FACTORS HINDERING THE EFFECTIVE TEACHING OF CHRISTIAN RELIGIOUS STUDIES (C.R.S) IN POST SECONDARY INSTITUTIONS IN BENUE STATE

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FEBRUARY, 1996

DECLARATION

It is here by declared that this Thesis has been written by this researcher and that it is a record of his own work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks or identation and sources of information are specially acknowledged by means of reference.

Rev. P.G. Awunah

CERTIFICATION

This thesis entitled "FACTORS HINDERING THE EFFECTIVE TEACHING OF CHRISTIAN RELIGIOUS STUDIES (C.R.S.) IN POST SECONDARY INSTITUTIONS IN BENUE STATE meets the regulations governing the award of the degree of Masters of Education(Christian Religious studies) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated first of all to God almighty for his numerous blessings. And to my wife, Mr. Patricia and my children, Gbaden, Msuega, Hembafan, Terfa, Nguema and Apndohemba.

ACKNOWLEDGEMENT

This researcher hereby extends his gratitude to all who have contributed to his success in the studies, and especially those who contributed to its completion. Their cooperation, assistance and support made the completion of the work a reality.

First, he is most sincerely grateful to his major supervisor, Rev. Dr.J.H.Kamman for his guidance, patience and advice throughout the course. Secondly, the researcher is very thankful for the contributions of Rev. Dr. J.A. Ilori who supervised his work tirelessly and even saw him through in some courses. Thirdly, the researcher appreciates the contributions of Dr. Ben-Yunusa, Dr. I. Aliyu Dr. F.D. Kolo, Dr.(Mrs) A.O. Okatahi, who at various stages come to his help.

Also acknowledged is Mr. Femi Oyeneye, the U.B.A. Bank Branch Manager for Zaria who financed the photocoping of the work. Also not forgotten is the contributions of Brigadier General Ogunribido the then commandant, Nigerian Military School (NMS) Zaria who financed the typing of the thesis, and the love Rev. C.B. Kaburuk and his family had for the writer by providing accommodation for him while the researcher was in Kaduna during the latter part of this research.

The writer acknowledges most sincerely his dear wife Patricia, and children; Gbaden, Msuega, Hembafan, Terfa, Nguem and Aondohemba who endured deprivation of fatherly love and prevence during the course at Ahmadu Bello University, Zaria. And finally, the write acknowledges the love and prayer of the Anglican Bishop of Makurdi Dioces, the late Bishop Terry Iyangemar had for him while the writer was engaged in this course.

May the Almighty God continue to be gracious to you all.

ABSTRACT

The purpose of this study was to determine some of the factors hindering the effective teaching of the Christian Religious Studies in Post-Secondary Institutions in Benue State with the aim of making necessary recommendations for improving the teaching of the said subject in the post-secondary institutions in the state. The population of the study was the four post-secondary institutions in Benue State, the C.R.S. students and C.R.S. lecturers. The literature review centered on some major concepts related to the topic. They included; C.R.S. as a subject, aims of teaching C.R.S., importance of teaching C.R.S. and the problems of teaching C.R.S. The tools used to gather data for the study vas questionnaire and personal interview. In all, one hundred and fifty-five copies of questionnaire were sent out and one hundred and fifty-three were returned and used for this research instrument. The instrument was divided into three sections. Section 'one' sought for personal data of all the respondents: lecturers, students and the principals while the lecturers' section was again divided into five sections. Section one of this sought information on

the lecturers' personal data. Section two looked at the lecturers' stand on C.R.S. while section three sought information on interpersonal relationship of lecturers. Section four looked at the availability or non availability of materials and facilities. Section five looked at the aims for teaching C . R. S

Pearson correlation coefficient statistical Analysis method was used. This was in order to check the relationship that existed between the various variables. The independent and dependent variable were subjected to Pearson moment Based on this studies the following findings were made.

Findings.

The following are the findings of the study;-

1. C.R.S. lecturers and students are of the opinion that the Bible, textbook for C.R.S. has relevance for teaching or values and attitudes which can consequently influence the behavioural pattern of students. Comparatively however, the students have a higher view of the Bible as having more value for, positive behavioural influence than lecturers.

2. C.R.S. lecturers indicated high satisfaction with the C.R.S. curriculum for post secondary institutions in terms of adequacy and suitability for teaching students those concepts and skills that are required for living.

3. C.R.S. students believe that good teaching methods could enhance the attainment of high level learning.

The factors militating against the effective teaching of C.R.S. in the Post secondary institutions in Benue State include the following:

a) That the C.R.S. lecturers are not given enough motivation and incentives to enhance their maximum performance in teaching of the subject (C.R.S.).

b) A number of facilities such as housing, medical care and Car Loan are lacking.

c) In class rooms, facilities that could aid learning are not available, and so, lecturers teach without teaching aids.

d) Lecturers also lack current text books.

e) Frequent changes in the Government educational policies are also the factors hindering the effective teaching of C.R.S in post secondary institution.

LIST OF ABBREVIATIONS

A.B.U.:	-	Ahmadu Bello University
B.A.:-	-	Bachelor of Arts.
B.A. THEO:-	-	Bachelor of Arts Theology
C.R.E.:	-	Christian Religious Education
C.R.S.:	-	Christian Religious Studies
DIP:	-	Diploma
ETC:	-	And so on
M.ED:	-	Master's of Education
N.C.E:	-	Nigeria Certificate in Education
Ph.D:	-	Doctor of Philosophy
R.T.C.	-	Reformed Theological College
A.T.C.:	-	Advanced Teachers' College
C.O.E.:	-	College of Education
MUCAS:	-	Murtala College of Arts and Science.
ERC:	-	Educational Resource Centre.
C.R.K:	-	Christian Religious Knowledge.

DEFINITION OF TERMS

The following terms are defined exclusively for this research only. The terms include:-

PROBLEMS.

Problems are the significant, perplexing and challenging situations, the solutions of which require reflective thinking.

CHRISTIAN RELIGIOUS STUDIES:

These are the studies of Christian beliefs, imposed upon the Christian Religious Study students by Christian Religious educators. The purpose of which is aimed at redirecting the minds of the C.R.S. students to the realization of the students' personal goals, the goals of the society and finally the love for and the fear of God.

TEACHING:

Is the imparting of the C.R.S. knowledge to students who would want to acquire the C.R.S. education.

POST-SECONDARY INSTITUTIONS:

These are the school divisions following secondary schools. These emphasize vocational subjects especially those constituting the preparation for the award of higher certificates and degrees e.g. Diploma Bible Studies, B.A. Theology etc.

KASHUM [illegible] LIBRARY

CHRISTIAN RELIGIOUS STUDIES CURRICULUM:

This includes, the content or syllabus of C.R.S. the teaching methods, the materials; Books, audio visual aids, the way the institutions should be organized and all other component within the school programme that may influence the teaching and learning of C.R.S. This kind of C.R.S. curriculum is to be found in booklet form in the Nigerian Educational Research and Development Council (NERDC) 6-3-3-4 curriculum series booklet.

CHRISTIAN RELIGIOUS STUDY CONTENT:

This include; The Biblical facts or the scriptural facts balanced ideas or meanings presented in speech or writing for the C.R.S. students' consumption.

PROFESSIONAL TRAINING IN C.R.S.:

This is a sequence of courses basic to specialized training for a teaching career in C.R.S. e.g. Nigerian Certificate in Education, Bachelor of Theology etc.

BEHAVIOUR MANIFESTATION:

This is described as a manner of one's conduct. In this study, it denotes actions and reactions toward an environment It is used for those outward actions and reactions towards individuals, other people and things which may or may not be to the benefit of others.

ATTITUDES:

This refers to state of mind regarding some matters as indicating opinions or purpose.

MORAL VALUE:

Is a specific virtue considered of value to a society and spelt out to be taught in schools in the context of more general aims of moral education.

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Chapter 1

INTRRODUCTION

1.1 Background of the Problem

Nigeria like any other developing nation of the World gives education a priority place in her National Development effort, hence the huge investments on education.

This observation was made by Alfa (1979), and Ozigi (1979), who pointed out that many state governments, including Benue, allocate between 40-60 percent of their budget to education. Despite the dwindling financial fortunes of the country, the Federal and State Governments remain resolute in their commitment to providing education to all the citizens. However, the nation's efforts will only yield the desired fruits if the teaching conditions in general are monitored and improved.

Christian Religious Studies (C.R.S.) is one of the subjects offered in most post-secondary institutions in Nigeria. In Benue State, it is offered as a compulsory subject in many schools, because of the importance the government attaches to Christian Religion. For this reason, there

is a need for all those who are concerned with the organization and teaching of C.R.S. in Nigerian schools and Benue State in particular, to pilot the teaching process in such a way that students benefit optimally from the subject.

The value of having the subject taught at all levels of our educational system can not be over emphasized. Such a value has been stated by Okunrotifa (1971), when he asserted that:

> The real value of C.R.S. lies in the fact that it helps man to live; it helps man to interract with another man; it helps man to know his true position as a man created by God; and what are his duties.

From the above observations, it is understood that C.R.S. is not only a subject to learn, but C.R.S. is also a way of life. What is not clear is whether the teaching of this subject has made any meaningful impact on the students who learn it and on the Nigerian society as a whole. Moreover it can be seen that there is little relationship between what is learned in C.R.S. classes and the C.R.S. graduates' lives at home, as now and again one hears of so much evil, indiscipline and moral decadence in Nigerian society.

Many questions, are now being asked as to; whether government has provided enough facilities for effective teaching of the C.R.S. in post secondary institutions; whether there are qualified C.R.S. teachers in these institutions, and whether these C.R.S. lecturers teach the subject well; the writer is aware that other researchers have made some findings on similar works, but is not aware of any exact emperical investigation on this topic.

However, the only one fact the researcher is aware of is that, there are many trained C.R.S. lecturers. Other writers like; Umar (1985), have equally admitted the existence of many C.R.S. lecturers, he says; "there are too many trained C.R.S. scholars and mallams in Nigeria..." which, he claims has brought social problems than religious piety.

Nduka (1983), had argued that, those C.R.S. scholars who had received dose of religious instructions while at school were not in any way significantly different from others in society in their reactions to and involvements in embezzlement of public funds, bribery, corruptions, and other vices in the society. To him, such an indifference

calls to question the relevance of C.R.S. lessons in inculcating moral values and proper conducts in Nigerian society.

However, various C.R.S. curriculum experts like Nduka (1981), Iheoma (1980), have seen the need to increase the moral content in the educational system so that the moral standards of the society be upheld. To this end, a national conference on moral education was held in Part-Harcourt in (1981), at the end of the conference, it was resolved that, though, morality and religion were not synonymous, they overlap in many areas, and morality was not completely devoid of religion. Hence religious instruction should be used to inculcate the desired moral values into students.

It is in recognition of the above needs that the new National Policy on Education of 1981 recommended that religious instruction be taken as one of the core subjects. The reason that informed this decision is the desire to inculcate the appropriate moral values and attitudes on the students, while at school.

But the writer has observed that there are problems in the teaching of this subject, and unless the problems are identified and efforts made by appropriate bodies to remove them, the desired moral values expected from the teaching of C.R.S. may continue to elude the nation.

1.2 Statement of the Problem

It has been assumed by some scholars like; Cox (1966), that the main point of Religious teaching is not mainly to pass examination, but rather to make man responsible and to live a sound moral life. However, it has been observed by researchers like Ozigi, (1983) that the very leaders and people whose lack of moral integrity brought about the demise of our first and second Republic were mainly those who had received high dose of religious indoctrination and religiously based moral instruction in the mission schools.

There have been claims that those who received religious teaching are not living up to expectation. The researcher is not aware that empirical research has been conducted in Benue State to either confirm or reject the assumption. There are other assumptions that have not also been investigated to the best of the knowledge of the researcher.

1. Are C.R.S. Departments in post secondary Institutions in Benue State staffed with C.R.S. qualified personnel to handle this subject?

2. Do the C.R.S. Departments have adequate facilities for the teaching of the subject?

3. Are there other problems militating against the teaching of C.R.S.?

1.3 Objectives of the Study

The following are the objectives of this study.

1. To find out if C.R.S. sections in post secondary institutions in Benue state have professionally qualified C.R.S. personnel.

2. To find out whether the C.R.S. sections have adequate facilities for the teaching of the subject.

3. To identify the specific problems hindering the improvement of teaching C.R.S. in post secondary institutions in Benue State.

1.4 Significance of the Study.

The researcher believes that if the teaching of C.R.S. is identified, the study will be of significance to the following bodies:

1. It will help the governments to be aware of the problems facing teachers in teaching the subject, with view to solving the problems.

2. The ministries of education as well as schools management/administrators will become aware of dissatisfaction of their staff. It becomes useful as they may find some suggestions based on the finding as to how they can within the available resources, improve the conditions at both the lecturers and the schools in general.

3. The findings will also be useful to proprietors of privately owned post-secondary institutions in the state and those established by voluntary agencies, in the area of enhancing the welfare of their lecturers. If this is done, it is hoped to enhance productivity on the part of lecturers and promote industrial harmony.

4. It will help C.R.S. lecturers who seek fulfilment not only in high schooling of students, but also in positive change of attitudes and behaviours of students in schools and at home after graduation.

5. It will provid a feedback from the curriculum implementors (lecturers) to the curriculum planners (staff whose duties are to plan curriculum for schools) on the adequacy and relative suitability of the content and suggest methods of the new curriculum for the desired objective stated for the programme.

6. It will afford the researcher the opportunity to make his suggestions on improving the teaching of C.R.S.

The study will spur on other scholars to initiate similar studies aimed at promoting education in our society.

1.5 Justification of the Study

The unimpressive attitudes some Christian (C.R.S. students) exhibit to the public and the rate of corrupt practise inspite of all the C.R.S. indoctrinations and the guidlines for a worthwhile living advanced by C.R.S. educators, our society is yet to get rid of corruption. It has now become more evident that some thing must be responsible for the students featuring prominently in various vices. Unless the problems are looked for and identified and removed, effective teaching and improvement of the subject can not be achieved, and the public will not get rid of the many vices in our society.

This study is therefore justified for if the problems affecting the teaching the subject are identified, and C.R.S. educators teach the subject, and the C.R.S. students appreciate the content of the subject, and integrate what they learn in C.R.S. classes at schools.

1.6 Hypotheses

The following Hypotheses are fomulated for this study.

1. There is no significant difference between the professional qualifications of C.R.S. lecturers and those of the other Arts subject lecturers.

2. There is no significant difference between the opinions of C.R.S. lecturers in post-secondary institutions and those of C.R.S. students regarding the aims of learning C.R.S.

3. There is no significant difference between the opinions of C.R.S. lecturers and C.R.S. students on the availability of facilities for the teaching of the C.R.S. subject.

1.7 Basic Assumptions

In carrying out this study, the following basic assumptions are made:

1. All lecturers in post-secondary schools in Benue State are qualified and that all of them always use the right methods in teaching the subject.

2. The Government of Benue State gives the necessary cooperation and assistance needed for the teaching of the subject.

3. There are enough facilities and equipment for the effective teaching of the subject.

4. The students in the institutions are ready to learn the subject C.R.S.

1.8 Scope and Delimitation

The study is basically a normative survey and its utility may not go beyond seeking ways of improving the teaching of C.R.S. in post secondary institutions in Benue State.

The study will therefore identify and discussed possible solutions for effective teaching of C.R.S. in Benue State. Even in Benue State, the study is limited to only four (4) post secondary institutions. These institutions are also the target population of the study. The four post secondary institutions are:

1. Murtala College of Arts and Science (MUCAS)
2. Advanced Teacher's College (ATC) Makurdi.
3. College of Education (COE) Katsina-Ala.
4. Reformed Theological College (RTC) Mkar.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

Problems and crises abound in all societies, including the Nigerian society. In the teaching field also, problems are found, and so, several research workers have been concerned with and have written on the related problems that are found, in the various school subjects both at secondary and post-secondary institutions.

Dare (1977), recorded that sometimes in the African countries, the English language was poorly taught and the manifestation of the impact on the immediate societies was the incorrect use of the English words.

Jackson (1982), explained that almost all subjects are bedeviled with one problem in one way or another. He points out that, between 1970 and 1982 C.R.S. had some problems and that resulted in the mass failure in the subject at school certificate examinations.

In this chapter therefore, the researcher will review some related literature under the following headings.

1. C.R.S. as a subject.
2. The aims of teaching C.R.S.
3. The importance of teaching C.R.S.
4. The problems of teaching C.R.S.

4.1 Lack of professionally qualified C.R.S. lecturers.

4.2 Teaching methods

4.3 Lack of facilities

4.4 Changing nature of C.R.S.

4.5 Government policies

4.6 Summary.

2.2 C.R.S. As a Subject

Ade (1950) asserts that C.R.S. was introduced into the curriculum of studies in Nigeria about 1950, in an attempt to create in the minds of Nigerians the fear of God, how man should live and interract with fellowman, and man's dependence upon God.

Johnson (1985), in appreciating the fact of C.R.S. says that, when C.R.S. lectures are properly understood and put to use, the impact of C.R.S. on the society has a far reaching effect.

Lewis (1950), points out that human civilization can be said to have started from the study of C.R.S. and therefore knowledge gained from the study of C.R.S. is divine and must not always be ignored. That those who do not put to use, the skills taught in C.R.S. class shall be living unfruitful lives.

The writer as well appreciates the fact that among other things, what is learnt in C.R.S. can be reflected in our ways of life to enhance an ideal society.

Fairgrieve (1966) says that, the first unifying concept in the world today is the increasing emphasis on man and his activities and it is only in the study of C.R.S. that this emphasis is common, and if rejected the society suffers.

Adams (1980), states that, all the organizations on earth need the knowledge of Christian Religion to survive especially the society that is heterogenous in its religious institutions. According to him, the greatest ills today is religious intolerance. He went on to state that, ethnic feelings run high in almost all the nations of the world, but the writer feels that the religious differences run even higher.

Babson (1973), looks at the subject as something that is coming rather lately. According to him, the need of the hour is not more factories, or steamships, not more armies or navies, but more education based on the plain teachings of Jesus Christ.

Lotourette (1945), claims that what the nations of the world need is not advancement along material lines, nor more development in social reforms, but more change of heart and life which this knowledge brings and the application of Bible truth to daily living.

Davidson (1959), points out that Christian religious studies is life, for great in magnitude is the works of the different organization, and societies which are labouring to distribute the Bibles. The more purchase and ownership of a Bible means nothing, it must be read and its truth reduced into practical experience.

2.3 The Aims of Teaching C.R.S.

Long and Robertson (1966), Fairgrieve (1967), state that C.R.S. is aimed at contributing toward better understanding of man and his environment, and is concerned with harmonization of life patterned after God's own person.

Babson (1965), explains that the post-secondary institutions in this country usually base their teaching of C.R.S. on curriculum drawn by the curriculum experts of the various institutions. The teaching of C.R.S. is therefore no exception. The curriculum planners of each post-secondary institution draw up syllabus, and outlined the areas the students are expected to cover in preparation for the final examination.

Curriculum experts like; Mabogunje (1970), Adejuyigbe (1970) Okunrotifa (1977), Cox (1979) and Ilori (1991), have outlined the following as aims for teaching C.R.S.

1. To make students understand and appreciate spatial relationships as well as the differential character of God and man.
2. To make students understand the concept of God man relations which will lead them to correlate the life of man with his neighbour and environment and explain the interraction of human beings and God.
3. To enable students to organize and formulate concepts and to apply these principles to interpret and understand current world issues and ideas.

4. To enable each student to develop a sense of responsibility towards his own society and an intelligent interest in the formulation of national goals and policies, especially as they influence the different resources and state of the country.

5. To develop respect, desire and ability for accurate, orderly and objective methods of investigation through formulating Biblical hypotheses and testing them in the light of data and evidence they are able to obtain.

Okunrotifa (1970), further streases that C.R.S. aims at making the learner to acquire moral and spiritual values. That such good manners and attitudes would make the C.R.S. student to be received in any civilized society. He therefore encourages Christian educators to endeavour to continue with the aim so as to produce people who will be of use to their societies.

Cox (1980), looks at the aims for teaching C.R.S. as to create personal faith, to enable students to make an informal decision about God, and Jesus Christ and to do every thing to God's glory.

Coppers (1979), is of the opinion that, the aim of teaching C.R.S. is that the world might see the willingness of teachers, parents, church, and pupil to deny satan and self and take up our crosses and follow Jesus Christ. That at post-secondary institutions, the subject is aimed at the acquisition, development and inculcation of the proper value orientation for the survival of the individual and the society.

Sanderson (1971), agrees with Coppers when he states in his book that; the aims of C.R.S. are that the pupils might serve the Lord Jesus Christ, and be trained to expose falsehood and teach the truth of Jesus Christ.

Baeta (1959), confirms that, another aim of teaching C.R.S. is to make man realise his dependence upon God, and to think well, and work hard, for the good of himself.

2.4 The Importance of Teaching C.R.S.

Ilori (1992) sees the importance of teaching C.R.S. as providing the society with people who are trained, and are morally balanced. That the teaching of C.R.S. be regarded as been directional, more purposeful

and worthwhile. He said that, C.R.S. makes a man's spiritual life his supreme consideration... because the subject is a way of life of the people and if the subject is not properly taught in our educational institutions, then, the question of moral decadence would not be answered, and so, he suggested qualified C.R.S. educators be employed to teach it.

Ilori emphasizes that the early church performed a teaching ministry. The pastor/teacher was often the school teacher, but even when such was not the case, his conception of his duty was as that of one "apt to teach" C.R.S.

Gaadi (1970), asserts that the importance of the subject was mostly felt during the time foreign missionaries were involved directly in imparting the moral content of C.R.S. to students themselves. That at that time, fair dealing with one another and moral upbringing of young ones was not questionable.

Lagoke (1972) looks at the importance of the subject when he was enumerating the qualities a leader ought to have: honesty, morally balanced in judgement, trutfulliness and all these qualities are provided during C.R.S. class and not in any secular subject.

Umar (1976), agrees that religious studies should be encouraged in our educational institutions, because it makes one to think and behaves soundly, and when properly taught to young ones, the young would grow to be delightful people.

Philips (1980) thinks that if the nation aims at attaining greatness in the near future, the secular subjects alone are not enough, but C.R.S. must also be included in the subjects that can lead to the acquisition of this end.

Ladega (1985), in his contribution, says that C.R.S. is so important that it should be studied in all levels of our academic institutions, so that its reality might bring about the desired love and unity that is eluding our nation. Our nation lacks understanding and fair play. But the above virtues would be returned to this great nation, when it shall reconsider turning sincerely to the teaching of C.R.S.

Williams (1980), salutes the wisdom of the pioner Western educationists especially the foreign and indigenous early missionaries for their foresight by including C.R.S. in to the curriculum of studies in various institutions of learning.

2.5 The Problems of Teaching C.R.S.

The teaching of C.R.S., like the teaching of other school subjects in Nigeria is beset with a number of problems, these include:

2.5.1 Professionalism

Nwankwo (1975), discovered that one of such problems is unavailability of qualified C.R.S. teachers. He pointed out in his study that, although almost all the C.R.S. teachers had the requisite academic qualifications for the sixth form teaching; only thirty five percent of them had professional qualifications for their job, and about fifty per-cent had less than four years of experience as C.R.S. teachers.

Aiyepeku (1983), laments that with-out adequate supply of trained and professionally qualified C.R.S. teachers, no matter how well equipped the institutions may be, not much will be achieved by the way of manpower training in the absence of adequately trained teachers, morally and religiously.

Ilori (1978); Grimit (1973); Bello (1977); and Ishaya (1990), are in agreement with Aiyepeku's thesis on problems facing the teaching of C.R.S. in educational institutions.

James (1970) expects no miracle to take place in our academic institutions if there are no qualified teachers to teach the subject, then the much expected improvement on the moral behaviour of the students will be eluded.

Akinloye (1975), writes that if C.R.S. is to be taught in our schools, it should be left in the hands of specialists.

Okon (1981), sees C.R.S. as an esteemed subject which needs professionally qualified staff to teach it for the benefit of our society.

2.5.2 Teaching Methods

Ilori (1992) identifies poor teaching methods as one of the problems in teaching the subject. According to him, in this method, "the lecture technique method" was dominatly in vogue. He maintained that students were apparently being fed on an unstructured diet of descriptive information accompanied by elementary and often deterministic explanations. Students are often busy copying down as fast as they could facts coming from the lecturers.

He continued that, there was usually no room for student's participation or questions. He further observes that the use of "teaching materials" were vitually out of the question. However, the teachers tried to explain this sorry state of affairs by claiming that the syllabus was rather too wide for the time available.

His work showed that evaluation of students' work was only by means of terminal and final examinations. An examination of the students notes further revealed, several spelling mistakes which teachers remarked on the inability of students to form their own notes is clear manifestation of a poor method for teaching a subject.

Daudu (1980), remarks that, the problem of teaching C.R.S. is in methods. He opines that, good methods have to be sought or looked for, as there is no method that we can call "the best". Daudu went on to explain that, different goals may require different methods. That the quality of a method is best determined after it has been experimented in several meaningful and real teaching and learning situations.

Daudu further argues that, if the method produces the anticipated results, then, one has discovered that, and we should use the method, and go on to discover more of such methods to enhance the teaching of C.R.S.

2.5.3 Facilities

Akombo (1979), investigated into the causes of problems of teaching C.R.S. in Plateau State and discovered that, there were some problems in the area of C.R.S. equipment and facilities. Out of four schools he carried out the research, only one could be considered to have adequately seating accommodation, working arrangement and storage space.

He was further shocked that, in one of the stores, some flannelgraph boards were never used for lack of tripods on which to mount them.

Coppers (1980), reveals further that, lack of facilities and Equipments pose a danger that the coming generations of C.R.S. students may be come half-baked, or leave their academic institutions without properly being trained, according to the curriculum requirements of the subject.

Dinn (1990), asserted after his investigations on the problems of teaching various subjects in our institutions of learning, that, in most schools, textbooks in use are old and worn and no replacement was in sight.

Bello (1991), agrees that lack of textbooks in schools is another problem. That in some of the schools he carried out his research, most of the books were mainly of old editions. That the school libraries were far from being satisfactory. That there were inadequate reference books, both for the teachers and the students. The ages of the available book ranged from ten to fifteen years, for the so called new books, but for the fairly used ones, they range from twenty to thirty-five years and above.

Aboki (1985), observed in his book that some of the schools he visited during his research had no serviceable and effective teaching aids, which could make the teaching of the subject more meaningful. According to him, teaching aids are very important in order that the teacher stimulates his students.

The teacher should be able to appeal to all the senses; hearing, touching, sight, smell, and taste. But in all the four schools that he carried out his

research, only one had but an unserviceable film strips with no strides.

2.5.4 Nature of C.R.S.

Kalu (1976), spots a problem connected with the changing nature of the C.R.S. curriculum. These changes are new and are in the approaches to the nature of C.R.S. curriculum developers and authors. He is of the opinion that considerable changes have occured in recent years in the approaches of the teaching C.R.S. right from the junior classes. According to him, text books are quickly out dated; and one can only keep abreast with knowledge through contact with universities, learned societies, conferences, and the professional journals.

He further laments that the C.R.S. teachers have hard roles to play in this regard as both their facts and theories are subjected to constant changes occuring in the C.R.S. text books.

Uwam (1976), also identifies the problem of negative attitude towards C.R.S. He thinks C.R.S. teachers for a good number of Nigerians, stand in the same position as a very progressive man, who wins the admiration but not the affection of his less progressive neighbours.

> little facts concerning the subject, so that when the students eventually graduate and are given schools (Classes) to teach, the graduates will only be teaching what they memorized in classes during their school days. In this case, the C.R.S. graduates will not add or subtract from the memorized work done (learnt) at schools. In that case, the learning of the subject was dull and uninteresting.

As a result of the terrible unfamiliarity and irrelevance of the facts being imparted to students, the result was memorization galore, and regular stampede for model answers, as an aid for passing C.R.S. examinations.

Timothy (1989); Tseaa (1980); and Deove (1983), think that it was not suprizing that C.R.S. ranked eight out of thirteen school subjects in terms of popularity among the pupils. Even in this its third stage, which happily emphasized Redemption from the facts C.R.S., the requisits materials are not easily available, either in textbooks or in Bibles. Thus, the tendency is for a negative attitude to build up against C.R.S. subject.

2.5.5 Government Policies

Akinpelu (1975), in his contribution attributes the problems of teaching C.R.S. in our post-secondary Institutions to government administration of schools. He sees the government policy of not providing enough facilities for C.R.S. use at various C.R.S. institutions of learning in the country and lack of adequate supervision and founding of the subject as it is done in subject like, medicine, mathematics, etc.

He says that, every now and then one hears of so much millions of either money, laboratory equipment, or medicines sent to various medical institutions, but one hardly hear of any consignment of Bible, Bible commentaries or any aids of such magnitude sent for C.R.S. use.

This, according to him, is rating the C.R.S. to a third class subject, thereby creating a low image of the subject in the society at large. Coupled with the reluctance of some C.R.S. teachers to teach C.R.S. for fear of being found prey to the school administrators, and being looked common both by his collegues in the common room and in the school among the pupils.

He concluded on a very sad note that, the nation and the schools' overconcern with economic or cash values on preferred subject has led to non funding C.R.S. subject effectively. In which case, money for the purchases of C.R.S. teaching materials are not always released.

2.6 Summary

From the review of the related works, this chapter is thus summarised as follows:-

1. There is a general agreement between the various authors on the aims for teaching C.R.S. in the post-secondary institutions in this country. The authors are also in harmony especially with the idea of enabling each student to develop a sense of responsibility, towards his own society, and an intelligent interest in the formation of National goals and policies. They also agree that these policies and goals must be seen especially as they influence the different resources and state of the Nation.

2. Various authors see the importance of teaching C.R.S. in our education institutions as providing the society with people who are

trained and looked upon to be morally balanced in behaviour.

3. Yet other researchers think that the teaching of C.R.S. in our educational institutions be regarded as directional, more purposeful and worth-while approach towards restoring sanity to our communities.

The review has shown that there are problems of teaching C.R.S. in Nigerian Post-secondary institutions and the problems according to the review are legions.

Chapter 3

RESEARCH DESIGN AND PROCEDURE

3.1 Introduction

In this chapter, the design of the study, the choice and description of instruments, polulation, sample and sampling methods will be discussed. The chapter also contains the procedure of administration of the instruments and how the data necessary for testing the hypothesis of the study was obtained and treated.

3.2 Population of the Study

A population is an arbitrarily defined group on which a statistician happens to be interested in, due to the unique properties. So, an envisaged population of this study is as follows:-

1. All C.R.S. lecturers in the four post secondary institutions in Benue State, a total of sixteen (16) lecturers will be considered. These lecturers are made up of male and female, and come from different ethnic groups in Nigeria and are between the ages of twenty-five (25) and fourty-five (25) years. All the C.R.S. students and the four principals from the said institutions.

3.3 Sample Selection

In educational research, it is not always possible to manipulate a whole population, especially if such a population is very large. Dalen (1973) recommended sampling as a way out. In his explanation, sampling helps a researcher select representative units from which he can gather data that could enable him to draw conclusions on the study. Because of the large population involved in this study, the researcher used sampling technique.

Thirty-three students were drawn from each of the four post-secondary institutions in Benue State. 16 C.R.S. lecturers and 4 principals were considered as samples for this study.

3.4 Research Instrument

To obtain the needed information for this study, the researcher made use of three sets of questionnaire based on the objectives of the study. The questionnaire were served on the following perspnalities:-

1. C.R.S. students
2. C.R.S. lecturers and
3. The principals.

The first page of the instrument carried an introductory appeal letter to respondents to ensure

free responses from them without biase provision for the names of the respondents was avoided to make room for anonymity. However, the gender of the respondents was required and included the following details: sex, age, school, religion, educational qualification, professional qualification (lecturers only).

Section two of students' questionnaire sought information on students' opinion for the study of C.R.S., why they have chosen to study C.R.S. and their expectations in the study of C.R.S. Section two of C.R.S. lecturers' questionnaire was designed to obtain information on the problems of teaching C.R.S. in post-secondary institutions. While section three was to obtain information in the interpersonal relationship among staff. Section 4 wanted information on the availability of facilities and materials. While the last section wanted information on the aims of teaching C.R.S. The strength and calibre of C.R.S. staff and facilities are found on the principals' questionnaire.

3.5 Validity of the Study.

If an instrument must produce its desired result, its validity and reliability must be ascertained. After the construction of the instrument, the help of the thesis supervisor and a statistician were sought. They helped to check if the test items in the instrument were concerned with all aspects of the research. After confirmation, it was certain that the instrument had face validity.

On the other hand, content validity tests if the instruments to be used are adequate to measure what is expected. Two validity tests were carried out in this study. These were; (1) content validity and (2) face validity.

3.6 Pilot Study.

Pilot study is to check the reliability of the study. To carry out Pilot study for the various categories for this research, the writer sought permission from the Director, School of Basic Studies (S.B.S.) Makurdi. This school is not among the schools intended for this study. But it was only used for the purpose of this pilot study only.

After the instrument had been developed, the researcher thought it necessary that a pilot study was to be carried out. This would be to test the validity of the test items for application to the levels of teachers and the students which the questions are intended for.

After visiting the Director of the said post secondary institution, to solicit his co-operation to allow his C.R.S. teachers; C.R.S. students and himself to respond to the questionnaire. The Director, together with the teachers and the researcher chose a date for the administration of the questionnaire.

On the appointed day, the researcher went there for the administration of the questionnaire. After some explanations to the respondents on the use of the questionnaire, and the importance of the exercise, the researcher sought co-operation of the C.R.S. teachers who invited the C.R.S. students for the exercise.

With the help of the C.R.S. teachers, ten (10) C.R.S. students were picked at random from the department. The researcher further instructed the respondents to respond to all the items contained on

the questionnaire. The respondents were warned not to discuss the questions with follow students, but to respond to them (questions) through their own volution.

Copies of the questionnaire meant for the C.R.S. students were given to them. The researcher waited and collected all the questionnaire both from the students, teachers, and the Director.

The researcher had verbal discussions with some of the respondents to find out about the clarity and the level of difficulty of the test items. All those that were discussed with, expressed their feelings of satisfaction with the questionnaire. As the respondents expressed their feelings of satisfaction with the questionnaire, it was assumed that the test items were good.

The pilot study questionnaire were then marked, it was discovered that non of the fifteen (15) questionnaire were poorly completed, the result thus indicated that the test items were good enough for the general survey of the study, and were used on the proposed post secondary institutions in Benue State, for the research.

3.7 Administration and Collection of Questionnaire

To administer the questionnaire, the researcher visited the Principals of the said post-secondary institutions and sought their consideration to allow their C.R.S. lecturers, C.R.S. students to respond to the questionnaire.

On the appointed day, the researcher went to the institution and called on the C.R.S. students and C.R.S. lecturers together and instructed them on how to complete the questionnaire. He urged them to respond to all the items on the questionnaire and further warn them not to discuss the questions with fellow_students but to respond to the questions as far as they understand the questions.

After the instructions from the researcher, he (the researcher) then brought out the questionnaire meant for the C.R.S. students and gave to them. In the like manner, the researcher, after given the students' copies to them with the help of the teachers, a suitable place was sought where the C.R.S. teachers were given their copies to complete. The researcher, then went to the principal of the institution in his office and gave him, the copy meant for the principals.

The researcher waited and collected all the completed questionnaires both from the C.R.S. students, C.R.S. teachers, and from the principal. The researcher went to the staff inspector's office in Nakurdi, and gave him his copy to complete.

The researcher had verbal discussion with some of the respondents to find out about the clarity of the test items. The respondents gave the researcher a feedback on the exercise; the researcher then drew his own conclusions.

3.8 Methods of Statistical Analysis

The questionnaire were received for statistical analysis of the respondents. Those found with uncompleted test items were declared unusable. The usable questionnaire were employed for analysis and interpreting the data. The usable questionnaire were scored using non descriptive statistics; mean, mode, median, and percentages. Other statistical techniques that were employed included:

1. Coefficient correlation and chi-square (x2). This was to determine the differences in opinions of the respondents. The level of significance, was based at 0.05.

2. Analysis of variance (ANOVA) was used to compare the means of the responses to the questionnaire. Due to the non parametric nature of the data, the Kruskal-Wallis one-way analysis of variance was applied to assess the extent of differences in the ratings of the respondents. Other data were summarized descriptively by the researcher.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The results and discussions of data obtained in Chapter three (3) of this study are reported and analysed in this chapter.

4.2 Questionnaire Used for Analysis

As earlier pointed out in section 3.3 out of the one hundred and thirty-five (135) students' questionnaire that were distributed and returned, fifteen (15) were declared wasted through poor completion. They could therefore not be used for this analysis. The number declared usable are one hundred and twenty (120) about 87 percent. Similarly, out of the sixteen (16) copies of teachers' questionnaire distributed, two (2) were found to be wasted through loss and non-completion.

The number declared usable from that category is fourteen (14) about 87.5 percent.

The four copies of questionnaire sent to the principals were all returned usable, recording a 100 percent. Similarly, the staff inspector, ministry of education, also returned his copy marked usable, a 100 percent return.

Table 4.1 below shows a break down of questionnaire according to status.

Status	Number sent	Number Returned	Number Usable	%Used
Students	135	129	120	87
Teachers	16	14	14	87.5
Principals	4	4	4	100.0
Staff Inspector	1	1	1	100.00

4.3 Respondences used for Analysis

Personal Data Section for Lecturers

In the questionnaire, a section was provided for the lecturers to fill in some personal data. The information demanded of them were meant to facilitate analysis and to help the researcher ascertain the competence of those lecturers assessing the curriculum. The findings are reported in this section.

The 14 lecturers who taught in various post-secondary institutions in Benue State were male and female graduates of various Theological Seminaries and Universities both in Nigeria and outside Nigeria.

Table 4.2: Composition of Lecturers' respondents according to sex.

Sex	Count	Cumcount	Percent	Cumpct
Males	13	13	92.86	92.86
Female	1	14	7.14	100.00

Table 4.2 reveals that majority of those who responded to the questionnaire were male teachers, 13 (92.86 percent) of them, while only (7.14 percent) of the lecturers' population is female.

Table 4.3: Distribution of Lecturers' respondents according to age.

Age	Count	Cumcnt	Percent	Cumpct
Less than 21	1	1	7.14	7.14
21 - 25	5	6	35.71	42.86
26 - 30	5	11	35.71	78.58
31 - 56	2	13	14.29	92.86
37 and above	1	14	7.14	100.00

Table 4.3 above shows that only one lecturer (7.14 percent) was under 21 years, and 2 others fall between 31-36. (14.29) percent) only one lecturer

was above 36 years (7.14 percent) of the lecturers have ages between 21-25. The remaining 5 (35.71 percent) fall between 26-36 years.

Table 4.4: Lecturers teaching experience.

Years of ex experience	Principals		Teachers	
	Freq	%	Freq	%
0 - 5	-	-	2	14.29
6 - 10	1	25.00	9	64.32
11 and above	3	75.00	3	21.42
Total	4	100.00	14	100.00

The responses for teaching experience revealed that among the lecturers two (14.3 percent) had taught in school of Basic Studies (S.B.S.) for not less than 5 years. Nine (9) (64.3 percent) had been on the Reformed Theological College (RTC) for between six and ten years. Three (21.4 percent) had taught for eleven (11) years and above.

Table 4.5: Lecturers' Educational Qualifications.

Higher Educational Qualification	Count	Cumcnt	Percent	Cumpct
Masters	8	8	57.14	57.14
Ph.D.	3	11	21.43	78.57
B.A.	2	13	14.29	92.86
H.N.D	1	14	7.14	100.00

Table 4.5 above shows that one (7.14 percent) of the C.R.S. teachers has a higher Diploma in theology. 2 (14.29 percent) of the teachers are Bachelor Degree holders, 3 (31.43 percent) of them hold Doctorate Degree certificate while 8 (57.14 percent) have Master's Degree.

4.6 Principals' Data

Table 4.6: Distribution of the principals' Respondents according to Educational Qualifications.

Educational Qualification	Count	Cumcnt	Percent	Cumpct
Master	1	1	25.00	25.00
Ph.D.	3	4	75.00	100.00

Table 4.6 above indicates that one of the principals, holds a master's degree, while the remaining three (75.00 percent) have Ph.D. as their highest Educational qualification.

Table 4.7: Distribution of the Principals' Respondents according to sex.

Sex	Count	Cumcnt	Percent	Cumpct
Male	4	4	100.00	100.00

Table 4.7 above indicates that all the principals are males.

Table 4.8: Principals' Respondents According to age.

Age	Count	Cumcnt	Percent	Cumpct
18	-	-	-	-
18-25	-	-	-	-
26-30	1	1	25.00	25.00
31-36	1	2	25.00	50.00
37 and above	2	4	50.00	100.00

Table 4.8 above shows that non of the principals was under 25 years. However, one principal, (25.00 percent) was on the 26-30 years range. One other principal was in the 31-36 years range, the rest two (50.00 percent) were above 37 years old.

Table 4.9 FREQUENCY DISTRIBUTION OF STUDENTS' RESPONDENTS TO ITEMS 1 (ONE) TO TWENTY-TWO (22) (SEE APPENDIX A.)

	ITEM	STRONGLY AGREED		AGREED		DISAGREED		STRONGLY DISAGREED		NEUTRAL...	
	NO	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%
C4	1	48	40.00	58	48.33	9	7.50	-	-	-	-
C5	2	31	25.83	39	32.50	34	28.33	11	9.17	5	4.17
C6	3	48	40.00	31	25.83	21	17.50	20	16.67	-	-
C7	4	38	31.67	73	60.83	8	6.67	1	0.83	-	-
C8	5	24	20.00	69	57.50	17	14.17	10	8.33	-	-
C9	6	27	22.50	79	65.00	10	8.33	4	3.33	1	0.83
C10	7	41	34.17	62	51.67	10	8.33	5	4.17	2	1.67
C11	8	13	10.83	20	16.67	26	21.67	56	46.17	5	4.33
C12	9	11	9.17	21	17.50	24	20.00	54	45.00	6	5.00
C13	10	46	38.33	28	23.33	25	20.83	18	15.00	3	2.50
C14	11	18	15.00	57	47.50	23	19.17	8	6.67	14	11.67
C15	12	21	17.50	21	17.50	27	22.50	40	33.33	11	9.17
C16	13	16	13.33	53	44.17	28	23.33	20	16.67	3	2.50
C17	14	19	15.83	30	25.00	22	18.33	43	35.83	6	5.00
C18	15	52	43.33	29	24.17	13	10.83	22	18.33	4	3.33
C19	16	24	20.00	32	26.67	33	27.50	24	20.00	7	5.83
C20	17	22	18.33	66	55.00	13	10.83	9	7.50	10	8.33
C21	18	10	8.33	27	22.50	54	45.00	24	20.00	5	4.17
C22	19	30	25.00	31	25.83	46	33.33	7	5.83	6	5.00
C23	20	19	15.83	35	29.17	48	40.00	12	10.00	6	5.00
C24	21	31	25.83	71	61.67	5	4.17	5	4.17	5	4.17
C25	22	19	15.83	68	56.67	12	10.00	15	12.50	6	5.00

1. Table 4.9 above reveals that majority of the students 58 (48.33 percent) agree that the most important reason why students from post secondary institutions offer C.R.S. is to help them learn how to behave properly.

2. Whether the Bible, C.R.S. main text book does not contain enough truths that can guide students in moral behaviour, 39 (32.50 percent) agreed; 34 (28.33 percent) disagreed while 31 (25.83 percent) strongly agreed, only 5 (4.17 percent) student population was neutral.

3. Whether the Bible does contain good examples of human behaviours which can influence students' behaviour. 48(40.00 percent) strongly agreed; 31 (25.83 percent) agreed; 21 (17.50) percent) Disagreed; while 20 (16.67) percent) strongly disagreed that the Bible does not contain good examples to influence students' behaviour.

The table shows that 24 (20.00 percent) strongly agreed that there is difference, 69 (57.50 percent) agreed, while 10 (8.33 percent disagreed. On whether teaching aids are always available for use during C.R.S. class. 48,(40.00 percent) disagree, 19 (15.83 percent) strongly agreed and 12 (10.00 percent) strongly disagree.

TABLE 4.10 FREQUENCY DISTRIBUTION OF PRINCIPALS/LOCUMS', RESPONSES TO QUESTIONS 1 TO 35
(SEE APPENDIX B.)

	NO.	STRONGLY AGREED		AGREED		DISAGREED		STRONGLY DISAGREED		NEUTRAL	
		FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%
C 7	1	1	7.14	5	35.71	2	14.29	6	42.86	–	–
C 8	2	–	–	9	64.29	3	21.43	1	7.14	1	7.14
C 9	3	2	14.29	5	35.71	6	42.86	1	7.14	–	–
C10	4	2	14.29	5	35.71	2	14.29	4	28.57	1	7.14
C11	5	1	7.14	4	28.57	3	21.43	5	35.71	1	7.14
C12	6	1	7.14	7	50.00	2	14.29	4	28.57	–	–
C13	7	3	21.43	5	35.71	6	42.86	–	–	–	–
C14	8	6	42.86	5	35.71	2	14.29	1	7.14	–	–
C15	9	5	35.71	6	42.86	2	14.29	1	7.14	–	–
C16	10	–	–	4	28.57	5	35.71	4	28.57	1	7.14
C17	11	3	21.43	3	21.43	5	35.71	2	14.29	1	7.14
C18	12	1	7.14	7	50.00	4	28.57	2	14.29	–	–
C19	13	4	28.57	2	14.29	5	35.71	2	14.29	1	7.14
C20	14	–	–	5	35.71	5	35.71	4	28.57	–	–
C21	15	4	28.57	9	64.29	1	7.14	–	–	–	–
C22	16	3	21.43	8	57.14	2	14.29	1	7.14	–	–
C23	17	11	78.57	–	–	–	–	2	14.29	1	7.14
C24	18	5	35.71	4	28.57	3	21.43	2	14.29	–	–
C25	19	5	35.71	5	35.71	3	21.43	1	7.14	–	–
C26	20	–	–	8	57.14	–	–	4	28.57	2	14.29
C27	21	5	35.7	4	28.57	4	28.57	1	7.14	–	–
C28	22	7	50.00	4	28.57	2	14.29	1	7.14	–	–

TABLE 4.10 CONTINUED

NO.		STRONGLY AGREED		AGREED		DISAGREED		STRONGLY DISAGREED		NEUTRAL	
		FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%
C29	23	3	21.43	6	42.86	3	21.43	1	7.14	1	7.14
C30	24	2	14.29	-	-	3	42.86	6	42.86	-	-
C31	25	6	42.86	3	21.43	3	21.43	2	14.29	-	-
C32	26	4	28.57	7	50.00	2	14.29	1	14.29	-	-
C33	27	5	35.71	-	-	7	50.00	2	14.29	-	-
C34	28	14	100.00	-	-	-	-	-	-	-	-
C35	29	11	78.57	3	21.43	-	-	-	-	-	-
C36	30	14	100.00	-	-	-	-	-	-	-	-
C37	31	-	-	8	57.14	6	42.86	-	-	-	-
C38	32	14	100.00	-	-	-	-	-	-	-	-
C39	33	14	100.00	-	-	-	-	-	-	-	-
C40	34	-	-	-	-	-	-	13	92.86	1	7.14
C41	35	-	-	-	-	-	-	11	78.57	3	21.43
C42	36	-	-	-	-	-	-	11	78.57	3	21.43

The table above reveals the state of teaching methods used by C.R.S. lecturers.

Section one of the lecturers' questionnaire, tries to find out if the C.R.S. lecturers are conversant with C.R.S. curriculum in use for post secondary institutions for it is expedient for C.R.S. lecturers to teach the subject to achieve the goals of C.R.S. curriculum in post secondary institutions, and to make an assessment of C.R.S. curriculum for proper teaching and constant review of a curriculum shall produce a worthwhile result which is the aim of this study. To improve the teaching for C.R.S.

4.4. C.R.S. Lecturers' Difficulties for Teaching C.R.S.

Table 4.11: The Problems C.R.S. Lecturers have.

The Problems C.R.S. Teachers Have	Freq.	%
Refusal by school authorities to give adequate number of periods for C.R.S.	8	57.14
Frequent changes of Government Policies	12	86.00
Unwillingness to provide teaching aids	9	64.31
Lack of facilities for C.R.S. use	11	79.00
Refusal to give residential quarters to C.R.S. teachers (lack of incentives)	10	71.41
Inability to provide textbooks etc.	13	93.00
Refusal to employ professional lecturers	13	93.00

Observations from the above table show very clearly that the teachers' greatest problems standing on their way towards the teaching of C.R.S. is the inability of the Government and the proprietors to provide textbooks, Reference materials etc for the effective use for C.R.S. classes. (93 percent) of the C.R.S. teachers recognise it as a problem area. Other problems lie in the frequent changes of Government policies concerning the study of

12 (86.00 percent) of the responding teachers claim that it is a problem. 11 (79.00 percent) of teachers recognise lack of facilities as another problem. 10 (71.41 percent) of the responding teachers have lack of incentives as another problem. 13 (93.00 percent) look at the refusal to employ qualified professionals as another problem.

Table 4.12: C.R.S. Teachers' Difficulties with C.R.S. students.

The problems C.R.S. Lecturers Have with C.R.S. Students.	Freq	%
Truancy from students	13	93.00
Do not do assignments	10	71.41
Not prepared for hard work	9	64.32
Poor backgrouad in C.R.S.	6	43.00
Have no interest in the subject	3	21.41
Only interested in passing examination	8	57.12
Lack of initiative	3	21.41

Table 4.12 above shows that teachers major difficulties with students in post secondary institutions include; too dependent on teachers for every school work, (most school works).

Truancy from students: 13 (93.00 percent) refusal to carryout school assignment 10 (71.41 percent) Not prepared for hard work 9 (64.32 percent) only interested in passing school examinations 8 (57.12 percent).

4.5 Testing of Hypothesis

The three hypotheses stated in section 1.6 are tested here by using the results from the 156 returned usable questionnaire "T tests" and "Chi-square tests" of significance are used to check for differences, if any, between the opinions of C.R.S. teachers, principals, and students on the variables.

Hypothesis 1

There is no significant difference in relationship of the professional qualification of C.R.S. lecturers and those of the other Arts subjects lecturers. To test this hypothesis, Chi-square statistics was used. A calculated X^2 value of 5.237 was observed, and at 0.05 level of significant, with difference (df) = 8.9 critical walue of x^2 was read. The hypothesis is retained.

Table 4.13:

	Freq.	Mean	Stdev	Semean	T	D	P
Teachers	14	9.5	1.65	0.44			
					15.507	8	0.05
Students	120	0.786	0.11				

Thus, there is no significant difference in relationship of professional qualification of C.R.S. lecturers and those of lecturers in other subjects, hence the hypothesis is retained.

4. Hypothesis 2

There is no significant difference between the opinions of C.R.S. lecturers in post secondary institutions and those of C.R.S. students regarding the aims of learning C.R.S.

To test this hypothesis, T-test statistic was used. The data are presented in table 4.15 below. From the table, the calculated T-value of 2.10 was observed, and at 0.05 level of significance with DF-66, a critical value of 196 was read.

The hypothesis is thus retained. There is therefore significant difference between the opinions of C.R.S. lecturers and those of the C.R.S. students on what the aims of teaching C.R.S.

Table 4.14

Row	Freq.	Mean	St.Deviation	Semean	T	DF	P
2	76	38.41	4.97	0.57	2.10	66	0.034
1	44	41.02	7.33	1.11			

Hypothesis 3

There is no significant difference between the opinion of C.R.S. lecturers in post secondary institutions and those of C.R.S. on the availability of facilities for the teaching of C.R.S. subject.

In testing this hypothesis, T-test statistic was used. The data is presented in table 4.14 below. From the table, T-value of 19.11 was observed, at 0.05 level of significance with df 15, a critical value of 2.131 was read.

The observed value is greater than the critical value. The hypothesis is thus rejected. There is therefore significant difference between the opinions of C.R.S. lecturers and C.R.S. students on the availabili of facilities for the teaching of C.R.S. subject.

Table 4.15:

	Freq	Mean	St.Dev.	Semean	T	DF	P
Teachers	14	9.50	1.65	0.44			
					19.11	15	0.00
Students	120	0.785	0.426	0.11			

Table 4.15:

	Freq	Mean	St.Dev.	Semean	T	DF	P
Teachers	14	9.50	1.65	0.44			
					19.11	15	0.00
Students	120	0.785	0.426	0.11			

By means of test instruments, the researcher collected the views of 156 C.R.S. students and lecturers drawn randomly from 4 post secondary institutions in Benue State; the association of students behaviour acquisition with lecturers teaching techniques; teaching strategies used by C.R.S. teachers; and assessment of the curriculum contents. The responses were statistically analysed. Through the use of T-test and Chi-square tests of independent samples, the hypothesis were tested.

5.3 Finding

The following are the major findings of this study:

1. C.R.S. lecturers and students are of the opinion that the Bible, the textbook for C.R.S. has value for teaching and attitudes. Comparatively however, the students have a higher view of the Bible's value for positive behaviour influence than the teachers.

2. C.R.S. students consider the learning experiences provided in the curriculum relevant to their needs and helpful for acquisition of appropriate religious and social values. The students have accepted the learning experiences in the curriculum as good enough to equip them with knowledge of moral, social and cultural values from the Christian perspective and in Nigerian context.

3. C.R.S. lecturers indicated high satisfaction with the C.R.S. curriculum for post secondary institutions in terms of adequacy and suitability for teaching students those concepts and skills that they require for living.

4. C.R.S. students believe that good teaching methods could enhance the attainment of high level learning.

5. It was found that C.R.S. lecturers were not given enough motivation and incentives to enhance their maximum performance in teaching. A number of facilities such as housing, medicine and car loans were lacking. In classrooms, facilities that could aid

learning were not available, and so, lecturers teach without teaching aids.

It was concluded that if C.R.S. lecturers are supplied with adequate teaching aids and given incentives, learning and teaching the subject will receive improvement, from the discussions above, and based on the results of the hypotheses and supportive evidences from responses to the test questions, it can be stated that removing the hinderances that stand against the teaching of C.R.S. so as to improve the teaching of the subject is necessary.

5.4 Recommendations

In view of the findings and conclusions in this study, the following recommendations are put forth. It is hoped that th se recommendations will provide assistance to the Government, the C.R.S. lecturers, the curriculum planners, parents and the future researchers at large.

1. The Bible (R.S.V) should remain the major basis on which C.R.S. curriculum should be based. The Bible truths and values espoused in it cuts across cultural and national boundries and the limitations of time. When used as a source book for durable and universal values,

because of the high respect students have for it, teachers can teach those other values which are uniquely desired in the society. Through such contextual teaching of values, it is more likely for schools to get students to understand and to accept as wholesome the value system of the society.

2. Students of C.R.S. should be encouraged to develop the habit of personal Bible study. This is to reinforce the teaching they receive from C.R.S. classes. To motivate students to read the Bible for themselves, some competitions should be organized for the students and and prices be given to the deserving ones.

3. The Federal and State Governments through the various ministries of Education should follow up inconcrete terms the implementations of C.R.S. curriculum. Qualified and competent C.R.S. lecturers should be employed by the ministries of Education. They should be charged with the full supervisory functions of ensuring proper teachings based on the curriculum. This will improve C.R.S. teaching.

4. Government should release enough money to the post secondary institution under study for the purchase of C.R.S. equipments and materials for teaching C.R.S. This will motivate both students and lecturers consequently, learning and teaching of the subject shall be improved.

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APPENDIX A

Ahmadu Bello University
Zaria,
Faculty of Education,
Department of Education,
Christian Religion Studies.

QUESTIONNAIRE FOR C.R.S. STUDENTS

Dear Respondent,

This questionnaire seeks your honest opinion regarding the problems that C.R.S. students are having in learning C.R.S. in various post secondary Institutions.

The result of this study will be used for the purpose of improving the teaching of C.R.S. be assured that your responses will be treated as confidential and will not be held against you.

Thank you for contributing to the progress and improvement of C.R.S. in this country.

(Rev. P.G. Awunah)
Department of C.R.S.,
A.B.U., Zaria.

DEPARTMENT OF CHRISTIAN RELIGION
STUDY
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA.

RESEARCH QUESTIONNAIRE STUDENT

Dear Sir,

I am a postgraduate student of the above address under going a research on factors affecting the Teaching of Christian Religion Study in Benue State. I shall be grateful if you can help by answering the following questions as honestly as possible.

Thanks.

Yours sincerely

Rev. P.G. Awunah.

SECTION 1: PERSONAL DATA

The information required in this section will enable this researcher to determine the characteristics and position of the respondent. Do not write your name, please.

Please put a tick ( ) on the appropriate boxes.

(a) Your Sex: Female ☐ Male ☐

(b) Your Age: Less than 18 ☐

18 - 25 ☐

25 - 30 ☐

31 and above ☐

(c) Your Institution:

MUCAS ▱

ATC ▱

COE ▱

RTC ▱

SECTION 2

For your answer, there are five columns provided beside the statements. The headings are:-

(a) Strongly Agree (SA)

(b) Agreed (A)

(c) Disagree (DA)

(d) Strongly Disagree(SD)

(e) Neutral (N)

Read each statement carefully and put a tick ( ) in the column that expresses best your opinion.

	SA	A	D	SD
1. The most important reason why students from post secondary institutions offer C.R.S. is to help them learn how to behave properly.				
2. The Bible, C.R.S. main textbook does not contain enough truths that can guide students in moral behaviour				
3. The Bible does not contain good examples of human behaviour which can influence student's behaviour.				
4. The studing of the Bible cannot make students to behave well.				
5. The academic qualifications of C.R.S. lecturers and those of other Arts subjects are markedly different.				
6. The opinions of C.R.S. Lecturers and those of the staff inspectors on the aims of teaching C.R.S. in post secondary institutions are quite different.				
7. The opinions of C.R.S. students C.R.S. Teachers on the lack of and facilities hindering the teaching of C.R.S. in post secondary institution is quite different.				
8. C.R.S. students in post secondary institution are almost ready to learn.				
9. Proper understanding of Bible by C.R.S. students does not make them to behave well				

	SA	A	D	SD
10. Students will learn proper ways of behaving more from non religious moral education.				
11. C.R.S. students will be truthful, obedient, respectful etc, even if they were not taught Bible in life.				
12. The stories of human behaviours in the Bible are not related to the life in Nigerian society today.				
13. The study of C.R.S. for-bids students from participating in class debate, inter-school debate, seminar, symposium.				
14. Personally, I find the study of C.R.S. very interesting.				
15. C.R.S. syllabus is directed towards examination more than training in proper behaviour.				
16. C.R.S. teachers should not include feeling, attitudes etc. as part of their lesson aims because they can not measure them.				
17. C.R.S. students will not learn proper behaviour if C.R.S. teachers allow them to discuss freely about such behaviours during the lesson.				
18. The way the C.R.S. teachers teach has nothing to do with the types of behaviours students will learn.				
19. Teachers of other subjects are more qualified than C.R.S. teachers.				

SECTION 3: INFORMATION ON MATERIALS AND FACULTIES.

	SA	A	D	SD	N
20. The following teaching aids are always available for my use, during my C.R.S. class: Overhead projector; Opague projector; Slide projector; Film projector and Radio-Cassette.					
21. Money to purchas C.R.S. equipments for C.R.S. use is readily available on request.					
22. Some of the teaching aids for C.R.S. classes not available for use now is because, the school authorities are not willing to make them available for C.R.S. use because of their lukewarm attitudes towards C.R.S. subject.					

APPENDIX B

QUESTIONNAIRE FOR C.R.S. LECTURER

Dear Respondent,

This questionnaire seeks your honest opinion regarding the problems that C.R.S. Teachers are having in teaching C.R.S. in various post-secondary institutions.

The result of this study will be used for the purpose of improving the teaching of C.R.S. Be assured that your responses will be treated as confidential and will not be held against you.

Thank you for contributing to the progress and development of C.R.S. in this country.

Rev. P.G. Awunah,
Department of C.R.S.
A.B.U., Zaria.

DEPARTMENT OF CHRISTIAN RELIGIOUS
STUDY
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA.

RESEARCH QUESTIONNAIRE FOR LECTURERS

Dear Sir,

I am a postgraduate student of the above address under going a research on factors affecting the Teaching of Christian Religion Study in Benue State. I shall be grateful if you can help by answering the following questions as honestly as possible.

Thanks.

Yours sincerely,

Rev. P.G. Awunah.

SECTION 1: PERSONAL DATA

The information required in this section will enable this researcher to determine the characteristics and position of the respondent. Please do not write your name:

Please put a tick ( ) in the appropriate boxes.

(a) Your Sex: Female ☐ Male ☐

(b) Your Age:

Less than 25	☐
26 - 30	☐
31 - 35	☐
36 - 40	☐
41 and above	☐

(c) Your institution:

MUCAS ☐

ATC ☐

COE ☐

RTC ☐

(d) Education Qualification:

B.A. ☐

Masters ☐

Ph.D. ☐

(e) Years of Service:

0 - 2 Years ☐

3 - 4 Years ☐

5 - 6 Years ☐

7

(f) Have you gone through the content of the New C.R.S. curricula for post secondary schools before?

Yes ☐ No ☐

SECTION 2: INFORMATION ON LECTURER'S STAND ON C.R.S.

For this section, five columns are provided with headings:

Strongly Agree	(SA)
Agree	(A)
Disagree	(D)
Strongly Disagreed	(SD)
Neutral	(N)

Please read the statements carefully and put a tick ( ) in the column that agrees best with your opinion.

		SA	A	D	SD	N
1.	The most important reason why students offer C.R.S. in post secondary institutions is to help them learn how to behave properly.					
2.	Prefer C.R.S. subject than studies iif African Traditional Religion, Social Anthroplogy, Ethics and Law, because, C.R.S. contains enough truths that can guide students in moral behaviours.					
3.	Proper understanding of the Bible by C.R.S. students make them to behave well.					
4.	The topics in the post secondary institution C.R.S. syllabus are useful for helping our (students) society to correct the evils around us today.					
5.	The values and attitude C.R.S. students learn at C.R.S. classes are easily understandable from the Bible texts being used during C.R.S. lessons.					
6.	How often do you use the following methods of teaching for your C.R.S. lessons? Lecture; Group Discussion Role Playing Drama; Story telling; Field Trip/ Excursion; and Assignment.					
7.	C.R.S. teachers should not include feeling, attitudes etc. as part of their lesson aims because they can not measure them.					

	SA	A	D	SD	N
8. C.R.S. students will not lean proper behaviour if C.R.S. teachers allow them to discuss freely about such behaviours during the lesson.					
9. The way the C.R.S. teachers teach has nothing to do with the type of behaviours students will learn.					

SECTION 3: LECTURERS' INTERPERSONAL RELATIONSHIP

In this section, five headings are again provided as it is in section 2 above. You are asked to only put a tick ( ) in the column that best agrees with your opinion.

	SA	A	D	SD	N
10. My relationship with other C.R.S. teachers is very cordial					
11. I have no lukewarm relationship with my fellow C.R.S. teachers but my relationship with other (some) lecturers in other subject is not very cordial due to frequent misunderstandings along subject lines.					
12. I always receive co-operation from other C.R.S. teachers.					
13. Of all the C.R.S. teachers in my institution, I relate freely with all of them because of my good testimonies.					

	SA	A	D	SD	N
14. In my teaching experience, I have never experienced difficulties with my school authorities because I am always properly behaved and takes my work seriously.					
15. The type of methods some C.R.S. teachers teach the subject has nothing to do with the type of behaviour students ought to learn from their C.R.S. lessons					

SECTION 4: INFORMATION ON MATERIALS AND FACILITIES

	SA	A	D	SD	N
16. The following teaching aids are always available for my use during my C.R.S. class; overhead projector; opague projector; slide projector; film projector and radio-cassette.					
17. Money to purchase C.R.S. equipments for C.R.S. use is readily available on request					
18. Some of the teaching aids for C.R.S. classes not available for use now is because, the school authorities are not willing to make them available for C.R.S. use because of their lukewarm attitudes towards C.R.S. subject.					
19. Teachers of other subjects are more qualified than C.R.S. teachers.					

20. Based on your knowledge and use of the C.R.S. curricula for post-secondary institutions, you are requested to assess the curriculum on a five point scale; e.g.

Very suitable	= 5
Suitable etc.	= 4
Neutral etc.	= 3
Less fuitable etc	= 2
Unsuitable etc	= 1

21. How relevant are the themes in the curriculum to the needs of students?

Very relevant	☐
Relevant	☐
Neutral	☐
Less relevant	☐
Irrelevant	☐

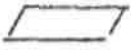
22. How suitable are the unit topics in the curriculum for teaching of the themes?

Very suitable	☐
Suitable	☐
Neutral	☐
Less suitable	☐
Unsuitable	☐

23. How suitable are the scriptural passages prescribed for teaching the topics?

- Very suitable 
- Suitable 
- Neutral 
- Less suitable 
- Unsuitable 

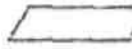
24. How suitable are the scriptural references included for the lessons?

- Very suitable 
- Suitable 
- Neutral 
- Less suitable 
- Unsuitable 

25. How adequate are the scriptural references included for the lessons?

- Very adequate 
- Adequate 
- Less adequate 
- Inadequate 
- Neutral 

26. How appropriate are the unit objectives provided for unit topics?

- Very appropriate 
- Appropriate 

Neutral ▱

Less appropriate ▱

Inappropriate ▱

27. How appropriate are the methods suggested for teaching the topics?

Very appropriate ▱

Appropriate ▱

Neutral ▱

Less appropriate ▱

Inappropriate ▱

28. <u>INFORMATION ON THE AIM FOR TEACHING C.R.S. IN YOUR INSTITUTION</u>.

Based on your knowledge and use of the C.R.S. curriculum in post-secondary institutions, you are requested to state the aim of teaching C.R.S. in your institution. You are required to circle (O) the number/numbers that best agrees/agree with your aims.

What is the aims/s for teaching C.R.S. in your institution.

(a) To inculcate moral sense in studies.

(b) To prepare students for IJMB and WASC (S.S.C. Examination).

(c) To make the teaching of Jesus Christ relevant to the life and work today.

(d) To prepare students for "A/L" examination.

(e) To promote mental, moral, social and spiritual development in student.

(f) To produce practising christian teachers.

(g) To promote christian uprightness and morally responsible students (citizens) for national unity.

(h) To help students to become nature in the understanding of their religion.

(i) To train students to become pastors.

APPENDIX C

Ahmadu Bello University,
Zaria.
Faculty of Education,
Department of Christian
Religious Studies.

QUESTIONNAIRE FOR PRINCIPALS

Dear Respondent,

Improving the Teaching of Christian Religious Education (C.R.E) in post-secondary institutions in Benue State.

This questionnaire seeks your honest opinion regarding the improving the teaching of C.R.E. in various post-secondary institutions.

Be assured that your responses will be treated as confidential and will not be held against you.

Thank you for contributing to the progress and development of C.R.E. in this country.

Rev. P.G. Awunah,
Department of C.R.S.
A.B.U., Zaria.

Department of Christian Religious
Study,
Faculty of Education,
Ahmadu Bello University,
Zaria.

RESEARCH QUESTIONNAIRE PRINCIPAL'S ED.

Dear Sir,

I am postgraduate student of the above address under going a research on factors affecting the Teaching of Christian Religion Study in Benue State. I shall be grateful if you can help by answering the following questions as honestly as possible.

Thanks.

Yours sincerely,

Rev. P.G. Awunah.

SECTION 1: PERSONAL DATA

The information required in this section will enable the researcher to determine the characteristics and position of the principal. Please, do not write your name. Please put a Tick ( ) in the appropriate boxes.

(a) Your Sex: Female ☐ Male ☐

(b) Your age:

Less than 25 ☐

26 - 30 ☐

31 - 35 ☐

36 - 40 ☐

41 and above ☐

(c) Your institution:

MUCAS ☐

ATC ☐

COE ☐

RTC ☐

(d) Your educational qualification:

O.N.D. ☐

B.A. ☐

Masters ☐

Ph.D. ☐

(e) Years of service: 0 - 2

0 - 2 Years ☐

3 - 4 Years ☐

5 - 6 Years ☐

7 Years and above ☐

(f) Have you gone through the content of the C.R.S. curriculum for post-secondary institutions before? Yes ☐ No ☐

INFORMATION ON STRENGTH AND CALIBRE OF C.R.S. STAFF FACILITIES AND EXPERIENCE: AND THE AIM FOR TEACHING C.R.S. IN YOUR INSTITUTION.

Based on your knowledge and use of the C.R.S. curriculum in post-secondary institutions, you are requested to state the aim of teaching C.R.S. in your institution. You are required to circle (O) the number/numbers that best agrees/agree with your aims.

What is the aim/s for teaching C.R.S. in your institution.

(a) To inculcate moral sense in studies.

(b) To prepare students for IJMB and WASC (S.S.C Examination).

(c) To make the teaching of Jesus Christ relevant to the life and work today.

(d) To prepare students for "A/L" examination.

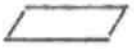
(e) To promote mental, moral, social and spiritual development in student.

(f) To produce practising christian teachers.

(g) To promote christian uprightness and morally responsible students (citizens) for national unity.

(h) To help students to become mature in the understanding of their religion.

(i) to train students to become pastors.

10 How many C.R.E. professional qualified teachers have you on the staff 

11. If you have your way, now many C.R.E. professional teachers would you employ? 

For the remaining numbers in this section, four columns are provided with the headings:

Very Adequate (VA)

Adequate (A)

Less Adequate (LA)

Inadequate (IA)

Your are required to write in the columns the letters that best agree with your opinion. e.g. (A).

12. How adequate are your C.R.E. teachers' staff list? ____

13. How would you consider the facilities in your institution? ____

14. How adequate are the following materials in your institution for C.R.S. use Books; Maps; Visual aids; etc. ____

15. Teachers of other subjects are more qualified than C.R.S. teachers. ____

SECTION 3: INFORMATION ON INTERPERSONAL RELATIONSHIP

16. Have you had difficulties with some of your C.R.S. Teachers? Yes ____ No ____

(You are required to put a tick ( ) in the above boxes and in the questions below. If your answer is non of the above, then, do no fill any of the boxes above.

17. If your answer to question 15 above is yes, what are those difficulties? You are required to tick as many as agree with your opinions:

(a) Truancy from lectures ☐

(b) Lack of knowledge of the subject ☐

(c) Unwillingness of lecturers to face difficulties ☐

(d) Lack of teaching experience ☐

18. Are C.R.S. student in your institution ready to learn the subject? Yes ☐ No ☐

19. How often do you supervise the teaching activities of C.R.S. teachers?

Weekly ☐

Monthly ☐

Quarterly ☐

Yearly ☐