A SURVEY OF FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE IN CHRISTIAN RELIGIOUS EDUCATION EXAMINATION IN JUNIOR SECONDARY SCHOOLS IN BENUE STATE

BY

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A Thesis Submitted to the Postgraduate School, Ahmadu Bello University, Zaria, in partial fulfillment of requirements for the award of the Master of Education Degree in Curriculum and Instruction (Christian Religious Education)

DEPARTMENT OF EDUCATION FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.

JANUARY, 1997

DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own Research Work.

To the best of my knowledge, it has not been presented in any previous application for a higher Degree. All quotations are indicated by the quotation marks, and the sources of information are specifically acknowledged by means of references.

INNOCENT O. ABBAH.

CERTIFICATION

This Thesis entitled "A Survey of factors Affecting Students' Academic Performance in Christian religious Education Examination in Junior Secondary Schools in Benue State" by Innocent Omachoko Abbah, meets the regulations governing the award of the Degree of Master of Education in Curricullum Planning and Instruction (Christian Religious Education) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This entire work is dedicated to my beloved wife, Mrs. Franca Onyawole ABBAH, and the entire Abbah's family, for their understanding, moral and financial support and above all, their continuous prayers for me to sail through this course.

Innocent Omachoko ABBAH.

ACKNOWLEDGEMENT

In a project such as this, one is almost entirely dependent upon the cooperation of many people. In this case, chiefly, lecturers in Christian Religious Education Department, Ahmadu Bello University, Zaria, for both written and oral source materials.

I am particularly indebted to Rev. (Dr.) J. H. Mamman of Christian Religious Education department, for the pain and every effort in supervising this work even though he is very much occupied with priestly duties. I appreciate and acknowledge with profound gratitude the encouragement, academic stimulation and the concern to see that this thesis was successfully completed. I am grateful to him for his useful suggestions and corrections which he made.

I am also indebted to Rev. (Dr.) Mamman Daudu, Head of Department, Christian Religious Education, College of Education, Zaria, for the pains he took to read and correct the draft promptly even in the midst of his tight schedule.

I wish to thank Rev. (Dr.) J. A. Ilori, Rev. (Dr.) F. George, Dr Ayanniyi, Dr Afolabi, Mr. J. Kwasau, and Mr. Ben Umaru, for their encouragement and useful advise.

I acknowledge with profound gratitude, the friendly concern, financial and

material support I received from Mr. Clement atayi, Mr. Romeo Audu, Madam George Ekele, Mrs. Felicia Nwankwo, Mrs. Hajara Kwasau, and especially from Brother Isaac Ameh who helped to type this work. God bless and reward you all in Jesus name.

I also express my sincere gratitude to Mr. Clement Atayi for his pleasant hospitality while in Zaria. I am indebted to the Nigerian Army for Financial and other material assistance, and for granting me study leave to undertake this study. Thanks to the Quarter Master, Depot NA, Zaria, for providing me with accommodation.

I acknowledge with much thanks, the support I received from the members of Trinity Methodist Church, Sabon-Gari, Zaria, and especially, Brother Emmanuel Ijigba and his family, Brother John Otakwu, Brother James Adagba, Major Patrick Aruch and Major Joseph Oteh and family.

Finally, I sincerely thank my beloved wife and the entire family for their patience and support throughout the years I stayed away from them. In a very real sense, this work is ours rather than mine. I thank God for his divine protection over me. To Him be the Glory and Praise forever.

ABSTRACT

This Thesis, A Survey of Factors Affecting Students' Academic Performance in Christian religious Education Examination in Junior Secondary Schools in Benue State, was undertaken as a result of parents' bitter complaint and internal and external criticisms about massive failures in examinations in the state, particularly in Christian Religious Education subject. These criticisms often appear on pages of Nigerian Newspapers captioned "Falling Standards of Education in Nigerian School".

It is in this perspective that the Researcher embarked on this research study to investigate why the expected results of teaching and

learning Christian Religious Education in Junior Secondary Schools (JSS) are not being fully realized in the lives of the students.

The subjects of the study were, Teachers and students of Christian .Religious Education, in the randomly selected Junior Secondary Schools in Benue State. The main variables examined were, qualified teaching staff available in the Junior Secondary Schools, teaching methods, availability of adequate instructional materials and evaluation procedures. The variables were rated by both teachers and students of Christian Religious Education. The research instrument used for data collection was the questionnaire for both teachers and students. The JSS III result analysis for four (4) years, 1991,

1992, 1993 and 1994, were compared for the purpose of percentage passes and failures over the years.

Four Hypothesis were formed to help interpret the data. The Statistical techniques used for the analysis and testing of the hypotheses were the tables of percentages and t-test.

The major findings of the study include: Both teachers and Students claimed that majority of Junior Secondary Schools were not staffed with qualified professional CRE teachers to handle the subject effectively and most of the teachers available were NCE holders who are not academically qualified to teach at this level. The teaching methods often used by the teachers are storytelling and discussion methods. Both group of respondents claimed that instructional materials available in most Junior Secondary Schools are inadequate, especially projectors, Radio, Educational television, Tape Recorders and Video Films. Majority of the respondents claimed that most CRE teachers lack professional knowledge of using evaluation techniques in teaching-learning process.

It was concluded that the factors militating against students' academic performance in Christian Religious Education examination in Benue State are, lack of qualified CRE teachers in the Junior Secondary Schools to handle the teaching of the subject effectively, lack of professional knowledge in use of varieties of teaching methods, problems of inadequate instructional materials in

most Junior Secondary Schools in the state, and teachers poor knowledge of evaluation strategies and techniques in the teaching-learning process. Some recommendations were made for the State Government, School Administrators, Christian religious Education (CRE) teachers, parents and future researchers.

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ABBREVIATIONS

C.R.E.	Christian Religious Education
N.E.R.D.C	Nigerian Educational Research and Development Council
N.C.E.	National Certificate in Education
N.P.E.	National Policy on Education
JSS	Junior Secondary School
B.Ed	Bachelor of Education
B.Th	Bachelor of Theology
M.Ed	Master of Education
B. K.	Bible Knowledge
NABKTN	National Association of Bible Knowledge Teachers of Nigeria.

DEFINITION OF TERMS

1. **Christian Religious Education**

Christian Religious Education appears under different names such as 'Christian religious Knowledge (CRK)', Christian Religious Studies (CRS), Bible Knowledge (BK) and Religious and Moral Instruction.

For the purpose of this study, the term "Christian Religious Education" is used to refer to the teaching of the Bible (Old and New Testament) as a subject to students in a formal school setting with the aim of transmitting factual knowledge of the Bible and inculcating of a desirable life style for Nigerian Youths.

2. **Factors:**

This term refers to circumstances helping to bring about a result that has caused something to evolve or develop. For the purpose of this study, factors here refers to those causes or influences that have affected students academic performances in CRE examination.

3. **Performances:**

This term refers to the achievement of students in a given test or examination in relation to academic grades.

Academic Performance in CRE examinations refers to the student's ability to pass the prescribed test or examination with high

grade.

4. **Qualified Professional Teacher:**

This term refers to one who has been trained in principle and practice of Education and in teaching a subject, and is capable of creating favorable situation for teaching and learning.

Qualified Professional CRE teachers here refers to a specialist trained CRE teacher with first Degree in Education who is capable of teaching ÇRE subject and enrich students' academic performances.

5. **Christian Religious Education Curriculum:**

The term "Curriculum" is conceived differently by different authors. It is defined as a total school programme where all the experiences that a learner has under the guidance of the school.

For the purpose of this study, the term CRE curriculum is used in a sense of a school subject. Christian Religious Education curriculum refers to the legitimate or approved Secondary School programme drawn up by curriculum experts to be used in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The teaching of Christian Religious Education in schools in Nigeria date back to the first half of the Nineteenth Century when the Christian Missionaries established the first school in Badagry in 1842. Since then, Christian Religious Education had occupied a prominent position in Nigeria school curriculum, and up till date, it is one of the core subjects taught in schools. It is one of the compulsory core subjects offered by student in the Junior Secondary Schools (JSS) level.

According to Fafunwa (1974) "Religious training and Moral instructions should be regarded as fundamental to the development of sound Education and should be accorded complete equality with secular subjects". The development of Christian Religious Education has arisen from philosophical, biological and sociological insights, and not only from theology. It deals very much with all the fields of secular Education.

The essence of teaching Christian Religious Education in schools include, academic, moral, civic and spiritual objectives. It is in this perspective that the Nigeria society sees the place of Religious Education in school curriculum as not only affecting character training, but academic excellence. The National Policy on Education (1981) inevitably calls for such Educational revolution which must be forth-right enough to become a significant instrument for realizing fundamental change. It also challenges us to search continuously and seriously for ways of making Education more relevant and meaningful.

But despite this call for a functional Education student's academic performance in Junior Secondary School Examination, especially, in Christian

Religious Education Examination, has continued to deteriorate in recent years. The alarming rate of failure in this subject every year has called for parent's outcry, public criticisms, and a lot of questions have been raised in the minds of many people as to what is responsible for the students massive failure.

In Nigeria newspapers, there has been comments by some Nigerian Educators about the falling standard of Education in Nigeria Schools. The Government and the parents are very much concerned about this state of affairs in Nigeria Educational system.

According to Nwabueze (1993) "all Nigerians know that the standard of Education has fallen". He asserts that, "there is no doubt about this fact. If you disagree with me, you are not truly educated, and are better grouped with those who do not wish Nigeria well. That the standard of Education have gone into pieces is an already detected disease".

It is evident that nowadays, a mathematics graduate finds it very difficult to transact business in the market successfully without the aid of a calculator. There are some students with First class honors in English Language who may find it difficult to distinguish between official/business letter and friendly letter. Some Junior Secondary School Certificate holder do not know how to spell their name correctly. Where then is Nigeria leading to educationally?.

The causes of student's poor academic performance or what is referred to as "falling standard of Education in Nigeria schools", may be blamed on many factors. It has been observed that, in want of rapid scientific and technological development, little attention and emphasis has been accorded the teaching and learning of Christian Religious Education subject in our schools. Parents and student's choice are higher in science oriented subjects than Religious Education

subject, and little concern and efforts were made on academic qualities of CRE teachers. Also, as a result of the misguided belief that any teacher can teach Christian Religious Education, some school Administrators did not bother to recruit qualified professional CRE teachers. Similarly, students misguided assumption that Christian Religious Education is simple to pass in an examination, presumably because they always read the Bible in prayer meetings and in their respective churches. All these factors helped create a social stigma on Christian Religious Education in our public schools nowadays.

On the other hand, it may be blamed on the frequent change of Textbooks and frequent change of Government. Some teachers have leveled the whole blame on the students themselves. Students are said to be lazy and uninterested in their studies. They pay more attention to dressing, luxury of life and immoralities which have already eaten deep into their marrow. Some foreign agencies also have their own blame in this regard. All these arms may have collectively ruined our standard of Education to the extent that one might be tempted to say that it is only the heavens that make the necessary repairs.

On restoring the falling standards of Education, Iyorchia (1995) recommended many measures. One of such measures is, re-organization of Nigeria Educational Research and Development Council (NERDC) as an important factor of social, economic and cultural development of Nigerians. He maintain that, beyond the sentiments of falling standard of Education, there has also been the problem of unqualified teachers teaching in post primary schools still.

The formal Commissioner of Education in Benue State, Ifene (1987), has lamented the massive failure in JSS III final examination, especially, in Christian Religious Education examination. She compared 1985, and 1986, subsequent

results and lamented the deteriorating performances by the students. She blamed the falling Educational standard on the teachers and their teaching, but maintains that Government and parents are not exempted for lack of facilities, equipment and teaching aids in schools. She further argued that Educational standards means more than just one aspect of the learner's development, it means the all round development of individuals and the society.

Why Educational standard falls, the former chairman of Implementation Committee, National Policy on Education, Sofolahan (1993) argues that there is no empirical evidence on which to lay a claim that there was falling standards in Education. But he made the observation that some of the causes of falling Educational standard in the country, were inadequate infrastructure and equipment, lack of specialist teachers for some subjects. He however reiterated Government's determination to discard what he called "the old in-progressive system of one teacher teaching all the subjects in the class."

The alarming rates of student's academic performance in Junior Secondary School Christian Religious Education examination in Benue State, is a matter of great concern to the parents and entire public. The Junior Secondary Schools (JSS III) results analysis for the twelve (12) selected Junior Secondary Schools, for the period of four years, 1991, 1992, 1993 and 1994, obtained from Benue State Ministry of Education Statistical Unit, Makurdi, attested to the complaint as reflected in the tables below.

Table 1.

CHRISTIAN RELIGIOUS EDUCATION

Result Analysis
The Number of Students who sat
for JSS 3 Examination, 1991 - 1994.

NAME OF SCHOOL	No of Students 1991	No of Students 1992	No of Students 1993	No of Students 1994	Total
Govt. Day Sec School Makurdi	311	438	406	420	1575
ECWA Secondary School, Makurdi	168	165	171	174	678
Ogiri Oko Memorial College, Makurdi	120	128	124	130	502
Govt. Sec. school, Apir-Makurdi	130	120	120	126	496
Govt Secondary School, Otukpo	306	290	292	296	1184
Ujor Memorial College, Otukpo	106	124	124	128	482
St. Paul's Sec. School, Otukpo	130	130	134	138	532
Jesus College, Otukpo	200	204	204	206	814
Government Sec. School, Gboko	312	316	312	320	1260
Govt. Day Sec. School, Gboko	250	330	330	331	1241
Bristol Secondary School, Gboko	204	208	300	320	1032
Gboko High school, Gboko	230	234	260	250	974
Total	2467	2687	2777	2839	10770

Table 2 **JSS III RESULT ANALYSIS 1991 - 1994**

NAME OF SCHOOLS	NO OF STUDENTS PASSED				PERCENTAGE OF STUDENTS PASSED				NO OF STUDENTS FAILED				PERCENTAGE OF STUDENTS FAILED			
	YEARS				YEARS				YEARS				YEARS			
	91	92	93	94	91	92	93	94	91	92	93	94	91	92	93	94
Govt. Day Sec. School, Makurdi	161	226	206	214	51.77	52.09	50.74	50.95	150	212	200	206	48.23	48.40	49.26	49.05
ECWA Sec. School, makurdi	86	87	90	94	51.19	52.73	52.63	48.02	82	78	81	80	48.81	47.27	47.37	45.99
Ogiri Oko Memorial College, Makurdi	62	62	60	61	51.67	48.44	48.39	46.92	58	66	64	69	48.33	51.56	51.61	53.08
Govt Sec. School, Api	71	56	62	66	54.62	46.67	51.67	52.38	59	64	58	60	45.38	53.33	48.33	47.62
G.S.S. Otukpo	157	150	148	154	51.31	51.72	50.68	52.03	149	140	144	142	48.69	48.28	49.32	47.97
Ujor memorial College, Otukpo	52	66	64	68	49.06	52.23	51.61	53.13	54	58	60	60	50.94	46.77	48.39	46.88
St. Paul's Sec. Schhol, Otukpo	67	68	70	75	51.54	52.31	52.24	54.35	63	62	64	63	48.46	47.69	47.76	45.65
Jesus College Otukpo	110	112	114	104	55.00	54.90	55.88	50.49	90	92	90	102	45.00	45.09	44.12	49.51
G. S. S., Gboko	168	162	166	170	53.85	51.27	53.21	53.13	144	154	146	150	40.15	48.73	40.79	46.88
Govt. Day School, Gboko	128	176	174	172	52.20	53.33	52.73	51.96	122	154	156	159	48.80	46.67	47.27	48.04
B. S. S. Gboko	106	108	160	170	51.96	51.92	53.33	53.13	98	100	140	150	48.04	48.08	46.67	46.88
Gboko High Sch., Gboko	120	124	134	130	52.17	52.99	51.54	52.00	110	110	126	120	47.83	47.01	48.46	48.00

Table 3.

JUNIOR SECONDARY SCHOOL RESULT ANALYSIS
TOTAL NUMBER OF PASSES AND FAILURES
IN EACH SCHOOL FROM 1991 - 1994.

NAME OF SCHOOL	TOTAL NO OF STUDS.	TOTAL NO PASSED	PERCEN TAGE PASSED	TOTAL NO OF STUDS FAILED	PERCEN TAGE FAILED
Govt. Day Sec School Makurdi	1575	807	51.24	768	48.76
ECWA Secondary School, Makurdi	678	357	52.65	321	47.76
Ogiri Oko Memorial College, Makurdi	502	245	48.80	257	51.19
Govt. Sec. school, Apir-Makurdi	496	255	51.41	241	48.59
Govt Secondary School, Otukpo	1184	609	51.44	575	48.56
Ujor Memorial College, Otukpo	482	250	51.87	232	48.13
St. Paul's Sec. School, Otukpo	532	280	52.63	252	47.37
Jesus College, Otukpo	814	440	54.05	374	45.95
Government Sec. School, Gboko	1260	666	52.86	594	47.14
Govt. Day Sec. School, Gboko	1241	650	52.38	591	47.62
Bristol Secondary School, Gboko	1032	544	52.71	488	47.29
Gboko High school, Gboko	974	508	52.16	466	47.84

Table 4.

PERCENTAGES OF PASSED AND FAILED STUDENTS IN THE SCHOOLS, 1991 - 1994.

NAME OF SCHOOL	PERCENTAGES PASSED	PERCENTAGES FAILED
Govt. Day Sec School Makurdi	51.24	48.76
ECWA Secondary School, Makurdi	52.65	47.35
Ogiri Oko Memorial College, Makurdi	48.80	51.19
Govt. Sec. school, Apir-Makurdi	51.41	48.59
Govt Secondary School, Otukpo	51.44	48.56
Ujor Memorial College, Otukpo	51.87	48.13
St. Paul's Sec. School, Otukpo	52.63	47.37
Jesus College, Otukpo	54.05	45.95
Government Sec. School, Gboko	52.86	47.14
Govt. Day Sec. School, Gboko	52.38	47.62
Bristol Secondary School, Gboko	52.71	47.29
Gboko High school, Gboko	52.16	47.84

The above table revealed that the percentages failed is almost equivalent to percentage passed, thus showing high rate of failures in almost all the schools.

In view of the importance attached to the teaching of Christian Religious Education (CRE) in schools, many researches has been conducted and are still been conducted in various institutions of learning in Nigeria in the areas of teaching and learning process in Christian Religious Education. Unfortunately, very few researchers focus their attention on the extent of inadequate teaching staff, poor teaching methods, use of inadequate instructional materials and inappropriate evaluation strategies have affected teaching and learning and student's academic performances.

For Christian Religious Education to continue achieving its noble Educational objectives, emphasis must be highly placed on the calibre of CRE teaching staff, teaching methods, use of adequate instructional materials and appropriate evaluation procedures.

In the light of the above discussion, it is very significant that factors militating against student's academic performance in Christian Religious Education in Junior Secondary Schools (JSS) in Benue State, need to be investigated, hence the relevance of this research study in time like this. And this why this study is of interest to the researcher.

1.2 Statement of Problem

From the history of Christian Religious Education development in Nigeria schools, it is evident that there has been great achievements, tremendous improvement and high standards. The goal and the objectives of Christian Religious Education have been, academic excellence and all round development of the individuals and the society as well.

This is why students' academic achievements, social adjustment and productivity have become paramount in the minds of Christian Educators and the parents as well. But despite these laudable objectives of the Christian Religious Education, students' academic performances have deteriorated in the recent years.

In Benue State, students' poor performances in this subject disturb the minds of the parents so much that some parents have began to doubt the credibility of Christian Religious Education nowadays. The confidence parents repose on Christian Religious Education as an agent of moral up-bringing has waxed cold. This development has made some of the parent resentful of their children offering Christian Religious Education subject in school.

Similarly, many Nigerian Educationists have aired their views on the pages of Nigerian newspapers about the falling standards of Education in Nigerian schools.

Usually, in any Educational set up, students' poor performances in examinations can not be the pride of both the teachers, school Administrators, parents and the entire public, even the students themselves.

In the light of the situation discussed, one is tempted to ask several questions such as:

1. Are the students' poor academic performance in Junior Secondary School CRE examination due to lack of qualified CRE teachers in schools?
2. Are the poor academic performances of students influenced by the methods used by CRE teachers in imparting knowledge?
3. Could inadequate provision of instructional materials by Government, school proprietors to schools be the cause of students' poor performances?
4. Could it be teachers poor knowledge of using appropriate evaluation techniques in teaching - learning process the root cause of students poor academic performances in CRE examinations?

The researchers is not aware of any scholar or group who attempted to provide answers to these questions with regard to Junior Secondary Schools in Benue State. Hence the relevance of this research study to seek for information and provide possible solutions to the problem.

1.3 Research Questions

Considering the problem of the study, the following research question were used to direct the cause of the investigation.

1. To what extent does lack of qualified CRE teachers in Junior Secondary Schools affects students' academic performances?
2. To what extent does teachers choice of methods affect students' academic performances?
3. To what extent does lack of adequate provisions of instructional materials affect students' academic performances?
4. To what extent does teachers mode of evaluating teaching-learning process affect students' academic performances?

1.4 Research Hypothesis

The following hypothesis were formulated for the study.

1. There is no significant difference between teachers and students' opinions concerning lack of qualified CRE teachers in JSS and students' academic performances in CRE.
2. There is no significant difference between teachers and students' opinions on teachers choice of methods and students' academic performances in CRE.
3. There is no significant difference between teachers and students' views concerning inadequate instructional materials in JSS and students' academic performances in CRE.
4. There is no significant difference between teachers and students' opinion in respect of teachers mode of evaluating the teaching-learning process and students' academic performances in CRE.

1.5 Purpose of the Study

The objectives of this study are as follows:

1. To find out the extent to which lack of qualified CRE teaching staff in Junior Secondary Schools affect students academic performances in CRE examination.
2. To determine the extent to which types of instructional techniques or teaching methods used by teachers affect students' academic performances in CRE examinations.
3. To find out the extent to which inadequate instructional materials in Junior Secondary Schools affect students' academic performances in CRE examination.
4. To find out teachers evaluation procedures and techniques used in evaluating students and their repercussion on students' academic performances in CRE examination.

1.6 Significance of the Study

It is hoped that the results of this research will be useful to both secondary schools Administrators, teachers and future researchers in the following ways:

1. School Administrators will likely benefit immensely from the outcome of this research in that they will be able to decide better the type of teachers to be recruited to teach Christian Religious Education at the Junior Secondary School level.
2. It may also assist school Administrators to re-evaluate their views on the need for the provisions of adequate facilities, equipments and the need for the use of relevant teaching aids at Junior Secondary School level.

3. Christian Religious Educators may also be helped by the findings of this research study to re-examine their methods of teaching and evaluating students offering Christian Religious Education at the Junior Secondary School level. This in turn may lead to better performances by both teachers and students of Christian Religious Education in the Junior Secondary Schools.
4. Finally, this research study may provide materials for further scholarly studies on similar issues. It may also provide materials for a comparative study of the factors affecting students' performance in Christian Religious Education in the Junior Secondary Schools in Benue State and other States.

1.7 Basic Assumptions

This research study has the following assumptions:

1. The quality of Education a Nation gets depends largely on the calibre of her teaching staff that are readily available in the Educational system. It is assumed that all teachers teaching Christian Religious Education in the Junior Secondary Schools in Benue State are all qualified CRE teachers.
2. In any teaching-learning situation a good method of teaching accomplishes anything worthwhile as it is the effective instrument used by any teacher to communicate to the learner, the knowledge, ideals and truth under considerations. It is assumed that all CRE teachers use various methods while teaching their lessons.
3. Facilities, equipments and teaching aids are the devices that assist any teacher to transmit to the learners fact, skills values, attitude, knowledge, the truth about God, understanding and appreciation. It is assumed that, Benue State Government had provided all the required facilities, equipments and teaching aids to all the Junior Secondary Schools in the States.

4. Evaluation helps both school Administrators, teachers and students in decision making, improving their instructional processes, and their learning experiences respectively. It is therefore assumed that all CRE teachers always use appropriate evaluations strategies to enrich students' progress.

1.8 Scope of the Study

This study will be limited to Benue State alone. It concerns itself with only Junior Secondary Schools. The study will cover only twelve (12) randomly selected Junior Secondary Schools (JSS) in the State. These are, Area Education Office, Makurdi, Otukpo and Gboko. Even though other States may benefit from the study, the findings and its application will be valid only for Benue State.

The researcher felt that there will have been more basis for the generalisation of the findings had all Junior Secondary Schools in the State been involved. However, it will seem reasonable to make generalisation in Benue State because of the random distribution of the sample respondents in the schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study was aimed at determining the factors affecting students academic performance in Christian Religious Education examination in Junior Secondary Schools in Benue state.

In this chapter, the researcher reviews materials relevant to the subject. This is done under the following sub-headings:

1. Christian Religious Education
2. Christian Religious Education curriculum
3. Teaching staff in schools
4. Teaching methods
5. Instructional Materials
6. Evaluation procedures

2.2 Christian Religious Education

Miller (1956) asserts that Education is a process whereby the accumulated wisdom of the society is passed on to its members. Education is the imparting of knowledge through the symbols of the spoken and written word. Miller believes that definition of education usually reflect a whole educational philosophy involving descriptions, not only of what happens in experiences, but also what goals are desired and what techniques are used. Miller adds that the impact of Christian thinking that Man needs God's grace because he is a sinner made it clear that education by itself is insufficient.

Silbermann (1970) remarks that for education to be education, it must be purposeful. In formal Religious Education process, value decisions as to the goals

and objectives are considered in the planning of the programme. Not only are such goals and objectives needed for valuative purpose, but according to Cox (1966), so much that has to be known demands a selection of what is to be taught. Some of the most often considered aim of Christian Religious Education are:

1. To teach the Bible
2. To teach morals
3. To convert to Christianity, and
4. To help pupils to have a Religious view of life.

Richards (1970) maintains that the contents of the Bible has to be taught because it is through it that we know about God and understand His will. He explains further that teaching which changes lives begins from content to implication to response. Bible contents therefore must be mastered to provide for understanding and for a later meaningful Bible Study in students' lives. He thus considers it as a major means to the end of Christian Religious Education programme.

Cox (1966) asserts that one of the aims of Christian Religious Education is to teach the Bible. He points out, however, that this aim is sometimes over stretched by people on the basis of two beliefs:

1. That the Bible has cultural and literary value and its thought forms have influenced our way of thinking and literature.
2. That the knowledge of the Bible will in an undefined and mystical way have beneficial effect on the pupils and produce in them faith and moral character.

He points out that, these positions are often supported by a reference to claims that the Bible is inspired. That inspiration is said to guarantee its unique

influence, so that imparting of Bible fact is an adequate aim in itself. Cox admits that Bible study should be part of Religious Education, but considers that in itself, it is insufficient as aim.

Edge (1975) maintains that the ultimate objectives of Christian teaching is not the knowledge of the Bible alone. She points out that, while knowledge of Biblical facts does not necessarily give accurate measurement of a person's spiritual development, such knowledge does give the individual a basis for more intelligent Christian faith.

For the teacher to seek to lead his members to have knowledge of the Bible is a worthy objective. Edge considers Bible teaching and the aim of teaching the Bible as a vital means to an end. That at certain times, some lessons should be purely based on the aim or objective of teaching facts and meaning of the Bible.

Richards (1970) supports the view that much place should be given to the aim of teaching the Bible in Christian Religious Education. According to him, " to teach the Bible as truth and as fact, to share with students information about God, is exactly what the Bible is designed to do."

Ilori (1992) considers the teaching of the Bible to be an important aspect of Christian Religious Education. He maintains that the Bible should form the core of the curriculum though in format, the curriculum need not necessarily start with Bible passages.

On moral teaching, people are divided on the possibility, the effectiveness and/or the appropriateness of using Religion to teach morals.

Cox (1966) refers to the use of Religion to teach morals as its utilitarian purpose. The argument for this claim is that Religion gives practical guidance and induces moral conduct. It is also based on the assumption that Religious teaching

given to pupils will be sufficiently held as to be lived out in practice. Cox, however, points out difficulties in the use of Religion to teach morals:

1. The unsettled and uncertain moral convictions of this age and the sophisticated moral problems individuals have to meet, and
2. The age of the Children to be taught as to their capacity at abstract theorising.

In view of Cox's conception that Religious Education should be ultimately concerned with cultivation of sensitivity in the learner, it could be admitted that moral teaching has to be part of Religious Education's goal. The Researcher considers it necessary since moral theorising and moral motivation both involve a subsistence of Religious ideas.

According to Okere (1983) the limitation in the use Religious instruction for teaching morals, and even more are to be found in any other approach that one might consider.

He says,

> That the Religious factor must be taken into consideration in the moral training of Nigerian Children. The Children must be offered the background and reason for morality that is proposed to them. We cannot afford to expunge Religion as a force in our personality and in the value system of our society

Arinze (1982) in support of above views, assessed Religious Education in Nigerian Schools to be a failure not because students did not pass their exams, but because they practiced dishonesty, diverters of school fees and were sexually debased. In the same opinion, Frame (1977) indicts Nigerian teachers of having

emphasised only factual knowledge of the Bible without due instructions in moral, ethical and scriptural values.

Davos (1982) warns against the association of Religion and morality on philosophical ground. he maintains that philosophers are divided over the question along three lines:

1. That Religion and morality are opposed to each other. This subsists on such argument as, Religion demands commitment to belief which is against the autonomy of immoral agents. Religious people can fail to make good citizens, and that Religious people and their beliefs has brought about much evil.
2. Morality supports Religion. Evidence is alluded to in the existence of moral laws, peoples feelings not only of moral responsibility but also of guilt at failures. This, he maintained, is a pointer to a personal basis in the will of God, the moral law giver.
3. Morality is included in Religion. It is argued that being moral is part of what being Religious means. Henry (1977) provides a defence of this position from an Evangelical Christian perspective.

The association of Religion and morality not withstanding, some people question the appropriateness and effectiveness of Religious Education to teach morals.

Scharf (1978) points out that advocates of value clarification approach consider Religious approach with its characteristic definition of morality in terms of moral rules, values and virtue of a particular society as hypocritical and ineffective. To them, (Moral clarification modelists), moral questions including moral education is to be left open ended because values are a matter of personal opinion.

Another major aspect of Christian Religious Education is to convert Children to personal faith in God, but conversion as an aim in Christian Religious Education is the most criticised by people. Cox (1966) personally opposed to it, and points out that most of CRE students are tolerant of the Religious teachers teaching facts about Religion in general and about details in particular creeds, but they see no justification for him to help pupils to adopt for themselves a religious way of life. Cox advances three reasons for his opposition:

1. that the teacher has a different function from an Evangelist and should not use his position to push Religious attitudes.
2. that conversion aim is synonymous to indoctrination and will put Religious Education out of line with present Educational theories and prevent its been influenced by Educational advances or principles.
3. and that such an aim is only achievable to a limited extent in this age for quest for freedom in Religious ideas.

In Cox's opinion, Religious Education should rather aim at training individuals in Religious ideas, and should be based on children's interpretation of experiences and should present Religious truth for thorough and sincere examination of human experience.

Dean (1971) asserts that people question the suitability of leading children to personal faith in Christ as aim in Religious Education. In her view, to put a child in a position where he can decide from a background of sound knowledge is better.

Gangel (1978) maintains that while the scriptures indicate that man is a sinner (Romans 3:23), has sinned (Romans 6:23), and has spiritual need for regeneration, psychology shows how man's degeneracy is revealed in behavior and in the growing awareness of guilt. While the sociologist considers the change

of man's environment as remedy, the Bible points to faith in Jesus as the remedy.

Dean (1971) asserts that giving a religious view of life would help children to become mature and balanced adults. She maintains that, it will enable children to have knowledge and understanding of Religion and to examine the arguments for and against beliefs of various kinds. They will thus be in a position to choose whether Christianity or any other creed is for them, and they will be able to defend rationally the position they have so chosen. She further argued that Religious Education should provide children with opportunities to think to personal conclusions and should avoid using authoritative statements. This in her own opinion, will bring more lasting effects.

Joy (1975) points out that Christian Education should aim at bringing the individual to self fulfillment and to maturity in Christian faith. She maintains that such maturity and fulfillment is to be characterized by a personal acceptance of Christ, mature decision making and behavior reflecting internalized Christian values and righteousness, holiness and fullness of the stature of Christ.

Cox (1966) maintains that, to help students to have a Religious view of life should be the ultimate goal of Religious Education and it should be given open ended type of Education. By open ended, he means Religious ideas should be presented to children but they should be left free whether or not they accept the ideas.

He believes that this does not negate the teacher's freedom to express his views, beliefs, and convictions, but he must neither give the impression that his views are the only tenable ones, nor insist that children conform to them. He points out that only by such will the children (students) be allowed to make up their minds freely on how the view is to express its self in life and practice. In this way the

children would have been helped to cultivate attitudes of critical thinking, to appreciate questions that such attitudes raise and to seek answers to them. Cox, however, stresses that this goal is only fitting for the Senior Secondary classes.

The Christian Religious Education teachers must take into consideration the multi-religious nature of the Nigerian society, and to help the students to understand what it involves to be a Christian and yet, not to reject other religious faiths.

The relation of these to this research lies in the fact that teachers of Religious instructions in the public schools must themselves be trained professional Christian Religious Education teachers as specified in the National Policy on Education, to build up individuals into balanced and matured citizens capable of contributing meaningfully to peaceful co-existence in the land and to the development of the nation. As Christian Religious teachers, the approaches we adopt in attaining these lofty objectives may vary, but matter. However, the way the teacher seeks to maintain this objective must be free coercion of students. This is because actual conversion is effected by God Himself. Theirs is to present the word of God in conformity with God's purpose.

2.3 Christian Religious Education Curriculum

In 1984, and 1985, the Nigerian Educational Research Council (NERC) published the first and second volumes of the new Christian Religious Education Curriculum for Junior and Senior Secondary Schools respectively. The curricula were produced by a team of Christian Religious Educators drawn from various States of the country. The philosophy and objectives of Christian Religious Education Curriculum produce by these experts attempt to reflect the Nigerian Educational philosophy of instilling discipline and preparing individuals for living

within the society. They were designed in a way to provide essential information and facts relevant for students on academic achievements and social adjustments.

According to the producers, these objectives guided the selection of the contents. They described the approach of the new CRE curriculum in terms of selection as thematic rather than chronological, and in terms of arrangement as spiral. These objectives will also allow the presentation of the same subject content at different levels of learning respectively. A survey of the new curricula content for Junior Secondary Schools reveal the following areas to be covered.

Junior Secondary School (JSS I)

Old Testament

The first year work is drawn from the old Testament. It is built around ten themes discussed over twenty units. The themes include, relationship with God, the Bible as record God's revelation of Himself, creation, sin and consequences, need for reconciliation, responding to God's call, responding faithfully to the needs of others. God wants His people free, living in community under God and sustaining the relationship with God.

Junior Secondary School (JSS II)

New Testament

New Testament selections are made to introduce students to the fulfillment of God's promise sent through Christ. Important events in the life and teaching of Christ are emphasized and related to lives of youths in Nigerian context. The themes around which these are to be developed are, the early life of Christ, Jesus preparation for ministry, Jesus welcomes all people, Jesus Christ teach in parables, Jesus Christ and law, Jesus Christ the messiah accepting suffering and death for us, and the resurrection of Jesus.

Junior Secondary School (JSS III)

Acts of Apostles

The book of Acts is treated to provide students with insight into early christian communities and their characteristics way of living. It strives to emphasis the qualities of their Christ-like life and to present the difficulties of the century, confusion and divisions the communities experienced. It presents the missionary nature of the church and challenges youth with the life and ministry of Paul. The themes around which these are developed include: The Holy Spirit, Paul and civil authorities, and the Christian church today.

The themes treated in the syllabus from JSS I, II and III, are broken down into units with units objectives written out in behavioral terms. The lesson content and scriptural texts from which teachers can develop the themes are prescribed. In addition, teaching methods, class activities and evaluations procedures are suggested for each unit from which teachers may wish to draw. In these ways, the new curricula provide a comprehensive outline of experiences to be presented to the Christian Religious Education students in the secondary schools.

According to Mkena (1990),

> The new curriculum is an improvement over former ones, at least in terms of its underlined intentions and articulation of objectives. However, the objectives as been too conventional and not easily measurable. They are adult themes. They are entirely Bible ones or Bible centred and are highly theologically abstract. They seem hardly so much related to the child's needs and experiences.

Mkena, further suggests a new CRE curriculum which will take into cognizance contemporary trends in theology, Education and our society. His submission is, however, contradictory in its final part through its inclusion of theology, even though his evaluation is relevant for further research study like this.

The relation of this discussions to this research is not only in their values in giving a broader insight into possible sources of hindrances to student's academic performances, but in their thought provoking solutions to identified problems affecting teaching and learning.

2.4 Teaching Staff

Teaching staff available in the various schools constituent what could be called the "core implementation of the Educational programme." They are the key assets in schools.

In section 9 (59.1) of the (1981 revised) National Policy on Education, it is made abundantly clear that "all teachers in our Educational Institutions from pre-primary to University, will be professionally trained. Teachers Educational programmes will be structured to equip teachers for the effective performance of their duties."

This testifies that the Government is very much aware of the fact that, except teachers at all levels are academically and professionally trained, the goal and objectives of the National Policy on Education cannot be achieved. This call lies in the awareness that the quality of Education that any nation can get depend largely on the strength and qualities of her teaching staff that are readily available to the Educational system.

Oliagba (1985) asserts that, if there is any field where qualified professional teachers are needed, it is in the field of teaching Christian Religious Education. He

maintains that in any discipline, qualified and competent teachers are the key resources needed for the execution of any successful and meaningful Educational programme.

According to Ilori (1992) if Christian Religious Education is to continue to be taught in our schools, it goes without saying that it should be taught well and the work should be in the hands of the qualified and professional CRE teachers. He further points out that Christian Religious Education teachers are those who should see their responsibilities in the context of Christian service, and understands the aims of Education as developing the total man. That the Education whether in the hands of the state or church will and must have a christian basis.

Grimit (1973) points out that despite the statutory status of Christian Religious Education, very little emphasis is been placed on a teacher's professional training in this subject, largely as a result of misguided belief that any one can teach Christian Religious Education. You just open the Bible, read to them a bit and then get the students to write. He questioned that, would anyone dare say this about any other subject like physics, chemistry, mathematics and geography?

Fafunwa (1974) stresses that the ultimate goal of achieving a sound Education depends on the mobilisation of well qualified teachers with specialized training for the various levels of Education. This implies that where there are no qualified teachers in the school, it will be difficult to expect good performances from the students. This agrees with Farrant's view that no teacher can enlighten his students higher than himself and no teacher can enlighten his students if he himself is ignorant.

According to Towe (1987) teaching staff is one of the key resources required to successfully execute any meaningful Educational plan or the

comprehensive curriculum which the National Policy on Education has prescribed for the Education system at all levels.

Musaazi (1982) argues that Education system at every level depends very greatly on the teachers for the execution of its programmes. Maintaining and improving Educational standards is only possible through teachers. The teacher, therefore, is the indispensable piece of equipment in the school. He is the greatest aid to learning. Thus, as far as possible, he (teacher) should be thoroughly trained and supported in his work.

Ilori (1991) remarks that a Christian Religious Education teacher in particular must posses certain qualities so as to make an ideal teacher.

He says,

> He must be morally and spiritually upright. That is, the fruit of religion must be seen in him. He must be emotionally balanced, been temperate in all circumstances. He must be personally interested in and believe in what he is teaching. He must be committed to work, as teaching of CRE cannot be taken for granted as it deals with spiritual growth. He must be of good report in the society that he finds himself. He must be prepared to lead, that is, he must show good example among his students through his personality and character.

He further remarks that, to make a complete list of the constituent elements of good teaching personality would be to list all the desirable traits that should be found in a human being. The emphasis is that a well qualified and professional

CRE teacher makes a good school where students are interested in the subject, learn and manifest what they are taught. In such a situation, students perform better academically, socially, mentally, morally and spiritually. He adds that training of a Christian Religious Education teacher must be adequate.

"The Christian Religious Education teacher of today unprepared for his specific work is at a tremendous disadvantage and his being at a disadvantage reflects discredit, not upon him alone but upon the cause for which he stands." This point raises a crucial question. How can a boy or girl who gets the very best instruction from a trained mathematics, chemistry or physics teacher have much respect for an unprepared or a poorly prepared CRE teacher under whom he or she sits for undirected activity? How much value is such a boy or girl likely to attach to that which the religious education teacher is supposed to be teaching? These questions points to the fact that well trained professional teachers are the important factors in both secular and Religious Education.

Fafunwa (1974) argues that if teaching is to become a responsible profession like other learned professions, then the Nigerian qualified teachers should posses a minimum National Certificate of Education to enter the teaching profession at the lowest level.

Ozigi (1977) has before express similar views that one of the factors that contribute most significantly to the success of an organisation is the quality and strength of its staff. This is particularly true of an Education Institution. No school Administrator no matter how efficient and well intended he or she is, can achieve much success without the support and cooperation of well dedicated and adequate staff.

Similarly, Board of Education Consultative Committee (1959), reports on secondary school education, has early stated that if the study of the scriptures is to be approached objectively some increased professional knowledge is needed by the teachers. This shows that the board has been quite aware for a long time that there is need for qualified professional teachers who can handle the teaching of these subject.

Essien (1975) maintains that the quality of teachers in terms of their qualification and professional competence has much to do with the students performances in all spheres.

According to Fagbulu (1972) in any formal human learning situation, a teacher is indispensable. By preparation and experience he is expected to be able to handle the various issues which arise in connection with learning, and generally, he is excepted to guide the learner and give directions as required. He argues that just as it is inconceivable to have a dynamic and functioning world without homo-sapiens, so it is equally difficult to think of a worthwhile school without competent teachers. This imply that, for Christian Religious Education to achieve its goals and objectives, the recruitment of enough qualified and professional CRE teachers in schools is imperative if students' academic performances will be enhanced.

2.5 Teaching Methods

Ilori (1992) asserts that any good teacher will probably use several method during the course of a class period, changing from one to another and using them in various combinations as the demands of the total situation change from moment to moment. The several methods referred to include, teacher's introduction of the lesson, questions and answers, group method, lecture method, project method, discussion method, story telling method, dramatization and excursion.

Teachers effective teaching methods implies the use of materials in any orderly and efficient way to produce certain desired growth and development in the life of the learners as a consequence of his being stimulated and guided in the making of proper responses.

According to Edge (1975) method is a utilization of activities and materials, or it is in other words, arranging of opportunities for learning. She adds that methods always has double references, to the learner on the one hand and the materials on the other hand. That, it is but a way in which the teacher uses materials to accomplish a desired purpose in the life of the pupils. And it is determined on the one hand by the requirements of the learner, and on the other hand by the requirements of the materials. This shows that methods consists in bringing about those conditions under which enrichment and control of experience can best take place. This implies also that good teaching is characterized by the use of the method that is best for the attainment of the goal in mind.

Richey (1979) contends that teaching is a matter of bringing pupils and subject matters together and of making a connection between new experience awaiting the learner and the pupil who is to do the learning. He maintains that teaching is effective to the degree that proper connection is made and the choice of method is a most important factor in determining the kind of connection, that the method used, like the subject matter, is a means to and end, never an end in itself. According to him, method is without meaning or value except as it serves as a means for accomplishing the purpose for which it is called into use. In teaching, as in everything else, he who accomplishes the best results in the best way is he who uses the best method.

Wilkins (1975) identifies factors to be considered in selecting method. In his own opinion, all methods are not equally good for all situations. There is no best method for all settings. It is impossible to say that any particular method is always superior to any other. Any good teacher will probably use several methods in teaching-learning processes. He further asserts that while none can always be certain concerning what method to use, the following are some factors that will serve to guide the teacher in the conscious selection and use of the best methods. The nature of the objective, the maturity of the pupil, attitude of the pupils towards learning, previous study in the same field, nature of the materials, physical equipments and facilities, time for teaching and skill and qualification of the teacher.

According to Edge (1975) the worst method is the method that is used all the time. Regardless of what method, if it used day after day with no variation, it leads to boredom and kills the interest of the students.

Bryant (1985) maintains that the teacher who desires to present spiritual facts and truths most effectively can do no better than to study the method Jesus used in His teachings, which was always related to the experiences and the needs of those whom He taught. In dealing with both friends and enemies, Jesus indeed demonstrated great skills in establishing a point of contact. Always, He adopted His teaching to the capacity and the needs of His hearers. His approach, materials, methods, questions, stories and illustrations varied according to the individual or the group.

Cox (1966) expresses the same opinion that a teacher must be a constant student of method in general and of his own method in particular. He adds that no good method is the result of some clever invention. That the foundations of some

methods are laid in insight into the nature of the learner and in thorough understanding of the learning process. According to him, no teacher can use correct methods except as he knows how and when learning actually takes place.

From the above discussion, which is the focus of this research, the importance of teacher's use of varieties of methods in teaching-learning process cannot be over emphasized. A good teaching method actually provokes thought, it test the judgement, not merely the memory, but it challenges the students to give evidence of understanding what they have read or studied.

2.6 Instructional Materials

The question of provision of adequate facilities, equipment and teaching aids in our Educational Institutions has been blamed on Government, school Administrators by many people on the phenomenon of the falling standards of Education in Nigerian schools.

Gana (1980) points out that the wisdom of choice of appropriate instructional materials by the Government, school Administrators and teachers determines to a large extent the success of a course. Of course, the identification and good selection of the most appropriate instructional materials is a formidable task for teachers.

Chamberlain (1963) writing on The teacher and school organisation, makes some important observation in respect of school facilities. He observes that in response to teachers demand, the school Administrator recommends and secures Board of Education approval to spend large sum of money for the provision of facilities, equipments and teaching aids. But it is not unusual to see teachers including CRE teachers who have been supplied with the materials disregarding the splendid opportunities for using them for class instructions. Experience has

shown that expensive projectors and tape recorders have been used for a few weeks after their purchase and then gradually neglected, sometimes because the teacher does not know how to use them.

The same criticism applies to the nature and the use of equipments provided in workshops, laboratories and home-making suites. Much of these waste according to Chamberlain may be attributed to the classroom teacher in many ways. He shows a lack of discrimination in his requests for various kinds of equipments. Although the teacher may be sincere in making such requests, still he does not posses sufficient knowledge of how to utilize or operate the equipment for effective results in the teaching-learning process.

In the Nigerian situation, the question of misusing school equipment and facilities does not only depend on teachers but also on the Government.

According to Bozimo (1987)

> Equipment for the teaching of Introductory Technology in Federal Government Colleges are yet to be installed in many of the schools, eleven months after they were delivered. The equipment cost the Federal Ministry of Education 208 million Naira. In no fewer than the 30 of the 41 unity schools the equipment were delivered. Education Ministry indicated that one of the reasons for the delay in installation was the lack of workshop in which the equipment are to be installed.

One expects that under normal circumstances, the building of workshop in each school for the equipment should have been fully completed before the equipment are installed by the Government.

Bobinish (1985) remarks that for effective teaching of Christian Religious Education, the teacher must make use of varied teaching aid during the course of his lessons. He identifies different type of teaching aids. Some we can find around us others we can make ourselves. These include, visual aids-those teaching aids which appeal only to the sense of vision. Audio aids-those materials that appeal only to the sense of hearing. Audio-visual aids-those teaching aids that appeal to the sense of sight and hearing at the same time.

It is not very easy to classify all items that come within the framework of facilities, equipment and teaching aids into one distinct compartment. However, attempts have been made to classify under six elements.

1. Textbooks
2. Chalkboard and Flannel board
3. Library
4. Visual aids-these include, two-dimensional aids, such as pictures, diagrams, wall chart, maps and atlas. Three dimensional aids, such as models, templates, specimens. Projected aids include, film strip, slides, micro projector and over head projector.
5. Audio aids-they include, radio and tape recorded materials.
6. Audio visual aid-educational television.

There is no doubt that if Christian Religious Education is to keep pace with the ever increasing knowledge with new ideas, and with the new skills, an Educational pattern which will emphasize the use of facilities, equipment and teaching aids must be developed for effective academic performances in both depth and breadth.

Dele (1976) sharing the same view comments on the importance of facilities, equipment and teaching aids to the overall development of Education. He remarks that when properly used in the teaching-learning situation they can supply a concrete basis for conceptualizing thinking and a degree of interest for students, making learning more permanent, develop a continuity of thought and provide experiences not easily gained through the use of other sources.

Zucks (1978) asserts that if we would teach scripturally, we must teach visually. He argues that God Himself uses some visual object to communicate truths to Israel, like the burning bush, the crossing of the Red sea and the rainbow. He expanciates further that in the same manner, when Jesus Christ, the greatest teacher, came into this world, He used materials and events to portray the truth. He used a child to teach about the simplicity of faith and the folly of pride. (Matthew 18).

Davis (1972) on the importance of facilities, equipment and teaching aid maintains that audio-visual material can best be viewed as a well discipline and systematic approach to Education and training characterized by explicitness. He points out that the teacher is at the centre of the whole skill, and his role is the task of developing and effectively utilizing the material for implementation in the classroom teaching-learning situation cannot be over emphasized.

Similarly, Farrant (1974) asserts that any teacher who is concerned about his school children is bound to give thought to anything that is likely to help them to learn, and teaching aids certainly do help. He maintains that teachers work consist largely of communicating experiences to the child, and he does so by sound and sight.

Barlyne (1960) and Lynn (1966) asserts that the more changes there in stimulation and the variation of skills generally, the more result is produced in the learner.

Taiwo (1975) expresses the same view with Farrant that a school without good reference material for both the teachers and students consumption stands a risk of collapsing. He stresses the need for good and available reference books for all subjects in any established school. He maintains that the textbooks contains a valuable wealth of knowledge acquired down the ages with regard to giving content area. It is the teacher's principal source of gathering the information he communicates to the learners. In the same way the students on their own part need the textbook, for without it, the teacher is bound to become his only source of academic information.

Kolo (1976) contends that non-availability of some essential teaching aids is one of the major factors which contribute to poor teaching by teachers, and also to the poor performances by the students in the West African Certificate Examination.

According to Ochoga (1991) on the research he carried out on the availability and use of audio visual aid in teaching English in post-primary schools in Makurdi, the findings reveals that 61.5 percent of the teachers used only textbooks and the chalkboard in teaching. The available audio-visual aids were inadequate and absolutely unserviceable, and only 15.4 percent of the teachers make cards and flash cards jointly with their students.

Harceload (1959) asserts that many classrooms do not have the essential facilities, equipment and teaching aids needed for teaching. He maintains that in some schools the available facilities were far below the expected standard. He explains that some teachers resort to the use of teachers' made teaching aid, in

order to complement their efforts in teaching.

2.7 Evaluation Procedures

Although teachers' evaluation procedures are most commonly thought of as grading tests, it encompasses much more than just mid-terms and finals and is significant for reasons other than grading tests. It is one of the key elements of the instructional systems almost totally within the control of the individual teacher, and it can be creatively used to enhance educational standard and improve instruction in the teaching-learning process.

Towe (1987) quotes Lawton (1981) and remarks that evaluation is concerned more fundamentally with deciding on the value or worthwhileness of a learning process as well as the effectiveness with which it is been executed. Towe maintains that, usually, two basic areas are evaluated. First is the achievement of the students in relation to the philosophy and objectives of Education he is receiving . The second is how well the curriculum goal are been realized for the level of Education.

Ejenavi (1987) explains that a very import aspect of the National Policy on Education is in respect of the system of evaluation. Students were subjected to writing of examination of about two to three hours which was virtually used to asses and determine their competent in the subjects they have learned over the period of a whole semester or term.

According to Shuaibu (1987) the continuous assessment scheme gives scope to the teachers to make use of a wide variety of assessment procedures appropriate to the subject. General course work, homework, practical, oral examination, projects, field work, open book, peer group assessments and teachers' intuitive ratings can all have their places in the continuous assessment scheme. Marks

awarded to these activities as well as to the process of learning can all be added to the final examination to give credence to what we call the assessment of one student.

Kwasau (1989) in his "evaluation of Christian Religious Education Curriculum for Junior Secondary School Examination", rates the contents of the curriculum as sufficient to meet its stated objectives. He points out that the inclusion of the suggested methods, teaching aids and evaluation procedures are qualities in the new curriculum which will make its use easy for teachers. He however, indicate that the no chronological nature of the Bible text used as well as omission of important events are inherent witnesses in the curriculum. According to him, this may not give room for students to grasp historical events in their sequence and might make the understanding of topics difficult for learners.

Gronlund (1976) defines evaluation as the systematic process of determining the extent to which instructional objectives are achieved by pupils. Consequently, examination results and teachers' judgement are used to categorize or classify students. Irreversibly decisions are made regarding the students worth and his future in the Educational system. By this system of categorizing students, some are made to feel that they are deficient, bad and undesirable, while other feel that they are able, good and desirable. This labelling of individuals may likely have some unfavorable influence on a person's self concept.

Ilori (1992) asserts that there is a more positive way of looking at evaluation. That is, it should be devoted to increasing the effectiveness of individuals rather than for predicting and selecting talents. He looks at the role of behavioral objectives of evaluation in several dimensions that it serves three functions thus:

1. Guides the teacher in planning his instructions towards achieving specific goals.
2. Guides students learning experiences towards set goals and
3. provides the criteria for evaluating students achievement of the goals.

He explains that as a result of the above stated facts, those aspects of the teaching and learning experiences which are to be evaluated include facilities, equipment and teaching aids and methods, the subject matter, objective of the lesson and any other activity which contributes to the teaching and learning experiences.

2.7.1 Purpose of Evaluation

Ilori (1992) maintains that there are two major purposes for evaluation in the school setting. The first is to help the teacher and students improve their instructional and learning experiences. The second is to help Administrators in decision making.

Mehren and Irv (1978) sighted by Ilori (1992), have represented the relationship among objectives, instruction and evaluation in the following ways:

1. That the objectives the teacher spelt out before he begins to determine his instructional procedures and the method he would use to evaluate both the educational experiences and objectives.
2. Similarly, evaluation and education experiences help to clarify the objectives and the learning experiences and the learning experience help to determine the evaluative procedures to be used. The results of evaluation would give a feed back on whether the teaching and learning experiences have been effective. Also the result of evaluation will show whether the learners have achieved the objectives. Both authors maintained that there are four ways in

which evaluation procedures can help the classroom teachers and students.

Classroom Teacher

1. Evaluation provides the teacher with information regarding student's entry qualification. It would be very useful to give our students some kind of test the first time they come in to find out how much they know so that we can begin from where they are.
2. Evaluation can help the teacher to refine the objectives he had spelt out when he was about to start to teach. After administering several tests, a teacher can determine whether or not his goals were realistic. The results would help him think through his objectives and modify them where necessary.
3. Evaluation helps the classroom teacher to know how well the objectives have been achieved. This may be determined by the degree of passes or failures.
4. Finally, evaluation helps the teacher to asses and improve his classroom procedures. Results of tests can give the teacher an idea about the effectiveness of his instruction.

The Learner

1. Evaluation procedures communicate the instructor's goals to the learner. Tests and examinations help the students to identify the objectives the teacher has set for him.
2. Evaluation serves as a source of motivation for student's learning. Students are encouraged to learn more seriously when they know that their learning will be evaluated and when they realize that their efforts and achievements are being recognized.

3. Evaluation encourages students to develop good study habits.
4. The feedback which the student receives from the evaluation results reveals his strong and weak points. If a student knows his weaknesses, he would likely take positive steps to improve.

Administrators

The summative type of evaluation is used particularly for decision-making. This refers to the type of evaluation used at the end of term, course, or programme in order to enable grading, certification, evaluation of student progress or finding out the effectiveness of a course of study.

2.7.2. Technique of Evaluation

A good teacher must embark on several methods and techniques to evaluate students' progress.

According to Ilori (1992) there are many methods of evaluating student's work. Some of the techniques are as follows:

1. Oral Test: In addition to formal tests, the teacher can administer oral test or quiz to asses his students learning.
2. Take-Home Assignment: Like formal tests, take-home assignments may help the teacher to find out how much the students have understood the previous lesson. Moreover, the way in which assignments are completed is a measure of students' seriousness and application to his studies.
3. Observation of Students' Behavior in Class and out of Class. It is obviously clear that the teacher has opportunity of coming into close contact with his students. From this opportunities the teacher can form a fairly accurate opinion of his students' character, attitudes, interest, and abilities as he attempts to evaluate his overall behavior.

4. Continuous Assessment: The National Policy on Education (Revised 1981) indicates the importance of Continuous assessment as a means of evaluating student's work which should be a continuous process, rather than something that happens at the end. Frequent testing of students encourages them to work continuously throughout the year. It also gives them the opportunity to know their weaknesses and so to improve.

5. Formal Tests: These fall into two broad divisions, namely, the Essay and Objective types of tests. The teacher can use them to measure the performances of his students.

2.8. Summary

In this chapter, the survey of the major theories relevant to the topic was made. These include, Christian Religious Education with particular reference to the goals of Religious Education in Nigerian situation and the ways to achieve the effective use of the Bible in bringing about results in the lives of students, Christian Religious Education curriculum, Teaching staff, teaching methods, instructional materials and evaluation procedures.

The reviews put together shows the significance and the need for the study, if we must not relent our efforts in identifying those factors that may contribute possible hindrance to students' good academic performances in Christian Religious Education.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

In this chapter, the methodology employed for the Research is explained. The chapter describes the population for the study, Research Design, Sample and Sampling procedures, selection of schools, sampling of teachers, sampling of students, Research Instruments, Test scores, content validity, pilot study, administration of questionnaire and statistical analysis.

3.2. Population

In this Research, the population for the study was made up of two distinct groups, namely, Christian Religious Education teachers, and Christian Religious Education students in the randomly selected Junior Secondary Schools in Benue State. These two groups were considered suitable for this Research because they were directly involved in the study of the subject.

3.3. Research Design

To obtain the views of CRE teachers and students on the influence of the factors affecting students' poor academic performance in CRE examinations, a survey Research procedure was followed.

According to Kerlinger (1978), a survey Research studies large and small population by selecting and studying samples drawn from the population to discover the relative incidence, distribution and inter-relation of sociological and psychological variables.

Two sets of questionnaire were administered. One for the CRE teachers and second for the students. Both questionnaires, however, shared similar contents in the major variables respectively. The teacher and students responses to the

same questions enable the Researcher determine the feelings and opinions of two groups, one against the other. In the procedure described above, The Research instrument provided in-check devices aimed at bringing out needed information used for analysis and Hypothesis testing.

3.4. Sample and Sampling Procedures

In most educational Researches, large numbers of units are involved and it is not always possible to manipulate the whole population involved. Hence, the Researcher adopted sampling as a way of selecting representative unit from which he could gather data that would enable him draw inferences about the nature of the entire population.

Burns and Dobson (1989) maintains that random sampling is that method of drawing a sample so that each number of the population has equal chances of being selected.

In sampling, the following areas were looked into:

1. Selection of Schools
2. Sampling of Teachers and
3. Sampling of students.

3.4.1 Selection of Schools

Benue state has Area Education Office in all the eighteen Local Government Areas in the State. A systematic sampling was used for selecting three Area Education Offices out of the eighteen Area Education Offices. That is the first Three oldest Area Education Offices in the state. These Three Area Education Offices have about Fifty-six Junior Secondary Schools under their jurisdiction.

Based on the population of schools, a proportionate number of schools to be used as samples were drawn to give the total number of schools required as

samples. To give each school a chance of being drawn, the schools were then numbered according to their Area Education Office. Using a table of random numbers, the Researcher proportionally drew out the number of schools required for the study from where teachers and students who responded to the questionnaire were drawn.

This represents 21.43 percent of the total population of schools. The list of schools drawn out and used as samples are reflected in Appendix 'A'.

3.4.2. Sampling of Teachers

The first group of respondents in this Research was made up of CRE teachers in the selected Junior Secondary Schools. The number of CRE teachers in the said selected schools were Thirty-six only. Since in man schools, there were not many CRE teachers, it is apt to stress here that there were no need for sampling the teachers. Therefore, all the CRE teachers were included in the sampling.

3.4.3 Sampling of Students

Students were sampled from each of the JSS forms from each school under study. A total of 288 students were sampled for this Research study out of 5760 students in the 12 schools. That is, 24 students were required from each of the selected schools to respond to the questionnaire. In drawing the numbers of students required in each school, a systematic sampling process was followed to pick the number of students required for the study, that is, the first eight students in the class register of each of the JSS I, II, and III forms were given the questionnaire to fill. The Researcher did not find the method described above very difficult because of the assistance given by the class teachers in the selected schools.

3.5. Research Instrument

The only instrument used in this survey study for data collection and information was questionnaire. The questionnaire was used in order to obtain the respondents own opinions on the Research topic and to gather broad range of views on the problem under examination. The questionnaire was designed for two groups of respondents: One for CRE teachers and the other for CRE students. The information required from both groups were very similar in some respects, however, there were slight differences in the wording or phrasing of some of the items.

Each set of the questionnaire was divided into two major sections, 'A' and 'B'. Section 'A' contained personal information about the respondent, while section 'B' demanded for information on the major variables.

In these two sections, described above, the responses to the test items followed a five-point pattern of Likert scale where we have "Strongly Agreed, Agreed, Undecided, Disagreed, and Strongly Disagreed." The respondents were required to just tick or in some cases write in the appropriate spaces provided. The findings and supportive information gathered through these questions are reported in chapter 4.

3.6. Test Scores

In this study, the JSS III results analysis for the period of four years, were collected from the State's Ministry of Education, Statistical Unit, Makurdi for the purpose of comparison of the percentage failure of each school over the four years. The JSS III result analysis for 1991, 1992, 1993, and 1994 were used in order to determine the extent of progressive and retrogressive performances by the students in CRE exam. The detail findings is reported in Appendix 'D'. (See Appendix 'D').

3.7. Content Validity

The idea of content validity is a check of test item efficiency and suitability to measure what is expected, so as to minimize errors and misinterpretation. For this study, the test item content was based on the Researchers insight from the Literature review on the major topic in chapter 2.

The questionnaire used for the study was developed under the supervision and guidance of the Researchers supervisor. Their correction, valuable direction and constructive criticism of the proposal was responsible for the final shape of the questionnaire.

Miri citing Horst (1982) maintains that psychological measure may be said to have content validity if it measures something of which some authority or groups of authorities asserts that it does measure.

3.8. Pilot Study

After the instrument had been designed, the Researcher considered it necessary to carry out a pilot study to test the validity of the test items. This pilot study was carried out in two secondary schools in Makurdi. The schools are, Government Day Secondary School, North Bank, Makurdi and Tilley Gado Secondary School, North Bank, Makurdi. The administration of the questionnaire to CRE teachers and students in these schools were done on different dates.

The Researcher took permission from the principals of the two schools before conducting the pilot study. Three CRE teachers and eight students were picked at random from the three forms of JSS classes in each of the schools to respond to the questionnaire. The teachers and students were then given the questionnaire to complete. The Researcher waited and collected all the copies of the completed questionnaire on the spot. The Researcher had an oral interview

with some of the respondents to find out their opinions and feelings on the clarity and ambiguity of the test items.

3.9. Administration of Questionnaire

The Researcher administered the questionnaires through the assistance of some of the CRE teachers in the various school under study. The Researcher contacted CRE teachers in each of the schools and made sure that he explained clearly to the teachers the purpose of the questionnaire and what he would expect them to do before giving them to other CRE teachers and the Students. At a later date, the Researcher went back to the schools for collection of the completed questionnaires from the teachers who assisted him in distributing the questionnaire.

3.9.1. Return of Questionnaire

The total no of 288 copies of students questionnaire distributed were collected back. This 100 percent return rate of student questionnaire was made possible through the assistance of a CRE teacher in each of the schools. However, out of 288 copies of student questionnaire, 42 copies were found half completed and 36 copies were found to be poorly completed. This could therefore not be used in the statistical analysis for this study. The total wastage were 78 copies (27.1%) and this wastage was due to poor handwriting mostly.

In the case of teachers, all the 36 copies of the questionnaire administered were collected back. They were all used for the Statistical analysis for this study.

3.10. Statistical Analysis

Tables of percentages were used for organisation and presentation of data collected. This is meant to summarize the responses of the respondents since percentages reduce different sets of numbers to a comparable set of numbers and to a common base.

According to Ganang (1980) cited by Adoke (1987) any set of frequencies can be transformed to percentages in order to facilitate Statistical manipulation.

The t-test was used to test the hypothesis (0.05 as level of significance). This statistical test was used because the Researcher believes that using it can reduce or avoid major errors in the course of testing the hypothesis. It is accepted generally that t-test is best for comparing the means of groups and popular statistics available for data analysis.

3.11. Summary

In this chapter, the foregoing has been the report of the Research Methodology and the procedure utilized for this study. The population for the study, Research Design, sample and sampling procedures and Research instruments were discussed. The procedures for administration and processing of the questionnaire for teachers and students are also described. For the statistical analysis, tables of percentages and the t-test were used for testing the hypothesis at the alpha level 0.05.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter deals primarily with the data analysis. The procedure and instrument used have been discussed in chapter 3. In this chapter, the researcher presents and analyses the data collected through the sets of questionnaire that were administered. The analysis of data focused mainly on the respondents views on the major test items, and supportive information in form personal data.

Tables of percentages were used to present basic information. The analysis of the information was done by converting figures into percentages to allow easy interpretations. The teachers' data were presented first followed those of students.

Thirty-six (36) copies of teachers questionnaire distributed were used for the analysis, but out of 288 copies of students' questionnaire distributed, 78 copies were declared wasted due to poor completion, and this could not therefore be used for this analysis. The number of questionnaires used for this analysis was 246 for both teachers and students.

The table shows a breakdown of usable questionnaire according to status, class and sex.

Table 4.1 **Respondents used for Analysis**

Status	Class	Male	Female	Total
Teachers	JSS I	6	10	16
	JSS II	4	8	12
	JSS III	2	6	8
		12	24	36
Students	JSS I	24	31	55
	JSS II	34	40	74
	JSS III	35	46	81
		93	117	210
Total		105	141	246

The table above reveals that a total number of 246 respondents were given questionnaire and used for the analysis. They were made up of 105 males and 141 females.

4.2 Presentation of Teachers' Data

Section 'A' of teachers' questionnaire describes the characteristics and some personal information about teachers' of Christian Religious Education, such as sex, teaching experiences, Educational qualification, date of qualification and membership of any professional body.

Table 4.2 **Composition of Teachers According to Sex**

Sex of Teachers	Number	Percentage
Male	12	33.3
Female	24	66.7
Total	36	100

Table above shows that the responding teachers were made up of 12 males (33.3%) and 24 females (66.7%).

Table 4.2.1 **Teachers' Teaching Experiences**

Years of Experience	Number	Percentage
Less than one year	0	0
1 - 3 years	16	44.4
4 - 6 years	12	33.3
7 and above years	8	22.3
Total	36	100

The above table reveals that only eight teachers (22.3%) have taught CRE for 7 years and above. Twelve teachers (33.3%) have taught CRE for 4 to 6 years, while six teachers (44.4%) have taught CRE just for only 1 to 3 years.

Table 4.2.2 **Educational Qualification**

Qualification	Teachers	Percentage
Ph.D	0	0
M.Ed, MA, M.Th	0	0
B.Ed, BA	10	27.8
B.Th	2	5.5
N.C.E	24	66.7
Total	36	100

The table above shows that the majority of CRE teaching staff in Junior Secondary Schools sampled for this study were holders on National Certificate in Education (NCE) in Christian Religious Education. Only 10 (27.8%) of the teachers were holders of first degree in Christian Religious Education, while other categories were only two (5.5%). This reveals that the number of qualified professional CRE teachers in the Junior Secondary Schools in the State are very few.

Table 4.2.3 **Date of Qualification**

Years of Qualification	Teachers	Percentage
1 - 3 years	18	50
4 - 6 years	10	27.8
7 - 9 years	6	16.7
10 and above years	2	5.5
Total	36	100

The above table reveals that 18 teachers (50%) obtained their last qualification between just one to three years ago. 27.8% claimed to have obtained their qualification between 4 to 6 years ago, 16.7% obtain their lat qualification between 7 to 9 years, while only two teachers (5.5%) obtain their last qualification 10 or more years ago. This shows that majority of the teachers obtain their last qualification few years back.

Table 4.2.4 **Membership of Professional Body**

Membership	Teachers	Percentage
Yes	12	33.3
No	24	66.7
Total	36	100

A look at the table above reveals that only 12 teachers (33.3%) were members of a professional body while the rest of the teachers (66.7%) were non members. This shows that majority of the teachers did not belong to the National Association of Bible Knowledge Teachers of Nigeria (NABKTN).

4.3 Teachers Views on the Test Items

Section 'B' of the teachers' questionnaire examines the view of the CRE teachers on the remaining test items: Qualified CRE teaching staff available in schools, teachers teaching methods, instructional materials, such as facilities, equipment and aids, and teachers evaluation procedures.

4.3.1 Question One

This question tries to find out teachers opinions whether or not there were qualified CRE teaching staff in the Junior Secondary Schools.

Table 4.3 **Qualification of CRE teachers available in JSS**

Qualification	Teachers	Percentage
Ph.D	0	0
M.Ed, MA, M.Th	0	0
B.Ed, BA	10	27.8
B.Th	2	5.5
N.C.E	24	66.7
Total	36	100

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The table above reveals that only 10 teachers, (27.8%) in all the schools selected for this study were qualified professional CRE teachers. Majority of the teachers were NCE holders. The NCE holders are no longer qualified to teach in the JSS as stipulated in the National Policy on Education (1981 Revised).

4.3.2 **Question Two**

The question was designed to find out teachers opinions whether they actually used all instructional techniques in the teaching-learning process or not.

Table 4.3.1 **Instructional Techniques**

Methods	Very often		Often		Fairly often		Not often		No opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
Group method	0	0	8	22.2	12	33.3	16	44.4	0	0
Lecture "	6	16.7	10	27.8	6	16.7	14	38.9	0	0
Project "	0	0	8	22.2	9	25.0	19	52.8	0	0
Discussion	5	13.9	16	44.4	7	19.4	8	22.2	0	0
Storytelling	20	55.6	12	33.3	4	11.1	0	0	0	0
Assignment	0	0	10	27.8	11	30.6	15	41.7	0	0
Questioning	4	11.1	12	33.3	9	25.0	11	30.6	0	0
Dramatization	2	5.6	6	16.7	8	22.2	14	38.9	6	16.7
Excursion	0	0	2	5.6	3	8.3	20	55.6	11	30.6

The above table reveals that the most popular methods used very often by all the CRE teachers are storytelling and discussion methods. Other methods are used by the teachers but not very often in all teaching-learning situations.

4.3.3 **Question Three**

This question examined the views of CRE teachers in respect of the availability of instructional materials in Junior Secondary Schools, whether or not they were adequate.

Table 4.3.3 **Facilities**

Facilities	Highly avail	Avail	Limited	Very few	Not avail
	F. %	F. %	F. %	F. %	F. %
Library	14 38.9	6 16.7	4 11.1	10 27.8	2 5.6
Classrooms	30 83.3	4 11.1	2 5.6	0 0	0 0
Conference Halls	13 36.1	12 33.3	6 16.7	2 5.6	3 8.3
Theatre	0 0	6 10.7	8 22.2	4 11.1	18 50.0
Offices	34 94.4	2 5.6	0 0	0 0	0 0

Table 4.3.4 **Equipment**

Projectors	0	0	2	5.6	2	5.6	6	16.7	26	72.2
Radio	0	0	1	2.8	1	2.8	4	11.1	30	83.3
Television	0	0	0	0	0	0	2	5.6	34	94.4
Tape recorder	0	0	1	2.8	2	5.8	5	13.9	28	77.8
Video	0	0	0	0	0	0	2	5.6	34	94.4

Table 4.3.5 **Teaching Aid**

Teaching Aids	Highly avail		Avail		avail		Fairly few		Very avail		Not	
	No.	%	No.	%	No.	%	No.	%	No.	%		
Textbooks	5	13.9	8	22.2	12	33.3	10	29.8	1	2.8		
Bible maps	10	29.8	14	38.9	6	16.7	6	10.7	0	0		
Charts	3	8.3	9	2.5	4	11.1	6	10.7	14	38		
Dusters	10	29.8	16	44.4	7	19.4	2	5.6	1	2.8		
Chalkboard	16	44.4	12	33.3	3	8.3	5	13.9	0	0		

Table 4.3.3 above shows that the most essential facilities like libraries and lecture theatres were not available in most of the Junior Secondary Schools. On the other hand, conference halls and offices were available in most schools, while classrooms were highly available in all the schools.

Table 4.3.4 above reveals that projectors, radios, videos, educational televisions and tape recorder were not available in most schools.

Table 4.3.5 indicates that textbooks, maps and charts were not sufficiently available in most of the schools but they were available in some schools. Teaching aids that were highly available in JSS are chalk and dusters.

4.3.4 **Question Four**

This question was designed to find out the opinions of the teachers on the ways students are being evaluated in respect of strategies and techniques used by teachers in the process of teaching/learning.

Table 4.3.6. **Methods of Evaluating Students**

Evaluation techniques	Very often	Often	Fairly often	Not often	No opin.
	F. %	F. %	F. %	F. %	F. %
Assignment	0 0	0 0	6 16.7	12 33.3	18 50.0
Obj. Test	0 0	2 5.6	8 22.2	10 27.8	16 44.4
Essay test	0 0	4 11.1	5 13.9	14 38.9	13 36.1
Group project	2 5.6	6 16.7	9 25.0	8 22.2	11 30.6
Observation	19 52.8	10 27.8	4 11.1	2 5.6	1 2.8
Quiz	12 33.3	18 38.9	6 16.7	3 8.3	1 2.8

The table above clearly indicates that, assignments, essay test, objective test are not used very often by most teachers. The evaluation techniques used very often by teachers include: Group project, observation and quiz. On the other hand, majority of the respondents claimed that they often used most of the techniques while others claimed they used the techniques fairly often. Some of the respondents claimed they used the methods seldomly while others claimed they have no opinion.

4.4.4 **Presentation of Students Data**

Section 'A' of the students' questionnaire describes the characteristics (sex and class) of the students as reflected in Table 4.1.

4.4.1 **Students' Views on the Test Items**

In section 'B' of the questionnaire for the students, there were four test items. These four test items were meant to examine students rating of the factors affecting candidates academic performances in Christian Religious Education in Junior Secondary Schools.

4.4.2 **Question One**

This question was asked to find out students' opinion and rating of the CRE teaching staff in the JSS.

Table 4.4 **Students' Rating of CRE Teachers Available in JSS**

Available	Respondents	Percentage
Ph.D	0	0
M.Ed, MA, M.Th	0	0
B.Ed, BA	10	4.8
B.Th	20	9.5
N.C.E	180	85.7
Total	210	100

The table above reveals that Ph.d, M.Ed, and MA holders were not available at all the Junior Secondary Schools. 4.8% of the respondents claimed that they were B.Ed holders, while 9.5% claimed they were teachers with B.Th. On the other hand, majority of the respondents claimed (85.7%) that the majority of the teachers in the Junior Secondary Schools were NCE holders.

4.4.3 **Question Two**

This question was designed to seek the opinions of the students on the teaching methods frequently used by their teachers in classroom teaching-learning situations.

Table 4.4.1 **Students' Rating of Teachers Teaching Methods**

Methods	Very often		Often		Fairly often		Not often		No opinion	
	F.	%	F.	%	F.	%	F.	%	F.	%
Group method	8	3.8	40	19.0	100	47.6	50	23.8	12	5.7
Lecture "	30	23.8	60	28.6	30	14.3	45	21.4	25	11.9
Project "	40	19.0	70	33.3	60	28.6	30	14.3	10	4.8
Discussion	4	2.8	35	16.7	40	19.0	30	14.3	15	7.1
Storytelling	140	66.7	30	14.3	20	9.5	20	9.5	0	0
Assignment	0	0	0	0	70	33.3	120	57.1	20	9.5
Questioning	60	28.6	80	38.1	45	21.4	15	7.1	10	4.8
Dramatization	0	0	60	28.6	50	23.8	95	45.2	5	2.4
Quiz	35	10.7	70	33.3	90	42.8	15	7.1	0	0
Excursion	0	0	0	0	30	14.3	150	71.4	30	14.3

The table above shows that storytelling, discussion, quiz and question/answer methods were used very often as rated by the students. Other methods were rated as often used, fairly often used, or not often used while some students claimed they had no opinion. As indicated in the table, it may imply that the student had no clear or better understanding of the said method compared with the teachers assertion on the use of the methods. (See Table 4.3.1).

4.4.4 **Question Three**

This question was asked to find out students opinions on whether or not adequate facilities, equipment and teaching aids were available in Junior Secondary Schools.

Table 4.4.2 **Students' rating of instructional materials**

Table 4.4.3 **Facilities**

Facilities	Highly avail	Avail	Fairly Avail.	Very few	Not avail					
	F.	%	F.	%	F.	%	F.	%	F.	%
Library	10	4.8	50	23.8	70	33.3	40	19.0	40	19.0
Classrooms	95	45.2	80	38.1	30	14.3	5	2.4	0	0
Conference Halls	20	9.5	50	23.8	100	47.0	30	14.3	10	4.8
Theatre	0	0	0	0	90	42.8	120	57.1	0	0
Offices	100	47.0	80	38.1	15	7.1	10	4.8	5	2.4

Table 4.4.4 **Equipment**

Projectors	0	0	2	0.9	4	1.9	10 4.8	194 92.4
Radio	0	0	6	2.9	15	7.1	30 14.3	159 75.7
Television	0	0	0	0	0	0	0 0	210 100
Tape recorder	0	0 0	0	0	10	4.8	200 95.2	
Video	0	0	0	0	0	0	0 0	210 100

Table 4.4.5 **Teaching Aids**

Textbooks	20	9.5	60	28.6	80	38.1	40	19.0	10	4.8
Bible maps	30	14.3	50	23.8	70	33.3	55	26.2	5	2.4
Charts	60	28.6	75	35.7	40	19.0	20	9.5	15	7.1
Dusters	20	57.1	90	42.8	0	0	0	0	0	0
Chalkboard	80	38.1	70	33.3	50	23.8	10	4.8	0	0

Table 4.4.3 above shows that conference halls and offices were highly available in JSS. Library and theatre facilities were not highly available in most schools. On the other hand, some respondents claimed that these facilities were fairly available, very limited, while they were not at all available.

Table 4.4.4 above reveals that projectors, radios, educational television, tape recorders and videos were not available in most schools.

Table 4.4.5 above indicates that textbooks, maps and charts were not available in most schools for use. On the other hand, dusters and chalk were highly available for use.

4.4.5 Question Four

This question examined students' views on the various evaluation techniques used by their teachers for the purpose of evaluating their performance and in the classroom teaching-learning situations.

Table 4.4.6 **Students' Rating of Evaluation Procedures**

Evaluation Technique	Very often		Often		Fairly often		Not often		No opinion	
	F.	%	F.	%	F.	%	F.	%	F.	%
Essay Test	0	0	10	4.8	60	28.6	100	47.0	40	19.0
Object. Test	0	0	50	23.8	90	42.8	70	33.3	0	0
Quiz	0	0	70	33.3	95	45.2	30	14.3	15	7.1

The table above shows that essay test is not often used by teachers to evaluate students' progress. On the other hand, objective test and quiz were fairly often used to evaluate students' performances in classroom teaching-learning situations.

4.5 Hypothesis Testing

The four hypothesis stated in chapter One are tested here by using the results from the two hundred and forty-six (246) returned usable questionnaires.

In order to test the hypothesis of the study, the teachers and students responses on the major variables were converted into raw data based on the Likert scale. Then the Computation was done. The t-test was used to check for differences, if any, between the opinions of CRE teachers and students on the variables.

4.5.1 **Hypothesis One**

There is no significant difference between teachers and students opinions concerning the availability of qualified professional CRE teachers in the Junior Secondary Schools and students academic performance in CRE examination.

To test this hypothesis, the mean scores of students and teachers opinions on teaching staff were compared and the results are summarized in table 4.5.1.

Table 4.5.1 **Hypothesis Testing on Teaching Staff**

Group	No	Mean	SD	DF	T-Value	T-Cri	Alpha Level
Teachers	36	77.22	8.06	244	1.84	1.65	.05
Students	210	79.27	5.79				

The test shows no significant difference between teachers and students' opinions in respect of Christian Religious Education teaching staff available in the Junior Secondary Schools.

The test indicates that with the t-value of 1.84 and t-critical of 1.65, the calculated value t' is less than the t-critical. Therefore, the hypothesis of no significance difference is retained. The test reveals that there is an agreement between the opinions of teachers and students concerning lack of CRE teaching staff in the Junior Secondary Schools.

4.5.2. **Hypothesis Two**

There is no significant difference in the opinions of teachers and students concerning teachers' choice of teaching methods in teaching-learning process in the JSS on students academic performances.

To test this hypothesis, the mean scores of teachers and students opinions on teachers choice of teaching methods were compared and the results are summarized in table 4.5.2.

Table 4.5.2 **Hypothesis testing on Teaching Methods**

Group	No	Mean	SD	DF	T-Value	T-Cri	Alpha Level
Teachers	36	77.72	5.54	244	4.91	1.65	.05
Students	210	81.54	4.07				

The test shows significant difference between teachers and students opinions concerning teachers' choice of teaching methods in teaching-learning process in the Junior Secondary Schools. The mean score for the teachers is 77.72 with 5.54 as standard deviation. While the students have a mean of 81.54 and standard deviation of 4.07. The computed t-value was found to be 4.91 at alpha level of .05 with 244 degrees of freedom. The t-critical was found 1.65. Thus the calculated t-value is greater than the critical t-value. Hence, the difference is significant. Thus the null hypothesis is rejected. It could therefore be concluded that there is a significant difference between teachers and students' opinions in favour of the students.

4.5.3 **Hypothesis Three**

There is no significant difference between teachers and students views on inadequate instructional materials in Junior Secondary Schools, in regard to students poor academic performances in CRE examination.

To test this hypothesis, the mean scores of teachers and students views on inadequate instructional materials in the JSS were computed in table 4.5.3.

Table 4.5.3. **Hypothesis testing on Instructional Materials**

Group	No	Mean	SD	DF	T-Value	T-Cri	Alpha Level
Teachers Students	36 210	82.94 79.22	3.07 8.69	244	2.54	1.65	.05

The test shows a significant difference between teachers and students views on inadequate instructional materials in he Junior Secondary Schools.

The table reveals that teachers mean score is 82.94 with 3.07 as standard deviation, while the students have a mean 79.22 and standard deviation of 8.69. The calculated t-value is 2.54 at alpha level of .05 with 244 degree of freedom. The t-critical is 1.65. Thus the calculated t-value is greater than the t-critical. Hence, the difference is significant. Thus the null hypothesis is rejected.

It could therefore be concluded that there is a significant difference between teachers and students views, in favour of the teachers that there are inadequate facilities, equipment and teaching aids in the Junior Secondary Schools.

4.5.4 **Hypothesis Four**

There is no significant difference between teachers' opinions in respect to teachers' mode of evaluation of teaching-learning process in the Junior Secondary Schools, and its effect on student academic performances in CRE examination.

To test this hypothesis, the mean scores of teachers and students opinions on teachers mode of evaluation were computed in table 4.5.4.

Table 4.5.4. **Hypothesis Testing on Teachers' mode of Evaluation**

Group	No	Mean	SD	DF	T-Value	T-Cri	Alpha Level
Teachers	36	81.64	5.64	244	1.57	1.65	.05
Students	210	80.35	4.35				

The test shows no significant difference between teachers and students' opinions in respect to teachers' mode of evaluating the teaching-learning process in the Junior Secondary Schools.

The table above indicates that the mean score of teachers is 81.64 with 5.64 as standard deviation, while students have a mean of 80.35 with 4.35 as standard deviation. The computed value of t, was 1.57 at alpha level of .05 with degree of freedom of 244, while the t-critical was 1.65. Thus the calculated t-value is less than the critical t-value. hence the difference is not significant. Thus the null hypothesis is accepted.

It could be concluded that there is no significant difference between the opinions of teachers and students in respect to teachers mode of evaluating teaching-learning process in the Junior Secondary Schools.

4.6 Discussion

The results of responses from teachers and students to the test items in section 'A' and 'B' of the questionnaire are discussed here. Comparison of respondents rating in section 'A' of the questionnaire and scores in section 'B' indicated that there is an agreement in the opinions of both respondents on hypothesis 1 and 4, but differ in their opinions on hypothesis 2 and 3. Even though teachers and students differ in their opinions on these hypotheses slightly, their differences were not so significant. This might be attributed to the close perception of the factors affecting students academic performance in Christian religious Education examination in the Junior Secondary Schools by both CRE teachers and students themselves.

This awareness of the problem might lead the teachers of Christian Religious Education to better understanding, strength and weaknesses of their instructional strategies and techniques and so as to improve. Likewise, students offering CRE subject are not to take it for granted. These results can be used to prove the assertion by the parents and supported by Ifene (1987), Sofolahan (1993), Nwabueze (1993), and Iyorchia (1995). It is also supported by the Research works carried out by other Researchers who obtained similar results on the same topic in other states. Bongoton (1991) and Digga (1991) .

The teachers higher rating and scores in section 'A' and 'B' of the questionnaire on teaching methods and use of instructional materials than students ratings and scores on the same test items, might significantly be attributed to teachers professional training, knowledge and experiences than the students. This result can be used to prove the assertion by Farrant (1974) that "no teacher can enlighten himself if he himself is ignorant". Teachers and students ratings and

scores on hypothesis 2 and 3, were almost the same. This result might be attributed to the students prior knowledge of the qualifications of their teachers, close social interactions in the classroom teaching-learning situations and also, students' observations of their teachers' mode of evaluating their performances. This result can be used to prove the argument by Fafunwa (1974) that "if teaching is to become a responsible profession like other learned professions, then the Nigerian qualified teacher should posses a minimum of National Certificate in Education (NCE) to enter the teaching profession at the lowest level". In addition, the stipulation by the National Policy on Education (1981) that the least qualification of Nigerian teachers should be National Certificate in Education. These might have helped the students to have the idea about their teachers qualifications and possibly, the types of instructional materials available in their schools, and so have the same opinions with the teachers on these test items.

Hypothesis One, which states that, there is no significant difference between teachers' and students' opinions concerning Christian Religious Education teaching staff available in JSS and students' academic performance in CRE examinations was retained. It is important to note that, even though there is no significant difference between the two groups studied, yet their means indicated that teachers scores were slightly higher than the students. The explanation for this result might be attributed to teachers' educational background compared to the students. .

Hypothesis two, which states that, there is no significant difference between teachers and students opinions in respect to teachers' choice of teaching methods and students academic performance in CRE examinations in JSS, was rejected.. The possible explanation to this result might be attributed to close social interactions between teachers and students, and also communications during

classroom teaching-learning processes that enabled the students become more exposed to the ways and manners the teachers teach.

Hypothesis three, which states that, there is no significant difference between teachers and students views concerning the inadequate instructional materials and students academic performance in CRE examination in JSS, was rejected. The explanation for this result might be attributed to the awareness by the students of the types of instructional materials that were available in the schools, and used in imparting knowledge.

Hypothesis four, which states that, there is no significant difference between teachers and students opinions concerning teachers' mode of evaluation and students' academic performance in CRE examinations in the Junior Secondary Schools was also retained. The possible explanation for this result might be attributed to the students observations of the ways their teachers cared to evaluate their performances in giving tests, assignments, and the extent the teaching-learning outcomes have been successful.

4.7 Summary

The main focus of this chapter is data analysis. The data were collected from teachers and students through questionnaire. The data were presented in tables of percentages for all the test items in section 'A' of the questionnaire.

The four hypothesis formed for the purpose of this study were tested. The t-test was used to test all the four hypothesis. Section 'B' of the questionnaire carries the major test items for the study.

$$t = \frac{M_1 - m_2}{\sqrt{\frac{(n_1 - 1)\ Sd_1^2 + (n_2 - 1) Sd_2^2}{n_1 + n_2 - 2}}} \left(\frac{1}{n_1} + -\frac{1}{n_2}\right)$$

Hypothesis 1 and 4, were tested using the above formula. These two hypothesis were tested and retained. On the other hand, hypothesis 2 and 3 were tested and rejected.

CHAPTER SIX

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Research study, which focuses attention mainly on the factors affecting students academic performances in Christian Religious Education examination in Junior Secondary Schools in Benue State, sought for information from different sources. These sources have been discussed in Chapter 2, and 3.

This chapter attempts to give a general summary, report and major findings, conclusions and make recommendations to the Government, school Administrators, parents, teachers of Christian Religious Education and future Researchers.

5.2 Summary

This study started with the description of the problem. The problem was highlighted against its historical setting. The statement of the problem, Research questions, Research hypothesis, purpose of the study, significance of the study, basic assumptions and scope of the study, were then set forth to provide a framework within which the investigation was to be conducted.

A review of the related literature was centred primarily on the sub themes which include, Christian Religious Education, Christian Religious Education curriculum, Teaching staff, Teaching methods, Instructional materials and evaluation procedures.

The method used for data selection was through questionnaires. The Researcher collected the views of 36 CRE teachers and 210 CRE students, drawn randomly from 12 Junior Secondary Schools in Benue State. The responses were statistically analyzed. The hypothesis were tested through the use of t-test (for

related data). Hypothesis 1 and 4 were retained, while hypothesis 2 and 3 were rejected.

5.3 Findings

This Research study has come out with the following major findings:

Both teachers' and students' claimed that most of the Junior Secondary Schools selected for this study were not sufficiently staffed with qualified CRE teachers who could effectively handle the teaching of the subject. Also majority of Christian Religious Education teachers available in some of the Junior Secondary Schools were holders of National certificate of Education (N.C.E) and this category of teachers ought to not to teach at this level anymore.

The teaching methods used very often by majority of Christian Religious Education teachers were, storytelling and discussion methods. Both respondents claimed that there were inadequate instructional materials in all the schools. Especially, projectors, radio, educational television, tape recorders and video films were not at all available in any of the Junior Secondary Schools. Both respondents claimed that majority of Christian Religious Education teachers lacked professional knowledge of using appropriate evaluation techniques in teaching and learning process, and also continuous evaluation of students' academic progress.

Finally, the misguided beliefs that any teacher, no matter his field of specialization, can teach Christian Religious Education, and the misguided assumption by the students that Christian Religious Education is simple to pass in examination, have been responsible for the social stigma on Christian Religious Education today.

5.4 Conclusions

In view of the Research problem that led to the examination of the opinions of CRE teachers and students on the factors affecting students' academic performance in CRE examinations, it could be concluded that:

1. Most of the Junior Secondary Schools in Benue State were not sufficiently staffed with qualified CRE teachers. Teachers with National Certificate in Education (N.C.E) are still teaching at the JSS level.
2. Christian Religious Education teachers in the Junior Secondary Schools do not care very much to demonstrate their professional competence by using various teaching methods during lessons. Most of them have not been keeping abreast with the trends in the methodology of CRE teaching.
3. Problem of lack of important instructional materials in all the Junior Secondary Schools in Benue State, still exists.
4. Most CRE teachers do not seem to use appropriate simple methods or techniques of evaluating or assessing their students.

From discussions above, and based on the results of the hypothesis and supportive evidences from the responses to the test items in section 'B' of the teachers and students questionnaire, it can be stated that the problem of students poor academic performances in CRE examination, lies with the methods of teaching Christian Religious Education.

5.5 Recommendations

In the light of the findings and conclusions in this study, the following recommendations are put forth. It is hoped these recommendations will be of help to Benue State Ministry of Education, school administrators, parents, teachers and future Researchers.

5.5.1 **Recruitment of Teachers**

The State Ministry of Education should recruit more qualified professional CRE teachers to meet the present demands in the Junior Secondary Schools in the state.

The state teaching Service Board should make sure that only teachers with First degree are recruited to teach at the Junior Secondary School level in order to enhance students academic performances.

The state Ministry of Education should continue to encourage and grant more in-service training to the teachers with low academic qualification.

5.5.2 **Teaching Methods**

Christian Religious Education teachers should use varieties of teaching methods in all the processes of teaching and learning. They should go beyond what one might call 'Traditional Techniques and used methods that are learner-centred, such as, problem solving method and discovering methods.

Teachers should be current with the latest teaching approaches in other secular subjects as well, and evolve high standard of teaching methods to develop higher level learning in students.

Well planned workshops should be organized occasionally by the Department of Christian Religious Education in Universities and Colleges of Education to keep the teachers well informed of new developments in Christian Religious Education.

5.5.3 **Instructional Materials**

State and Local Governments and School Proprietors should intensify efforts to provide the essential instructional materials needed in the Junior Secondary Schools, such as, educational television, radios, tape, recorders, projectors,

Library, theatres, and textbooks. These instructional materials will help expose students to the knowledge explosion in science and technology and also contribute to effective teaching and learning of Christian Religious Education.

Parents should also help the Government in providing some of the instructional materials in the Junior Secondary Schools, and should be more responsive to the educational needs of their children.

Teachers, especially, CRE teachers should as much as possible use locally improvised teaching aids to supplement the efforts of the Government. They should cultivate good maintenance culture and effective use of the few teaching aids available.

5.5.4 **Evaluation**

Evaluation procedures should be continuous at all levels and at all teaching-learning situations. This will create room for better decision-making and the appraisals of the strength and weaknesses of the educational programmes.

Teachers should apply appropriate evaluation strategies and techniques in all teaching and learning process in order to enrich students' academic development. They should evolve methods of re-evaluating their students progress and the extent the teaching-learning outcomes have been achieved.

5.5.5 **General**

The Federal Government should re-organize the Nigerian Educational Research and Development Council for effective planning and qualitative education in Nigerian Schools.

Christian Religious Education should be made compulsory also at the Senior Secondary School level because of the moral and spiritual values attached to it. This will help minimize students social maladjustments and moral decadence

being witnessed in our school today.

5.5.6 **Future Research**

The Researcher strongly recommends similar studies like this in other states of the Federation because such studies will further highlight and identify other factors militating against students' academic performances in Christian Religious Education.

Relevant areas of similar problem the Researcher wishes to recommend for further research study include, students social maladjustments, socio-economic background of the family, and political instability in the country.

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APPENDIX 'A'

LIST OF SCHOOLS SELECTED FOR THE STUDY

1. Government Day Secondary Schools, North Bank, Makurdi.
2. ECWA Secondary School, North Bank, Makurdi.
3. Ogiri Oko Memorial College, North Bank, Makurdi.
4. Government Secondary School, Apir-Makurdi.
5. Government Secondary School, (GSS) Otukpo.
6. Ujor Memorial College, Otukpo.
7. ST. Paul's Secondary School, Otukpo.
8. Jesus college, Otukpo.
9. Government Secondary School (GSS) Gboko.
10. Government Day Secondary School, Gboko.
11. Bristol Secondary School, Gboko.
12. Gboko High School, Gboko.

APPENDIX 'B'

Department of Christian Religious Education,
Faculty of Education
Ahmadu Bello University,
Samaru-Zaria.
October,1995

Dear Respondent,

TEACHERS' QUESTIONNAIRE

I am a student of Ahmadu Bello University, Samaru-Zaria. I am conducting a research in your school to identify some of the factors affecting students' academic performance in Christian Religious Education Examination at the Junior Secondary School (JSS) Level in Benue State. I need your assistance by filling the attached questionnaire.

Please do not write your name on the questionnaire. Endeavor to answer the questions as truthfully as possible. Your answers will be treated as confidential. They will only be used for educational purposes.

Boxes are provided beside the statements to indicate your responses. Please read each statement carefully and put a mark ( ) in the column that best expresses your opinion.

Thanks for your co-operation.

Sincerely yours

Innocent O. ABBAH.

QUESTIONNAIRE FOR CRE TEACHERS

Section 'A' BIODATA

Instruction

Kindly and honestly put a mark ( ) in the appropriate boxes provided below, Nos, 1 - 10 as it relates to you.

1. Name of Your Institution.....

2. Please indicate your Sex. Male ( ) Female ( )

3. What is your age ?

   Under 24 years ( )

   24 - 30 years ( )

   31 - 40 years ( )

   41 -45 years ( )

   46 years and above ( )

4. What is your present Educational qualification?

   N.C.E. ( )

   B.Th ( )

   B.Ed ( )

   M.Ed ( )

   M.A ( )

   M.Th ( )

   Ph.D ( )

   Others ( )

5. When did you obtain your highest qualifications ?

   Less Than One Year ago ( )

   1 - 2 years ago ( )

   3 - 6 years ago ( )

   7 - 10 years ago ( )

   11 and above years ( )

6. Did you obtain your qualification in Christian Religious Education ?

   Yes ( ) No ( )

7. Which class of Junior Secondary School are you teaching ?

   JSS I ( )

   JSS II ( )

   JSS III ( )

   All JSS Class ( )

8. Have you gone through the contents of the new Christian Religious Education curriculum for the Junior Secondary Schools ?

   Yes ( ) No ( )

9. How long have you taught Christian Religious Education ?

   Less Than One Year ( )

   1 - 3 years ( )

   4 - 6 years ( )

   7 - 9 years ( )

   10 and above years ( )

10. Are you a member of National Association of Bible Knowledge Teachers of Nigeria, or any professional body ?

    Yes ( ) No ( )

Availability of Qualified Professional CRE Teachers in Schools

Put a tick ( ) in the box against the statement that best expresses your opinion.

11. The staffing situation of qualified professional Christian Religious Education teachers in the Junior Secondary School classes in your school is:

Very Adequate ( )

Adequate ( )

Fairly adequate ( )

Not Adequate ( )

Not at all available ( )

12. Rate your present academic qualification in respect to the teaching of Christian Religious Education in Junior Secondary Schools.

Very Appropriate ( )

Appropriate ( )

Fairly Appropriate ( )

Not Appropriate ( )

Not Sure ( )

Teaching Methods

At the end of each statement, are columns number 5,4,3,2,1 which represent: Very often, Often, Fairly Often, Not Often, No opinion. Tick the number that best expresses your opinion on the statement.

13. How would rate your use of the following methods of teaching in Christian Religious Education lessons ?

	Very Often 5	Often 4	Fairly Often 3	Not Often 2	No Opinion 1
Story-telling Method					
Group Method					
Lecture Method					
Project Method					
Discussion Method					
Dramatization Method					
Use of Resource Person					
Assignment Method					
Question/Answer Method					
Use of teaching aids					
Excursion/Field Trips					

14. How many periods do you have for each Christian Religious Education class in a week ?

1 Period ( )

2 Periods ( )

3 Periods ( )

4 Periods ( )

5+ Periods ( )

Availability of Adequate Instructional Materials in schools

At the end of each statement are columns numbered 5, 4, 3, 2, 1 which represent: Highly Available, Available, Limited, Very Limited, Not at all Available. Tick the no that best expresses your opinion.

15. Rate the availability of the following teaching aids in Junior Secondary School classes:

	5	4	3	2	1
Textbooks					
Relevant CRE Textbooks					
Bible Maps					
Dusters					

16. Rate the availability of the following facilities used for teaching Christian Religious Education lessons in your school.

	5	4	3	2	1
Classrooms					
Library					
Theatres					
Conference Room					
Offices					
Tables/Desks					

17. Rate the availability of the following equipments used for the teaching of Christian Religious Education.

	5	4	3	2	1
Opaque Projector					
Film Strips					
Educational Television					
Radio					
Tape Recorder					
Video/Cassette					

Evaluation Procedures

At the end of each statement are columns numbered 5, 4, 3, 2, 1 which represent: Very Often, Often, Fairly Often, Not Often. No Opinion. Tick the no that best expresses your view on the statement.

18. How often do you use the following methods or techniques in evaluating your students academic achievements.

	5	4	3	2	1
Objective Test					
Essay Test					
Assignments					
Projects					
Observation					
quiz					

19. How would you rate your students performance in Christian Religious Education examination ?

Excellent ( )

Very good ( )

Good ( )

Fair ( )

Poor ( )

20. How many times do you assess your students progress in a term?

One time ( )

Twice ( )

Thrice ( )

Four and above times ( )

21. Do you think your evaluation strategies have had any positive impact on students learning and performances ?

Yes ( ) No ( )

Suggestion

In view of parents outcry about the alarming rate of students failures in CRE examinations, suggest ways you think teaching of CRE could be made more effective.

.....

SECTION 'B'

Instruction

Please carefully read the column below and tick the column that agree with your view.

	SA	A	UD	DA	SDA
Teaching Methods 27. Students perform better academically when their teachers make use of variety of teaching methods in the classroom.					
28. Methods used day after day with no variation leads to boredom, and affects students interest and better academic performances.					
29. A good method used directs and guides the teacher to achieve the desired goals and objectives of the teaching and learning.					
30. Teachers often make use of varieties of teaching methods when teaching their lessons in the classrooms to enhance students academic performance.					
31. Teachers haphazard application of methods of teaching in the classroom teaching and learning situation affects students performances.					
Instructional Materials 32. Adequate instructional materials are available in the JSS and teachers make use of them in teaching-learning process.					

	SA	A	UD	DA	SDA
33. library is a storehouse of knowledge, its absence in the school has nothing to do with the student academic performances.					
34. Teaching aids when effectively used by the teachers in teaching-learning situations sustains the interest of the students and make the learning more permanent in them.					
35. Students understand their lessons better when teachers make use of adequate teaching aids.					
36. Teaching aids such as television and videos are available in all JSS to supplement teachers verbal efforts.					
Evaluation Procedure 37. The use of appropriate evaluation techniques and strategies enhance students academic performances.					
38. Regular assignments and tests given to students improve their performances than depending on classroom lectures only.					

	SA	A	UD	DA	SDA
39. Evaluation of teaching-learning process has no effect on students progress and academic performances.					
40. Evaluation of teaching-learning process act as a feedback on the extent the desired learning outcomes is achieved.					
41. Evaluation of students academic achievements is not significant to the educational programmes.					

APPENDIX 'C'

Department of Christian Religious Education,
Faculty of Education
Ahmadu Bello University,
Samaru-Zaria.
October,1995

Dear Respondent,

STUDENTS' QUESTIONNAIRE

I am a student of Ahmadu Bello University, Samaru-Zaria. I am conducting a research in your school to identify some of the factors affecting students' academic performance in Christian Religious Education Examination at the Junior Secondary School (JSS) Level in Benue State. I need your assistance by filling the attached questionnaire.

Please do not write your name on the questionnaire. Endeavor to answer the questions as truthfully as possible. Your answers will be treated as confidential. They will only be used for educational purposes.

Boxes are provided beside the statements to indicate your responses. Please read each statement carefully and put a mark ( ) in the column that best expresses your opinion.

Thanks for your co-operation.

Sincerely yours

Innocent O. ABBAH.

SECTION 'A' - BIODATA

Instruction

Please carefully read the statements below and tick the box that best agrees with your opinion.

1. Name of your School.....

   .....

2. Indicate your Sex. Male ( ) Female ( )

3. What is your Age ?

   Under 10 years ( )

   11 - 12 years ( )

   13 - 15 years ( )

   Above 16 years ( )

4. Indicate your Class

   JSS I ( )

   JSS II ( )

   JSS III ( )

5. Indicate the qualification your Father has obtained.

   Do not go to school ( )

   Primary school ( )

   Secondary school ( )

   University degree ( )

6. Do your parents care to ask of your terminal result ?

   Yes ( ) No ( )

7. Are your parents happy for your poor performances in Christian Religious Education Examinations ?

   Yes ( ) No ( )

Availability of Qualified Professional CRE Teachers in Schools

8. State the staffing situation of qualified professional CRE teachers in your school is,

Excellent ( )

Very good ( )

Good ( )

Satisfactory ( )

Poor ( )

Very poor ( )

Teaching Methods

At the end of each statements are columns numbered 5, 4, 3, 2, 1 which represent:

5, Very often

4, Often

3, Fairly often

2, Not often

1, No opinion

Tick ( ) the number that best expresses your opinion on the statement.

9. How often does your CRE teacher use any of the following methods of teaching in the class ?

	Very Often 5	Often 4	Fairly Often 3	Not Often 2	No Opinion 1
Group Method					
Project Method					
Lecture Method					
Story telling Method					
Dramatization Method					
Discussion Method					
Questions/Answers Method					
Assignment Method					
Excursion/Field trip					

Availability of Facilities, Equipment and Teaching Aids in Schools

Tick ( ) the number that clearly indicate your opinion on the statement.

10. Rate the availability of the following instructional materials used for Christian Religious Education Lesson in your class.

	5	4	3	2	1
Relevant Textbooks					
Bible maps					
Chalkboard					
Charts					
Film strips					
Pictures					

11. Rate the availability of the following Facilities used for learning Christian Religious Education lessons in your school.

	5	4	3	2	1
Library					
Classrooms					
Theatres					
Conference halls					
Tables/chairs					

12. Rate the availability of the following equipment used for the learning of CRE lessons in your school.

	5	4	3	2	1
Opaque Projector					
Tape recorder					
Radio					
Educational television					
Video					

Teachers' Evaluation Procedures

At the end of each statement are columns numbered 5, 4, 3, 2, 1 which represent: 5, very often; 4, often; 3, fairly often; 2, not often; 1, no opinion. Tick ( ) the number that best expresses your view on the statement.

13. How often does your teacher use the following methods to assess your performances ?

	5	4	3	2	1
Objective Test					
Essay Test					
Assignments					
Projects					
Quiz					
Observation					
Others					

14. How would you rate the evaluation strategies and techniques carried out by your CRE teachers in the class.

	5	4	3	2	1
Excellent					
Very good					
Fair					
Poor					
Very poor					

15. How often does your CRE teacher give you take home Assignment?

	5	4	3	2	1
Very often					
Often					
Fairly Often					
Not often					
Not at all					

16. Do you think this type of continuous assessment enhances your learning and performances in CRE examination ?

Yes ( ) No ( )

SECTION 'B'

Instruction:

Please carefully read the column below and tick the column that agree with your view.

	SA	A	UD	DA	SDA
Qualified Teaching Staff 17. Qualified Teaching staff available in all schools are the key asset to educational development.					
18. Inadequate teaching staff in schools, affect students academic performance.					
19. Teachers with higher academic qualification teach better and more effectively in their subjects disciplines.					
20. Any teacher can teach Christian Religious Education no matter his field of specification.					
21. The non professional CRE teachers available in JSS are more than the professional CRE teachers.					
Teaching Methods 22. Students perform better academically when their teachers make use of variety of teaching methods in the classroom.					

	SA	A	UD	DA	SDA
23. Methods use day after day with no variation leads to boredom, and affect students interests and better academic performances.					
24. A good method used directs and guides the teacher to achieve the desired goals and objectives of teaching and learning.					
25. Teachers often make use of varieties of teaching methods when teaching their lessons in the classroom to enhance students academic performances.					
26. Teachers haphazard application of methods teaching in the classroom teaching and learning situation affect students performances.					
Instructional Materials 27. Adequate instructional materials are available in the JSS and teachers make use of them in teaching-learning process.					
28. Library is a store house of knowledge, its absence in a school has nothing to do with the students academic performances.					

	SA	A	UD	DA	SDA
29. Teaching aids when effectively used by the teachers in teaching-learning situations sustains the interest of the students and make the learning more permanent in them.					
30. Students understand their lessons better when teachers make use of adequate teaching aids.					
31. Teaching aids such as television and videos are available in all JSS to supplement teachers verbal efforts.					
Evaluation Procedure 32. The use of appropriate evaluation techniques and strategies enhance students academic performances.					
33. Regular assignments and tests given to students improve their performances than depending on classroom lectures only.					

	SA	A	UD	DA	SDA
34. Evaluation of teaching-learning process has no effect on students progress and academic performances.					
35. Evaluation of teaching-learning process act as a feedback on the extent the desired learning outcomes is achieved.					
36. Evaluation of students academic achievements is not significant to the educational programmes.					

APPENDIX 'D'

Table 1.

JSS III RESULT ANALYSIS
THE NUMBER OF STUDENTS WHO SAT FOR
JSS III CRE EXAMINATION 1991 - 1994

NAME OF SCHOOL	No of Students 1991	No of Students 1992	No of Students 1993	No of Students 1994	Total
Govt. Day Sec School Makurdi	311	438	406	420	1575
ECWA Secondary School, Makurdi	168	165	171	174	678
Ogiri Oko Memorial College, Makurdi	120	128	124	130	502
Govt. Sec. school, Apir-Makurdi	130	120	120	126	496
Govt Secondary School, Otukpo	306	290	292	296	1184
Ujor Memorial College, Otukpo	106	124	124	128	482
St. Paul's Sec. School, Otukpo	130	130	134	138	532
Jesus College, Otukpo	200	204	204	206	814
Government Sec. School, Gboko	312	316	312	320	1260
Govt. Day Sec. School, Gboko	250	330	330	331	1241
Bristol Secondary School, Gboko	204	208	300	320	1032
Gboko High school, Gboko	230	234	260	250	974
Total	2467	2687	2777	2839	10770

Table 2 **JSS III RESULT ANALYSIS 1991 - 1994**

NAME OF SCHOOLS	NO OF STUDENTS PASSED				PERCENTAGE OF STUDENTS PASSED				NO OF STUDENTS FAILED				PERCENTAGE OF STUDENTS FAILED			
	YEARS				YEARS				YEARS				YEARS			
	91	92	93	94	91	92	93	94	91	92	93	94	91	92	93	94
Govt. Day Sec. School, Makurdi	161	226	206	214	51.77	52.09	50.74	50.95	150	212	200	206	48.23	48.40	49.26	49.05
ECWA Sec. School, makurdi	86	87	90	94	51.19	52.73	52.63	48.02	82	78	81	80	48.81	47.27	47.37	45.99
Ogiri Oko Memorial College, Makurdi	62	62	60	61	51.67	48.44	48.39	46.92	58	66	64	69	48.33	51.56	51.61	53.08
Govt Sec. School, Api	71	56	62	66	54.62	46.67	51.67	52.38	59	64	58	60	45.38	53.33	48.33	47.62
G.S.S. Otukpo	157	150	148	154	51.31	51.72	50.68	52.03	149	140	144	142	48.69	48.28	49.32	47.97
Ujor memorial College, Otukpo	52	66	64	68	49.06	52.23	51.61	53.13	54	58	60	60	50.94	46.77	48.39	46.88
St. Paul's Sec. Schhol, Otukpo	67	68	70	75	51.54	52.31	52.24	54.35	63	62	64	63	48.46	47.69	47.76	45.65
Jesus College Otukpo	110	112	114	104	55.00	54.90	55.88	50.49	90	92	90	102	45.00	45.09	44.12	49.51
G. S. S., Gboko	168	162	166	170	53.85	51.27	53.21	53.13	144	154	146	150	40.15	48.73	40.79	46.88
Govt. Day School, Gboko	128	176	174	172	52.20	53.33	52.73	51.96	122	154	156	159	48.80	46.67	47.27	48.04
B. S. S. Gboko	106	108	160	170	51.96	51.92	53.33	53.13	98	100	140	150	48.04	48.08	46.67	46.88
Gboko High Sch., Gboko	120	124	134	130	52.17	52.99	51.54	52.00	110	110	126	120	47.83	47.01	48.46	48.00

Table 3.

JUNIOR SECONDARY SCHOOL RESULT ANALYSIS
TOTAL NUMBER OF PASSES AND FAILURES
IN EACH SCHOOL FROM 1991 - 1994.

NAME OF SCHOOL	TOTAL NO OF STUDS.	TOTAL NO PASSED	PERCENT AGE PASSED	TOTAL NO OF STUDS FAILED	PERCENT AGE FAILED
Govt. Day Sec School Makurdi	1575	807	51.24	768	48.76
ECWA Secondary School, Makurdi	678	357	52.65	321	47.76
Ogiri Oko Memorial College, Makurdi	502	245	48.80	257	51.19
Govt. Sec. school, Apir-Makurdi	496	255	51.41	241	48.59
Govt Secondary School, Otukpo	1184	609	51.44	575	48.56
Ujor Memorial College, Otukpo	482	250	51.87	232	48.13
St. Paul's Sec. School, Otukpo	532	280	52.63	252	47.37
Jesus College, Otukpo	814	440	54.05	374	45.95
Government Sec. School, Gboko	1260	666	52.86	594	47.14
Govt. Day Sec. School, Gboko	1241	650	52.38	591	47.62
Bristol Secondary School, Gboko	1032	544	52.71	488	47.29
Gboko High school, Gboko	974	508	52.16	466	47.84

Table 4.

PERCENTAGES OF PASSED AND FAILED STUDENTS IN THE SCHOOLS, 1991 - 1994.

NAME OF SCHOOL	PERCENTAGES PASSED	PERCENTAGES FAILED
Govt. Day Sec School Makurdi	51.24	48.76
ECWA Secondary School, Makurdi	52.65	47.35
Ogiri Oko Memorial College, Makurdi	48.80	51.19
Govt. Sec. school, Apir-Makurdi	51.41	48.59
Govt Secondary School, Otukpo	51.44	48.56
Ujor Memorial College, Otukpo	51.87	48.13
St. Paul's Sec. School, Otukpo	52.63	47.37
Jesus College, Otukpo	54.05	45.95
Government Sec. School, Gboko	52.86	47.14
Govt. Day Sec. School, Gboko	52.38	47.62
Bristol Secondary School, Gboko	52.71	47.29
Gboko High school, Gboko	52.16	47.84

APPENDIX 'E'

Hypotheses
Question One

T - TEST
STATISTICAL FORMULA

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(n_1 - 1)\,Sd_1^2 + (n_2 - 1)\,Sd_2^2}{n_1 + n_2 - 2}}} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)$$

Where $M_1 = 77.22$, $n_1 = 36$ Sd = 8.06
$M_2 = 79.27$, $n_2 = 210$ Sd = 5.79

$$t = \frac{77.22 - 79.27}{\sqrt{\frac{(36 - 1)\,8.06^2 + (210 - 1)\,5.79^2}{36 + 210 - 2}}} \left(\frac{1}{36} + \frac{1}{210}\right)$$

$$t = \frac{-2.05}{\sqrt{\frac{(35)\,64.9636 + (209)\,33.5241}{246 - 2}}} (0.027777777 + 0.004761904)$$

$$t = \frac{-2.05}{\sqrt{\frac{2273.726 + 7006.5369}{244}}} (0.032539681)$$

$$t = \frac{-2.05}{\sqrt{\frac{9280.2629}{244}}} (0.032539681)$$

$$t = \frac{-2.05}{\sqrt{1.237609813}}$$

$$t = \frac{-2.05}{1.1124912}$$

t-value 1.84

t-critical 1.96

Hypotheses
Question Two

Where $M_1 = 77.72$, $n_1 = 36$ Sd = 5.54
$M_2 = 81.54$, $n_2 = 210$ Sd = 4.07

$$t = \frac{77.72 - 81.54}{\sqrt{\frac{(36-1)\,5.54^2 + (210-1)\,4.07^2}{36+210-2}}}\left(\frac{1}{36}+\frac{1}{210}\right)$$

$$t = \frac{-3.82}{\sqrt{\frac{(35)\,30.6916 + (209)\,16.5649}{246-2}}}(0.027777777 + 0.004761904)$$

$$t = \frac{-3.82}{\sqrt{\frac{1074.206 + 34562.0641}{244}}}(0.032539681)$$

$$t = \frac{-3.82}{\sqrt{\frac{4536.2701}{244}}}(0.032539681)$$

$$t = \frac{-3.82}{\sqrt{18.5912709}}(0.032539681)$$

$$t = \frac{-3.82}{0.777787904124912}$$

t-value 4.91

t-critical 1.96

Hypotheses
Question Three

Where $M_1 = 82.94$, $n_1 = 36$ $Sd = 3.07$
$M_2 = 79.22$, $n_2 = 210$ $Sd = 8.69$

$$t = \frac{82.94 - 79.22}{\sqrt{\frac{(36-1)\,3.07^2 + (210-1)\,8.69^2}{36+210-2}}\left(\frac{1}{36}+\frac{1}{210}\right)}$$

$$t = \frac{3.72}{\sqrt{\frac{(35)\,9.4249 + (209)\,75.5161}{246-2}}}(0.027777777 + 0.004761904)$$

$$t = \frac{3.72}{\sqrt{\frac{329.8715 + 15782}{244}}}(0.032539681)$$

$$t = \frac{3.72}{\sqrt{\frac{16112.7364}{244}}}(0.032539681)$$

$$t = \frac{3.72}{\sqrt{2.148784027}}$$

$$t = \frac{3.72}{1.465873128}$$

t-value 2.54

t-critical 1.96

Hypotheses
Question Four

Where $M_1 = 81.64$, $n_1 = 36$ $Sd = 5.64$
$M_2 = 80.35$, $n_2 = 210$ $Sd = 4.35$

$$t = \frac{81.64 - 80.35}{\sqrt{\frac{(36-1)\,5.64^2 + (210-1)\,4.35^2}{36+210-2}}\left(\frac{1}{36} + \frac{1}{310}\right)}$$

$$t = \frac{1.29}{\sqrt{\frac{(35)\,31.8096 + (209)18.9225}{246-2}}}(0.027777777 + 0.004761904)$$

$$t = \frac{1.29}{\sqrt{\frac{1113.3336 + 3954.8025}{244}}}(0.032539681)$$

$$t = \frac{1.29}{\sqrt{\frac{5068.1361}{244}}}(0.032539681)$$

$$t = \frac{1.29}{\sqrt{0.675883327}}$$

$$t = \frac{1.29}{0.822121236}$$

t-value 1.57

t-critical 1.96