick ( ) in the appropriate box ☐ in the where applicable

1. Sex: Male ( ) Female ( )

2. Age: .....

3. Nationality: Nigerian ( ) Foreigner ( )

4. Qualification

N.C.E ( )
B.Ed ( )
M.Ed ( )
Ph.D ( )

5. For how long have you been teaching CRS in this school?

1 year ( )
2 years ( )
3 years ( )
4 years ( )
5 years ( )

6. How many teachers do you have in C.R.S. department in this school' .....

B. Reource Materials

Please put a tick ( ) in he appropriate box /___/ where applicable

7. Do you have C.R.S. l: rary department in your school?

Yes ( ) No ( )

8. Do you have enough teaching facilities for C.R.S?

Yes ( ) No ( )

9. Apart from the Bible, do you have any other textbook(s) in the school library that will help you teach the subject?

Yes ( ) No ( )

10. Please give names and authors of these books you have for C.R.S.

---

11. Do your students show interest in C.R.S. as a subject? Yes ( ) No ( )

If Yes why ----------

If No why ? ----------

12. Do you use teaching aids in teaching CRS?

Yes ( ) No ( )

C. Motivation

13. Do you encourage your students to study CRS?

Yes ( ) No ( )

14. Do you make their assignment/test and return the script to them?

Yes ( ) No ( )

15. Are the students interested to learn the subject?

Yes ( ) No ( )

D. Methodology

16. How many periods a week have you got to teach C.R.S?

1 - 3 ( )

4 - 6 ( )

17. What method do you use in teaching C.R.S?

Story telling Yes ( ) No ( )

Lecture Yes ( ) No ( )

Drama Yes ( ) No ( )

Project Yes ( ) No ( )

Discussion Yes ( ) No ( )

Others .....

18. Do you receive enough co-operation from your C.R.S. students by using such methods.

Yes ( ) No ( )

E. Content Coverage

19. Do you sufficiently introduce the students to the contents of CRS

Yes ( ) No ( )

20. Do you cover the syllabus with the students before the examination?

Yes ( ) No ( )

21. Do you do som revision before the examination?

Yes ( ) No ( )

F. Evaluation

22. Do all your students register for CRS for J.S.S. examination?

Yes ( ) No ( )

23. How would you rate your students performance in your previous J.S.S.E.C. examinations?

Very good

Good

Neural

Fair

poor

24.

24. Do your students have tests i CRS before their final J.S.S.E.C. exami ation?

Yes ( ) No ( )

25. What is your opinion about the tests

(a) They have helped the students to understand CRS mor

(b) They are just a waste of time

(c) They are never marked by the teachers

26. Do you feel C.R.S. is as important as othe subject?

Yes ( ) No ( )

27. Do you feel C.R.S. is an import it as other subject?

If Yes why? ----------

If No why? ----------

28. Have you ever attended any C.R.S. seminar or workshop?

Yes ( ) No ( )

29. What difficulties do you have in teaching C.R.S?

a. Lack of enough resource materials

b. Lack of students interest in the subject.

c. Lack of cooperation from the parents

f. All of the above.

G. Suggestions

30. Any other remarks you may have with regards to the effective teaching and learning of C.R.S. as a subject in the Secondary School level.

a. ----------

b. ----------

c. ----------

d. ----------

e. ----------

f. ----------

Appendix B

Questionnaire for Students

This questionnaire is meant to find out information on the performance of C.R.S. students in J.S.S. examination.

Kindly complete this questionnaire you supply will be treated confidentially.

A. Background Information

Please put a tick ( ) in the appropriate box ☐ where applicable.

1. Sex: Male ( ) Female ( )
2. Age: Under a4 years (( )
   20 years and above ( )
3. Nationality: Nigerian ( )
   Foreigner ( )
4. State of Origin: ----------
5. Occupation of Parents:
   Mother: ----------
   Father: ----------
6. Did you start your J.S.S. 1 in this school?
   Yes ( ) No ( )

B. Resource Materials

Please put a tick ( ) in the appropriate box /____/ where applicable.

7. Do you have C.R.S. departments library in your school?

Yes ( ) No ( )

8. Do you have enough C.R.S. textbooks in the school library?

Yes ( ) No ( )

9. Please give names and authors of these books you have for C.R.S?

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10. Do your teachers use teaching aid for the C.R.S. lessons?

Yes ( ) No ( )

11. How often do your teacher use teaching aids in teaching you?

Very often

Often

Occassionally

rarely

Never

12. Name the teaching aids available in your your school.

(a) ---------- (b) ----------

(c) ---------- (d) ----------

(e) ---------- (f) ----------

13. Does the school provide these teachings aids?

Yes ( ) No ( )

C. Motivation

14. Do your teachers encourag you to study C.R.S?

Yes ( ) No ( )

15. Are you interested in the subject yourself?

Yes ( ) No ( )

16. Do your parents encourage you to study CRS as they do for the science subjects?

Yes ( ) No ( )

17. Do they buy textbooks for CRS for you as they do for the science subjects?

Yes ( ) No ( )

D. Methodology

18. How many periods of CRS lessons do you have a a week?

2 lesson ( )

3 lesson ( )

4 lesson ( )

5 lesson ( )

6 lesson ( )

19. What methods does your teacher use in teaching you?

Story telling	Yes ( )	No ( )
Lecture	Yes ( )	No ( )
Drama	Yes ( )	No ( )
Project	Yes ( )	No ( )

E. Content Coverage

20. Are you sufficiently introduce to CRS subject in your school?

Yes ( ) NO ( )

21. Do you normally cover your syllabus in CRS berore the examination?

Yes ( ) No ( )

22. How do you see the past question papers, can you conviniently attempt all question using the knowledge obtain in class?

Yes ( ) No ( )

F. Evaluation

23. Do you have tests in C.R.S. before your final examination?

Yes ( ) No ( )

24. How often do these tests come up?

Weekly ( ) Fourth nightly ( )

Once a term ( )

25. What is your opinion about the testss

a. They have helped me to understand C.R.S. more.

b. They are just a waste of time

c. They are never marked by the teachers

d. We don't get our answers papers back.

26. Do you like the methods your teacher use in teaching you?

Yes ( ) No ( )

27. If yes why? ----------

If No why? ----------

28. Do you feel C.R.S. is an important as other subjects?

Yes ( ) No ( )

29. Would you like to study C.R.S. in the University levels

Yes ( ) No ( )

If Yes why? ----------

If No why? ----------

29. Do you have Christian societies in the school? e.g.

Y.C.C. ( )

F.C.S. ( )

Legion of Mary ( )

Others specify .....

30. Which of the above societies do you attend?

---

31. Do you think you have enough periods for C.R.S. a week?

Yes ( ) No ( )

32. What difficulties do you have in your study of C.R.S?

a) Lack of Bible

b) Lack of enough resource

c) All of the above.

33. Assess your C.R.S. teacher by marking on the appropriate box

a. Teachers very well ( )

b. Does not know how to teach ( )

c. Does not know the subject ( )

c. Does not know the subject ( ) ___ ___

d. Preaches doctrine of his denomination ( )

F. Suggestions

34. Any other remarks you may have with regard to the effective teaching and learning of C.R.S. as a subject in the secondary school level

a. ----------

b. ----------

c. ----------

d. ----------

e. ----------

f. ----------