

**IMPACT OF UNITED METHODIST CHURCH ON THE DEVELOPMENT OF  
PRIMARY EDUCATION IN TARABA STATE, NIGERIA**

**BY**

**Shede Walakan, AUGUSTINE**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA**

**SEPTEMBER, 2015**

**IMPACT OF UNITED METHODIST CHURCH ON THE DEVELOPMENT OF  
PRIMARY EDUCATION IN TARABA STATE, NIGERIA**

**BY**

**Shede Walakan, AUGUSTINE  
B.ED (CRS) A.B.U Zaria  
M.ED/EDUC/5610/2011-2012**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU  
BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT FOR THE AWARD OF  
MASTERS DEGREE (M.ED) IN EDUCATION (CURRICULUM AND INSTRUCTION)**

**SEPTEMBER, 2015**

## **DECLARATION**

I declare that the work in this thesis entitled “Impact of United Methodist Church on the development of Primary Education in Taraba State, Nigeria”. Has been carried out by me in the Department of Educational Foundations and Curriculum, under the supervision of Dr. Raymond B. Bako and Dr. Ayuba Guga. The information derived from the Literature has been dully acknowledge in the text and the list of references provided. No part of this thesis was previously presented for another degree or diploma at any University. All citations were acknowledged by means of reference.

-----  
**Augustine Shede Walakan**

-----  
**Date**

## CERTIFICATION

This thesis titled **“IMPACT OF UNITED METHODIST CHURCH ON THE DEVELOPMENT OF PRIMARY EDUCATION IN TARABA STATE, NIGERIA”**. Meets the regulations governing the award of the degree of Master of Curriculum and Instructions of the Ahmadu Bello University, Zaria. And is approved for its contribution to knowledge and literary presentation.

-----  
**Dr. Raymond B. Bako**  
**Chairman Supervisory Committee**

-----  
**Date**

-----  
**Dr A. A. Guga**  
**Member, Supervisory Committee**

-----  
**Date**

-----  
**Dr B.Maina**  
**Head of Dept, EDFC**

-----  
**Date**

-----  
**Prof. B. Kabiru**  
**Dean**  
**School of Post Graduate Studies,**

-----  
**Date**

## **DEDICATION**

This research work is dedicated to my dear husband who endured my absence throughout the Period of the studies and baby Mercy who arrived during the course of this work.

## ACKNOWLEDGEMENT

My gratitude goes to God Almighty for His love, protection, guidance and inspirations from the cradle to the successful completion of this course. I do not think I can express adequate appreciation to the people who were influential in this work, my studies, and my professional growth. My advisors and mentors, Dr Raymond B. Bako and Ayuba Guga who have influenced my professional and personal life in numerous ways, you devoted your time making useful constructive criticisms, and suggestion, I am grateful, may the Almighty God reward you all in hundredfold.

My special gratitude goes to my able talented and tireless examiners, Dr (Mrs) H. O. Yusuf, Dr M. O. Dare, Dr. A.U. EL-Yakub, Dr. A.F. Moh'd, Dr. M.R Bawa, Dr. A.A Dada who took sincere interest in my development and showed me that they were committed to seeing me become the best I could be. I also register my sincere thanks for the academic and moral support of Dr. I.O. Bongotons and Dr. B. Maina, whose encouragement have made this thesis work significantly less stressful. To all of these people, I will be forever grateful.

I also want to appreciate all other lecturers of the Department of Educational Foundation and Curriculum Faculty of Education, who contributed in various ways to make this work a success. May the Almighty God bless you all. I am most grateful to Mrs. Florence Dada, Mr. Aliyu A. Ambiko, Sister Lydia Danladi, Sister, Tabita Sule Gaba God bless you all.

Finally, my appreciation goes to my beloved family members, my darling husband Mr Minaphee Henry Masari who has been an unflinching supporter throughout my studies and every endeavor I have undertaken. Special thanks to my friends and classmates, for your prayers, love and encouragement during my period of study. May the Almighty God reward all of you abundantly.

## **ABSTRACT**

This study examined the impact of United Methodist Church on the development of primary Education in Taraba State Nigeria. The purpose of this study was to investigate the impact of United Methodist Church on the infrastructural development in primary education in Taraba State, Nigeria. Five research questions were formulated and five null hypotheses were stated and tested to answer the research questions. The research design adopted in the study was ex-post facto. The target population for the study area was approximately put at 849 which comprised of P. T.A official, teachers, students and supervisors of education in Taraba state. Structured questionnaire designed by the researcher was used for collection of the (421) respondents in the 3 senatorial districts of Taraba State. Descriptive and inferential statistics were used for data analysis at 0.05 level of significant. Inferential statistic that is one-way analysis of variance Chi-square and T- test statistical procedures were used to analyze all the hypotheses stated while descriptive statistics was used for the respondents bio-data section. Among other major findings of this study, it was discovered that the Church has contributed to the curriculum development of primary school education in Taraba State. The study recommended the enactment of enabling policy by the ministry of education that would encourage Churches to provide infrastructures for primary school education in Taraba State.

## TABLE OF CONTENTS

TITLE PAGE	Page
DECLARATION	iii
CERTIFICATION	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	x
LIST OF ABBREVIATION	xii
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Hypotheses	6
1.6 Basic Assumptions	6
1.7 Significance of the Study	7
1.8 Scope of the Study	8
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
2.1 Introduction	9
2.2 Conceptual Framework	9
2.3 Educational development in Taraba State	10



2.4 Government policy on Primary Education	11
2.4.1 Infrastructures	13
2.4.2 School Facilities	14
2.4.3 Training of Teachers	15
2.4.4 Providing Funds for Primary Education	17
2.5 The United Methodist Church	18
2.5.1 Development and Spread	20
2.5.2 Operational Headquarters of the Church	22
2.5.3 The Leadership of the United Methodist Church	22
2.5.4 Role of United Methodist Church	23
2.5.5 Contribution of United Methodist Church	32
2.6 United Methodist Church and Primary Education	34
2.6.1 Teachers Qualifications	35
2.6.2 Problems in the United Methodist Church Primary School	37
2.6.3 Funding of United Methodist Church Primary Education	37
2.6.4 United Methodist Church and Educational Development in Nigeria	38
2.7 Empirical Studies	39
2.8 Summary	46
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	
3.0 Introduction	48
3.1 Research Design	48
3.2 Population of the Study	48
3.3 Sampling and Sampling Procedure	50

3.4 Instrumentation	51
3.5 Validity of the instrument	52
3.6 Pilot Study	52
3.7 Reliability of the Study	53
3.8 Procedure for Data Collection	53
3.9 Procedure for Data Analysis	54
<b>CHAPTER FOUR: RESULT AND DISCUSSION</b>	
4.1 Introduction	52
4.2 Description of Study Variable	55
4.3 Response to Research Questions	57
4.4 Response to Hypotheses Testing	66
4.5 Summary of Major Findings	77
4.6 Discussions of Findings	77
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION</b>	
5.0 Introduction	82
5.1 Summary	82
5.2 Conclusion	83
5.3 Recommendations	84
5.4 Suggestion for Further Study	84
Reference	85
Appendices	89

## **LIST OF TABLES**

- Table 4.1      Classifications of the respondents by sex.
- Table 4.2:     Classification of the respondents by age ranges.
- Table 4.3:     Classification of the respondents by statuses.
- Table 4.4:     Opinions of the respondents on impact of United Methodist Church on the Infrastructural on primary school education in the State.
- Table 4.5:     Respondents opinions on the Church impact on the development and training of manpower for primary education in the State.
- Table 4.6:     Opinion of the respondents on impact of the United Methodist Church on curriculum development for primary education.
- Table 4.7:     Opinion of the respondents on impact of the United Methodist Church on the enrolment of pupils into the primary schools.
- Table 4.8:     Opinion of the respondents on impact of United Methodist Church on the provision of funds for primary school education.
- Table 4.9:     One sample t-test on impact of United Methodist Church on the infrastructural development of primary education in Taraba State.
- Table 4.10:    One sample t-test on impact of United Methodist Church on development and manpower for primary school education in Taraba State.
- Table 4.11:    One sample t-test on impact of United Methodist Church on Curriculum development for primary school education in Taraba State.
- Table 4.12:    One sample t-test on impact of the United Methodist Church on the enrolment of pupils into the primary schools education in Taraba State.
- Table 4.13:    One sample t-test on impact of United Methodist Church on provision of funds for primary school education in Taraba State

## **LIST OF ABBREVIATIONS**

GENS	General Studies
NCE	Nigerian Certificate of Education
BED	Bachelor of Education
LVT	Long Vocational Term
TSEP	Teacher In-service Education Programme
IMF	International Monetary Fund
MDG	Millennium Development Goal
UMCN	United Methodist Church of Nigeria
WFDD	World Faiths Development Dialogue
UBE	Universal Basic Education
UBE	United Basic Education

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background to the Study**

The education tradition began seriously in Nigeria with the Wesleyan Christian Missionary at Badagry in 1842. It has obviously been the most successful in meeting the overall formal educational needs of the consumers, for the present and for the future. Schools were built and the mission struggled for pupils and members such that there was a proliferation of primary schools established by different missions. Okebukola (2011).

Western education was introduced in Taraba State around 1923 by Christian missionaries in Bambur, Karim-Lamido Local government area. According to Peter (2001), since the introduction, the Christian missionaries have contributed significantly to education. Taraba people have great faith in education as a vital instrument for social and economic emancipation of the country and its citizens. The social demand for education had been sustained over the years, and this helps to explain the phenomenal expansion of the education system since national independence in 1960. The historical overview of the development of United Methodist Church participation in education in Taraba, presents the fact that over 50 percent of all primary and secondary schools in Taraba State were private schools owned and managed by private organizations, to complement the role of the United Methodist, proprietors, individual entrepreneurs, tribal, town unions, and communities which contributed in building schools to the point at which they now constitute the dominant educational institutions in every part of Taraba State.

United Methodist Church have made tremendous contributions to Taraba State, if we could x-ray the society in which this education grew from 1923 to date we could see that United Methodist Church brought light first to the people of Bambur and then to the whole Taraba.

According to Dime & Peter (2000), United Methodist Church was the first to establish schools in an area where even the British colonialist refused to go. They people belief in spirits and worship them through sacrifices in different forms as mediator to God. Geographically the area is virtually, surrounded by some rocky hills and mountains. There are fevers forests in the area which they people are using for defense and sacrificed. The hills, in the past served as best area where the rituals can easily be visible and attacked during, tribal wars.

In support of the above statement Mavola (1999), stated that, it is the hills that disallowed and veiled the early European explorers to get at the land easily and quickly and so enclave the areas from quick and modern civilization. The area was populated by persons who had many superstitions and had never heard of western education. It was there that missionaries sowed the seeds of education, health care, and other social services. The United Methodist Church played an important role in bridging the gap between those who had a formal education and those who did not. Western education started at different times with the primary schools in the mission areas. The first mission school established in Bambur in 1923 gave birth to other primary schools.

Marubitoba (1989), stated that most of the schools also received financial support from the government, which commended the church for the excellent educational work. As the result of the quality of education being provided, even non-Christians sent their wards and children to the schools. It was felt that United Methodist Church has the understanding that body and spirit are connected and that the needs of the body have to be addressed before spiritual needs can be dealt with. This philosophy informs the approach of the United Methodist Church to community services, which aims to meet local needs for key services in health and education, as well as income generation through vocational trainings centre.

According to the National policy on education (2009), “primary education is the education that is given to children age 6-11years”. The federal government welcomed the contributions of voluntary agencies, community and private individuals to establish and manage primary schools as long as they meet the minimum standards by the federal government and National policy on education.

Tai (2010), also stated that “just as the strong foundation is very important in the construction of a building, the primary education is very important in the education of the child and the progressive development of his personality”. At this stage the nervous system of the child is very delicate but it is very receptive. All important traits of character such as discipline handwork, co-operative spirit, group feeling and self dependence are developed during this period. The future citizens of the nation may become capable of having qualities of good citizenship only after successful completion of primary education.

The foundation of socialization and profitable platform on which the child builds his future career is laid at this stage. In fact, primary education arouses great curiosity in those students who have not attended any infant school education before. Primary education is a form of compulsory general education. It is also a stage leading to expansion of literacy

## **1.2 Statement of the Problem**

It is perceived among the people of Taraba State that the United Methodist Church, do not have an impact on the development of education particularly primary education in Taraba State. It is belief that Churches are established for the sole propagation of Christianity and do not have anything to do with the development of primary education

Tai (2010), further stated that “in Nigeria, Federal government plays little or no role in the establishment and administration of primary education”. The National objective relating to primary education could not be solved due to some basic difficulties. The spread of education became difficult due to defects in governmental machinery, lack of co-ordination in the public and government organization, favoritism, and partiality of educational officers and their irresponsible attitude etc. The prevailing pattern of education is defective and not suitable to local condition. On account of these obstacles, only partial success could be achieved in actualizing these targets of the National policy on education. The researcher also observed that, the society in particular is facing many changes and changes due the non commitment of government officials which makes the living standard of the people to be decreasing and so they remain relatively poor. The primary schools may not achieve their objective without the religious organizations participating in their development even though it is clear such can contribute to their success. It is based on these that the researcher sees the need to investigate the impact of United Methodist Church on the development of primary education in Taraba State.



### **1.3 Objectives of the Study**

The main objective of this study is to find out the impact of United Methodist Church on the development of primary education in Taraba State. The specific objectives are to:

1. Identified the impact of United Methodist Church on the infrastructural development in primary education in Taraba State:
2. Examine the impact of United Methodist Church on the development and training of manpower for Primary school education in Taraba State:
3. Examined the impact of United Methodist Church on the curriculum development of primary education in Taraba State:
4. Establish the impact of United Methodist Church on the enrolment of children for primary education in Taraba State:
5. Determine the impact of United Methodist Church on the provision of funds for primary education in Taraba State:

### **1.4 Research Questions**

This study sought to find answers to the following research questions:

1. What is the impact of United Methodist Church on the infrastructural development of primary education in Taraba State?
2. What is the impact of United Methodist Church on the development and training of manpower for primary education in Taraba State?
3. What is the impact of United Methodist Church on the curriculum development of primary education in Taraba State?
4. What is the role of United Methodist Church on the enrolment of children for primary education in Taraba State?

5. What is the impact of United Methodist Church on the provision of funds for primary education in Taraba State?

### **1.5 Hypotheses**

The following null hypotheses were formulated:

1. United Methodist Church has no significant impact on the infrastructural development of Primary school education of Taraba State
2. United Methodist Church has no significant impact on the development and training of manpower for Primary school education in Taraba State.
3. United Methodist Church has no significant impact on the curriculum development for primary school education in Taraba state.
4. United Methodist Church has no significant impact on the enrolment of pupils into the primary schools education in Taraba State
5. United Methodist Church has no significant impact on the provision of funds for primary school Education in Taraba State.

### **1.6 Basic Assumptions**

For the purpose of this study, the following assumptions were made and they are as follows:

1. It is assumed that United Methodist Church has effect on the development of primary education in Taraba State.
1. It is assumed that of United Methodist Church has influenced man power development for the development of primary education in Taraba State.
2. It is assumed that there are problems facing United Methodist Church in their efforts toward the development of primary education in Taraba State.

3. It is assumed that students' attitudes affected United Methodist Church on the development of primary education in Taraba State.
4. It is assumed that the impact of United Methodist Church affect the development of primary education in Taraba State.

### **1.7 Significance of the Study**

The study would be significant toward the attainment of the goals and objectives of primary education based on the national policy on education.

The study would benefit religious leaders since it would serve as a guide on how to provide education on character and moral training and the development of sound attitudes towards desired ends, such as societal values, respect, honesty, justices and truthfulness.

The study would suggest to policy makers the need to introduce more necessary methods to teach in primary schools. This would enable the policy makers to achieve the national educational goals as spelt out in the National policy on education which emphasizes on giving the child opportunities for developing manipulative skills that would enable him to function effectively in society within the limit of his capacity. Such skills bring out the ability of the child in certain trades and vocation that he would earn his living from.

The study would be significant to student for the development of self reliance. The primary education curriculum is arranged so that children would try to fulfill and provide their daily needs and become self dependent. Education at this stage, aims at providing opportunities to children to solve their day to day individual domestic and social problem themselves.

## **1.8 Scope of the Study**

This research was delimited to the impact of United Methodist Church on the development of primary education in Taraba State. Only Parents, PTA officials, Supervisors of Education, teachers and Students were used. It covered the three senatorial district of Taraba State that is, Taraba south, Taraba North, and Taraba central. The study took into consideration the graduates of United Methodist Church's Primary schools who completed their primary education between 2009 and 2014. The study has also considered the influence of the Church on the development of primary education in Taraba State. The reason for delimiting this study to United Methodist Church is because the Church has long before now embraced primary education as part of its evangelism concerns.

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter reviewed literatures related to the topic under study that is “Impact of United Methodist Church on the development of education in Taraba State, Nigeria” and the variables identified within. Literatures consulted includes: books, journals, government document, newspapers, thesis and dissertations. The review focused on the main variable of the research which is: United Methodist Church and their efforts in educational development in Taraba State.

### **2.2 Conceptual framework**

For the purposes of this study, the term development is understood as a social condition within a Nation, in which the authentic needs of its population are satisfied by the rational and sustainable use of natural resources and system. This utilization of natural resources is based on a technology, which respect the cultural features of the population of a given country. This general definition of development includes the specification that social groups have access to organization, basic services such as education, not only in terms of law, but also in terms of providing social benefit for the majority of the population.

According to the modernization theory, modern societies are more productive, children are better educated and the needy receive more welfare. According to Smelsers (), analysis modern societies have the particular feature of social structural differentiation, that is to say a clear definition of functions and political roles from national institution. Modern nation is a progressive process which in the long run is not only inevitable but desirable .It is an evolutionary change, not a revolutionary one. It will take generations or even centuries to complete, and its profound impact will be felt only through time. Development is the series of related changes that happen over the course of a life span.

Aggarwal (2004), said “whatever broadens our horizon, deepens our insight, refines our reactions and stimulates thought and feeling, educate us. It includes all influences, cultural, domestic, economic, geographical, political, religious, social and spiritual”. Even the climate, soil and surroundings educate us. In the wider sense, all experience is said to be educative. Life is education and education is life. The process of education is a lifelong process, from infancy to old age or from womb to grave. In includes experiences gained through the various formal and informal agencies of education, we learn from home, school, Church, club, press, travel, friends, physical and social environmental. In a narrow sense education is the culture which each generation purposefully gives to those who are to be its successors, in order to qualify them for at least keeping up and if possible for raising the level of improvement which has been attained. It includes special and specific influences, a conscious and deliberate process, well planned to modify the behavior of the educated in desirable and socially approved channels and to bring about in the specific knowledge and skills.

### **2.3 Educational Development in Taraba State**

Taraba State inherited from former Gongola State only rudiment of what can be described as indices of development. Most social infrastructures like educational institution, health facilities, road network, power supply are grossly inadequate and where available, are poorly developed and substandard. In most places, they are found in the urban places.

Educationally, Taraba State have witnessed tremendous changes in the development of education, there are over 1000 primary and secondary schools. Not only that, higher institutions of learning have been established. This includes State college of education Zing, State college of agriculture Jalingo, school of Nursing Jalingo, Taraba State University Jalingo, Federal University of Technology Wukari and State Polytechnics Jalingo and Wukari. Taraba State

remains one of the least developed states in Nigeria, not because it lack the natural and human resource for development. The stock of educational institutions especially at the lower level appear not to be uniformly provided in terms of their number there are total number of 986 public primary schools among the 16 local government areas. This indicate a very high spatial inequality in the level of provision of primary schools, eight out of the sixteen have more than the average that is why some areas are develop than the other.

#### **2.4 Government Policy on Primary Education**

The National policy on education (2004), provides 6 years of primary education and state that, every learner who have gone through 6 years of basic education should acquire appropriate level of literacy, numeracy, manipulative, communicate and lifelong skills, as well as ethical, moral and civic value needed for laying a solid foundation for lifelong learning, as the basis for scientific and reflective thinking

According Tai (2010), “for any curriculum to be relevant, it must consist the peculiar circumstances and occupations of the living environment in which the school is sited”. It is only through success curriculum that individuals can acquire deeper appreciation of content, decipher enough meaning from it and even be able to appreciate to life what has been learnt in school. The curriculum should be relevant only to the immediate environment from where it is drawn. Be that as it may, deeper insights gained from such a living curriculum can easily lead to application, for one has grasped idea in such a workable way that he can transfer it to other environment.

Tai (2010), made specific curriculum proposal for primary education, that the curriculum must be overhauled and taught in a more progressive way where a student a given opportunity to play with concrete things and by role playing this way they can understand simple facts of life. He advocated that stories about the tortoise which portray it as being cunning vindictive. He

held, they should be those that depict co-operative spirit, story of valour, stories that give room to the team, the society, rather than those that emphasize unbridle individualism and competition.

Tai (2010), advocated for detailed curriculum plan for primary schools based on the principle of validity, relevant to life, variety, suitability and cumulativeness. While favoring learning experiences on religious books of various faiths are to be read by students on their own for enlightenment, inspiration or both. Tai (2010), proposed for elementary education that displays a rich diversity of activities because it will translate every conceivable worthwhile experience into realization of oneself, for example, from storytelling to local history and geography, from hygiene to drawing, singing and moral knowledge. He found diversity stimulating interest in schoolwork, just as it contributes to balanced growth.

According Enoh (1996), the element of suitability to learner's levels of attainment is also evident in his proposal learning experiences which are essentially intended to relate to the child's philosophy of work and humanism as opposed to docility and religiosity. He further advocated that students be engaged in various forms of work experiences which are directly drawn from the immediate environment. Successive ideas are introduced as extension of what went before. Tai (2010), gave examples of such activities as, local history of living men around them, historical events , towns or institutions to be told by the children, while this continues in primary two and three, outline of Nigerian history is to be introduced. History is to be introduced in primary four and five and in primary six teachers should emphasize the necessity of relating new ideas to previously know ones so as to facilitate learning.

Gbamanja (1989), in Ben-Yunusa (2008), opined that “development is an elaborate task and has several stages, all of which could be describes under curriculum theory and practice”. Curriculum development progresses from a theorizing stage through what may be outlined



implementation. A good curriculum must be based on a good source which reflects the values of the society for which the curriculum is designed. Also, it deals with prescriptions, description, and explanation of the elements in the curriculum content. As a practical explanation of the element in the curriculum theorizing is to make recommendations as to what is to be taught, which design the curriculum should take, the dissemination strategies that should be outlined, and how the curriculum should be evaluated.

If the curriculum is as wide as everything that happens in school as a result of what teachers do, then we cannot confine the term curriculum development to specific attempts to reform subject content and introduce new teaching methods. Many different activities of government, education ministries, local education and individual schools help to shape the curriculum, as do the activities of others outside the line of management of the education system. There must be scope for curriculum development, as such, curriculum planning should involve several expertise including subject specialist, education specialists, classroom teachers and the community.

#### **2.4. 1. Infrastructures**

Daniel (2005), observed that “infrastructures and facilities are referring to the physical and spatial enablers of teaching and learning, this include classrooms, libraries, laboratories, workshops, playfield, school forms and gardens etc”. He explained that these facilities should be of the appropriate quantity, size, and quality to meet the minimum standards for promoting any meaningful teaching and learning target. This argument emphasized on students’ ratio on the equipment available. In a situation where the facilities are far lower than the number of students or below standard, certain goal attainment will not be realistic or possible.

Facilities in teaching and learning situation can be equated to tools in an engineering workshop, without which work will stagnate and time will be wasted. A teacher may be as good as anything in terms of theoretical steps, but the absence of facilities will render his effort if not fruitless will be enshrouded with several problems. It is in agreement with this assertion that Lassa (2000) opines that as a matter of necessity a school should acquired basic physical facilities such as lecture rooms, administrative and office blocks, laboratories/workshops/hostel accommodation, staff house. He added that other essential infrastructural facilities include water, light, health and sanitation facilities and all season access routes

Kochhar (1992), identified school facilities as school building, furniture, books, libraries, journals light sanitation, water, machinery, audio-visual aids, computers type writers tape recorders, vegetation etc. This in a general terms referred to all that is found in the school and is use to aid teaching and learning are part of school facilities or educational resources.

#### **2.4 2 School facilities are categorized into two aspects.**

(A) Instructional facilities: these include audio visual and visual aids, aural aids, factual aids, computer, projectors, type writers, sewing machines, laboratory equipment, books furniture etc. These equipment/ materials aids teaching and learning, however, they must be provided in the required quantity commensurate to number of students and in a good and standard form.

(B) Educational facilities: These includes administrative files, school register, log book, certificate result booklets, duty book, dairies, scheme of work, departmental files, club and society files, personal or staff files, staff duty roasters, visitors book, timetables, reward and punishment book etc.

### **2.4.3 Training of Teachers**

The term training in the context of this work means the training given to teachers in preparation to work and training given to teachers in the course of the teaching job (retraining of teachers). Training according to Oxford dictionary (2007), is “a special physical exercise that are part of a plan for keeping someone fit and healthy”. This meaning explains special physical exercise that a process which is unique and has to do with practical work and also plan in other words, it predetermined, with a time span and in the end aim is to make one ready to face challenges of work ahead.

Farant as cited by Bello (2011), said “the development of education depends upon the ability of the teacher, necessity of able teachers was acutely felt”. In order to get efficient teachers short-term training courses were introduced and untrained teachers were also given teaching assignment. Shifts were made for the training of untrained teachers. The system of compulsory and free education also helps direct the attention of the government on teacher education.

#### **Ways of training Teachers**

Teaching practice – McDonald also cited in Bello (1988), stated that “these are ways aspects where a teacher is trained to face the teaching challenges”. He the teacher is prepared in general studies popularly known as GENS subject such as library studies, citizenship education, language and communication skills, basic math’s introduction to computer sciences are taught. In these section teachers are given basic knowledge of their areas, as the teachers are to face issues related to them.

More so, for any student on training to a become teacher, they must pass through education courses. These courses expose the student teachers to concepts related knowledge on

the nature and sources of knowledge and society, trends in the development of education, management, and also the methods of imparting knowledge to the learner. In addition, the teacher is also trained on a particular subject area of his interest such as physics, biology, social studies etc.

Bello (2011), further added that “at the end the student teacher is taught the skills of teaching with practical aspect that is assessed through teaching practice. All these are done at the college or university where certificate of Nigerian Certificate in Education (NCE) or Bachelor of Education (BED) awarded to them as the basic requirement for teaching.

(b) Distance learning: these enable teachers attend training without attending school regularly. Lessons are either by broadcast or through post or in a convenient place. This help teacher since they are not to leave jobs to pursue studies.

(c) Initial conventional or re-services training: this type of training according Farant (1981), “are those type of training available to teacher in teachers college, advanced teachers colleges, institution of education and faculty of education in the university”. This institution train teachers at the beginning or retrain them in furtherance of their education.

(d) Part time Long Vacation Training (LVT) Programme: This programme is designed to be done during school long vacation period. This programme equips and develops teachers. A full time programme of 3 years takes 5 years in LVT.

(e) Seminar: This is a training meant to upgrade teachers quality. Attahlis (1993), defined seminar as a topic centered event disused to educate and inform an audience about a broad subject of interest.

(f) Workshop and conference: This has to do with the practical upgrading of practicing teachers. Conferences are made to tidal single problem or a set of problems. It may include discussion, lecturer etc.

The above is a must to prepare new teacher and also upgrade those within the system.

Tebouo (2000), suggested other means through which teachers can be trained. They include:

- (1) Distance teacher education programme offered by National Teachers Institution for under qualified and unqualified serving teachers.
- (2) Correspondence degree programme organized by the Centre for External Studies, university of Ibadan and the Correspondence and Open Studies institute, University of Lagos.
- (3) The Teacher In-Services Education Programme (TSEP) and the Nigeria Centre in Education by Correspondence Course, Institute of Education, Ahmadu Bello University Zaria.
- (4) Training in designated institutions and educational resource centre.
- (5) Training through seminar and workshops usually organized during long vacation for the dissemination of ideas and innovations.
- (6) Undergraduate courses in education organized by the Open Studies Unit, university of Abuja, and
- (7) Correspondence courses run by the Abia State University College of Education, Uturu.

#### **2. 4. 4 Providing funds for Primary Education**

Generally, education is a capital intensive venture. Most probably that could be the reason why the government made a vivid statement in the National Policy on Education (2005), that “the government will welcome assistance from individuals or group of individuals in cash or

equipment to move education forward”. It could also be deduced that allowing the proliferation of private schools at all levels in Nigeria is an indication by the government to invite the private individuals to fund education. People have different view on the reason behind the government’s inviting the general public to invest in the education system. Some attribute this move to population growth and explosion, while others see it as lack of commitment by the government in funding education at all level.

According Tai (2010), “the National primary education fund shall be deducted from federal government account and to be disbursed on the ratio of fifty percent (50%) thirty (30%) on school enrolment, twenty (20%) on educationally disadvantaged state”. Funding of primary education is regarded as the mitochondria in the education system. The success of any system is predetermined by the commitment within the finance available to it, inclusive of education. In Nigeria funding of primary education falls within the concurrent list. Tai (2010), explains further that these function overlap between the 3 tiers of government federal , state and local government, NGO’s and local communities also provide funds for education at the primary schools level.

## **2.5 The United Methodist Church in Nigeria (UMCN)**

According to Balutu (2008), The United Methodist Church is a worldwide denomination that hinges upon the principle of connectionalism. That is, it works through a network of interdependent relationships among persons and groups at local, regional, national, and international levels. Revised every four years by General Conference, the Book of Discipline outlines the law, doctrine, administration, organization, and procedures of the United Methodist Church. It is the guideline for all United Methodist communities, boards, districts, and conferences.

The Council of Bishops, which includes active and retired United Methodist Bishops, meets twice a year. The council is the collegial expression of the Episcopal leadership in the Church and through the Church into the world. The Church expects the council of Bishops to speak to the Church and from the Church to the world and to give leadership in the quest for Christian unity and interreligious relationship.

Balutu (2008), said “jurisdictional and central conferences assign Bishops to Episcopal areas, which consist of one or more annual conferences”. The council of Bishops assigns Bishops to various general boards and agencies and enables them to make periodic visits to various parts of the globe to strengthen one another. District superintendents are members of annual conferences who supervise groups of pastors and Churches. In a few annual conferences superintendents also serve as pastors of local churches.

Peter (1989), cited in Balutu (2008), opined that “clergy are appointed annually to a local Church or agency by the Bishop in the Episcopal area in which they serve. However, lay persons and Clergy are called to be ministers in their respective communities”. General, jurisdictional, annual and central conferences are made up of equal numbers of Clergy and Laity. There are five jurisdictional conferences in the United States. The conferences elect bishops and direct Church programs. In the United States America the conferences are called central conference which receives directives from General Conference. Each central conference has a unique structure and operational patterns.

### **2.5.1 Development and Spread**

According to the records of the United Methodist Church in Nigeria Journal (UMCNJ1993), on the nineteenth of December, 1923, Ginter and Ira E. McBride, and their families left Ibi the Oldest station of the Sudan United Mission, to their new denominational area in Wurkum land. They sailed all day but did not reach their final destination that day. They spent the night at mallam Usmanu's house. It is important to note that permission to start work in Wurkum Land was given in 1920, but lack of available personnel delayed its take off until 1923. Ginter returned from the United States from his furlough. In early January 1923, Ginter visited Bambur where he selected the site for the new station.

After arriving in Bambur, work began immediately with the construction of round huts with mud blocks with the help of Kulung people. Temporary shelters were constructed for worship services. All the roofs of the buildings were made of thatch. The record has it that Ginter occupied his grassmat shelter at the new site on December 27, 1923. Most of the activities from 1924 to 1930 were construction of houses, schools and worship places. Ginter and McBride did a lot of surveying and traveling to select stations and to prepare the areas. Kirim Village was visited for the first time in February 1924. The new station covered areas like Darufai, Zailani, and Balasa among others. Wurkum east was visited between 9-14 February, 1924 . Other areas covered were: Bandawa , Jen, and Bambuka.

The record further added that “the indigenous people who lived in these places were Baraya and Sanga, while Kura Tella and some others were working and supervising the construction work on the new school building”. Full class work started on June 2,1924, after permission was granted to open the school at Bambur. Ginter and McBride were in charge of



teaching in the primary school. Guinter's wife was in-charge of treating sick people in their mini dispensary.

The record also stated that "in 1925, construction continued and buildings increased in number. Work started on the Kirim Chapel building and was completed the same year". It was dedicated on the April 18. Guinter visited Munga, Jen and Bambuka again in June, 1925. Their first task was developing the orthography of the language and translating the Bible to Kulung language on August 1,1925. McBride started compiling lists of Wurkum vocabulary and learning how to speak the language for easy communication with the people. Neither English nor other languages were widely spoken at that time, so foreigners who wanted to communicate with them had to learn the local language. Thus it was imperative for the new missionaries to study the language of the people where they were working for easy access to the people and further push their doctrine cum the Christian faith.

Further decision was made by Guinter in February 1926. He and McBride were on their way to Pipero District in Kaltungo Native Authourity. The visit covered many places. They went to Bachama, Filiya,Anding Jero, and Gwandum village s surveying the best site for mission stations and preaching areas. Pastors Arnold and Walter arrived in Bambur at that time. Later in 1927, they became missionaries in the Pipero District. By 1927, many of the first students who started classes in 1924 were able to read and write. One of them Kura Tella, started teaching at the Bambur primary school in February 1927.( United Methodist Church Journal, 1993).

Peter (1989), added that "there were many pupils coming to school that year thanks to Kura Tella's encouragement through a house to house campaign. However, small pox disease broke during the dry season that year and killed many people in Bambur". The school was closed for a long period due to the epidemic. Günter's wife who was in charge of the health department

was busy vaccinating people in the surrounding areas to relieve the disease in Bambur. That period marked the growth and interest in the medical arena by the people of the Wurkum Land. The help which the missionaries were rendering became a form of attraction. It was a way to get people to listen to the gospel message there on the African continent.

In 1929, more visit to Panyam, Bamdawa, Munga, and Bambuka were made. There was already a school at Bambuka, but the school was closed in March that year because of an outbreak of cerebral spinal meningitis. Ginter and McBride went there to vaccinate people against the meningitis. By then the work on the Kulung language was in progress. Strachan and Cooke from Kona were in Bambur in January 1929 visiting the missionaries there. At that time they planned a trip for McBride to baptize the first converts in Kona. McBride did not go until November 1-6, 1929. Those who were baptized included Dauda Neman and his wife, Samuel Kamai, and Dawuya. Most of the work was done during the years 1931-1945 in Muri. Work on the full dispensary building in Bambur began in 1931. (Peter 1989).

### **2.5.2 Operational Headquarters of the Church**

UMCN Journal (2001), the Church has its administrative Headquarters in Jalingo the capital (City) Taraba State. This is the seat of the Resident Bishop, the Church is fully rooted in the Old Muri division of Taraba State and some other areas of the State. It has widely spread in the Local government areas of Shonghon, Billiri, and Akko. Gombe State. The Church has spread to other State like Adamawa, Bauchi, Kaduna, Kano, Plateau, Lagos, Gombe, Nasarawa, Yobe, and the Federal Capital Territory, Abuja.

### **2.5.3 The Leadership of United Methodist Church of Nigeria**

The United Methodist Church works through a network of interdependent relationship among persons and groups at local, regional and international levels. The denomination includes,

local Church, central conference, jurisdictional conferences and general conference. The general conference is the primary law making body, it meets every four years and regulates the activities at all levels. The areas of work suggested for every local Church includes, Christian unity, education, evangelism, Church and society stewardship, worship, higher education, mission, religion and race.( UMCNJ,2001).

It is worth mentioning the fact that in Nigeria, there is only one Annual Conference as well as two Provisional Annual Conference at Gwaten (Bambur) and Pero. Each of the Provisional Annual conference is under the leadership of a General Superintendent who is responsible to the Resident Bishop. The Bishop presides over the Annual Conference and two Provisional Annual Conferences. The elected delegates make all decision and are responsible for policy formulations during the Annual Conference. The Bishop and the General superintendents do not take unilateral decisions for the Church. (UMCNJ,2001).

#### **2.5.4 Role of United Methodist Church.**

According to Ayandele (1966), in Balutu (2008), “The United Methodists Church have involved themselves in influencing the progress Taraba State to a better world. In view of its innumerable adherents and its common belief in the dignity of the human person under God, United Methodists Church is committed to promoting of the human good so as to provide basic human needs, guarantee protection of human rights and promote integral development of the globe”. As long as secular discourse continues to exclude religion in its analysis of globalization as well as the progress and development of the people, the results of its analysis will always be defective. As Max Stackhouse asserts: “The neglect of religion as an ordering, uniting and dividing factor in a number of influential interpretations of globalization is a major cause of misunderstanding and a studied blindness regarding what is going on in the world”. At various

times in the not too distant past, the recognition of the indispensability of religion in the development discourse has given rise to changes of attitude leading to a series of dialogues between religion and various agencies concerned with the promotion of sustainable development.

For instance, within the context of the food and energy crisis of the 1970's this however, does not mean that all involved in international development are convinced about the relevance of religion to development agenda. Some still think religion is divisive and dangerous working fundamentally toward a different agenda driven by tradition and immutable theological approaches. Some people think globalization and modernization shakes and changes traditional religious structures. While others think technology and media brings new challenges and opportunities to faith institutions.( Balutu,2008).

Furthermore, to show the relevance of religious dialogue in development, bodies like the World Faiths Development Dialogue (WFDD) set up in (1998), continue the dialogue of religious and development agencies such as the World Bank and the International Monetary Fund (IMF).The result of such dialogue has been an emphasis on 'integral practices found in any single secular tradition. The role of religion in economic development is more pronounced in the educational and health sector, as well as creation of job opportunities.

To Aggarwal (2004), education is a continuous and creative process which aims at developing the capacities latent in human nature, and coordinate their expression for the enrichment and progress of the society, by equipping students with spiritual, moral and material knowledge, qualities, skills, attitudes and capacities that enable individuals to become conscious subject of their growth and active responsible participants in a systematic process of building a new world order.

As stated in UMCNJ (1993), the United Methodists Church have pioneered the establishment of the primary schools, and ever since then, the Church have played a significant role in the establishment of schools in Taraba. As the primary schools and their products multiplied, secondary schools were established to satisfy the demand higher education. It is on this foundation that secondary schools education has been rested in Taraba (Olurode,1999). Other Christian organized primary schools later emerged to compliment government effort in educational development.

In Taraba State the United Methodist Church has contributed positively to the growth and development of education. Religion stands as a reliable institution providing stepping stones to sustainable development. According to Peter (1989) “the United Methods Church found themselves as the viable structure after the break down of State institutions, and as such had to shoulder a disproportionate burden of the problems of their societies”. The United Method Church in Nigeria has focused its development strategy in two areas: education and healthcare and they have done remarkably well. According to Peter (1989), the United Methodist in Nigeria provide health care and educational services through their hospital, Clinics maternities, schools, colleges, vocational training centre’s, seminaries and universities. Specifically, research on religious organizations and development has identified the main organizations which are both Christian and Muslim organization with consultative status in the United Nations among other things, aims at the rehabilitation of children and orphans, the encouragement of young girls to embrace education and proper health care. This it does in partnership with the Nigerian government through the Universal Basic Education programme and Nomadic Education Programmes. Among other Programme aimed at tackling poverty and ensuring sustainable income for the society. Education has been paramount .UMCN promotes small scale businesses

by granting loan to individual and cooperative societies partners with government to promote rural and urban development especially in areas of rural development, agriculture, water and sanitation, micro finance and livelihood development and training is beings and adherents of one religious group or the other .It has been one of the social determinants of the shape of human society. The United Methodists Church urge that man should accept and abide fully by God wishes and designs .So as to enjoy God eternally in heaven after the present earthly sojourn to then religion aids right attitude and good living in the world.

Nwogo (2011), “as noted that, part of human society, United Methodists Church is associated with morality. It contributes immensely to human development in nation building. The United Methodists Church takes into consideration physical, spirituals and material life of its people. Thus, the early missionaries who came to Nigeria contributed to national development by way of western education, health care delivery and many more programs that brought success in the life of the people.

Nwogo (2011), also said that “ Religious institutions ought to be placed where people go for solace and this is particularly significant at time like this where retrenchment, unemployment e.t.c. prevails.” This made many to see religion as the answer to comprehensive analysis of the economic, psychological, socio-political circumstance of the society and social justice. It teaches moral values there by considering societal vices there by shaping the lives of the people for a good living .When the building fond of religion is lacking; the result is breakdown of law and order.

The integrative role of United Methodists Church in Taraba is so great that it contributes to the growth of the Nation. Traditionalist, Muslims and Christians go to the same school from the colonial days. The students who stay in the same school do not see themselves as enemies

because of their religious beliefs. From its earliest stage, United Methodists Church had a clear mandate to contribute to national development by being attentive to the problem of its immediate environment. As one of the State in Nigeria, Taraba State has some immediate needs that relates to education. Such educational needs that become relevant to our development process must seek to meet the following National objectives;

- (a) Train the individual for a better appreciation of its own cultural traditions which at the same time equipping the youths with the ability to absorb new ideas, new information, and new data for resolving the constantly changing problems of their environment.
  - (b) Train the individual to relate and interact meaningfully with others in the society and to appreciate the importance of effective organization for human progress.
  - (c) Develop the creative ability of individual especially in the cultural and technological realms.
  - (d) Foster in the individual those values which make for good citizenship such as honesty, selflessness, tolerance, dedication, hard work and personal integrity, all of which provide the rich soil from which leadership is spawned.
  - (e) Provide the culture of productivity by enabling every individual to discover the creative genius in him/her and apply it to the improvement of the existing skill and technique of performing specific tasks thereby increasing the efficiency of his personal societal effort.
- Religion has been at the focal point for some of the enduring efforts at making education an important agent for positive change and development in Nigeria. Their effort is premise on the fact that, the quality of education in our public schools is deplorable and State face the sector of ever poorer performance in National examination.

Aggarwal (2004), further agreed education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibility. All societies have means of educating the young ones. This is through importing the values, attitudes and norms of such societies informally. It is observed that in as much as informal education is still being carried on by all societies, the demand of our contemporary society are such that more emphasis be place on formal education hence, the increase interest in the development of institution for inculcation of formal education .

Nwogo also (2011), is of the view that a nation's growth and development is determined by its human resources (human capital). Non-human resources are to be mobilized and utilized by the available human resources to accomplish the set goals. In fact, it is people that set objectives, determine the resources for use, marshal the resources appropriately, and coordinate the activities of an organization to achieve the goals. The belief in the efficacy of education as a powerful instrument of development has led many nations to commit much of their wealth to the establishment of educational institutions at various levels. Here in Nigeria, governments, organizations, communities and individuals have been involved in this effort. It would be recalled that the need to engaged human capital at the barest minimum led the colonial administration to begin to groom the Nigerians under the leadership of the Europeans through departmental training programmes (Fafunwa, 1974), Some of the training institutions established then have today grown in to formal schools, colleges for training people and awarding certificates and diplomas.

Okebukola (2011), the role education plays in national development is mainly through the acquisition of intellectual and manipulative skills. These skills are acquired by man through



education and training, hence the importance of human resource development in the process of nation building. It is through the educational system of a country that Agriculturist, Architect, Educationist, Engineers among others are produced. These experts are the change agents and generators of ideas. Development is change oriented. Change affects continuously the socio-cultural values of a people and guide the change against the destruction of the values of the people, education is necessary. Education enlighten the mind and broadens the outlook of its recipient; a condition which helps them to have a wide social horizon beyond the family or tribal boundaries. It plays a vital role in social cohesion and in the development of common culture. It brings about literacy which accelerates the process of general enlightenment in the society. By spreading literacy which provides the key to broader communication, education directly and indirectly assist in national understanding and unity. ( Okebukola, 2011).

Education plays the role of socialization, occupational preparation and the development of self conception. It brings about radical changes in attitudes, motivation and incentives which in turn lead to technological change, invention, innovation and imitation Adama (1970), Another importance of education in social reconstruction is its effects on the equalization of occupational and economic opportunities. In a plural society, such as Nigeria, education provides a common base for all the children to prepare for keen competition and in the process; the structural integration of the society is attained. Education helps the recipient to acquire self reliance, dedication, responsibility, rationality, loyalty, a sense of co-existence, co-operation, fair play and understanding.

Another role of education in national unity is the spread of literacy which helps to widen the process of communication among the various groups in the country. Through this common medium of communication, understanding and enlightenment, government policies and

programmes, which are publicized through mass communication channels, can easily help to mobilize the masses of the people towards meaningful participation in the social, economic and political programmes of the country.

This is one of the surest ways of awakening national consciousness in the people. Education does not only help to break down barriers existing among the various tribes, it also helps, through the process of selection and modification, in building up a strong national culture with achievement norms: Such a culture provides a powerful emotional and psychological basis for integrating diverse ethnic groups.

Chan (1971), the economic prosperity and functioning of a nation depends on its physical and human capital stock. Whereas, the former has traditionally been the focus of economic research, factors affecting the enhancement of human skills and talent are increasingly figuring in the research of social and behavioral scientists. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity. Human capital theory emphasizes how educations increase the productivity and efficiency of workers by increasing the level of cognitive skills possessed in the workforce. The proponent saw human capital as the stock of economically productive human capabilities which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponent of the theory have considered as equally or even more equally worthwhile than that of physical capital. It hinges on the principle that an instruction that demands logical or analytical reasoning or provides technical and specialized knowledge increases the marginal productivity of workers in high skill or professional positions. Besides, it is believed that the greater the provision of schooling, the greater the stock of human capital in society and consequently the greater the increase in national

productivity and economic growth. Most economist agree that it is human resources of a nation, not its capital nor its material, resources that ultimately determine the character and pace of its economic and social development.

Harbison (1973), in Fagerlind and saha (1997), human resources constitute the ultimate basis of wealth of nations. Capital and natural resources are passive factors of production, human being are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development. Many of the developed nations have thus realized that the principal mechanism for developing human and knowledge is the formal education system. Thus, they invest huge sum of money in formal education not only as an attempt to impart values, ideas, attitude and aspirations which may be in the nation's best development interest

United Methodist Church shapes societies to a degree that its salience goes almost saying, whether we acknowledge it or not, United Methodist Church is a key force behind the way a community or society interacts with others in terms of development. United Methodists Church has played an indispensable role both in people's private lives and the realms of the society. The missionaries were the first to provide western education in Taraba, and for some decades, they were the sole providers the British governments which were in full control of its colonial territory neither opened schools nor even intervened to supervise what the missionaries were doing in the field of education until after 1950's. It was indeed the education ordinances of 1960,s which empower the education Board to establish government schools and to inspect the mission schools. The dual control system by which the schools were jointly managed through government grant in aids to improved schools owned and operated by the church missionary group ensured standards and growth of the educational system. United Methodists Church, seek

to establish promote, and regulate relationship between human beings and divinities, supernatural orders, or supreme metaphysical principle. United Methodist Church have been distinguished from non religious organization and why their distinctiveness lies mainly in their varied pattern of authority and leadership. United Methodists Church is immensely varied but they typically aim to promote worship, prayer, meditation, teaching, and spiritual well-being in accordance with authoritative revelations, laws and principle. Informal and irregular religious practices can be nested inside highly formal religious organizations.

Peter also (2001), the distinctive products of United Methodist Church are equally diverse: sacred knowledge, transcendental experience, religious ethics, recruiting missions, politics, educational outreach, and so on. They also have something in common with non religious organizations in so far as they face the need to secure adequate resource, to train and control staff, to retrain their authority, to cope with dissent and conflict, to interact with other organizations in their environment, to defend their share of the religions and unwelcome takeovers United Methodists Church, have therefore established schools, seminaries, hospital welfare agencies, publishing enterprises, and missionaries orders in order to extend and protect their boundaries

### **2.5.5 Contribution of United Methodist Church**

United Methodist Church contributes immensely to human development in nation building, United Methodist Church take consideration of physical, spiritual, and material life of its members. Thus, the early missionaries who came to Taraba States have contributed to national development by ways of western education, health care delivery and many more programs that brought success in the life of the people.

UMCNJ (1993), United Methodist Church ought to be placed where people go for solace and this is particularly significant at time like this where retrenchment, unemployment, bordering the adherent. This made many to see United Methodist Church as the answer to comprehensive analysis of the economic, psychological, socio-political circumstance of the society and social justice. It teaches moral values by considering societal vices by shaping the lives of the people for a good living. Some of this is the contribution of United Methodist Church.

### **Aims and objective of UMCN Primary Education**

1. to develop the child's character
- 2 .to develop the child's later skills
- 3 to inculcate respect for elders and those in the position of authority
- 4 to develop intellectual skills
- 5 to acquire a specific vocational training and to develop a healthy attitude towards honest labour
- 5 to develop a sense of belonging and to participate actively in family and community affairs
- 6 to understand appreciate and promote the cultural heritage of the community at large.

Education is believed to be the most powerful and dynamic instrument for social, economic, political, scientific and technological development for nations (Fadipe 2000:Aghenta). In fact, the belief in the efficacy of education has resulted in increasing commitment of government and various groups to the establishment of educational institutions and hysterical expansion of school enrolment at the various levels of the Nigerian education system. As enunciated by woodhall (1970), education is universally recognized as a form of investment in human capital, which in turn yields economic benefits and contributes to a country's future

wealth by increasing the productive capacity of its people. Universities, all over the world, are accepted as the citadel of knowledge, education and human resource development. The Nigerian Universities system sprang out of the need for the development of high level manpower to take the challenge of nation building after independence. It is the hope for the people that the Universities shall produce the right type of manpower in sufficient quantity and quality for the transformation of the nation from a develop country to the developed one.

## **2.6 United Methodist Church and Primary Education**

Pratt (1976), defines impact as a progress of activities that enhances people quality of life and affects economic, political and social life of such people. It influences man as a major resource of development, and covers various areas of human life, knowledge, skills, behavior, attitudes, motivation, states of physical and mental health.

Ajayi (1965), summarized the school curriculum as follows: Concentrating on moral, mental and social training of the child, focusing on child upbringing in the rules for polite social behavior facilitating good human relations with other people. In all societies, education takes place both formally and informally. The curriculum is therefore to be oriented to meet its formal and informal settings.

Wheeler (1967), in Ben-Yunus (2008), stated “that for Christian missions the curriculum of every phase of educational enterprise would be linked with tenets of Christian faith.” Two major items of faith and knowledge are therefore, ideally propagated by mission school curriculum. In the daily curriculum Bible teaching was made the most significant core subject .It was assumed that other subjects besides Bible and writing would lure the products of mission schools into more lucrative government services

## 2.6 1 Qualification of Teachers

The teachers of the United Methodist Church primary schools are often considered as models whose experiences of the truth of the word of God should be seen in their lives. The teacher is the example of who can discipline others to imitate his life style. As such he is essentially concerned with showing the learner how to understand the Bible as the able truth. The Teacher is seen as a mirror and a moral crusader that people look up to. Musgrave and Taylor (1971), in Emmanuel (2012), asserts that a teacher is a model of values, attitudes, styles and enlightenment. He is more or less an embodiment of knowledge whom much is expected from.

However, Ganang (1990), quoting Cox and Ilori in Emmanuel (2012), opines that teachers must be academically and professionally competent. He stated other qualifications thus:

- a. He must be morally and spiritually upright, that is he must be committed to principles of morality as the fruit of religion,
- b. He must be emotionally balanced, being temporal in all circumstances. He must be of good report in the community
- c. His primary responsibility is to effect challenge in the life of his students. Chances that will make them better citizens and Christians
- d. He must be capable of leadership. This involves the nature of personality, his power to attract others to himself, his clear insight into the nature of the problems of his students, his love for others and his techniques and skills. He influences students through his personality and character more than his teaching,

- e. He is a learner and a researcher as he studies to prepare for his lesson. He learns from his students, colleagues and others. Because of this he must be conversant with the most important works of scholars in his field of study and allied field.
- f. He is a growing personality. Teaching is intensively personal and reveals what you are rather than what you know, the teacher teaches more by what he is than what he teaches.
- g. He must be personally interested in and believe what he is teaching. It is worthless for teachers to teach what Christians believe about religion and the Bible by having to project their doubts and perplexities into the lessons.

The United Methodist Church primary education employed incompetent head teacher and teachers without realizing that the effectiveness of the education system depended on qualified and appropriate teachers. According to Ayandele (1974), “Such teachers as members of the local Church. The selection of mission teachers in the primary schools is not carefully made to ensure academic excellence and good rooting. Salaries of teachers were so regulated in such a way that the teachers earned less. Good and devoted teachers were therefore, not promoted to post or the other. The Christian teachers were therefore not been a role model for their students on good dressing habits neatness, descent and honorable, relationship with opposite sex”.

Illori (1987), gave a comprehensive outline of the qualities that should be required in a good Christian mission teachers as follows:-

- (a) Spiritually uprightness
- (b) Morally Emotionally balance
- (c) Personal interest in and commitment to the work
- (d) Preparations to lead by good examples through good personality and character.



### **2.6.2 Problem in the United Methodist Church Primary Schools**

The problem today is some teachers lack these qualities that some of the Christian teachers do not measure up to the standard of morality and professionalism expected of them by the society. The social vices which some of them indulge in include: drunkenness smoking, sexual harassment of their female students, laziness to perform their duties, bribery, dishonesty and victimization of student who refused to yield to their demands. Teachers who do these to According to Kore (1995), in Emmanuel (2012), have failed to become good models and their bad lives negatively influenced the lives of their student who might grow up with that character and create social problems for the society.

However, Richardson (1975), in Emmanuel (2012), explained that experience has shown that some of the teachers are not living up to the expectation of transforming the lives of the learner's vis-vis their negative life patterns. Teachers must be of supreme moral character before they can carry out their given assignments. If the teacher's personality clashes with what the teachers do, he becomes a stumbling block to the students.

### **2.6.3 Funding of United Methodist Church Primary Education**

According to UMCNJ (2013), the principal sources of income were school fees, charitable gift within the country and overseas, donation for immediate expenditure, and local Church.

- (1) School fees: Payment of school fees is per term. While fixing the school fees, importance is attached to the number of students taking admission, standard of education, financial status of the local people, the reputation of the school etc. If the school raised too high, the student begin to move to other educational institutions. Therefore if the

enrolment falls, the institution has to reduce its expenditure which result in falling education standard. Higher school fees lead to a high standard of education

(2) Donation for immediate expenditure: The United Methodist primary education received donations from the public from time to time. These donations are known as gifts. The donation or gift is given to meet immediate expenditure for providing educational facilities.

(3) Local Churches: Local Churches also contributed to the development of the Primary education by providing temporary sites for schools. Classrooms were provided free of charge, teacher salaries were paid by the Church and schools material bought. They also provides prestigious school buildings, marked out with trees around the school, clean courtyards and numerous radiating roads were established.

#### **2.6.4 United Methodist Church and Educational development in Nigeria**

The educational development occurred from 1923 to the 1960 and concentrated on constructions of social institutions and Church extensions and administration. The Bible school which was opened in Kiri in 1944 was moved to Bamyam and renamed the Muri Christian Training school in 1947.

Education was one of the means that has hastened the spread of the gospel in Taraba State. The United Methodist Church used both the education and medicine to conquer paganism in Taraba State. They established primary schools and secondary schools in most of the big towns where brilliant pupils from the primary schools went for further education. These students later came back and worked in the Church. So, the schools served both as a means of spreading

the gospel and training the indigenous Church leaders who would replaced the pioneer missionaries after they left.

Secular education started at different times with the primary schools in the mission areas. The first mission station, established in Bambur in 1923, gave birth to a primary school. Others soon followed, and these schools became feeder schools to Church –related, post primary schools in Gindiri Plateau State, Waka Borno State and to some government institutions

Education was one of the means that has hastened the spread of the gospel in Nigeria. The Church Missionary Society used both education and medicine to conquer paganism in Northern Nigeria. They established primary schools and secondary schools in most of the big towns where brilliant pupils from the primary schools went for further education. This student later came back and worked in the Church. So the schools served both as a means of spreading the gospel and training the missionaries after they left.

## **2.7 Empirical Studies**

Hammayero (2010), conducted a research on the “Appraisal of the contributions of Parents Teachers Association to the Development of post primary Institution in Zaria local Government area of Kaduna State: The purpose of her study was to investigate the contributions of Parents teachers Association (PTA) towards the development of post primary institution, in Zaria Local Government Area of Kaduna State. She stressed the role of Parents Teachers Association in improving the present and future performance of students in schools and in the future of students. She adopted descriptive survey research design. Using simple random sampling she sampled (600) parents (600) Teachers (300) Administrators, from the population. Her instrument for data collection was questionnaires which she personally administered to the

respondents with the help of research assistants. Data collected were analyzed using mean statistics.

Her result revealed that, Parents with good educational background should contribute in primary school decision making process that could enhance the performance of students in the final examination, while parents with high occupational or economic status should contribute towards providing instructional facilities in the school. Her work also pointed out that, most parents who become involve in Parents Teachers Associated activities were those who were interested in the academic performance of their children. Her study also identified the roles of Parents Teachers Association, in providing a strong platform for parent, guardians, sponsors and teachers of students of Nigerian primary, secondary and tertiary institutions to meet, exchange views, deeply analyze issues, make recommendations, take action and effectively pursue the implementation of decisions on matters affecting education in Nigeria with the appropriate agencies.

Hamayero's work is closely related to the present study in that both complement the contributions of other organization in the development of education in Nigeria. Areas of differences includes: the former is the Appraisal of the contribution of Parents Teachers Association to the development of post primary institutions in Zaria Local Government of Kaduna State. The latter is limited to the impact of United Methodist on the development of primary education in Taraba State Nigeria.

Kabir (2009), conducted a research on "impact of millennium Development Goals program on primary education in Sabo-Gari Local Government Area of Kaduna State. The purpose of her study was to investigate the quality of primary education through the MDG

program. In her study she stressed the need of achieving basic education through Universal Primary Education Programme in Nigeria.

Survey research design was employed for this study. The population for the study comprised of all primary schools in Sabon Gari Local Government Area which stood at 155. Four research questions and four hypotheses were used for the study and a questionnaire was used for data collection. Result of the major finding revealed that, the MDG intervention in primary education provides a reliable approach for improving the quality of teachers in the Nigerian primary schools, teachers in the schools are overwork there by creating poor condition of service. The MDG programme has made recognizable contribution in the capacity building for teachers, provision of learning materials and a moderate contribution to the enrolment of girl-child and school age children.

The study made the following recommendations. MDG should continue to rehabilitate existing school infrastructures and build more schools and classrooms, that MDG should organize more workshops and training for teachers. That MDG should engage parent Teachers Association as key stakeholders in its interventions so as to promote knowledge and participation of parent in the MDG program towards a more sustainable primary education.

Maijinya (2007), conducted a research on “An Assessment of community participation in the management of primary education in Kaduna State. The purpose of his study was to find out the level of community awareness of the need to participate in the management of primary education in their community. And to examine the role played by the religious leaders in the management of primary education. He adopted ex post –factor design. Population of the study comprised all primary schools in Kaduna which stood at (2842). Sample size of the study was (410) primary schools. The instrument use for the research was questionnaire.

Five research questions and five hypotheses were used for the study.

The result of the finding revealed that the members of community have a role to play in the management of primary school as stated by the federal government in the National policy of education, that individuals and organizations should provide infrastructures, guard to oversee the facilities in the school, renovation of broken building, chairs, doors and windows etc.

Majinya's work, is closely related to the current study in that both complement the contribution of other organization in the development of primary education in Nigeria. The differences between the two studies includes: The former is the "Assessment of community participation in the management of primary education in Kaduna State. While the latter is on the "Impact of United Methodist Church on the development of primary education in Taraba State". Jumare (2012) conducted a research on "The Role of Zaria Education Development Association (ZEDA) on the Development of Islamic Education in Zaria Local Government Area of Kaduna State.

The objectives of the study were to: Identify the nature and the conduct of extra-moral classes organized by ZEDA to achieve her objectives: And to understand the measure and the ideal intended attitudes of ZEDA in the upliftment of Arabic and Islamic education in her programmes.

Case study design was employed for the study. Population of the study comprises the entire object in the study. Random sampling technique was used. Five research questions and five hypotheses were used for the study and a questionnaire was used for data collected. Result of the finding reveals that (ZEDA) should give priority to the Arabic language and Islamic studies in its remedial programmes with a view to have increasing the number of potential graduates in the subject area. It's equally important for ZEDA to establish local offices in each

local government of Northern Kaduna (Zone) in order to allow smooth interaction with local communities concerning education. While Jumare's (2012), was concerned with Arabic and Islamic Education in Zaria local government area of Kaduna State. This present study differed from Jumare's study because it considered the inclusion of general knowledge of primary education in Taraba State.

Auta (2014) conducted a research on Roles of Local Government Education Secretaries in the management of Universal Basic Education (U.B.E) Programme in Sabon Gari Local Government Area of Kaduna State.

The objectives of the study were to:

- (i) Examine the role of local government education secretaries in ensuring prompt payment of staff salary.
  - (ii) Identify the role of local government education secretaries in the management of records in the Universal Basic Education programme.
  - (iii) Investigate the role of education secretaries in maintaining effective and efficient supervision of the Universal Basic Education Programme
- Descriptive research design was used for the study. The population of the study was drawn from the officials and staff of the Sabon Gari local government education authority. Four research questions and four hypotheses were used for data collection. The major finding revealed that, teachers should be encourage to participate in seminars, workshop, conference and in-service training organized by professional bodies in the various teaching field. In this way the attainment of necessary teacher qualification needed for efficient functioning would be acquired. And that mass enlightenment campaign of the free and

compulsory basic education should continue and it should be extended to the mass media, town halls, villages and communities so that ignorance of the programme should be expelled. The present study is similar to the previous study since both focused on the management of primary education. While the former is on the role of local government education secretaries in the management of universal Basic education programmes in Sabon L.G.A Kaduna State, the current study investigate the impact of the Methodist Church on the development on the development of primary education in Taraba State Nigeria.

Habiba (2014), conducted a study on impact of universal Basic Education Programme on Girl-Child Education in Jigawa State. The study examines the impact of Universal Basic Education on enrolment of the Basic Education of the girl child in Jigawa State. The research design adopted was survey method. The population of the study includes all primary and Junior secondary schools teachers, head-teachers, parent-Teachers- Association members and the Jigawa State Universal Basic Education officials. The total population was (8298) while the sample size was (783) selected via using stratified random sampling procedure was used in the selection of the sample size used in the study in line with the Krejeire and Morgan (1970),

Instrument used was a questionnaire validated through face validity procedure. The researcher personally distributed the questionnaire to the respondents. The result reveals that the Universal Basic Education could be said to have significantly impacted on the girl child education in the State. And that, there is a perceived increase in the enrolment figure of the girl child in the State.



The present study is however similar to the previous study since its focus is on the education of Children. Another similarity is the use of questionnaire and the five point likert scale rating that will be use in this study. The differences between Habiba's work and the current study is the impact of United Methodist Church on the development of primary Education in Taraba State Nigeria. While the Habiba's study is limited to the impact of Universal Basic Education in Jigawa State.

Okolo (2013), conducted a study on the impact of socio-Economic Background on the Academic achievement of secondary school students in social studies: A survey of Lokoja Educational Zone of Kogi State.

The study examine the effects of disequilibrium in the academic performance of secondary school students as a result of their socio-economic background, the research design adopted was survey method. The population of the study was all the secondary schools in Lokoja metropolis and the population stood at (210) while the sample size was (21) selected using stratified random sampling procedure. Instrument used was a questionnaire which she personally administered to the respondents with the help of research assistants and collected back immediately for data analysis. Data collected were analyzed using standard deviation. Her result reveals that initial inequalities can be reduced by considering the following tips. Children who attended center based pre-school arrived at kindergarten with higher achievement providing the potential to reduce inequality by the time students reach kinder garden.

The present study is however similar to the previous study since its focus is on education of the children in Nigeria. But the differences between the two studies includes : The former is about the impact of socio-Economic Background on the Academic achievement of secondary

school students in social studies in Kogi State while the present is limited to the impact of United Methodist Church on the development of Primary Education in Taraba State Nigeria.

## **2.8 Summary**

This chapter has reviewed the related literature for the study. The review indicated that primary education is the education given to children ages 5-11 years according to the federal government of Nigeria. The federal government welcomed the contribution of voluntary agencies, community and private individuals to establish and manage primary schools as long as they meet the minimum standards by the federal government and National policy on education. The review also shows that just as the strong foundation is very important in the construction of a building, the primary education is very important in the education of the child and the progressive development of his personality. There is need for individual to contribute in the development of primary education in Nigeria.

United Methodist Church, has to some extent, contributed to economic development of Taraba, by influencing and coordinating the expression of the capacities latent in human nature for the progress of the society, and shaping the moral and social values necessary for development, via her contribution to the growth of the educational sectional sector in Nigeria Taraba State in particular. Since many Nigerian families are facing the pangs of unemployment, inability to pay their children and wards school fees among other hardships, the United Methodist Church have resume their pioneering work in the area of education, industry and vocational training to assist the citizens of our great nation, especially in the area of human development.

Education should be examined in the light of its contribution to individual growth, and fundamental structural changes in society, changes which are necessary for the creation of a just,

peaceful, and harmonious environment. Hence teachers and other intellectuals must be a model of nobility, self –actualization and discipline, since sound character is ultimately more important than intellectual brilliance. Worthy of note is the fact that all empirical studies reviewed gave no attention to the impact of United Methodist Church on the development of primary education in Nigeria.

## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter discussed the research methodology. It discussed procedure for data collection and analysis. Explained in details research design, population of the study, sample and sampling procedure, instrumentation, validity of the instrument, pilot study, reliability of the study, procedure for data collection and procedure for data analysis, as they relate to the study.

### **3.1 Research Design**

The study adopted survey research design as suitable research design. Survey research allowed the researcher to observed what was happening in her sample subject without any attempt to manipulate or control them. The objective of survey design was to collect detailed, factual information that describes existing phenomenon and to identify problems or justify current conditions and practices and to make comparison and evaluation therefore the study fit into the above phenomenon.

### **3.2 Population of the Study**

The population of the study comprises all United Methodist primary schools, Parents and Teachers Associations in Taraba State, Supervisors of Education, Students, and Teachers in Taraba State metropolis.

**Table 3.1 Shows the Population of the Study.**

S/NO	L.G.A	Supervisors	P T A Officials	Teachers	Students
	Karim-Lamido	20	56	83	653
	Lau	15	39	64	703
	Ardo-Kola	18	28	72	561
	Zing	20	17	78	810
	Gashaka	15	21	65	925
	Bali	17	43	73	516
	Wukari	20	37	81	868
	Takum	19	29	76	630
	Donga	17	34	69	567
	Ibbi	15	18	59	598
	Jalingo	25	46	74	450
	Yoro	15	22	67	489
	Gembu	18	41	59	431
	Kurmi	17	27	68	410
	Ussa	18	31	75	442
	Gassol	20	24	81	510
Total	16	341	544	1144	9563

### 3.3 Sample and Sampling Procedure

Sample implies selection of segment of the mother population, sample is made to reduce error and able to make generalization for the mother population. The stratified random sampling procedure was considered suitable and relevant for the study. The aim is to give each element an equal chance of being selected. Using the Krejcie and Morgan's (1970) Table of sample selection (see attached Appendix III) with the sampling technique for where the population is greater than 10,000 with the following formula

$$n = \frac{z^2 pq}{d^2}$$

Where Z is the standard normal deviation set at 1.96, p = estimated prevalence rate, q = 1-p, d = 0.05

Table 3.2 shows the respective local governments' population and the number of sample selected for the study.

**Table 3.2: Selected LGA and the samples for the study**

S/NO	L.G.A	Total population	Total selected
1	Karim-Lamido	5615	208
2	Bali	1785	29
3	Wukari	4972	184
	Total	12372	421

A total of 421 was therefore proposed for the study. This total would be selected proportionately from the four groups that would be involved in the study.

### **3.4 Instrumentation**

The researcher used questionnaire as a result to its relevance to this type of research and the quantum of respondents used for the study. The questionnaire is developed based on the objective of the study, the research questions and null hypotheses. The questionnaire is divided into two main section A and B Section 'A' contains the Bio-data of the respondents such as gender, age, religion, status. Section B will answer research question A-E

Section A: This section contains ten (10) questions on the Impact of United Methodist Church on the Infrastructural Development of Primary Education in Taraba State. Items 1-10 will answer research question (1) of the study.

Section B: Focused on the Impact of United Methodist Church on the Development and Training of Manpower for Primary Education in Taraba State. Items 1-10 will answer research question (2) of the study.

Section C: This section dwelt on the Impact of United Methodist Church on the Curriculum Development of Primary Education in Taraba State. Items 1-10 will answer research question (3) of the study.

Section D: Focused on the Impact of United Methodist Church in the Enrolment of Children for Primary Education in Taraba State. Items 1-10 will answer research question (4) of the study.

Section E: Focused on the Impact of United Methodist Church in the Provision of Funds for Primary Education in Taraba State. Items 1-10 will answer research question (5) of the study.

These questions were structured into 4 scale of strongly Agreed (SA) Agreed(A), Disagreed (D), and strongly Disagreed(SD) carrying values of 4,3,2,and 1 respectively. The scale is modified in order to avoid the use of the middle scale which is a neutral position. According to Abranovic (1997), “the neutral or undecided position creates problem in research as the position or stand of the of the respondents on the issues is not clear” Cohen (2000), suggested that researcher should avoid using it.

### **3.5 Validity of the Instrument**

The researcher gave the questionnaire to three (3) experts including her supervisor in the Department of Educational Foundations and Curriculum Faculty of Education Ahmadu Bello University Zaria for vetting. A final copy of the questionnaire was produced based on the inputs of the experts

### **3.6 Pilot Study**

A pilot study was conducted in Lau Local Government area of Taraba State. This is not part of the sample study, but it's chosen because it is also located within Taraba State. A total of Fifty questionnaires were distributed to Parent-Teachers-Association, teachers, and Students in the local government area were used for the pilot study. The questionnaire for the pilot study was distributed and retrieved by the researcher



### **3.7 Reliability of the Study**

The data thus collected from the pilot study were statistically analyzed for purpose of reliability coefficient. The Cronbachs Alpha reliability coefficient (1) was used. The reliability coefficient (1) 0.936 was obtained. This reliability coefficient was considered very adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Spiegel (1992), and Stevens (1986), According to them, an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and closer the calculated reliability coefficient is to 1, the more reliable the instrument. This therefore confirms the reliability of the data collected, instrument used as fit for the work

### **3.8 Procedure for Data Collection**

The researcher collected an approval letter of introduction from the Head of Department of Educational Foundations and Curriculum Faculty of Education, Ahmadu Bello University Zaria. The approval letter has helped the researcher to elicit information from the respondents.

The researcher employed four research assistants who were trained and given details about the procedure for data collection. Questionnaire was administered to the parent teachers association, supervisors of primary education, teachers and students of the United Methodist Church primary schools who are now in the secondary schools in Taraba metropolis. The involvement of the research assistants helped in reducing lost of questionnaires and has facilitated distribution and collection of instrument. Two weeks was used for the administration and the collection of the questionnaire from the four hundred and twenty one respondents

### **3.9 Procedure for Analysis**

The researcher subjected the data collected to statistical analysis using the Statistical Package for the Social Sciences. Procedures adopted were frequencies and percentages and Mean scores for decisions on direction of opinion in relation to the research questions. The study's hypotheses were tested with the Chi-square procedure. This procedure is based on comparing aggregate distribution of opinion on a variable to determine significance of the expressed opinion. All the hypotheses were tested at the 0.05 level of significance.

## **CHAPTER FOUR DATA ANALYSIS AND DISCUSSION**

### **4.1 Introduction**

This Chapter presented and discussed the statistical analyses, and interpretations of the results of the expressed impact of United Methodists Church on the development of primary education in Taraba state, Nigeria. Among others, it consist of an analysis of the demographic characteristics of the respondents and their opinion on the items and variables used in the assessment of the church impact on primary school education in the state which analyzed along the study's objectives and research questions. In the analysis of the objective and research questions mean scores for the items and variables were used in determining the direction of opinion and conclusion of solution to the objective and research question of the study. The research hypotheses were also tested. The chapter concludes with the discussion of the findings.

### **4.2 Description of Study Variable**

A total of four hundred and twenty one questionnaires were issued to the respondents. At the end, three of the questionnaire were found to be devoid of the required information and were discarded. A total of 418 representing 99.3% of the total questionnaire administered were used for the study. Their personal data selected alongside their opinions were sex, age and status. These variable were considered to be directly associated with the expressed opinions of the respondents on the variables investigated. Each of the variables were classified in frequencies and percentages as shown below.

**Table 4.1: Classifications of the respondents by sex.**

<b>Gender</b>	Frequency	Percent
Male	292	69.9
Female	126	30.1
Total	418	100.0

Table 4.1 revealed that 292 or 69.9% of the respondents were male while 126 or 30.1% were female. This distribution could be partly attributable to the nature of the population which tended to favour more males than females because of the gender orientation of the culture of the respective communities which is beyond the scope of this study. However, the opinions of the male and female in the selected communities could be said to be a fair representation in the study and this help in limiting the gender bias in the study.

**Table 4.2: Classification of the respondents by age ranges**

<b>Age</b>	Frequency	Percent
Below 31years	138	33.0
31-45years	256	61.2
46-60years	20	4.8
Above 60years	4	1.0
Total	418	100.0

The distribution of the respondents into the different age ranges in table 4.2 revealed that 138 or 33.0% of them were below 31years. Those who were between 31 and 45years were 256 or 61.2% while 20 or 4.8 of them were between 46 and 60 years. Only 4 or 1.0% of the respondents were above 60years. The selection implies that all ages of the population who were within the vintage position for the required information on the impact of the Methodist church on primary education.

**Table 4.3: Classification of the respondents by their statuses**

<b>Status of the respondents</b>	<b>Frequency</b>	<b>Percent</b>
PTA Officials	87	20.8
Teacher	145	34.7
Students	146	34.9
Education Officials	40	9.6
Total	418	100.0

The PTA officials, Teachers, Students, and the Education officials were selected for the principal role they play in primary education and their incumbent knowledge on the development and other impact the church is making on primary education in the state. In Table 4.3, 87 or 20.8% of the total respondents were officials of the PTA while 145 or 34.7% were teachers in the primary schools. Students involved in the study were 146 or 34.9% while the Education officials were 40 or 9.6% of the respondents. The distribution could be described as fairly proportionate in relation to the respective groups.

#### **4.3 Impact of United Methodist Church on the development of primary education in Taraba state.**

The main objective of the study is the examination of the impact of the United Methodist Church on the development of primary education in Taraba state. The objective was segmented into five and investigated with five research questions as follows:

Research question one: What are the impacts of United Methodist Church on infrastructural development in Primary school education of Taraba State? The aim here is to examine the impact of United Methodist Church on infrastructural development of the Primary school education of the State. To provide the solution to this question and address the objective, a number of items raised in the questionnaire on which the respondents expressed their opinions

were scored in frequencies and percentages below each of the frequency counts as well as mean scores based on the four point interval scale. Table 4.4 presents the opinions of the respondents on the suggested items used for the assessment of the church's impact on the infrastructural development of Primary school education in the state. A mean score of 2.50 and above indicated agreement (A) while mean score lower than 2.50 imply disagreement (D). Decisions on each of the items are indicated with a letter along the mean score.

**Table 4.3: Opinions of the respondents on impact of the United Methodist Church on infrastructural development on Primary school education in the Taraba state**

Sn	Impact on infrastructural development	SA	A	D	SD	Mean	Remark
1	The general conference directly provides teaching and learning materials to some of the primary schools in the local churches	122 29.2	119 28.5	59 14.1	118 28.2	2.59	A
2	The facilities in the church primary schools are of minimum standard	84 20.1	262 62.7	26 6.2	46 11.0	2.92	A
3	There is shortage of building in the church primary schools	148 35.4	146 34.9	44 10.5	80 19.1	2.87	A
4	Local church produced temporary sites for the church primary schools	87 20.8	163 39.0	80 19.1	88 21.1	2.60	A
5	Teaching materials in the church primary schools are of lower quality and below standard	105 25.1	141 33.7	66 15.8	106 25.4	2.59	A
6	Modern teaching methods are applied in the church primary schools	140 33.5	164 39.2	65 15.6	49 11.7	2.94	A
7	Availability of teaching materials has influenced parents to send their children to the church primary schools	100 23.9	199 47.6	60 14.4	59 14.1	2.81	A
8	The church primary education has better structures and facilities	63 15.1	165 39.5	89 21.3	101 24.2	2.45	A
9	There are adequate instructional materials in the church primary schools	59 14.1	179 42.8	90 21.5	90 21.5	2.50	A
10	Church primary schools has remained ideal place of learning	104 24.8	162 38.8	81 19.4	71 17.0	2.72	A
Aggregate mean score						2.70	A

The aggregate mean score of 2.70 obtained for the table is higher than the decision mean of 2.50. This clearly shows that the respondents were of the view that the United Methodist Church has contributed immensely to the infrastructural development of Primary school education in the state. This is demonstrated in the table by their scores in the items which clearly indicated that the respondents agreed with the impact of the church on the measured items. The impact is perceived to have range from the general conference which directly provides teaching and learning materials to some of the primary schools in the local churches to production of temporary sites for the church primary schools. These included instructional materials which though may not be up to standard as indicated in item 7 of the table but have encouraged more parents to send their children to such primary schools. From the observations in the table, it could be said that the United Methodist Church has great impact on the infrastructural development of Primary school education in the state.

**Research question two:** What are the impact of United Methodist Church on the development and training of manpower for Primary school education in Taraba State? The aim here is to examine the impact of United Methodist Church on the development and training of manpower for Primary school education in the State. In providing the solution to this question a number of items were suggested on which the respondents expressed their views. The expressed opinions on the impact of United Methodist Church on the development and training of manpower are presented in frequencies with percentages indicated below. The items mean scores were used on arriving at the decisions with aggregate mean score for the overall variable. Decisions for the respective items are indicated with letters along the mean scores.

**Table 4.5: Respondents' opinions on the Church impact on the development and training of manpower for Primary school education in the state**

Sn	Impacts on the development and training of manpower for Primary school education	SA	A	D	SD	Mean	Remark
1	Retention of pupils in the church primary schools has increased as a result of the church encouragement of their members in the state	139 33.3	215 51.4	21 5.0	43 10.3	3.08	A
2	Dropout rate among primary school pupils has greatly reduced because of the role played by the church	101 24.2	192 45.9	72 17.2	53 12.7	2.82	A
3	The church has taking the expenditure of primary education	62 14.8	177 42.3	70 16.7	109 26.1	2.46	A
4	Selection of the church primary schools teachers is not carefully made	87 20.8	110 26.3	39 9.3	182 43.5	2.24	D
5	In the church primary schools qualify teachers are promoted	103 24.6	123 29.4	53 12.7	139 33.3	2.45	A
6	In the church primary schools teachers are given basic knowledge of their areas	111 26.6	215 51.4	30 7.2	62 14.8	2.90	A
7	Teachers of the church primary schools are untrained teachers	51 12.2	76 18.2	77 18.4	214 51.2	1.91	D
8	Parents appreciate the quality of training that their children get from the church primary schools	133 31.8	227 54.3	34 8.1	24 5.7	3.12	A
9	Primary education can be achieve if only the church can employ trained and qualify teachers	234 56.0	153 36.6	21 5.0	10 2.4	3.46	A
10	Parents enrolled their children in the church primary for a better future	154 36.8	171 40.9	56 13.4	37 8.9	3.06	A
Aggregate mean						2.75	A

The scores in the table support the view that the United Methodist Church has impact on the development and training of manpower for Primary school education in Taraba State. This is demonstrated in the table by high mean scores for items 1, 2, 3, 5,6 and 8 to 10 in the table. The church impact on training of manpower development has been perceived on the retention of pupils in the church primary schools which has increased as a result of reduction in dropout rate,



and the increased enrolment of pupils into the primary schools. Other dimension of the impact of United Methodist Church on the primary education of the state is the takeover of expenditure, selection of primary schools teachers and their placement which the respondents agreed has greatly impacted on the primary school education. The aggregate mean score of 2.75 clearly support the notion that the United Methodist Church has impact on the development and training of manpower for Primary school education. Therefore it could be said that the United Methodist church has impacted immensely on the manpower development of primary school education in the state.

Research question three: What is the impact of the United Methodist Church on curriculum development for primary education in Taraba state? To establish the impact of the United Methodist Church on curriculum development for primary education in the state, the opinions of the respondents on the in items used for the assessment are presented in Table 4.6.

**Table 4.6: Opinions of the respondents on impact of the United Methodist Church on curriculum development for primary education in Taraba State**

Sn	Impacts of the United Methodists Church on curriculum development for primary education	SA	A	D	SD	Mean	Remark
1	The church is including local craft in the primary schools' curriculum	146 34.9	180 43.1	65 15.6	27 6.5	3.06	A
2	The church primary school should involve the role playing method in their teaching	148 35.4	179 42.8	38 9.1	53 12.7	3.01	A
3	The church primary schools curriculum should be relevant only to the local communities	59 14.1	78 18.7	80 19.1	201 48.1	1.99	D
4	The church primary school has integration of cultural and vocational element in their curriculum	92 22.0	233 55.7	42 10.0	51 12.2	2.88	A
5	Inspectors of education always oversees the activities of the church primary schools	119 28.5	206 49.3	38 9.1	55 13.2	2.93	A
6	Learning by doing at the primary stage is being employed	90 21.5	194 46.4	68 16.3	66 15.8	2.74	A
7	Workshops and seminars provided by the church primary schools help to improve the methods of teaching	172 41.1	181 43.3	27 6.5	38 9.1	3.17	A
8	The primary school curriculum should be relevant to the whole general conference	177 42.3	172 41.1	31 7.4	38 9.1	3.17	A
9	Proper attention is given to individual differences in the church primary schools	97 23.2	169 40.4	65 15.6	87 20.8	2.66	A
10	There is good administration and good supervision in the church primary schools	136 32.5	197 47.1	38 9.1	47 11.2	3.01	A
Aggregate mean score						2.86	A

The scores in table 4.6 supports the notion that the United Methodist Church has impact on the curriculum development of primary school education in the state. For example, the respondents were of the view that the church is including local craft in the primary schools' curriculum and disagreed with the suggestion that the church primary schools curriculum should be relevant only to the local communities. The respondents agreed that the church primary school has integration of cultural and vocational element in their curriculum and that, Inspectors of education always oversees the activities of the church primary schools. This is an indication of approval for such curriculum innovations. From the aggregate score of 2.86 for the variable in

the table, it could be concluded that the respondents agreed that the United Methodist Church has major impact on curriculum development for primary education in the state.

Research question four: What is the impact of United Methodist Church on enrolment of pupils into the primary schools level in Taraba State? The impact of the church on pupils' enrolment into the primary school education was assessed by the admission policy, the ease with which parents were able to send their children into the schools and the reduction of possible gender constraints to girl child enrolment. The opinions of the respondents on the selected items are presented in frequencies and percentages in Table 4.7 along with their corresponding mean scores and the decision for the respective items.

**Table 4.7: Opinions of the respondents on impact of the United Methodist Church on the enrolment of pupils into the primary schools in Taraba State**

Sn	impact of the church on pupils' enrolment	SA	A	D	SD	Mean	Remark
1	The policy of getting admission between a boy and a girl is the same in the church primary schools	215 51.4	156 37.3	14 3.3	33 7.9	3.32	A
2	Restriction is imposed on indecent dressing of girl child to the church primary schools	228 54.5	152 36.4	20 4.8	18 4.3	3.41	A
3	Pupils ' performance improves as a result of availability of textbooks	173 41.4	189 45.2	14 3.3	42 10.0	3.18	A
4	Age group is not a barrier in setting admission to girl child	160 38.3	179 42.8	31 7.4	48 11.5	3.08	A
5	A girl child with physical weakness is encouraged to enroll in the church primary schools	132 31.6	157 37.6	39 9.3	90 21.5	2.79	A
6	Child early marriage is proclaimed an offence in the church primary schools	186 44.5	133 31.8	47 11.2	52 12.4	3.08	A
7	Availability of teaching materials has influence parents to send their children to the schools	148 35.4	182 43.5	42 10.0	46 11.0	3.03	A
8	Through public enlightenment programme of the church, parents now understand the importance of girl child education	205 49.0	163 39.0	31 7.4	19 4.5	3.33	A
9	The church made it easier for parents to enroll children of school age in the primary school	176 42.1	178 42.6	26 6.2	38 9.1	3.18	A
10	In the church primary schools. Children performances better academically	147 35.2	174 41.6	37 8.9	60 14.4	2.98	A
	Aggregate mean score					3.14	A

From the mean scores presented in the table for the items as well as the aggregate mean (3.14) are clear indications that the respondents had a consensus agreement that the United Methodist Church has major impact on pupils' enrolment into the state 'primary school education. From the first item on the table, the respondents agreed that there were no discriminatory practices based on gender. In the table, 215 or 51.4% and 156 or 37.3% of the respondents strongly agreed and agreed respectively that part of this impact arise from the policy of getting admission between a boy and a girl which are the same in the church primary schools. Though they agreed that dressing restriction is imposed on the girl child, they at the same time agreed that Age is not seen as a barrier in setting admission requirement for the girl child. These factors increase competitive spirits among the pupils which enables the higher performance.

Other factors in which the impact of the church is perceived in the enrolment of pupils is the availability of textbooks and other teaching material has influence parents to send their children to the schools. Another dimension of the increased enrolment through the impact of the church is the discouragement of Child early marriage which is proclaimed as an offence in the church primary schools. The church was found to have mounted campaign through public enlightenment programme of the church, which makes the parents to now understand the importance of girl child education in the state. The respondents agreed that the church made it easier for parents to enroll children of school age in the primary school and thus encourage better performances among such pupils. From these observations, it could be said that the United Methodist Church have great impact on the enrolment of pupils into the state primary school education.

**Research question five:** What is the impact of United Methodist Church on the provision of funds for primary school Education in Taraba State? The last objective of the study is to

determine the impact of United Methodist Church on the provision of funds for primary school Education in the State. To assess this impact of the church on this variable, the responsibility of funding of primary school education, sources of funding, and the support provided by the individuals and the church to pupils within the school system were examined. The respondents opinion on the items used in the assessment are presented in Frequencies and percentages in Table 4.8. The mean scores were used for decisions and discussion of the variables. Decisions for each of the items are indicated with letters along the mean scores.

**Table 4.8: Opinions of the respondents on impact of United Methodist Church on the provision of funds for primary school Education in Taraba State**

Sn	Impacts of United Methodists Church on the provision of funds for primary school Education	SA	A	D	SD	Mean	Remark
1	The church has entrusted the responsibility of primary education to local bodies	58 13.9	146 34.9	85 20.3	129 30.9	2.32	D
2	The expenditure of the church primary education is the responsibility of the government	25 6.0	47 11.2	77 18.4	269 64.4	1.59	D
3	The church primary schools receive donations from the public	77 18.4	201 48.1	76 18.2	64 15.3	2.70	A
4	The church sponsored all the responsibilities of the primary education	106 25.4	166 39.7	63 15.1	83 19.9	2.81	A
5	The church primary schools fee is based on the standard of the local people	107 25.6	142 34.0	48 11.5	121 28.9	2.56	A
6	Local communities provides funds for the church primary education	61 14.6	181 43.3	96 23.0	80 19.1	2.53	A
7	Individual support the church primary education with teaching materials	93 22.2	193 46.2	59 14.1	73 17.5	2.78	A
8	It is the responsibility of the government to sponsored church primary education	58 13.9	71 17.0	83 19.9	206 49.3	1.95	D
9	It is the responsibility of every member of the church to contribute in the development of the church primary education	165 39.5	152 36.4	47 11.2	54 12.9	3.02	A
10	Promotion is given to girl child after testing of knowledge in the church primary schools.	106 25.4	186 44.5	48 11.5	78 18.7	2.77	A
	Aggregate mean					2.50	D

From the scores in the table, there was no unanimous agreement among the respondents on the provision of funds for primary school education in the state. This is clearly demonstrated by the aggregate mean score of 2.49 which implied that respondents did not unanimously agree that the church has much impact. Though the respondents did not agree that the church has entrusted the responsibility of primary education to local bodies and that the expenditure of the church primary education was shifted to the government but they agreed that church primary schools receive donations from the public. This is a clear indication that the funding was not solely left for the church.

The respondents agreed that the church sponsored all the responsibilities of the primary education and that the church primary schools fee is based on the standard of the local people along with local communities who provides funds for the church primary education. Apart from these sources, the respondents agreed that individuals support the church primary education with teaching materials but they did not agree that it is the responsibility of the government to sponsored church primary education. This could explain their affirmation in item 9 of the table where they agreed that it was the responsibility of every member of the church to contribute to the development of the church primary education. This means that it could conclusively be said that the church contributes to the funding of primary education along with individual and communities. However, the significance of this impact is tested in the related hypothesis.

#### **4.4 Responses to Hypotheses Testing**

The hypotheses formulated to determine the significance of the impact of United Methodist Church on the development of education in the state through the investigated variables are tested in this section. They consisted of five null hypotheses which tested the specific impact

of each of the variables on primary school education in the state. The hypotheses are tested as follows:

Hypothesis I: United Methodist Church has no significant impact on the infrastructural development in Primary school education of Taraba State.

The aggregate opinion for all the items in Table 4.4 where the impact of the church on the infrastructural development for primary education were assessed was used in the test. The hypothesis was tested with the Chi-square procedure because of the need to establish the significance of the aggregate opinion of the respondents on the perceived impact of the church on infrastructural development of the primary school education. The result of the test is summarized in Table 4.9. The Expected counts are printed below observed counts in the table.

**Table 4.9: Chi-square test on impact of United Methodist Church on the infrastructural development of Primary school education in Taraba State**

Sn	Impact on infrastructural development	SA	A	D	SD	Total
1	The general conference directly provides teaching and learning materials to some of the primary schools in the local churches	122	119	59	118	418
		101.2	170	66	80.8	
2	The facilities in the church primary schools are of minimum standard	84	262	26	46	418
		101.2	170	66	80.8	
3	There is shortage of building in the church primary schools	148	146	44	80	418
		101.2	170	66	80.8	
4	Local church produced temporary sites for the church primary schools	87	163	80	88	418
		101.2	170	66	80.8	
5	Teaching materials in the church primary schools are of lower quality and below standard	105	141	66	106	418
		101.2	170	66	80.8	
6	Modern teaching methods are applied in the church primary schools	140	164	65	49	418
		101.2	170	66	80.8	
7	Availability of teaching materials has influenced parents to send their children to the church primary schools	100	199	60	59	418
		101.2	170	66	80.8	
8	The church primary education has better structures and facilities	63	165	89	101	418
		101.2	170	66	80.8	
9	There are adequate instructional materials in the church primary schools	59	179	90	90	418
		101.2	170	66	80.8	
10	Church primary schools has remained ideal place of learning	104	162	81	71	418
		101.2	170	66	80.8	
	Total	1012	1700	660	808	4180

Chi-Square =280.138, DF = 27, P-VALUE = 0.000 (P < 0.05)

(Critical value at 27 DF = 40.1)



The result of the test revealed that on the respondents were of the view that the church impact on the infrastructural development for primary school education in the state is significant. This is deduced from the observed chi-square value of 280.138 obtained in the test at the 27 degree of freedom. The observed probability level of significance for the test is 0.000 ( $P < 0.05$ ). Therefore the null hypothesis that: United Methodist Church has no significant impact on the infrastructural development in Primary school education of Taraba State is thus rejected. From related data, the church plays a significant role in the development of infrastructures for primary school education in the state.

Hypothesis II: United Methodist Church has no significant impact on the development and training of manpower for Primary school education in Taraba State.

In this hypothesis, the test is based on the expressed opinions of the respondents rated impact of the church on the development of manpower for Primary school education assessed in Table 4.5. To test the hypothesis the Chi-square procedure was used. The summary of the test is shown in Table 4.10. The Expected counts are printed below observed counts in the table.

**Table 4.10: Chi-square test on impact of United Methodist Church on development manpower for Primary school education in Taraba State**

Sn	Impacts on the development and training of manpower for Primary school education	SA	A	D	SD	Total
1	Retention of pupils in the church primary schools has increased as a result of the church encouragement of their members in the state	139	215	21	43	418
		117.5	165.9	47.3	87.3	
2	Dropout rate among primary school pupils has greatly reduced because of the role played by the church	101	192	72	53	418
		117.5	165.9	47.3	87.3	
3	The church has taking the expenditure of primary education	62	177	70	109	418
		117.5	165.9	47.3	87.3	
4	Selection of the church primary schools teachers is not carefully made	87	110	39	182	418
		117.5	165.9	47.3	87.3	
5	In the church primary schools qualify teachers are promoted	103	123	53	139	418
		117.5	165.9	47.3	87.3	
6	In the church primary schools teachers are given basic knowledge of their areas	111	215	30	62	418
		117.5	165.9	47.3	87.3	
7	Teachers of the church primary schools are untrained teachers	51	76	77	214	418
		117.5	165.9	47.3	87.3	
8	Parents appreciate the quality of training that their children get from the church primary schools	133	227	34	24	418
		117.5	165.9	47.3	87.3	
9	Primary education can be achieve if only the church can employ trained and qualify teachers	234	153	21	10	418
		117.5	165.9	47.3	87.3	
10	Parents enrolled their children in the church primary for a better future	154	171	56	37	418
		117.5	165.9	47.3	87.3	
	Total	1175	1659	473	873	4180

Chi-Sq=940.012, DF = 27, P-VALUE=0.000

(Critical value at 27 DF = 40.1)

The result revealed that the respondents were unanimous that the church has significant impact on the development of manpower for primary school education in the state. The observed chi-square value (940.012) obtained at the 27 degree of freedom is higher than the critical value of 40.1 at 0.05. The observed level of significance for the test is 0.000 ( $P < 0.05$ ). With these observations, there is enough evidence to reject the null hypothesis. The null hypothesis that

United Methodists Church has no significant impact on the development and training of manpower for Primary school education in Taraba State is therefore rejected. From the observation of the result, the United Methodist Church has significant impact on manpower development for primary school education in the state.

Hypothesis III: United Methodist Church has no significant impact on curriculum development for primary school education in Taraba state.

This hypothesis was tested with the aggregate opinion of the respondents in Table 4.6 where the impact of the church on the curriculum development for primary school education in the state was examined. The Chi-square procedure was used in the test of the hypothesis. The result is summarized in Table 4.11. The Expected counts are printed below each observed counts in the table.

**Table 4.11: Chi-square test on impact of United Methodist Church on curriculum development for primary school education in Taraba state**

Sn	Impacts of the United Methodists Church on curriculum development for primary education					Total
		SA	A	D	SD	
1	The church is including local craft in the primary schools' curriculum	146	180	65	27	418
		123.6	178.9	49.2	66.3	
2	The church primary school should involve the role playing method in their teaching	148	179	38	53	418
		123.6	178.9	49.2	66.3	
3	The church primary schools curriculum should be relevant only to the local communities	59	78	80	201	418
		123.6	178.9	49.2	66.3	
4	The church primary school has integration of cultural and vocational element in their curriculum	92	233	42	51	418
		123.6	178.9	49.2	66.3	
5	Inspectors of education always oversees the activities of the church primary schools	119	206	38	55	418
		123.6	178.9	49.2	66.3	
6	Learning by doing at the primary stage is being employed	90	194	68	66	418
		123.6	178.9	49.2	66.3	
7	Workshops and seminars provided by the church primary schools help to improve the methods of teaching	172	181	27	38	418
		123.6	178.9	49.2	66.3	
8	The primary school curriculum should be relevant to the whole general conference	177	172	31	38	418
		123.6	178.9	49.2	66.3	
9	Proper attention is given to individual differences in the church primary schools	97	169	65	87	418
		123.6	178.9	49.2	66.3	
10	There is good administration and good supervision in the church primary schools	136	197	38	47	418
		123.6	178.9	49.2	66.3	
	Total	1236	1789	492	663	4180

Chi-Sq=593.734, DF = 27, P-VALUE = 0.000 (P < 0.05)

(Critical value at 27 DF = 40.1)

The result in table 4.11 revealed that the respondents agreed with the opinion that the United Methodist Church has significant impact on curriculum development for primary school education in the state. This is indicated with an observed chi-square value of 593.734 at 27 degree of freedom. The observed level of significance obtained is 0.000(P < 0.05). With these observations, there is sufficient evidence to reject the null hypothesis. The null hypothesis that

United Methodist Church has no significant impact on curriculum development for primary school education in Taraba state is therefore be rejected.

Hypothesis IV: United Methodists Church has no significant impact on enrolment of pupils into the primary schools education in Taraba State

The impact of the United Methodist Church on the enrolment of pupils into the primary schools education in the state was evaluated in Table 4.7. To test the significance of this impact, the Chi-square procedure was used to compare the aggregate expressed opinions of the respondents. The result of the Chi-square procedure used in the hypothesis is summarized in Table 4.12. The Expected counts are printed below observed counts in the table.

**Table 4.12: Chi-square test on impact of the United Methodist Church on the enrolment of pupils into the primary schools education in Taraba State**

Sn	impact of the church on pupils' enrolment	SA	A	D	SD	Total
1	The policy of getting admission between a boy and a girl is the same in the church primary schools	215	156	14	33	418
		177	166.3	30.1	44.6	
2	Restriction is imposed on indecent dressing of girl child to the church primary schools	228	152	20	18	418
		177	166.3	30.1	44.6	
3	Pupils ' performance improves as a result of availability of textbooks	173	189	14	42	418
		177	166.3	30.1	44.6	
4	Age group is not a barrier in setting admission to girl child	160	179	31	48	418
		177	166.3	30.1	44.6	
5	A girl child with physical weakness is encouraged to enroll in the church primary schools	132	157	39	90	418
		177	166.3	30.1	44.6	
6	Child early marriage is proclaimed an offence in the church primary schools	186	133	47	52	418
		177	166.3	30.1	44.6	
7	Availability of teaching materials has influence parents to send their children to the schools	148	182	42	46	418
		177	166.3	30.1	44.6	
8	Through public enlightenment programme of the church, parents now understand the importance of girl child education	205	163	31	19	418
		177	166.3	30.1	44.6	
9	The church made it easier for parents to enroll children of school age in the primary school	176	178	26	38	418
		177	166.3	30.1	44.6	
10	In the church primary schools. Children performances better academically	147	174	37	60	418
		177	166.3	30.1	44.6	
	Total	1770	1663	301	446	4180

Chi-Sq=193.995, DF = 27, P-VALUE = 0.000 (P < 0.05)  
(Critical value at 27 DF = 40.1)

Table 4.12 revealed that, the respondents were of the opinion that impact of the United Methodist Church on the enrolment of pupils into the primary schools education in the state was significant. This is indicated with an observed chi-square value of 193.995 obtained at 27 degree of freedom. The probability level of significance observed for the test is 0.000 (P < 0.05). The

hypothesis that United Methodist Church has no significant impact on enrolment of pupils into the primary schools education in Taraba State is therefore rejected. The mean scores show that the respondents agreed that the church has significant impact on the enrolment of pupils into the state's primary school education.

Hypothesis V: United Methodist Church has no significant impact on provision of funds for primary school Education in Taraba State.

To test this hypothesis, the aggregate opinions of the respondents expressed in Table 4.8 where the impact of the church on the provision of funds for primary school education in state was examine were subject to a Chi-square procedure. Table 4.13 shows a summary of test result. In the table, the Expected counts are printed below observed counts

**Table 4.13: Chi-square test on impact of United Methodist Church on provision of funds for primary school Education in Taraba State**

Sn	Impacts of United Methodists Church on the provision of funds for primary school Education					Total
		SA	A	D	SD	
1	The church has entrusted the responsibility of primary education to local bodies	58	146	85	129	418
		85.6	148.5	68.2	115.7	
2	The expenditure of the church primary education is the responsibility of the government	25	47	77	269	418
		85.6	148.5	68.2	115.7	
3	The church primary schools receive donations from the public	77	201	76	64	418
		85.6	148.5	68.2	115.7	
4	The church sponsored all the responsibilities of the primary education	106	166	63	83	418
		85.6	148.5	68.2	115.7	
5	The church primary schools fee is based on the standard of the local people	107	142	48	121	418
		85.6	148.5	68.2	115.7	
6	Local communities provides funds for the church primary education	61	181	96	80	418
		85.6	148.5	68.2	115.7	
7	Individual support the church primary education with teaching materials	93	193	59	73	418
		85.6	148.5	68.2	115.7	
8	It is the responsibility of the government to sponsored church primary education	58	71	83	206	418
		85.6	148.5	68.2	115.7	
9	It is the responsibility of every member of the church to contribute in the development of the church primary education	165	152	47	54	418
		85.6	148.5	68.2	115.7	
10	Promotion is given to girl child after testing of knowledge in the church primary schools.	106	186	48	78	418
		85.6	148.5	68.2	115.7	
	Total	856	1485	682	1157	4180

Chi-Sq=739.342, DF = 27, P-VALUE =0.000 (P < 0.05)

(Critical value at 27 DF = 40.1)

The observed chi-square value in table 4.13 for the test (739.342) is not significantly higher than the critical value (40.1) for 27 degree of freedom. The observed probability level of significance 0.000 is lower than the fixed level of 0.05 (P < 0.05). From these observations, there is not enough evidence to reject the null hypothesis. This is because the respondents did not



agree that the impact of the church on provision of funds for primary school education in the state could be considered significant. The null hypothesis that the United Methodist Church has no significant impact on provision of funds for primary school Education in Taraba State is therefore retained.

### **4.3 Summary of the Major Findings**

From the result of the data analyzed in this chapter, the following are the major findings:

1. The United Methodist Church has significant impact on the development of infrastructures for primary school education in Taraba State.
2. The impact of the United Methodist Church on the development and training of manpower for primary school education in Taraba state is statistically significant.
3. The United Methodist Church has significant impact on the curriculum development of primary school education in Taraba State.
4. The impact of the United Methodist Church on pupils' enrolment into the primary schools in the state is statistically significant.
5. The impact of the United Methodist Church on the provision of funds for primary school education is not significant in Taraba State.

### **4.4 Discussions of the Findings**

This study investigated the impact of United Methodist Church on the development of primary school education in Taraba State. Among the indices for impact of the school primary school development investigated were infrastructures, manpower, curriculum, pupils' enrolment into the primary schools and provision of funds for primary school education. Each of these variables were examined with some relevant items with respect to the objectives, research questions and hypothesis. Five hypotheses were tested.

Hypothesis I tested the significance of the impact of the church on the development of infrastructures for the primary school education was tested. It was observed that the impact was significant. The null hypothesis was therefore rejected. This finding corresponded with the result of the data relating to the first research question of the study where a descriptive approach was used. It was observed that among others, the church through the general conference directly provides teaching and learning materials to some of the primary schools in the local churches. Individual church were observed to provide temporary sites for the church primary schools along with instructional materials which may not be up to standard were found to have encouraged more parents to send their children to such primary schools. The finding is consistent with Daniel (2005) who observed that infrastructures and facilities are referring to the physical and spatial enablers of teaching and learning, this include classrooms, libraries, laboratories, workshops, playfield, school forms and gardens.

Hypothesis II tested the significance of the impact of the church on the manpower development of the state's primary school education. The data used for this test were analyzed for the second hypothesis of the study. The test revealed that the church impact on the training of manpower for the primary school education in the state was significant. The null hypothesis was therefore rejected. The church through effective selection and management of teachers was found to have relatively adequate and quality numbers. The respondents were of the opinion that the church give basic orientation training to the teachers. These are positive aspects of the manpower training required for primary school in the state. Other dimensions of the impact on the primary education manpower of the state is the takeover of expenditure on training including the organization of seminars and workshops.

This is consistent with a study by Kabir (2009) on the “impact of millennium Development Goals program on primary education in Sabo-Gari Local Government Area of Kaduna State”. He found out that MDG intervention in primary education provides a reliable approach for improving the quality of teachers in the Nigerian primary schools.

In hypothesis III and Research question three, the impact of the United Methodist church on the curriculum development of the primary school education in the state was investigated. From the result of the test of the hypothesis, it was observed that the impact of the church on the curriculum development was significant; the null hypothesis was therefore rejected. Part of the impact of the church on the school’ curriculum was found to involved the innovative adoption of local craft into the primary schools' curriculum and integration of cultural and vocational element in their curriculum which the respondents were of the view meet the standard of the Inspectors of education who always oversees the activities of the church primary schools. This is reflection of Aggarwal (2004) where it was stated that whatever broadens our horizon, deepens our insight, refines our reactions and stimulates thought and feeling and educate us. The report further includes all influences cultural, domestic, economic, geographical, political, religious, social and spiritual. Even the climate, soil and surroundings educate us. This also agrees with Ben-Yunusa (2008) where it was stated that development is an elaborate task and has several stages, all of which could be describe under curriculum theory and practice. Tai (2010) posted that for any curriculum to be relevant, it must consist the peculiar circumstances and occupations of the living environment in which the school is sited. The report further pointed out that it is only through successful curriculum that individuals can acquire deeper appreciation of content, decipher enough meaning from it and appropriate to life what has been learn in school.

Research question four and hypothesis IV investigated the impact of the church on the enrolment of pupils into the state primary school education. The result of the hypothesis revealed that the church has a significant impact on pupils' enrolment into the state primary school. The null hypothesis was therefore rejected. From the analyzed data and analysis, it was found that part of the impact is centered admission between male and female pupils which is the same in the church's primary schools. No restriction on age for admission requirements of the girl child and Child early marriage is proclaimed an offence in the church primary schools.

Hypothesis V and research question five investigated the significance of the church on the provision of funds for primary school education in the state. The test did not reveal significant impact. The null hypothesis was therefore retained. From the analysis of the related data it was observed that the respondents differed in their opinions. Some are of the view that individual as well as the communities also fund the school, not just the Church. As such, the church's impact in funding primary school education in the state was not seen as significant.

The finding supports the finding of Maijinya (2007) in a study on "An Assessment of community participation in the management of primary education in Kaduna State" where it was revealed that the members of community played a major role in the management of primary school as stated by the federal government in the National Policy in Education that individuals and organizations should provide infrastructures, guard to oversee the facilities in the school, renovation of broken building, chairs, doors and windows. This also agrees with Hammayero (2010) study on the "Appraisal of the contributions of Parents Teachers Association to the development of post primary Institution in Zaria local government area of Kaduna State. The researchers discovered that Parents with good educational background could contribute in the decision making process that could enhance the performance of students in the final examination.

And that parent with high occupational or economic status should contribute on sourcing the instructional facilities in the school. The report pointed out that, most parents who become involve in Parents Teachers Associated activities were those who were interested in the academic performance of their children. The report further identified the roles of Parents Teachers Association, which includes: providing a platform for parents, guardians, sponsors and teachers of pupils of Nigerian primary, institutions to meet, exchange views deeply analyze issues, make recommendations, take and effectively pursue implementation of decisions on matters affecting education in Nigeria with the appropriate agencies.

## **CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter presents the summary of the investigation into the impact of United Methodist Church on the development of Primary education in Taraba State. The chapter includes among others the conclusion, recommendations and suggestions for further study on the subject.

### **5.1 Summary**

The main objective of this study was to assess the impact of United Methodist Church on the development of Primary education in Taraba State. This was based on the background that states educational institutions were either inadequate to cater for the educational needs of the communities. In some cases there is a general breakdown of the institutions due to the disproportionate burden of managerial problems. The United Methodist Church is a viable structure shouldered with so much responsibility despite the huge challenges and inadequacies in the societies. A pronged question from the unset of this study has been on the impact of the church especially with reference to primary school education in the state? Using some indices of educational development, this study investigated the impact of the church on the development of primary school education in the state. The study was conducted in five chapters.

Chapter one centered of the background to the study, statement of the problem, the objectives, research question and the hypotheses formulated to establish the significance of the impact of United Methodist Church on the development of primary education. The chapter also includes the assumptions of the study, scope and limitations. In chapter two covered the conceptual framework and review of related literature. Literature reviewed government policy on primary education, educational development in Taraba State, the United Methodist Church in

Nigeria and the role of the church and its contribution to development along with the empirical reviews.

Chapter three discussed methodology used for the study. It discussed the research design, population of the study and the sampling technique used in selecting the sample size. The chapter also gave a description of the test instrument used for data collection, procedure for data collection and method of data analysis.

Chapter four discussed the statistical interpretation of the data analyzed with a brief description of the bio-data of the respondents and analysis of the indices educational development along the five research questions. The hypotheses of the study were tested. From the analysis of the data and tests of the hypotheses the major findings are summarized.

## **5.2 Conclusion**

Based on the findings of this study, the researcher wish to conclude as follows:

1. The United Methodist Church has significant impact on the infrastructural development for primary school education in Taraba state.
2. The church has significantly help in the production of manpower for primary school education in the state.
3. The United Methodist Church has significant impact on the curriculum development of primary school education in the state.
4. The church has significant impact on the rate of pupils' enrolment into the primary schools of the state.
5. The United Methodist Church does not have significant impact in the funding of primary school education in the state.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations were made.

- 1 An enabling policy that would encourage churches to provide infrastructures for primary school education in the state should be enacted by the Education Ministry.
- 2 Training of teachers should be encouraged by the church, especially in-house training and orientation through workshops and seminars.
- 3 The church should continue its enhancement of the primary school curriculum in the state.
- 4 The church should expand her policy through consultation with educational agencies such that the policy could be adopted by other school stakeholders.
- 5 The church should device other sources of funding apart from the contribution of individuals and the school fees they generate from pupils in order to improve their ability to fund primary education in the state.

### **5.4 Suggestion for further study**

This study has established that the United Methodist Church has significant impact on the development of some indices of primary school education in Taraba State. It would be of academic interest to investigate the role of other established churches on the educational development in the state.



## REFERENCES

- Abranovic, W. A (1997). *Statistical Thinking and Data Analysis for Managers Readings* MA: Addison-Wesley.
- Adama, S (1970). Education and Management: *The way forward*. *Journal of Education* Vol. 2 p 75
- Afolabi, T. A. F.(1993). *Introduction to Research methods for writing proposals, project and Thesis*. Zaria. A.B.U. Press.
- Aggarwal, J. C (2004), *Teacher and Education in a Developing Society*. Delhi VIKAS PUBLISHING HOUSE PVT LTD
- Akerekedolu, J. C (2002). *The Church and its Denomination in Nigeria*, Ibadan: Daystar Press.
- Akinyemi, J. A. ( 1969). *A Philosophy for Nigerian Education* Ibadan: Hennemann Education Books.
- Amins, A. (2003). Improving Primary Education in Nigeria for National Stability. *Bakatsina Journal of Education* Vol.1 No. 1.
- Awokoya, S. O (1976). *Strategies for the Reform of Education in the Light of the third National Development plan*. Jos Government Printer.
- Ayandele, E. A (1966). *The Missionary Impact on Modern Nigeria* . A political and social Analysis, London. Longman Group Ltd
- Boer, J. H (1989). *Christians and mobilization*, Jos Institute of Church Society:
- Chan, P. C (1971). Children in Education and Development: *Journal of Education and Psychology*. Vol.5 p 60
- Cohen, J. (2000). *Statistical Power Analysis for the Behavioral Sciences*, 2<sup>nd</sup> Edition Hillsdale,N.J.Lawrence Erlbaum.
- Dare, M.O (2006). *A Guide to effective management public of Enterprises and Education Institutions in Nigeria*. Kaduna Afomats de printers.
- Daudu, M. (1997). Religion and Social change. *Zaria Journal of Educational studies* F.C.E.Zaria..
- Ekpo, I. J (1994). politics and Religion National Development in Nigeria. A paper presented at the Conference of Nigeria Association for the study of Religion and Education, F.C.E Zaria.
- Emmanuel, S. I. (2012). Perception of Christian Religious Knowledge as an Academic Subject in Junior Secondary School in Kono State. Thesis Submitted to the Faculty of Education Ahmadu Bello University Zaria.
- Fadipe, P (2000). *Religion in the Changing Society*. Rimi Sitwa Estates Congo Zaria.

- Fafunwa , B. A (1991). *History of Education in Nigeria*. London George Allen and UNWIN. Ltd.
- Federal Republic of Nigeria (1981-2004). *National Policy on Education*. Lagos Government Press.
- Freiberg, H. J (1999). *School Climate: measuring ,improving and sustaining health learning environment* (philaderplins, PA: Falmer Press)
- Galadima, S. S & Yahaya A. J. (1997). *Religion and Democracy a Christian View*. A paper presented at the Conference of Christians Religion Studies A.B.U. Zaria.
- Gofwen, H. (2004). *Religion and Development for the benefit if the people*: Jos Government Print.
- Harbison,W. (1973). *Approaches and strategies of Empowerment*. Discovery Publishing House. ISBN 81-95s
- Ilori, J. A. (2009). *Journal of Christian Religion and Education Religion, Political and National Development*. Department of Education Ahmadu Bello University , Zaria, Sunjo Global Link Ltd Kaduna.
- Kairl-Greene A. H. M (1969). *A Historical Approach to the Development of a Northern Cameron Province*. Adamawa Past and Present.
- Kirl, M. (1973). *These Against Fever-bech*.(thesis) Milano, Doth. AGiuffre Deitore.
- Kreitner, R. (1980). *A Problem Solving Series*. Boston. Houghton Millin Company.
- Kochhar, S. K. (2007). *Education and vocational guidance in secondary schools*: Publishers by sterling pvt.Ltd, New Delhi
- Kochhar, S. K. (2007). *Education and vocational guidance in secondary schools*: Publishers by sterling pvt.Ltd, New Delhi
- Lisbon, P. (1977). *Responsibility and Right of the Nations*. Equity and Development Oxford. Oxford University Press.
- Les, B (1990). *Management Skills in Primary Schools*. Biddle Ltd. Guidford and kind's Lynn.
- Mathew, H. K (2007). *The Church and the Politics of Social Responsibility*. Printed @Sovereign prints Lagos Nigeria.
- McDonald, M.A (2006). *The State of Education in Nigeria*. Abuja A publication of United Nations educational scientific and cultural Organization. Nigeria by Excellence.
- Mohmemed, U. S. (2003). Management Constraints of Primary Education In Nigeria and the Challenges for Democracy. *Bakatsina Journal of Education* .Vol, No. 1.
- Musa'azi, J. S. C (1986). *Planning and Development in Education*. African perspective London. Allen and Unwin.

- Mishra, R. C. (2008). *Educational Research and development*: Paragon computers New Delhi.
- Neil, A. W. (1995). *Introductory Statistic U.S.A.* Addison-Wesley. Publishing Company.
- Nkata, J. L (2006). *A Road Map to Participation in Management of school*. Kampala, Masah Publishers Ltd.
- Nnamdi, A. (2001). *Research Methodology in the Behavioural Sciences*. Lagos Emmans Products Ltd.
- Nwagwu, J.O (1984), *Essentials of Research, Methodology for Nigerian Education*. Ibadan, University Press Ltd.
- Nwogo, A. (2011). *Religion, Morality and National Development*. “In Unger (1996).Christianity A Platform for National Development (JOCRED), 11(1).
- Nwurgu, B. G. ( 1997). *Educational Research Basic Issues and Methodology*. Ibadan Wisdom Publication.
- Ojo, G. A. (1981). *The Church and the State on Education in Nigeria*. Ibadan the Marriest Brothers of the Schools Claverianum Press Bodija.
- Okobia, O. S (1982). Approaches to Supervision of Institution in Differentiated Urban and Rural schools in Nigeria. *Education and development Vol.2 (1)*.
- Olurode, C. (1999). *Educational Research and Statistics for the beginners*. Lagos Dat and partners Logistics Ltd.
- Osagie, A. U. (2009). Change and Choice: The development of private University in Nigeria. *Rawel Fortune Resources Benin City*
- Peter, M. O. S. (1989). *The History of the United Methodist Church in Nigeria*. Abingdon Nashville.
- Robert S. F (2005). *Power learning: Strategies for success in college and life*: The Mcgraw-Hill companies.
- Sambo, J. B. (1992). A Comparative study and Analysis of Voluntary post –Primary institution in Adamawa and Taraba States before and after the government take over Thesis. A.B.U.Zaria.
- Spiegel, M. (1992). *Synthesizing Evaluation Perspective, practices and evidences, proceedings of the American Evaluation Association: 92* Extension evaluation topical interest group, seattle
- Stevens, J. (1986). *Applied multivariate Statistics for the science*: Hills & alei NJ Eribaum
- Stoll, L (1992). Successful Schools, Linking school effectiveness and improvement .A paper presented at LARTV Conference Melbourne
- Susan, T. (2010). *Designing courses for higher education*: SRHE and open university press

- S. P. Chaube & A. Chaube (2009). *Comparative Education*. Vikas Publishing House Pvt Ltd.
- Tompson, H. (2001). *Culture and Economic Development :Modernization to Globalization*. New York: Oxford University Press.
- Tuel, J. M. (2000). *The Organizations of the United Methodist Church*. Nashville Tennessee Publishers.
- Ukeje, B. O (1979). *The Role of School in a Changing Society*. Ethiope Publishing Corporation, Benin City, Nigeria
- United Nations International Children's Emergency Fund. (2001). *Children's and Women Right in Nigeria: A wake upcall*. Abuja. N P C and Unicef.
- United Methodist Church in Nigeria Journal, Vol.1* Jalingo (1993). Record of the 10<sup>th</sup> Session Annual Conference of the UMCN.
- Yoleye, E. A (2008). *Fundamentals of Educational Evaluation*: Stirling- Horden publishers Ltd. Ibadan, Oyo State
- Zubairu, M. J & Ahmed, C. A. (2003). *Introduction to teacher Education in Nigeria*. National Library of Nigeria Cataloguing Publishing Yola.

## APPENDIX I

### QUESTIONNAIRE ON THE IMPACT OF UNITED METHODIST CHURCH ON THE DEVELOPMENT OF PRIMARY EDUCATION IN TARABA STATE, NIGERIA.

Department of Educational  
Foundation and Curriculum  
Ahmadu Bello University  
Zaria.s

Dear Respondents,

#### REQUEST TO FILL A QUESTIONNAIRE

I am a Post Graduate Student in the above mentioned Department. I am currently conducting a research on the topic “**Impact of United Methodist Church on the Development of primary Education in Taraba State, Nigeria**”. The purpose of this letter is to seek for your cooperation in filling the attached questionnaire. Your cooperation without doubt will assist the researcher in completing this research and possibly help to upgrade primary education in Taraba State.

Thank you.

Yours Faithfully,

Walakan Augustine Shede

## Appendix II

### SECTION A

**PERSONAL INFORMATION:** Please tick in the appropriate box ( )

**Gender** Male( ), Female( )

**Religion** Christian ( ) Muslim ( ) Other religion

**Age** 15-30 ( ), 31-45 ( ), 46-60 ( ), 61 above

**Status of respondent Supervisors of Education** ( ), Teacher ( ), Student, ( ) P T A Officials  
( )

### SECTION B

The following questions are to be answered by ticking (  $\checkmark$  ).in the appropriate column provided.

The options were abbreviated as (SA) Strongly Agreed: (A) Agreed: (D) Disagreed: (SD)

Strongly Disagreed:

<b>S/No</b>	<b>Impact of United Methodist Church in the infrastructural development of primary education in Taraba State</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>1</b>	The church has help in eradicating illiteracy by enrolling in primary education.				
<b>2</b>	The spread of education became simple because of the enrollment of church in primary education.				
<b>3</b>	The enrollment of primary education has pay attention to vital stage of pupils				
<b>4</b>	The church gladly take the responsibility of primary education to local bodies				
<b>5</b>	The primary schools provided by the Church is obtainable				
<b>6</b>	Rate of pupils' enrollment into primary schools is increasing because of the encouragement from the church				
<b>7</b>	More pupils are now in primary schools as a result of the encouragement from the church				

<b>S/No</b>	<b>Impact of United Methodists Church in the development and training of manpower for primary</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>1</b>	Retention of pupils in primary schools significantly increased as a result of United Methodist Church encouragement to their members in the state				
<b>2</b>	Dropout rate among primary school pupils has greatly reduced because of the role played by the church				
<b>3</b>	The church has taking expenditure of primary education.				
<b>4</b>	The shortage of teachers has also affected the place of progress of primary education.				
<b>5</b>	There is shortage of teachers and building in the church primary schools.				
<b>6</b>	The teachers are satisfied, because the church is providing extra pay.				
<b>7</b>	The parents are satisfied, because the church is considering its members.				
<b>8</b>	The church is including a local craft in the primary school s curriculum.				
<b>9</b>	The church primary school has remained ideal places of learning.				

<b>S/No</b>	<b>Impact United Methodist Church in the curriculum development of primary education in Taraba State.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>1</b>	There is mass increase in the primary school completion rate as a result of role played by the church in encouraging parents to support their children in the schools				
<b>2</b>	More pupils now aspire for higher education and thus try to finish the primary schools because of the encouragement they received from the church.				
<b>3</b>	The role of the church has brought about improvement in progression from the lower level to the higher levels of primary education in the state				
<b>4</b>	The church primary school has integration of cultural and vocational element in the curriculum.				
<b>5</b>	The church primary schools education is accommodating students of various abilities				
<b>6</b>	Learning by doing at the primary stage are being employed				
<b>7</b>	Technological advancement and new teaching methods are being used in primary education				
<b>8</b>	There is discipline in the pupils of the church primary schools				
<b>9</b>	Good administration and good inspection are been used in the Proper attention is given to individual differences in the primary education				
<b>10</b>	There are qualitative improvements in the face of development in the primary education.				



<b>S/No</b>	<b>Impact of United Methodist Church in the enrolment of children for primary education in Taraba State.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>1</b>	The church directly provides teaching and learning materials to some of the primary schools in the state				
<b>2</b>	The church help to emphasize the need for adequate instructional/learning materials are available in school				
<b>3</b>	Modern teaching methods are applied in the primary education.				
<b>4</b>	Vocational and co-curricular activities are been taught in the church				
<b>5</b>	There are sufficient mutual contact amongst teachers and pupils in the primary schools.				
<b>6</b>	There are qualified teachers teaching in the primary schools.				
<b>7</b>	Availability of teaching materials has influence parents to send their children to the schools.				
<b>8</b>	Pupils' performance improves as a result of availability of textbooks.				
<b>9</b>	Workshops and seminars provided by the church schools help in new innovative ways of teaching.				
<b>10</b>	The church is committed in funding of primary schools.				

<b>S/No</b>	<b>Impact of United Methodist Church in the provision of funds for primary education in Taraba State.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>1</b>	Through public enlightenment programmed of the church, parents now understand the importance of girl child education better				
<b>2</b>	The church help to ensure gender equality in by promoting healthy competitions in academic and extra moral activities among male and female pupils				
<b>3</b>	The desire success is been achieve as parent are spending on girl child <del>education</del>				
<b>4</b>	Parents now understand the value of and utility of girl child primary <del>education</del>				
<b>5</b>	The course of study of boys and girls is the same in the primary schools.				
<b>6</b>	Age group should not be a barrier in setting admission to girl child in primary schools. A girl child with physical weakness is encouraged to enroll in primary schools.				
<b>7</b>	The policy of getting admission between a boy and a girl is the same in the primary schools.				
<b>8</b>	Restrictions are imposed on indecent dressing of girl child to primary schools.				
<b>9</b>	A child early marriage in proclaimed an offence in the primary schools				
<b>10</b>	Promotions are given to girl child after testing of knowledge in primary schools.				

### Appendix III

## IMPACT OF UNITED METHODISTS CHURCH ON THE DEVELOPMENT OF PRIMARY EDUCATION IN TARABA STATE, NIGERIA.

### Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

	N	%
Valid	50	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.936	.938	30

### Appendix III

#### Table for sampling by Krejcie and Morgan (1970:228).

*Sampling technique where the population is greater than 10,000*

*Size could be calculated with the following fomular  $n = \frac{z^2 pq}{d^2}$*

*Where Z is the standard normal deviation set at 1.96, p = estimated prevalence rate, q = 1-p, d = 0.05*

*Insert the formular for Krejcie and Morgan here before the table below*

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	340
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000 +	384

*Source: Krejcie and Morgan (1970:228). "Determining Sample Size for Research and Psychological Measurement" Journal Vol. 30 pg 607-610*