EFFECT OF EDUCATIONAL VIDEO MEDIUM ON ACADEMIC PERFORMANCES OF STUDENTS IN CHRISTIAN RELIGIOUS STUDIES IN SECONDARY SCHOOLS IN KADUNA STATE

BY

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AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA

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A THESIS SUMBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE IN INSTRUCTIONAL TECHNOLOGY
DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM, FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

MAY, 2014

DECLARATION

I Gabriel Kaje, hereby declare that this thesis titled ‘’Effect of Video as an Instructional Media on Academic Performances of Students in Christian Religious Studies in Secondary Schools in Kaduna State’’ is written by me in the Department of Educational Foundation and Curriculum, under the supervision of Dr S. Salau and Dr B. Maina. No part of this work was previously presented for an academic award and the information derived from literature has been duly acknowledged in the text and a list of references is provided

Gabriel Kaje

CERTIFICATION

This thesis titled ‘’Effect of Video as an Instructional Media on Academic Performances of Students in Christian Religious Studies in Secondary Schools in Kaduna State’’ was carried out by Gabriel Kaje in meeting the regulations governing the award of Masters degree in Instructional Technology in the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria .The work is therefore approved for its contribution to knowledge and literary presentation.

Dr. Suleman Salau _____

Chairman, Supervisory Committee Sign/Date

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Member, supervisory Committee Sign/Date

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HOD Sign/Date

Prof Hassan Adamu Zoaka _____

Dean, PG School Sign/Date

DEDICATION

This work is dedicated to all teachers in Kaduna State that have the passion for the promotion of education, and to all those that love the progress of humanity.

ACKNOWLEDGEMENT

The success of this work largely depended on moral, technical, intellectual and financial support from different quarters. I wish to express my profound gratitude to God for His grace that led to the completion of the work. I also wish to show appreciation to family members, friends and course mates who stood by me. Their names are too many to be exhausted.

My special thanks go to my mentors: Dr S. Salau who did not just functioned as a supervisor but also as a father. Dr B. Maina, my co-supervisor, helped in giving me a meaningful direction. Prof. A.T. Kadage was a foundation layer who set the pace. Dr Mustafa Abdullahi and Dr. M.O.Dare were there for me to identify areas that were lacking in the work. This acknowledgement list will not be complete without mentioning Mallam Suleman Z. and Mallam Shehu Mohammed who stood by me and gave me the needed assistance. May God grant their hearts desires

Finally, I thank the Kaduna State Ministry of Education and the schools I visited for their cooperation in the course of data collection.

ABSTRACT

The purpose of this experimental research was to ascertain the effect of video instructional media on the academic performance of senior secondary school students in the field of Christian Religious Studies. The study was carried out on 240 students in government co-educational secondary schools in Kaduna state. Student performance test, consisting of 13 questions was used as the instrument for data collection. Mean scores were used to answer the research questions while two sample t-test was used to test four null hypotheses. One of the hypotheses was rejected while the other three were accepted:(1) The use of video as an instructional media significantly improved the academic performance of students who were exposed to it in the teaching of Christian Religious Studies, (2) There is no significant difference in the impact of the use of video as an instructional media in teaching Christian Religious Studies between urban and rural students, (3) Male and female do not differ significantly in their academic performances resulting from the use of video as an instructional media in teaching Christian Religious Studies, (4) Ages of students do not have impact of the benefits derived from the use of video as an instructional media in teaching Christian Religious Studies in senior secondary schools of Kaduna State. Consequently, it is recommended that: (a) Teaching and learning should be enhanced through the provision of relevant video materials in secondary schools, (b) Concerted efforts should be made by governments to bridge the gap between students of urban schools and those of rural schools by ensuring that equal learning experiences are given to both, (c) Female students should always be encouraged to see themselves as equals to the males, (d) Students of secondary school ages 15 to 25 should not see their variation in ages as a factor that warrants good academic performance or the lack of it.

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CHAPTER ONE:

INTRODUCTION

1.1 Background to the Study

How to design and execute instruction in a way that can maximize the learning of all students is the goal of every instructor. Therefore, much emphasis is placed on those factors that influence students' learning, of which the use of media is one. In fact the spread of media in the environments of young people is increasingly faster. Their homes, cars and schools are already media-saturated world. Consequently, anything that takes up this much space in the lives of young people deserves the attention of educationists.

Media are generally defined as the means by which information is conveyed from one place to another. The term, instructional media is described by Adekola (2008), as all available resources which appeal to the learner's sense of seeing, hearing, smelling, tasting, touching or feeling and which assist to facilitate teaching and learning. Examples of instructional media include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass media used for education (newspapers, movies, radio, and television), and the newer "electronic" instructional media (computers, interactive video, and multimedia systems).

Scanland (2003), observed that a *good medium is like a window, which should not call attention to itself, but just let in the light*. Using sight and sound is the perfect medium for students who are auditory or visual learners. In general, instructors are to use media whenever, in their best judgment, it can facilitate learning or increase understanding of their materials.

Communicating to facilitate learning can be a challenging process. It often requires creative efforts to achieve a variety of implicit instructional goals (University of Saskatchewan, n.d).

The Video is clearly an instructional medium that generates excitement. It records emotions which stimulate and enthralls students, and it provides an innovative and effective means for educators to address the curricular concepts. Using video in classroom instruction has the advantage of presenting abstract ideas in a realistic context, which helps students grasp the abstract ideas more easily and to retain the material longer.

The realization of an instructional goal is usually indicated by the academic performance of the learner. Academic performance is a term used for students based on how well they are doing in their studies and classes. It shows the extent to which a student, teacher or institution has achieved their educational goals (Ward, Stoker & Ward, 1996). Through the learner's academic performance an instructor is capable of understanding the extent to which his instructional objectives have been achieved.

The 2007 national curriculum drawn by the Nigerian Educational Research and Development Council (NERDC) contains Christian Religious Studies as one of the subjects at the senior secondary school level. The inclusion of this subject in the curriculum is in line with the current efforts by government to instill discipline and enhance empowerment in the Nigerian youth.

Since religion provides the moral foundation of every society, the CRS teacher is expected not only to impact the content of the Bible but also to help students develop sound moral characters. Consequently, the objectives of CRS curriculum as drawn by the National Educational Research and Development Council (NERDC) include among others:

1. To provide an opportunity for Nigerian youth to learn more about God and to accept Christ as their savior and redeemer;
2. To help the youth to understand the basic teachings of Christ and apply them to their daily lives and work;
3. To help develop in the youth, Christian attitudes and moral values, such as humility, respect, love, kindness, justice, fair play, spirit of forgiveness, obedience, orderly behavior or discipline, hard work and devotion to duty, selfless service to God and humanity.

Achievements of the above stated objectives largely depend on the methodology employed by instructors. It is believed that the use of video as one of the instructional media is capable of making learning interesting, informative and life changing.

School location has been identified as one of the factors capable of influencing the academic performances of students. Brown and Swanson (2001), stated that student achievement is greatly affected by the area in which a student lives, and reasons for the variations in achievement are geographic location, resources, availability of technology, and quality of teachers. Also, Owoeye (2011), observed that rural urban dichotomy in terms of academic achievement of students has been attributed to various cause vis-à-vis, uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good roads, poor communication, nonchalant attitude of some communities to schooling among others.

Gender relates to the difference in sex (that is, either male or female) and how this quality affects their dispositions and perception toward life and academic activities (Okoh 2007). Most

studies show that, on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys (Jacobs, 2002). Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing, and general knowledge (National Center for Education Statistics, 2003). On the other hand, males outperform females on spatial skills tasks such as mental rotation, spatial perception, and spatial visualization (Voyer, Voyer, & Bryden, 1995). Males also perform better on mathematical achievement tests than females. Part of the explanation can be traced to gender differences in the cognitive abilities of middle-school students.

Age is also considered one of the variables that may likely affect the academic performance of students in this study. Cognitive development and maturity (which are associated with age) are necessary for a worthwhile performance of students. Age of the individual, as it increases, usually affects the various developmental changes. It also affects every area of human performance (Ukueze 2007). Piaget theory (1932), says that at adolescent, the individual's brain is fully developed and can get involved in complex as well as abstract thinking. However, it is observed in some studies that younger students tend to be more focused on their academic pursuits than the older ones. This could be because the older ones are encumbered with other non- academic pressing needs that take their attention.

The above issues prompted the investigation of the effect of video instruction on students' academic performance in Christian Religious Studies.

1.2 Statement of the Problem

An impressive academic performance by learners is the basis upon which the success of an educational system is judged. In the light of this, educationist, governments, educational institutions and other stakeholders' efforts are characterized by a constant and relentless desire to

ensure an improvement in students' academic performance. The use of instructional media is one important aspect that has the capacity to reduce stress and increase speed in the pursuit and realization of above stated desire. One of the major challenges identified in the national curriculum is the need to augment instructional materials with video and audio recording of the Bible text as well as Bible commentaries to help in interpreting and explaining the Bible passages (NERDC, 2007).

However, students' low academic performances in our secondary schools, particularly in rural centres, continue to stand tall among the problems of our educational system. In 2012, results of the West African Examination Council (WAEC) indicated a low academic performance by students; it showed that only 38.81% of candidates who sat for the examination obtained credits in five subjects and above, including English Language and Mathematics(Nnabugwu, Asomba & Ikebeli,2012). Also, from the researchers observation, the use of video as an instructional media, especially in Christian Religious Studies, in secondary schools in Kaduna state has continued to be on the decrease, thereby compounding the problem of low academic performances among students.

In response to the above stated problem, this study proposes to investigate the extent to which students' exposition to video as an instructional media can influence their academic performances in Christian Religious Studies. This is with the view to encourage teachers and secondary schools in Kaduna State to promote the use of video as an instructional media in the classroom.

1.3 Objectives of the Research

The following are the objectives of the study:

1. To examine the effect of video instructional package on academic performance of Senior Secondary Schools students in Christian Religious Studies
2. To find out the influence of school location on the performance of senior secondary school students taught using video instructional package.
3. To assess the influence of gender on the academic performances of Senior Secondary School students taught using video instruction.
4. To examine the influence of age on the academic performance of Senior Secondary School students taught using video instruction.

1.4 Research Questions

This study is set to answer the following research questions:

1. What is the effect of video instructional package on the academic performance of Senior Secondary School students in Christian Religious Studies?
2. To what extent do Senior Secondary School students from urban and rural areas of Kaduna State differ when they are taught using video instruction?
3. What is the difference in the academic performance of male and female students taught using video instruction in the teaching of Christian Religious Studies in Senior Secondary Schools of Kaduna State?
4. To what extent does age influence the academic performance of students taught using video instructional media in Kaduna State senior secondary schools?

1.5 Hypotheses

The following hypotheses are postulated for this study.

1. There is no significant difference between academic performance of students taught Christian Religious Studies using video instructional media and those not expose to video instruction.
2. There is no significant difference between the academic performance of urban and rural senior secondary school students exposed to video instruction in the teaching of Christian Religious Studies.
3. There is no significant difference between the academic performance of male and female students who are exposed to video instruction in the teaching of Christian Religious Studies.
4. There is no significant difference among the academic performance of students of different age groups who are exposed to video instruction in the teaching of Christian Religious Studies.

1.6 Basic Assumptions

The success of this study lays on the following assumptions:

1. That the sample size will be a true representation of the schools in Kaduna State.
2. That the collections of the sample will be objective and bias free.
3. That internal factors will not interfere with the authenticity of the findings.

1.7 Significance of the Study

This study is important because it will enable stakeholders in the field of education to understand the relevance of video to the teaching and learning process or the lack of it. Teachers

and school administrators will be able to decide on how and when to use video in order to promote students' academic performance, particularly in a C.R.S. class.

Students could seize advantage of this study by making personal efforts to look for Bible story films so as to promote their understanding and academic performance in school. The study could also serve as a source of encouragement to parents to support their children in the effort to boost their education by providing video materials that are related to students' academic activities.

1.8 Scope of the Study

This research work is mainly on the effect of using videos in C.R.S. classes. It will focus only on SS3 students in Kaduna State. The first half of the schools to be studied will be drawn from rural areas while the second half will come from urban centers. The selection of schools for the exercise will cut across the three senatorial districts of the state, namely the Northern, Central and Southern senatorial zones.

The study will also centre on effect of using educational video on academic performance of students who are of different locations (rural or urban), gender (males or females) and age groups (15-20yrs or 21-25yrs).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter makes a general review of existing literatures that are related to video and academic performances in rural and urban schools. It contains a conceptual framework of the main variables, a theoretical framework upon which the study rest, relevance of video to learning, determinants of academic performance, the place of Christian Religious Studies in the National Curriculum, empirical studies in literature.

2.2 Conceptual Framework

2.2.1 Video: The term video is used to refer to the visual part of a television broadcast. It is the technology of electronically capturing, recording, processing, storing, transmitting and reconstructing a sequence of still images representing scenes in motion. (Screen online) A video machine uses analog or digital formats for transmission or storage. It also uses connectors, cables and signal standards. Serial digital interface video technology was first developed for cathode ray tube (CRT) television systems, but several new technologies for video display devices have since been invented. These include video tape recorder (VTR), video cassette recorder (VCR), *Digital Video Disc* DVD and Blu-ray Disc. Later advances in computer technology allowed computers to capture, store, edit and transmit video clips. (Screen online)

2.2.2 Instructional Media: Video is certainly one of the media used in the teaching and learning process. Media are generally defined as the means by which information is conveyed from one place to another. According to Scanlon (2003).

> *Instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing. (p. 2)*

Reiser and Dempsey (2007), define instructional media as "the physical means via which instruction is presented to the learners". This includes textbooks, videos, computers, and having an instructor physically instructing a group in a classroom from the above, it can be said that different experiences are more or less effective for achieving different types of instructional outcomes. Therefore, Instructors who are considering the use of media should ask themselves, "How do I expect the media or type of learning activity to make learning more effective?" (Reiser & Dempsey ,2007). As educators, our goal of course, is to get students energized and engaged in active learning experiences.

2.2.3 Academic Performance: The word `` performance `` is synonymous with success. It is a thing that is done successfully, typically by a conscious effort, courage, or skill. Fulfill your Dreams (2005), defined performance as accomplishing whatever goals you have set for yourself. It is doing what you want to do within the bounds of the law. It is also the pursuit of dreams. The` Dictionary.com`, describe performance as something accomplished, especially by superior ability, special effort and great courage. It is a great heroic deed.

According to Ward, Stoker and Ward, (1996), academic performance or (academic) achievement is the outcome of education . It is the extent to which a student, teacher or institution has achieved their educational goals. The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results

provide a framework for talking about how students fare in school, and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade. (Ehow).

The quality of **students'** performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally (Farooq, Chaudhry, Shafiq & Berhanu, 2011). Performance in school is evaluated in a number of ways however, there is no general agreement on how it is best tested or which aspects are most important, either procedural knowledge such as skills or declarative knowledge such as facts. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state level, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet. (Ehow)

2.3 Theoretical Framework

Every academic performance depends maximally on the learning experiences that precede it. Learning is therefore a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing or making changes in ones knowledge, skills, values and world view (Iiieris, 2004). Learning Theories are elaborate hypotheses that describe how exactly learning occurs. *They* have two chief values as observed by Leonard (2002). One is in providing us with vocabulary and a conceptual framework for interpreting the examples of learning that we observe. The other is in suggesting where to look for solutions to

practical problems. The theories do not give us solutions, but they do direct our attention to those variables that are crucial in finding solutions. This study therefore basically rest on two theories namely behaviorism and constructivism

2.3.1 Behaviorism

Watson (1930), stated that a person's environment determines his behavior because when one is born, the mind is tabula rasa (a blank slate). Behaviorism as a theory was primarily developed by B. F. Skinner. It loosely encompasses the work of people like Edward Thorndike, Tolman, Guthrie, and Hull. What characterize these investigators are their underlying assumptions about the process of learning. In essence, three basic assumptions are held to be true. First, learning is manifested by a change in behavior. Second, the environment shapes behavior. And third, the principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. For behaviorism, learning is the acquisition of new behavior through conditioning (York, 2008). The teacher is therefore expected to structure experiences in such a way that learning could be convenient for the learner.

2.3.2 Constructivism

Built on the work of Piaget and Bruner, constructivism emphasizes the importance of active involvement of learners in constructing knowledge for themselves...Constructivism emphasizes top-down processing: begin with complex problems and teach basic skills while solving these problems (Yount, 1996). Constructivism explains why students do not learn deeply by listening to a teacher, or reading from a textbook. Learning sciences research is revealing the deeper underlying bases of how knowledge construction works. To design effective

environments, one needs a very good understanding of what children know when they come to the classroom. The learning theories of John Dewey, Marie Montessori, and David Kolb serve as the foundation of constructivist learning theory (Lombardi, 2011). Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience. Constructivist learning, therefore, is a very personal endeavor, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. Constructivism itself has many variations, such as Active learning, discovery learning, and knowledge building. However, Devries and Zan, (2003), affirmed that, regardless of the variety, constructivism promotes a student's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Aspects of constructivism can be found in self-directed learning, transformational learning, and experiential learning.

2.4 Relevance of Video to Learning

In our world of the 21st century, the significance of technology integration in education has become more evident and requires more of our attention. David (2007) suggested that`` as our students become increasingly tech-savvy and multiple forms of visual media become the norm in their daily lives, it is only natural that instructional pedagogy would embrace this trend in an endeavor to "speak their language". Consider the classroom in which students can hear the cry of a nearly extinct species and see the colours and hear the sounds of animals that thrive only in a remote wilderness half way around the globe. Envision teaching with the voices of the past by introducing young learners to great historians, political figures and famous people who lived centuries ago. Imagine conveying the laws of motion, sound and energy transfer by viewing the

launch of the space shuttle on a journey into outer space. Think about how much easier it would be to understand the diverse cultures of people who live in other areas of the world if you could encounter them in their own environments - hearing their songs, observing their rituals or listening to their silence. Video provides another sensory experience that allows concepts to actually be "experienced" and come to life while you guide your students on each adventure. (Griffin ,nd).

The introduction of video is a welcomed development to the educational sector. Lambeth (2012) identified it as a revolutionary change because today, the digital format gives the user a degree of access and control over video presentation content which was never possible before. DVD video technology builds on the laserdisc concept of instant accessibility to video segments by use of frames and adds some cool options that enhance lessons and help students become active learners. Students are more likely to be active learners if engaged in their work using video (Lambeth,2012).

Stohlman (2009), summaries the benefits of using educational videos in the classroom as following:

- Low cost, readily available, clearly specified grade levels and objectives covered for easier resource search.
- Setup and playback are easy especially when noting time code during lesson planning and using a remote control during the lesson.
- Learning to use features of chapter and frame can be learned in a few minutes.
- The menu feature allows for quick navigation of content.
- The physical storage capacity is high, especially in the DVD format.

- Chapterization divides content into titled segments covering objectives and concepts.
- Educational videos can be played in computers.
- Most professional educational video programming comes with Teacher's Guides and printable content like worksheets, posters and digital icons for PowerPoint or flipchart lessons to support lesson objectives covered by the program.
- Playback is high-quality video.
- Special features often included allow cross-subject use ideas.

More and more, teachers are finding technology as the way of 21st century teaching to reach and engage the largest number of students in the most affordable way. Today many videos come with their own packet of student activities or give you a web site to go to find activities to do with the video. These types of activities can include things like vocabulary lists to students before movie, writing essays about the content or reality of the movie when it is finished. Or something as simple as a class discussion about what the movie was about. The key thing is to make the students understand that a movie or video is not a day off of class. These types of activities will help keep the students focused and realize that while the movie is enjoyable, it also has an educational purpose. Lambeth (2012), observed that, because a basic DVD is so easy to use, teachers often assign students projects using them. By providing the topic, the disc, and a player, the teacher can encourage students to expand their range of options as they plan, produce, and present material related to their learning.

There are a number of reasons why teachers show video in their classrooms. One of the great advantages of showing movies is that it can allow you to teach all types of learners especially low level students. In this day of modern video, movies can help keep your students interested in what is going on in the classroom. A second reason is that it gives students a

firsthand view of an actual event in history. It can take your students to places they have never been or could never go. Whether it is the actual footage or a reproduction of what happen students can see the event as it really unfolded. A growing trend with the availability of video clips on the Internet is to show short historical clips of thirty seconds to a couple of minutes in power point presentations. The problem today is that many sites are beginning to charge for their audio or video clips. A third reason to use video is the access it can give to primary sources. With the growth of DVDs many now include a second disk that will talk about the making of the movie or give more information on the historical event the movie is based on. This can give students a great insight on how certain things are done in the movies and greatly add to their interest. A final reason for using video is that it is a break from the regular routine of the classroom. It gives both students and the teacher the chance to get away from the everyday grind of school. It can be compared to a field trip without leaving the school.

2.5 Determinants of Academic Performance

Although education is not the only means to success in life, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools are also often influenced by concerns about their reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement. (Ehow)

Educators, researchers and other stakeholders have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside

school that affect students' quality of academic achievement. (Farooq, Chaudhry, Shafiq & Berhanu 2011). These factors may be termed as *student factors, family factors, school factors and peer factors* (Crosnoe, Johnson & Elder, 2004). The formal investigation about the role of these demographic factors rooted back in the 17th Century (Mann, 1985). Generally these factors include age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income and religious affiliations (Farooq, Chaudhry, Shafiq & Berhanu 2011).

Umar, Yakubu and Bada (2010), identified romantic relationships, student cults and clubs and organizations as factors that affect students' academic performance. They concluded that cults are an academic impediment and perhaps an outright evil, while romantic relationships have the highest impact, and may be a psychological barrier to an effective learning process. They also pointed out Sthat Excessive sporting activities and involvement in clubs and organizations may pose a threat, but an insignificant one. (Umar, Yakubu & Bada ,2010)

Maliki, Ngban and Ibu (2009), view performance processes base on the characteristics of students and their environments, utilization of teaching-learning models, instructional materials as well as the structural ability of the students. Von, Hell and Chamorro (2011), observed that individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness (Von, Hell & Chamorro, 2011).

Parents influence students' academic performance by shaping their skills, behaviors and attitudes towards school Parent influence students through the environment and discourse they have with their children. Highly educate parents tend to have more stimulating learning environments. (Magnuson, 2007). Another very important enhancer of academic performance is the presence of physical activity. Studies have shown that physical activity can increase neurotic activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory (Tomporowski, Davis, Miller & Naglieri,2008). Academic performance of students can be promoted by providing teachers with the needed instructional materials (McLaunghlin, 2001).

2.6 The place of Christian Religious Studies in the National Curriculum

Religion provides the moral foundation for every society. It teaches that while certain things are good, others are bad; certain things are right while others are wrong. Without a sound moral foundation, every society or nation cannot stand the test of time (NERDC, 2007). The national policy on education places CRS at basic education level as one of the core and compulsory subjects. However, at senior secondary school level, it is an elective subject.

The Christian Religious Studies Curriculum, therefore, presents God as creator and sustainer of human life and the source of Christian belief, value, joy and hope. The teaching and learning of the Bible can help Nigerian youths in making two significant preparations in life. They are: (a) preparation for being a good citizen of the country and (b) preparation for higher education. The subject teaches and helps the youth to improve their attitude to God, to their fellow men and women, to their work, and to promote their commitment to National service (NERDC, 2007).

With an increased awareness that religion, rather than fading continues to play an important role in contemporary society, academics, futurist and religious practitioners have become concerned about the impact new media are having in how people conceive of and practice religiosity in the 21st century. Consequently, apart from the Bsible which is the basic source of the material for instructions, the curriculum provides source materials for the CRS teachers so as to make learning interesting, informative and life changing. The video is one of such instructional materials. The 1985 curriculum for senior secondary school adopted a thematic, rather than a purely chronological approach. In the new curriculum, selections of relevant themes are developed from Bible events. The selection of themes is made from the Old Testament and New Testament passages (NERDC, 2007).

2.7 Empirical Studies

2.7.1 Influence of media in learning

In the first instance, Clark, a professor of instructional technology at the University of Southern California, insists that media does not influence learning under any conditions. He felt that its only influence was cost and distribution. He goes as far as to say, that different forms of "media" are mere vehicles that delivers instruction but does not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition" (Clark, 1994, p. 22). In addition, Clark mentions, "Learning seems to result from factors such as task differences, instructional methods, and learner traits (including attitudes) but not the choice of media for instruction" (p.812). It seems evident that Clark's focus is to separate the relationship between media and instructional strategies (method) and to assert that there are no learning advantages from the use of any particular medium.

On the other hand, Kozma (1994), a principal scientist at the Center for Technology in Learning, SRI International, challenges Clark's idea in the debate about the impact of media and technology on learning. He argues that "learners will benefit most from the use of a particular medium when its capabilities are employed by the instructional method to provide representations and cognitive operations that are salient to the task and the situation" (Nathan,& Robinson, 2001, p.72). Kozma proposes that the combination of media with methods in instructional research might influence and benefit learning for particular students, tasks, and situations. He also recommends that educators try to invent "the ways we can use the capabilities of media and technology to influence learning for particular students with specific tasks in distinct contexts" (Reeves, 1998, p. 26) .

Other studies have supported the use of video with learners in a variety of content areas and social skills. Some of these include:

A study by Rockman et al. (1996), of the academic impact of home and school viewing of *Bill Nye the Science Guy* showed that students who watched the program were able to provide more complete and complex explanations of scientific concepts after viewing the show. Additionally, the gaps in knowledge base between boys and girls and between minority and majority students were smaller and closer to parity after viewing the program.

A pilot project conducted by the British Film Institute for the government's computer agency, Becta, indicates that the use of digital video can raise pupils' enthusiasm for what they are studying. It can also motivate a wider range of pupils than traditional teaching methods, (BBC NEWS world edition, 16 November, 2002)

In two unrelated studies, the use of video to "anchor" instruction to a shared classroom experience resulted in improved vocabulary use, greater understanding of plot and characterization and increased ability to draw inferences based on historical information (Barron, 1989).

A six-week study on the use of instructional television with eighth grade students found that students in the classes which included the television programming outperformed the control groups in test scores, writing assignments, in variety and creativity of problem-solving skills, and in their engagement in class discussion (Barnes, 1997).

A study of the impact of *Cyberchase* on children's problem-solving skills found that viewers outperformed non viewers in solving problems and produced more sophisticated solutions (Fisch, 2003).

2.7.2 Video viewing: passive or active activity?

There is a pervasive belief, increasingly being challenged by research, that video viewing is a passive activity in which viewers are only superficially reactive to what they are watching, and one that will, over time, hamper or displace academic achievement. However, recent studies support the theory that viewing is instead an active process. Marshall (2002) sees it as one which can be "an ongoing and highly interconnected process of monitoring and comprehending" and "a complex, cognitive activity that develops and matures with the child's development to promote learning" Mayer (2001), explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: "well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive" (p. 19). Therefore the content and context of the

viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate. Stanovitch and Cunningham (as cited in CPB, 2004) stated that "the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television."

2.7.3 Significance of Video Games to Learning

In the area of video games, critics suggest that the lessons people learn from playing video games as they currently exist are not always desirable. However, in a study titled "Video games and the future of learning", Shaffer, Squire, Halverson and Gee (2004) suggest that "video games matter because they present players with simulated worlds: worlds which, if well constructed, are not just about facts or isolated skills, but embody particular social practices". They argue that video games give a glimpse of how we might create new and more powerful ways to learn in schools, communities, and workplaces—new ways to learn for a new information age. Shaffer (2004) maintained that, in communities of practice, knowledge, skills, identities, and values are shaped by a particular way of thinking into a coherent *epistemic frame* . Although video games are wildly popular with adolescents and young adults, they are more than just toys. They create new social and cultural worlds: worlds that help people learn by integrating thinking, social interaction, and technology, all in service of doing things they care about.(Shaffer, Squire, Halverson & Gee,2004)

2.7.4 Impact of Video Presentation in Learning

Empirical research experiment designed to test whether video presentations of four types of stories had greater impact on participants' engagement and recall compared to text only versions of the same stories (Koehler, Yadav, Phillips, & Cavazos-Kottke, 2005). The

researchers` attempt was to counter the claim by Clark who argued that the choice of media has no influence upon learning . The researchers devised an experiment whereby 84 undergraduate students were presented with four types of stories or narratives taken from original video sources:

a) A human interest feature story about a robotic dog being used in assisted living facilities to provide artificial companionship,

b) An informative and persuasive news story about novel approaches being used by colleges to combat problems with college-age alcohol consumption,

c) An artistic piece (a poem) about a relationship that ended with sorrow and regret, and

d) A lecture where Dr. Marvin Minsky briefly describes his theory of language (Koehler, et al., 2005).

The print versions of the first two were formatted to have the look and feel of a news piece from the same network news station that had prepared the story, and the text versions of the latter two were designed to be as equivalent as possible to the original video version while still reading as text (Koehler, et al., 2005). Web pages were utilized for the display of the stories, administration of the survey, and collection of the data. The researchers used a variety of Likert-type and semantic differential scales to determine the level of engagement of the participant(s), measure the extent of change in the participants' opinions about the subject matter, and open-ended questions about story specific information to test recall (pp. 254-255).

The researchers found that video influenced the participants' responses – particularly in areas of engagement, affective change, and impressions of quality– in ways that reading a text

alone piece does not; however, *in traditional measures of cognitive achievement such as information recall and summarization of main ideas, there was relatively little variance between the text and video formats* (p. 269). In essence, the use of video influenced how students perceived and felt about the presentations but it did not actually improve learning. This finding has significant educational implications, suggesting that ***how*** video is used is more important than ***whether*** video is used. The researchers concluded that video can be an effective tool for: (a) enhancing affect or mood or tone when such is not readily apparent in the text, (b) engaging interest by supplementing the text or audio channels with additional cues, and (c) increasing perceptions of credibility, but that video alone does not automatically constitute a more effective delivery vehicle for information. Contrary to expectations, the evidence reveals that educational psychology has grappled with this issue over the last several decades and that the research consistently fails to support the commonly-held assumption that multimedia use actually enhances learning (Mayer, 2001, pp. 70-72).

2.7.5 Effect of Location and Gender on Academic Performances

Historically, rural areas have lagged behind urban schools in educational achievement. Therefore, researchers have, over the years, continued to pursue several lines of inquiry about the possible effects of school and district size on the cognitive outcomes of schooling. From the various review of literature, influence of location on academic is not the same. While some maintain that urban students perform better in examinations than their rural counterparts, others discovered that rural students perform better, in spite of all odds. Some have submitted in their findings and concluded that no particular set up (urban or rural) can claim superiority over the other because their performances are the same. Brown and Swanson (2001), stated that student achievement is greatly affected by the area in which a student lives, and reasons for the

variations in achievement are geographic location, resources, availability of technology, and quality of teachers. On the contrary, Alokan (2010) discovered that students' problems are strongly associated with poor performance and that sex and location do not affect the negative relationship between student problems and academic performance. In another development, Considine and Zappala (2002) studied students in Australia and found out that geographical location does not significantly predict outcomes in school performance. Bellow is reports of findings in Canada, Pakistan, Colombia and some states in Nigeria.

The ''Canadian Council on Learning'' reported in 2006 that Students in rural Canada are falling behind their urban counterparts. High-school dropout rates are higher in rural areas: during the 2004/2005 school year, the rural dropout rate (16.4%) was nearly twice as high as the urban dropout rate (9.2%) (Bowlby,2005). Achievement is also lower in rural areas: in the 2003 Programme for International Student Assessment (PISA), urban students outperformed rural students in maths, reading and science. These rural-urban differences in achievement persist across all the provinces. Furthermore, educational attainment is lower in rural Canada. The proportion of 25- to 54-year-olds who have some post-secondary education is slightly higher than 60% in urban areas and just under 50% in rural areas. Between 1981 and 1996, the proportion of Canadians with some post-secondary education increased from 44% to 58%, but this increase occurred uniformly in both urban and rural areas. Thus, despite their gains, rural areas are no further ahead relative to urban areas (Alasia, 2003). One of the reasons identified for this urban rural difference is that rural schools are at a disadvantage relative to urban schools with respect to access to and use of information and communication technology (ICT) (Ertl & Plante, 2004).

A recent finding by Tayyaba (2012), revealed the Rural-urban gaps in academic achievement, schooling conditions and students' and teachers' characteristics in Pakistan. The results show that rural and urban students had comparable levels of achievement in some of the tested learning areas. In Balochistan province, rural students outperformed their urban counterparts in three out of the four tested subjects (Tayyaba,2012). In Punjab and Sindh, urban students performed significantly better in social studies and language tests; scores on social studies and language did not differ significantly across location in the North West. The differences appeared to be partly explained by variation in schooling conditions, students' home background, and teachers' characteristics. Teachers' training turned out to be decisive in determining students' achievement, whereas availability of resources and multi-grade teaching was less important (Tayyaba,2012).

Despite the large number of studies that draw on Programme for International Student Assessment (PISA) micro data to make analyses of the determinants of educational outcomes, no more than a few consider the relevance of geographical location (Ramos, Duque& Neito,2012). To rectify this, a study using micro data from the 2006 and 2009 PISA survey waves of Colombia was carried out following the recent structural changes experienced in the country, both in terms of its political stability and of the educational reform measures introduced (Ramos, Duque& Neito,2012).The descriptive analyses of the data shows that the educational outcomes of rural students are worse than those of urban students, and the results obtained show that most of the rural-urban school differential is related to family characteristics. Students in the rural zones typically belong to families with low financial income. Their parents have low level of education and the schools they attend are usually poorly endowed in terms of facilities (Ramos, Duque& Neito,2012).

Looking at the influence of sex, school location and school type on the academic achievement of secondary school students in Bayelsa State, Maliki, Ngban and Ibu (2009) found out that student performance in mathematics in junior secondary school Examination for 2006 was high, while male students performed better than their female counterparts in the examination, students from the urban schools performed better than students from rural schools in mathematics examination and also students from private schools performed better than those from public schools (Maliki, Ngban & Ibu**,** 2009). Their reasons were that urban schools are better staffed, with better facilities. Students are exposed to good study habitsand are highly motivated to study with conducive leaning environment, hence these factors encourage the students from urban schools to perform better than those from rural schools.

Similarly, in a study to ascertain the correlation of school location and academic achievement of secondary schools in Ekiti State, Owoeye (2011), used results of the West African School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. The result showed that there is a significant difference between academic achievements of students in rural and urban secondary schools as measured by the senior school certificate examinations (Owoeye ,2011). This is to say that the geographical location of schools has influence on the academic achievement of students. Rural urban dichotomy in terms of academic achievement of students has been attributed to various cause vis-à-vis, uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good roads, poor communication, nonchalant attitude of some communities to schooling among others (Owoeye ,2011).

The above finding agrees with that of Obasi (2011) who studied the urban-rural differential in teaching and learning of Geography in Ahiazu Mbaise and Owerri Municipal Council in IMO State. He observed that the yearly performance in the school certificate geography examinations of students from rural schools has been shown to be very poor when compared with that of their counterparts from the urban schools because the rural schools lack qualified teachers, equipments and facilities (Obasi,2011). Students who attend them are in serious disadvantages. It should be noted however, that this neglect of rural schools in terms of equipments and personnel are the result of the prevailing practice. Nigeria from the perspective of urban dwellers is that, only people in the urban centres are entitled to the good things of life while the rural dwellers are left to their harsh and hard living conditions (Obasi ,2011).

2.8 Summary

This chapter discussed the conceptual framework of the main variables in the study. It indicated that the study basically rested on two theories namely behaviorism and constructivism. A review of the main variables: video, academic performance and Christian Religious Studies (CRS) was made. The chapter also featured empirical studies on: Influence of media in learning, whether video viewing is a passive or active activity, significance of video games to learning, Empirical studies on the gap between students of urban and rural schools, in terms of academic performance was also featured, they include report on Canada, finding in Pakistan, the case of Colombia and findings in Nigeria.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter reports on methods and procedures that were used in this research work. It describes the research design, population, sample and sampling technique that were used for the study. It also contains the instrument for data collection, validation and reliability of instrument and data collection procedure. The chapter also reports on a pilot test that was carried out and finally, the procedure for data analysis.

3.2 Design:

The experimental method of investigation was used in this study. Most precisely, the researcher employed the post-test only control group design which is graphically presented thus:

R X O_1

R O_2

Studies were conducted on two groups, experimental and control groups, which were drawn from the same population. The choice of this design is informed by the fact that it has the components of comparison, manipulation and control (Awotunde & Ugodulunwa,2004). This enabled the researcher to determine whether the independent variable (video) had effect on the dependent variable (academic performance) or not.

3.3 Population of the Study:

All the 257 public mixed senior secondary schools in Kaduna State make up the population of this study. These schools cut across the three senatorial districts of the state, namely Northern, Southern and Central senatorial districts. For the purpose of administration, the state ministry of education shared these schools to the 12 zonal education head quarters. Table 1 below shows the zonal headquarters and the senatorial districts they fall under.

Table 1: Schools and Zonal Locations in Kaduna State

Northern Senatorial District	**No. of Sch.**	**Central Senatorial District**	**No. of Sch.**	**Southern Senatorial District**	**No. of Sch.**
Anchau Zone	28	Birnin Gwari Zone	6	Kachia Zone	36
Giwa Zone	14	Kaduna Zone	7	Kafanchan Zone	31
Lere Zone	20	Rigachikun Zone	15	Godogodo Zone	25
Zaria Zone	13	Sabon Tasha Zone	35	Zonkwa Zone	27
TOTAL	**75**	**TOTAL**	**63**	**TOTAL**	**119**

The schools under study did not include those in the science and technical management board.

3.4 Sample and Sampling Technique:

Using the stratified random sampling approach, the researcher selected a total of six (6) schools from the three senatorial districts for the study. First, he conducted a simple random

sampling on each of the senatorial districts to bring out one zonal education headquarter to represent the district. Consequently, zonal headquarters of Anchau, Sabon Tasha and Godogodo were selected. In each of the selected zonal headquarters, the researcher requested for the grouping of all coeducational schools that have SS3 into urban and rural schools, and then another simple random sampling was conducted on every group to bring out one school. Therefore, two (2) schools were selected from each zonal headquarter as shown in the Table 2

Table 2: Sampled Schools

	Anchau Zone	**No of Std.**	**Sabon Tasha Zone**	**No of Std.**	**Godogodo Zone**	**No of Std.**
Urban Schools	G.S.S.S. Makarfi	107	G.S.S.S. Kakuri	89	G.S.S.S. Godogodo	125
Rural Schools	G.S.S. Kargi	68	G.S.S. Bishini	62	G.S.S. Kayya	81
	TOTAL	**175**	**TOTAL**	**151**	**TOTAL**	**206**

In every two schools that were sampled from the zonal headquarters, one was an urban school while the other a rural school. The population of the sampled schools therefore was 532 students. Each stratum comprised of both male and female students. These schools served as the representative sample in the study.

Using results of students' past academic performance from their SS2 qualifying examinations, the first forty (40) students in each selected school were considered for the exercise: To divide the students into experimental and control groups, serial numbers 1 to 40 was

issued to them from the best to the least. All students who obtained even numbers 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38 and 40 were placed in the experimental group while those who obtained odd numbers - 1,3,5,7,9,11,13, 15,17,19,21,23,25,27,29,31,33,35,37 and 39 were placed in the control group. The total number of students that make up the sample therefore was 240 students.

3.5 Instrumentation:

The researcher used students' performance test as the measuring device. The test is designed to ascertain the effect or otherwise of a video lesson on students' academic performance. It consists of both essay and objective questions and is divided into sections 'A' to 'D'. The distribution of the questions is as follow:

- Section 'A' has 3 Essay Questions
- Section 'B' has 4 True or False Questions
- Section 'C' has. 3 Fill in the Blank Spaces Questions and
- Section 'D' has 3 Multiple Choice Questions

50 percent was the cut off point for a pass mark.

The treatment instrument to this study is the film titled 'passion of Christ'. The objective of using this medium is to bring about a better understanding of the topic 'The trials of Jesus'. The two groups (experimental and control groups) were presented with the topic.

3.6 Validation of the Instrument:

The content validity of the instrument was established by drawing the test items from a table of specification that was developed for the topic. In addition, the instrument was presented to experts for necessary correction. Furthermore, the instrument's construct validity came to limelight after a pilot test was conducted by comparing the mean scores of the test performances of the experimental group (68.33) and that of the control group (59.44).

3.7 Data Collection Procedure:

The researcher employed the services of two professional teachers at the experimental as well as the testing stages. At the experimental stage, one teacher functioned as instructor in the control group and the other for the experimental group. A lesson plan, chalkboard and students' handout was provided for the instructor in the control group. For the experimental group, a lesson plan was made available with other materials such as chalkboard, handout for students, a 14 inch television set, DVD player, DVD disc, and a power generator. While the lessons in both groups were going on simultaneously, the researcher functioned as a supervisor to the process.

The testing stage was a joint session of the two groups. Here the researcher served as the chief administrator of the test while the other two teachers played the roles of supervisors. Students were presented with question papers on which they also wrote their responses.

3.8 Pilot Testing:

With the assistance of two teachers, the researcher organized a class consisting of 18 SS3 students in Government Secondary School Narayi - Kaduna, and carried out a pilot test. The

essence was to test the effectiveness of the design with particular reference to the video material, the measuring instrument and the processes.

The class was given a lesson on the topic," The trials of Jesus" by the researcher using the video material titled" The passion of Christ". At the end of the lesson, the test questions were presented to the students. This exercise enabled the researcher to ascertain the level of relevance, accuracy and reliability of the material and the instrument selected for the study.

3.9 Reliability of the Instrument:

The data obtained from the pilot study were subjected to reliability coefficient test using the Kuder-Richadson formula K-R 21. Based on the benchmark (0.7) for accepting the reliability of a research instrument, this instrument gave a reliability coefficient of 0.91 which means that it is reliable.

3.10 Procedure for Data Analysis:

The test scripts of students who participated in the exercise were marked using a marking scheme. Data collected were subjected to statistical analysis. With the aid of tables and mean scores, the research questions were answered and t-test was used as the statistical instruments for testing the hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this Chapter, the researcher presents the statistical analyses, and interpretations of the results of the data collected from the experiment. The chapter is structured along the research objectives, questions and hypotheses. A discussion of the findings is presented at the end of the chapter.

4.2 Presentation of result and solution to the research questions.

Research Question 1: What is the effect of video instructional package on the academic performance of Senior Secondary School students in Christian Religious Studies?

The solution to this question was deduced by comparing the performances of students who were taught with the video materials and those who were taught with the conventional method of teaching the subject. The mean scores of the two groups after the experiment are presented in Table 4.1.

Table 4.1: Mean scores in CRS by the two groups after the experiment.

Status	N	Mean	Std. Deviation	Std. Error
Control	120	50.79	20.115	1.836
Experimental	120	58.79	18.505	1.689

The table revealed that students who were taught the subject using the audio visual material had higher score than those who were taught with the conventional method in the control group. The observation here is that the use of the audio visual material tended to have improved the academic performances of students who were thus exposed. It could therefore be said that the use of video materials for teaching Christian Religious studies among secondary school students has major positive impact on their academic performance.

Research Question 2: To what extent do Senior Secondary School students from urban and rural areas of Kaduna State differ when they are taught using video instruction?

The solution to this question was provided by comparing the performances of students from urban and rural areas who participated in the teaching with video material (experimental group). In Table 4.2 the mean scores of the two groups who were exposed to the use of video materials in the teaching of the subject are presented along with the standard deviation and standard errors.

Table 4.2: Mean scores in CRS by urban and rural students in the experimental group.

Location	N	Mean	Std. Dev.	Std. Error
RURAL	60	53.83	19.569	1.857
URBAN	60	55.75	19.841	1.747

The table revealed that students from urban setting of the state had relatively higher score when they were exposed to the use of the video materials compared with their counterpart in the rural areas. Therefore it could be said that urban students benefit more in terms of their academic

performances. The significance of this variability would however be subject to statistical test in the related hypothesis.

Research Question 3: What is the difference in the academic performance of male and female students taught using video instruction in the teaching of Christian Religious Studies in Senior Secondary Schools of Kaduna State?

The scores of female and male students who were exposed to the use of video materials in teaching the Christian Religious Studies were compared here to establish possible gender differences. The mean scores of the two groups (males and females) are presented in Table 4.3.

Table 4.3: Mean scores of male and female students who were taught with the video materials.

Sex	N	Mean	Std. Dev.	Std. Error
Male	83	55.54	19.881	1.548
Female	37	53.11	19.311	2.230

The scores revealed that the male tended to have benefited more from the use of the video materials in teaching the subject more than the female students. Though the variation is not very much but there is a difference in the mean score between the two groups. Statistical significance of the difference would however be determine by the test of the related hypothesis. Thus in answer to the research question, it could be said that the male students benefited more from the use of video materials in teaching of Christian Religious Studies among senior secondary school in Kaduna State.

Research Question 4: To what extent does age influence the academic performance of students taught using video instructional media in Kaduna State senior secondary school?

The mean scores of the students by their age groupings along with the standard deviation and standard errors are indicated in Table 4.4.

Table 4.4: Mean scores in CRS by students of different age groups who were taught with video materials.

Age	N	Mean	Std. Dev.	Std. Error
15-20years	108	54.58	19.931	1.341
21-25years	12	56.66	17.095	3.922

The mean scores in the table did not revealed much variability in the scores of the different age groups. However, the students in the 21 to 25years age range have a higher mean score of 56.66 compare with 54.58 for those in the 15 to 20years age range. This means that students who were relatively older benefited more from the experiment than those in the lower age group. Therefore age could be a factor of improving performance from the use of the video materials. But the significance of this was investigated in hypothesis IV.

4.3. Test of Hypotheses

The hypotheses formulated to establish the statistical significance of the effect of using video materials on the academic performance of students in Christian Religious Studies in the experiment are tested here. The hypotheses were tested as follows:

Hypothesis I: There is no significant difference between academic performance of students taught Christian Religious Studies using video instructional media and those not expose to video instruction.

To test this hypothesis the scores of students in the experimental group who were taught Christian Religious Studies with the video materials and those in the control group who were taught with the conventional method without the aid of video materials were compared after the experiment. The test was conducted with the two sample t-test procedure. The result is summarized in Table 4.5.

Table 4.5: Two sample t-test on effect of performance in CRS by the two groups (experimental and control)

Treatment	N	Mean	Std. Dev.	S. E.	t-value	DF	P
Control	120	50.79	20.115	1.836	3.206	238	0.002
Experimental	120	58.79	18.505	1.689			

(t-critical = 1.96)

The test revealed that students who were exposed to the use of video materials in the teaching of the subject have higher score and was significantly different in their academic performance from students in the control group who were not taught with the aid of the video materials. This significant observation is indicated by an observed t-value of 3.206 compared with the critical value of 1.96 at the 238 degree of freedom. The observed level of significance for the test is 0.002 ($P < 0.05$). This means that the null hypothesis that there is no significant difference between students taught Christian Religious Studies with the aid of video materials

and those in the control group (not expose to the use of video materials) in their academic performances is therefore rejected. The implication of this observation from the test is that the use of video materials could be a major tool for improving the academic performances of students in Christian Religious Studies among senior secondary school in the state.

Hypothesis II: There is no significant difference between the academic performance of urban and rural senior secondary school students exposed to video instruction in the teaching of Christian Religious Studies.

This hypothesis was tested with the scores of the rural and urban students who were taught with the aid of the video materials in the experiment. The two sample t-test procedure was used for the test because of the two independent groups involved. A summary of the test is presented in Table 4.6.

Table 4.6: Two sample t-test on scores of urban and rural students who were exposed to the teaching of Christian Religious Studies with the aid of video materials.

Location	N	Mean	Std. Dev.	Std. Error	t-value	DF	P
RURAL	60	53.83	19.569	1.857	0.767	118	0.444
URBAN	60	55.75	19.841	1.747			

(t-critical = 1.98)

The result of the test did not reveal that the male and female students differ significantly on the effect of the video materials usage in teaching the subject. This is indicated in the table with an observed t-value of 0.767 which is lower than the critical value of 1.98 and the observed level of significance for the test is 0.444 ($P > 0.05$). With those observations, the null hypothesis that there is no significant difference between urban and rural senior secondary school students

in Kaduna state exposed to video materials in the teaching of Christian Religious Studies in their academic performance is therefore retained. The implication here is that the observed variability in the mean scores of the two groups is not statistically significant.

Hypothesis III: There is no significant difference between the academic performance of male and female students who are exposed to video instruction in the teaching of Christian Religious Studies.

The male and female students who were taught the Christian Religious Studies with the video materials were compared here with the two sample t-test in order to establish possible statistical differences. The result of the test is presented in Table 4.7.

Table 4.7: Two sample t-test on mean scores of male and female exposed to the use of video materials in the teaching of the Christian Religious Studies

Sex	N	Mean	Std. Dev.	Std. Error	t-value	DF	P
Male	83	55.54	19.881	1.548	0.914	118	0.361
Female	37	53.11	19.311	2.230			

(t-critical = 1.98)

From the result in the table, the male and female students did not differ significantly in their performances after they were exposed to the effect of teaching with video materials. This is indicated in the table with an observed t-value of 0.914 which is lower than the critical value of 1.98 and the observed level of significance for the test is 0.361 ($P > 0.05$). With those observations, the null hypothesis that there is no significant difference between male and female

urban students exposed to video materials in the teaching of Christian Religious Studies in their academic performance is therefore retained.

Hypothesis IV: There is no significant difference among the academic performance of students of different age groups who are exposed to video instruction in the teaching of Christian Religious Studies.

The age grouping of the students was used in the test of this hypothesis as the independent variable. Mean scores of the two age ranges were compared using the two sample t-test procedure. The result of the test is summarized in Table 4.8.

Table 4.8: Two sample t-tests on mean performance in Christian Religious Studies by ages of students exposed to its teaching with the aid of video materials.

Age	N	Mean	Std. Dev.	Std. Error	t-value	DF	P
15-20years	108	54.58	19.931	1.341	0.472	118	0.637
21-25years	12	56.66	17.095	3.922			

(t-critical = 1.98)

The test did not reveal significant difference in the performances of different age groups of the students after the experiment. The Observed t-value is 0.472 compared with the 1.98 that stands for the critical value. Moreover, the observed level of significance is 0.637 ($P > 0.05$). By these observations, the null hypothesis that there is no significant difference between students of different age groups exposed to video materials in the teaching of Christian Religious Studies in their academic performance is thus retained.

4.4 Discussions.

The results of this studies show that the uses of video materials significantly improve the academic performance of students in Christian Religious Studies. This finding is in contrast to the assertion of Clark (1994) who maintained that media are mere vehicles that deliver instruction but do not influence students' achievements. Clark maintains that, "Learning seems to result from factors such as task differences, instructional methods, and learner traits (including attitudes) but not the choice of media for instruction" (p.812). His focus is to separate the relationship between media and instructional strategies (method) and to assert that there are no learning advantages from the use of any particular medium.

On the other hand, the finding is in agreement with the studies of Kozma (1994), Rockman etal (1996) and Fisch (2003) who challenged Clark's idea. They observed that media and technology dose not only promote learning but helps viewers to outperformed non-viewers in solving problems and produced more sophisticated solutions. Kozma argues that "learners will benefit most from the use of a particular medium when its capabilities are employed by the instructional method to provide representations and cognitive operations that are salient to the task and the situation" (Nathan,& Robinson, 2001, p.72). This work therefore agree with the suggestion that **how** video is used is more important than **whether** video is used (Koehler,Yadov,Phillips& Cavazos-Kottke,2005). Stanovitch and Cunningham (as cited in CPB, 2004) stated that "the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television."

Owoeye (2011) and Obasi (2011) discovered, in separate studies, that there is significant difference in the academic performance of students in rural and urban secondary schools in Ekiti

and Imo states respectively, as measured by the senior secondary certificate exterminations. Their findings indicated that students in urban schools performed better than those in rural locations. On the contrary, this research shows that there is no significant difference in academic performance between urban and rural students who were exposed to the video materials. However, Owoeye and Obasi attributed the results of their findings to, among others, rural-urban dichotomy in terms of uneven distribution of resources and facilities and the problem of qualified teachers refusing posting to rural centers. This research is therefore a confirmation of the reasons put forward by Owoeye and Obasi, because in this case, both rural and urban students were exposed to similar conditions which explain why there is no significant difference in academic performance between them. Obasi observed that, Nigeria from the perspective of urban dwellers is that, only people in the urban centres are entitled to the good things of life while the rural dwellers are left to their harsh and hard living conditions (Obasi ,2011).

Though male students tended to have benefitted more from the use of video than the females, the results revealed that male and female students do not differ significantly in this study. This result does not agree with the findings of Malaki, Ngban and Ibu(2009)who found out that male students in Bayelsa state performed better than their female counterparts in mathematics in junior secondary school examination. Their studies states that students performance in mathematics in junior secondary school Examination for 2006 was high, while male students performed better than their female counterparts in the examination, students from the urban schools performed better than students from rural schools , also students from private schools performed better than those from public schools (Maliki, Ngban & Ibu**,** 2009).

The results of this studies show that there is no significant difference between students of different age groups exposed to video materials in the teaching of Christian Religious Studies in

their academic performance. Though many videos either explicitly or implicitly endorse age appropriation for viewers (Garrison & Christakis, 2005), it could be said that this does not apply to the ages of students at the secondary school level.

4.5 Major findings

From the test of hypotheses, the following are the summary of the major findings:

1. The use of video as an instructional media significantly improved the academic performance of students who were exposed to it in the teaching of Christian Religious Studies
2. There is no significant difference in the impact of the use of video as an instructional media in teaching Christian Religious Studies between urban and rural students
3. Male and female do not differ significantly in their academic performances resulting from the use of video as an instructional media in teaching Christian Religious Studies
4. Ages of students do not have impact of the benefits derived from the use of video as an instructional media in teaching Christian Religious Studies in senior secondary schools of Kaduna State

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research studied the effect of video as an instructional media on students' academic performance in CRS in secondary schools in Kaduna State. A sample of 240 students was drawn from six out of 257 public mixed senior secondary schools in Kaduna state. The variables upon which the studies rested include the treatment instrument, school location, gender and age categories of students. Also, students' performance test was used as the instrument for the research.

5.2 Conclusion

From the results obtained in this study, it is apparent that the use of media, particularly video materials, for instruction certainly promotes learning, thereby improving students' academic performance especially in the teaching of CRS in secondary schools. It also signifies that one of the factors responsible for difference in academic performances between students of urban and those of rural schools is unequal exposure to conditions in the teaching and learning process. If both have access to equal treatment, the difference will certainly be removed or reduced to the barest minimum.

The findings also reveal that there is no difference in the performance of male students from that of female students. This is an indication that female students have the potentials to compete favorably with male students when they are exposed to equal treatment. Similarly, students who fall within the age range of 15 to 25 are likely not going to experience difference between the older and younger ones in their academic performance when exposed to video.

5.3 Recommendations

Base on the major findings the researcher wishes to present the following recommendations to stake holders in the educational sector.

1. Teaching and learning should be enhanced through the provision of relevant video materials in secondary schools. This will, in no small measure, promote students' academic performance thereby increasing the dynamism of knowledge in the society.
2. Concerted efforts should be made by governments to bridge the gap between students of urban schools and those of rural schools by ensuring that equal learning opportunities are given to both. There should be an even distribution of instructional materials and other educational facilities. Also the staffing of schools should be done equally
3. Female students should always be encouraged. They should be enlightened to understand that gender is not a determining factor for the acquisition of education. On the other hand, male students should be discouraged from the habit of looking down on female students by referring to them as weaker vessels. This normally makes female students to feel inferior.
4. Students of secondary school ages 15 to 25 should not see their variation in ages as a factor that warrants good academic performance or the lack of it. What a 25 years old student can do, a 15 year old student can equally do.

5.4 Limitation of the study

This study has the following limitations:

1. The sample used for the study was limited to only public senior secondary schools of Kaduna state. Also, only mixed schools were used. Mono- gender schools were not involved.

2. The study is also limited in geographical scope. The objective is to ensure that the three senatorial districts of Kaduna state are represented. They are the Northern, Central and Southern Senatorial Zones.

   In spite of the above limitations, the findings of the study are still valid. The sample and sampling method used give credence to the findings and can be generalized to the population studied

5.6 Suggestions for further studies

1. Similar studies can be conducted in other disciplines to support this finding. It can also be extended to private institutions as well as mono-gender schools.
2. Since we are in a dynamic world the effect of other media such as the mobile phone on the academic performance of students can be studied with particular reference to Kaduna State or Nigeria.

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APPENDIX I

TEST QUSTIONS

The purpose of this test is to evaluate the extent' to which the lesson you have just had, has achieved its objectives. We request you to answer the questions to the best of your ability: Your responses will be kept confidential.

PERSONAL DATA

NAME …….

NAME OF SCHOOL ……..

CLASS OF STUDY ……

GENDER: Male [ ] Female [ ]

AGE: Below 15 [ ] 15-20 [ ] 21-25 [ ]

26-30 [ ] Above 30 [ ]

INSTRUCTION: Answer all questions. The time allowed is 30 minutes

SECTION A: Answer the following questions appropriately

1. List the trials of Jesus before his crucifixion.

……

……

……

……

2. Who was released in place of Jesus?

……

3. Give two 'reasons why Jesus was sentenced to death, even when he was not found guilty before Pi late. .

(a) …….

……...

(b) ……..

……

SECTION B: Tick the correct answer.

4. False witnesses testified that Jesus said he will destroy the temple in three days and rebuild it in one day. True/False.

5. The Sanhedrin wanted the approval of Pilate for the death of Jesus because it was not within their powers to carry out capital punishment on an accused person. True/ False.

6. Judas killed himself even before Jesus appeared before Pilate. True/False.

7. The Jews brought religious charges against Jesus so' as to Attract the interest of Pilate to the case True/False.

SECTION C: Fill in the blank spaces.

8. Jesus Was arrested in ……. through the help of …….

Who identified him with a ……. .

9. …… was the first to try Jesus.

10. Pilate handed Jesus to the Jews for fear of a …….

SECTION D: Tick the correct answer.

11. The high priest tore his dress because to him

(a) Jesus wanted to be king.

(b) Jesus wanted to stop people from paying tax.

(c) Jesus had spoken blasphemy.

(d) Jesus had incited people against their leaders.

12. …….. Ordered that Jesus be beaten so that he will be release d.

(a) The High priest

(b) Herod

(c) Caesar

(d) Pilate

13. Herod was happy to see Jesus because

(a) Jesus came from Galilee, Herod's territory.

(b) It was an opportunity to avenge Jesus' earlier insults.

(c) He hoped to see Jesus perform miracles.

(d) He wanted to become a Christian.

APPENDIX II

LESSON PLAN (A)

SUBJECT: Christian Religious Studies

CLASS: SS 1

TOPIC: The Trials of Jesus

REFERENCES: Matthew 26:36-75, Mark 14:53-72 and Luke22:66-71

INSTRUCTIONAL MATERIALS: Bible, Relevant texts and Chalk Board

STRATEGY (IES): Lecture and Discussion

SPECIFIC OBJECTIVES: At the end of the lesson, students should be able to:

(a) List the three trials of Jesus.

(b) State at least three out of the many charges that were brought against Jesus.

(c) Assess the decision of Pilate even when Jesus was found guilty.

INTRODUCTION: Mention the topic and write it on the board for students to see

PRESENTATION:

STEP 1: (a) List the three different trials that Jesus faced thus:-

1) Jesus before the Jewish council (Sanhedrin)
2) Jesus before Pilate
3) Jesus before Herod

(b) Explain that, of all these trials, Jesus was innocent, yet he was sentenced to death so that prophecy about him will be fulfilled.

STEP 2: (a) Give a narrative of Jesus' trial before the Jewish council

By highlighting the following:

- Jesus was arrested in Gethsemane through the help of Judas.
- He did not resist arrest; rather he rebuked Peter for cutting someone's ear.
- The high priest" Caiaphas in company of elders and scribes tried Jesus.
- They arranged for false witnesses who came forward and testified that Jesus claimed he will destroy the temple and rebuild it in three days.

- They also said he cures the sick by magic
- The high priest asked him whether he is the son of God and Jesus answered "so you said"
- On hearing this, the high priest tore his dress because, to him, the statement of Jesus was blasphemy.
- The high priest declared that Jesus deserves to die and immediately, the people spat on his face, struck him and requested him to prophesy.
- During the trial of Jesus before the Sanhedrin, Peter denied Jesus three times as earlier predicted by Jesus.

  Meanwhile, Judas returned the bribe he collected and killed himself.

(b) Allow students to ask questions.

STEP 3: (a) Give a narrative of Jesus before Pilate as follow:-

- Because it was not within the council's power to carry out capital punishment on an accused person, they took Jesus to Pilate for approval.
- Knowing fully that Pilate will be interested on political rather than religious charges, the Sanhedrin brought new charges against Jesus as follow:-
  1) That Jesus was a seditious agitator perverting the nation
  2) That Jesus was inciting people not to pay tax
  3) That Jesus claimed to be a king.
- Pilate asked him 'are you the king of the Jews?' and Jesus answered 'you have said so'
- Jesus added that his kingdom is not of this world
- Pilate found Jesus not guilty but referred him to Herod
- Jesus was a Galilean under the jurisdiction of Herod who paid a visit to Jerusalem at that time.
- Herod was happy to see Jesus due to what he had heard about Jesus.
- He requested Jesus to perform a miracle for him, but Jesus did not say a word.
- At last, he sent Jesus back to Pilate.
- when Jesus was returned back to Pilate, the governor ordered that he be beaten so that he will be released

- The Jews still insisted that Jesus be put to death
- Pilate asked them to choose between Jesus and Barabbas, a notorious criminal, who should be released and they shouted 'release Barabbas'.
- Pilate finally washed his hands and then handed Jesus to them for fear of a revolt.

(b) Allow students to ask questions again, if any.

SIGNIFICANT LESSONS: The following lessons can be learned:-

1. God's word must be fulfilled.
2. Sometimes people suffer not because of their sins, but due to hatred.
3. False accusation leads to the punishment of an innocent person.
4. A good leader does the right thing without allowing external influence to control him.

EVALUATION: Ask students the following questions to determine the extent to which they understood the lesson'-

1. Mention the trials of Jesus.
2. What charges were brought against Jesus?
3. Do you think that Pilate did the right thing? If 'yes' give reasons, if 'no' give reasons.

CONCLUTION: Thank the students for their co- operation and ask them to please wait for the next segment of the programme.

APPENDIX III

LESSON PLAN (B)

SUBJECT: Christian Religious Studies

CLASS: SS 1

TOPIC: The Trials of Jesus

REFERENCES: Matthew 26:36-75, Mark 14:53-72 and Luke22:66-71

INSTRUCTIONAL MATERIALS: Bible, Relevant texts and Chalk Board and a video material on the 'passion of Christ'

STRATEGY (IES): Lecture and Discussion

SPECIFIC OBJECTIVES: At the end of the lesson, students should be able to:

(a) List the three trials of Jesus.

(b) State at least three out of the many charges that were brought against Jesus.

(c) Assess the decision of Pilate even when Jesus was found guilty.

INTRODUCTION: Mention the topic and write it on the board for students to see

PRESENTATION:

STEP 1: (a) List the three different trials that Jesus faced thus:-

1) Jesus before the Jewish council (Sanhedrin)
2) Jesus before Pilate
3) Jesus before Herod

(b) Explain that, of all these trials, Jesus was innocent, yet he was sentenced to death so that prophecy about him will be fulfilled.

STEP 2: (a) Give a narrative of Jesus' trial before the Jewish council

By highlighting the following:

- Jesus was arrested in Gethsemane through the help of Judas.
- He did not resist arrest; rather he rebuked Peter for cutting someone's ear.
- The high priest Caiaphas in company of elders and scribes tried Jesus.
- They arranged for false witnesses who came forward and testified that Jesus claimed he will destroy the temple and rebuild it in three days.

- They also said he cures the sick by magic
- The high priest asked him whether he is the son of God and Jesus answered "so you said"
- On hearing this, the high priest tore his dress because, to him, the statement of Jesus was blasphemy.
- The high priest declared that Jesus deserves to die and immediately, the people spat on his face, struck him and requested him to prophesy.
- During the trial of Jesus before the Sanhedrin, Peter denied Jesus three times as earlier predicted by Jesus.

  Meanwhile, Judas returned the bribe he collected and killed himself.

(b) Present the video material for the above outline

(c) Allow students to ask questions.

STEP 3: (a) Give a narrative of Jesus before Pilate as follow:-

- Because it was not within the council's power to carry out capital punishment on an accused person, they took Jesus to Pilate for approval.
- Knowing fully that Pilate will be interested on political rather than religious charges, the Sanhedrin brought new charges against Jesus as follow:-
    1) That Jesus was a seditious agitator perverting the nation
    2) That Jesus was inciting people not to pay tax
    3) That Jesus claimed to be a king.
- Pilate asked him 'are you the king of the Jews?' and Jesus answered 'you have said so'
- Jesus added that his kingdom is not of this world
- Pilate found Jesus not guilty but referred him to Herod
- Jesus was a Galilean under the jurisdiction of Herod who paid a visit to Jerusalem at that time.
- Herod was happy to see Jesus due to what he had heard about Jesus.
- He requested Jesus to perform a miracle for him, but Jesus did not say a word.
- At last, he sent Jesus back to Pilate.

- when Jesus was returned back to Pilate, the governor ordered that he be beaten so that he will be released
- The Jews still insisted that Jesus be put to death
- Pilate asked them to choose between Jesus and Barabbas, a notorious criminal, who should be released and they shouted 'release Barabbas'.
- Pilate finally washed his hands and then handed Jesus to them for fear of a revolt.

(b) Present the video material

(c) Allow students to ask questions again, if any.

SIGNIFICANT LESSONS: The following lessons can be learned:-

1. God's word must be fulfilled.
2. Sometimes people suffer not because of their sins, but due to hatred.
3. False accusation leads to the punishment of an innocent person.
4. A good leader does the right thing without allowing external influence to control him.

EVALUATION: Ask students the following questions to determine the extent to which they understood the lesson'-

1. Mention the trials of Jesus.
2. What charges were brought against Jesus?
3. Do you think that Pilate did the right thing? If 'yes' give reasons, if 'no' give reasons.

CONCLUTION: Thank the students for their co- operation and ask them to please wait for the next segment of the programme.

APPENDIX IV

MARKING SCHEME

SECTION A: Answer the following questions appropriately.

Q1. List the trials of Jesus before his crucifixion.

Answers*: Jesus before the Jewish council (1 mark)*

Jesus before Pilate (1 mark)

Jesus before Herod (1 mark)

Q2. Who was released in place of Jesus?

Answer*: Barabbas was released in place of Jesus. (1 mark)*

Q3. Give two 'reasons why Jesus was sentenced to death, even when he was not found guilty before Pi late. .

Answers: *(a) To fulfill prophecy (2 mark)*

(b) Pilate feared a revolution (2 marks)

SECTION B: Tick the correct answer.

Q4. False witnesses testified that Jesus said he will destroy the temple in three days and rebuild it in one day.

Answer*: False. (1 mark)*

Q5. The Sanhedrin wanted the approval of Pilate for the death of Jesus because it was not within their powers to carry out capital punishment on an accused person.

Answer: *True. (1 mark)*

Q6. Judas killed himself even before Jesus appeared before Pilate.

Answer: *True. (1 mark)*

Q7. The Jews brought religious charges against Jesus so' as to Attract the interest of Pilate to the case

Answer: *False. (1 mark)*

SECTION C: Fill in the blank spaces.

Q8. Jesus was arrested in *Gethsemane (1 mark)* through the help of *Judas Iscariot (1 mark*)

Who identified him with a *Kiss (1 mark*)

Q9. *The Jewish council (1 mark)* was the first to try Jesus.

Q10. Pilate handed Jesus to the Jews for fear of a *revolution (1 mark*)

SECTION D: Tick the correct answer.

Q11. The high priest tore his dress because to him

(a) Jesus wanted to be king.

(b) Jesus wanted to stop people from paying tax.

(c) *Jesus had spoken blasphemy. (1 mark)*

(d) Jesus had incited people against their leaders.

Q12. …….. Ordered that Jesus be beaten so that he will be release d.

(a) The High priest

(b) Herod

(c) Caesar

(d) *Pilate (1 mark*)

Q13. Herod was happy to see Jesus because

(a) Jesus came from Galilee, Herod's territory.

(b) It was an opportunity to avenge Jesus' earlier insults.

(c) *He hoped to see Jesus perform miracles. (1 mark*)

(d) He wanted to become a Christian.

20 X 5 = 100

APPENDIX V

STUDENTS' HANDOUT

TOPIC: **The Trials of Jesus**

Introduction

- Jesus was arrested in Gethsemane through the help of Judas.
- He did not resist arrest; rather he rebuked Peter for cutting someone's ear.

Jesus before the Jewish council

- The high priest" Caiaphas in company of elders and scribes tried Jesus.
- They arranged for false witnesses who came forward and testified that Jesus claimed he will destroy the temple and rebuild it in three days.
- They also said he cures the sick by magic
- The high priest asked him whether he is the son of God and Jesus answered "so you said"
- On hearing this, the high priest tore his dress because, to him, the statement of Jesus was blasphemy.
- The high priest declared that Jesus deserves to die and immediately, the people spat on his face, struck him and requested him to prophesy.
- During the trial of Jesus before the Sanhedrin, Peter denied Jesus three times as earlier predicted by Jesus.

  Meanwhile, Judas returned the bribe he collected and killed himself.

Jesus before Pilate

- Because it was not within the council's power to carry out capital punishment on an accused person, they took Jesus to Pilate for approval.
- Knowing fully that Pilate will be interested on political rather than religious charges, the Sanhedrin brought new charges against Jesus as follow:-
  4) That Jesus was a seditious agitator perverting the nation
  5) That Jesus was inciting people not to pay tax
  6) That Jesus claimed to be a king.

- Pilate asked him 'are you the king of the Jews?' and Jesus answered 'you have said so'
- Jesus added that his kingdom is not of this world

Jesus before Herod

- Pilate found Jesus not guilty but referred him to Herod
- Jesus was a Galilean under the jurisdiction of Herod who paid a visit to Jerusalem at that time.
- Herod was happy to see Jesus due to what he had heard about Jesus.
- He requested Jesus to perform a miracle for him, but Jesus did not say a word.
- At last, he sent Jesus back to Pilate.
- when Jesus was returned back to Pilate, the governor ordered that he be beaten so that he will be released
- The Jews still insisted that Jesus be put to death
- Pilate asked them to choose between Jesus and Barabbas, a notorious criminal, who should be released and they shouted 'release Barabbas'.
- Pilate finally washed his hands and then handed Jesus to them for fear of a revolt.