

**EFFECT OF ROLE PLAY METHOD ON STUDENTS'
ACADEMIC ACHIEVEMENT AND INTEREST IN CHRISTIAN
RELIGIOUS STUDIES IN SENIOR SECONDARY SCHOOLS IN
EBONYI CENTRAL EDUCATION ZONE OF EBONYI STATE,
NIGERIA**

BY

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PG/M.Ed/11/58862**

**DEPARTMENT OF ARTS EDUCATION
(CURRICULUM STUDIES)**

UNIVERSITY OF NIGERIA, NSUKKA

AUGUST, 2014.

TITLE PAGE

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**A PROJECT SUBMITTED TO DEPARTMENT OF ARTS
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AUGUST, 2014.

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DEDICATION

This work is dedicated to Almighty God

And

His Lordship Dr. Michael Nnachi Okoro (Bishop of Abakaliki Diocese)

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ABSTRACT

There is a perceived trend of poor academic achievement and interest of students in Christian Religious Studies in Nigeria schools today. This situation has been attributed to many factors one of which is poor method of teaching. Against this background that this study sought to assess the effect of role play method on students academic achievement and interest of students in CRS in Ebonyi Central Education Zone of Ebonyi State. It adopted quasi experimental design. Six research questions and four null hypotheses guided the study. The population of the study comprised of nine thousand one hundred and eighty five (9185) in all the 48 government co-educational secondary schools in Ebonyi Central Education Zone, Ebonyi State. Purposive sampling technique was used to select one hundred and twenty (120) students from four co-educational schools (70 students for experimental group (31 males and 39 females) and 50 students for control group (17 males and 33 females)) for the study. The instrument for data collection was CRS Achievement Test (CRSAT) and CRS Interest Inventory (CRSII). Mean and standard deviation was used to answer the research questions while analysis of co-variance (ANCOVA) was used to test the hypotheses at an alpha level of 0.05. the results of the data analyzed revealed That there is a significant difference in the mean achievement scores of students taught CRS using role-play method and those taught using lecture method in favour of group taught CRS using role-play method, that there is a significant difference in the mean interest scores of students taught CRS using role-play method and lecture method in favour group taught CRS using role-play method. The result equally revealed that gender is not significant on student's achievement in CRS and that role-play instructional strategy is gender friendly. The null hypotheses tested revealed that gender is not significant on students' interest in CRS, that there is no significant interaction effect between gender and instructional treatment with respect to students achievement, and that there is significant interaction effect between gender and instructional treatment with respect to students interest. Based on these findings, recommendations and suggestions for further studies were made therein.

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CHAPTER ONE

INTRODUCTION

Background of the Study

The high level of moral decadence and insurgencies in Nigerian nation is an indication that there is poor religious teaching in secondary school system. Christian religious studies (CRS) as one of the religious subjects taught in secondary school in Nigerian takes a central position in ensuring moral and spiritual well being of individuals in the society. The key roles of CRS in equipping the individuals and ensuring high level of morality is made clear in the objectives of CRS at the senior secondary level which include; to provide more opportunities for Nigerian youths to learn more about god and thereby develop their faith in god; to enable the youths to accept Christ as their savior; to help the youths develop Christian attitude and moral values (such as humility, respect, love, and justice, etc); to instill in the youth the spirit of tolerance , reconciliation ,peaceful co existence and non-violence as well as to develop and foster in the youth the spirit of respect for all people and human life (Universal Basic Education Curriculum (UBA), 2013).

Without effective religious studies Nigerian nation will likely to end up in conflict, religious crisis, insurgencies and social unrest among other things. This is because religious control human actions in both social, political, economical and otherwise (Eluu, 2009). The teaching of CRS dates back to the 19th century with the pioneers of Nigerian education (Banjo, 2003). During the missionary administration because of the moral values it teaches the people. Following the government takeover of schools, Nigerian, secondary school curriculum was reviewed and more emphasis was placed on the studies of science and technological subjects. This shift affected the study and interest of students in CRS in school system leading to poor enrollment in CRS. Gbenda (2004) stresses that student's enrollment and interest in CRS could as well be as of result of inadequate provision of teaching aids, fewer professional teachers and lack of incentives among other things. Njoku (2009) equally adduced that poor enrollment of

student in CRS could be attributed to teacher's instructional delivery system and teachers' personality. CRS is taught in all the senior secondary schools in Nigerian as an elective subject. The elective nature of the subject in senior secondary schools in Nigeria equally reduced the number of students that register for the subject in West African examination council (WAEC) and national examination council (NECO) as well as other internal examination. CRS is a subject that bases its teaching on the life and teaching of Jesus Christ (Ugwu, 2001) as a teaching subject, it is not only geared towards converting people to Christianity, but is necessary for value formation, orientation and reorientation of value system as well as spiritual upliftment of the student. Ali and Akubue in Njoku (2009) observed that, CRS is a subject which aims at developing and fostering in the lives of the students Christian attitudes and values such as respect to life, obedience to constitutional authority, responsible self, selfless series to God and humanity. To them, CRS is seen as an academic discipline that is designed to provide the leaner with moral and spiritual transformation. This shows that CRS is the study of Christian lifestyles such as love, caring, patience, faith, forgiveness and hope in God as well as good relationship among men. Obanya in Njoku (2004) maintained that CRS like every other subjects has five features. These features are; a set of rational theoretical formulation, inherent capacity for growth, applicable solution to human problems, organized Body of the knowledge and a degree of uniformity with other area of academic activities. In the context of this study, CRS is defined as a social science subject that teaches students good moral behaviour, fearing of God, knowledge and skills that will make them to contribute their quota in socio-economic and moral development in senior secondary schools. The inclusion of sound religions and moral values in the life of students invariably could help in the development of spiritual and moral sound being of the students. These important values attached to the study of CRS in schools cannot be achieved if teachers do not utilized effective teaching method that appeals to all the senses of students in leaning situations.

Teaching method as noted by Agwu (2005) refers to the overall plan for the orderly presentation of content of learning materials. Usually a method is driven by a philosophy or an assumption about how students learn in school. Teaching method is therefore, a general process the teacher adopts in presenting his lesson to the students, such that students learn such as assigning roles to individual students in the classroom. The important index in the teaching and learning process is that the students learn at the end of teaching (Aguokogbuo, 2005). Hence, the use of good teaching method in teaching of CRS plays an important role in harmonizing classroom instruction. Nevertheless, it has been noted with dismay that even a subject as important as CRS is taught using the traditional lecture method (talk and chalk) (Asogwa & Echemazu, 2011). This old method, conventional as it is, appears to have reduced students' interest and enrollment in the subject each year for both WAEC and NECO. For instance, Abdulhamid (2010) found that lecture method used by teachers have made many student lost their interest in classroom of learning and consequently may reduce students enrollment in some subject areas. He added that the use of lecture method set the teacher as the only active participant in the class while the students are complete observers or admirers through the lesson. The theory of constructivism sees learning as the active participation in various activities within and outside the classroom. Therefore, inability of teachers to use methods that encourages students' active participation could lead students to laziness, rote memorization which even actually kills students' interest and attitudes towards the learning of CRS. The theory of multiple intelligences holds the view that human being has fine separate intelligences (visual/spatial, verbal and logical, body/kinetic, musical, inter-personal intelligences). Therefore, if educators teach their students using methods that utilizes these intelligences in learning would promote students' interest in learning process. Asogwa and Echemazu (2011) opines that most teachers rely on lecture method because of their experiences as most of them still regarded the way they were taught in their own days as the best way to teach in this modern times.

Organizing for effective teaching of Christian Religious studies is centered on certain factors such as “what to teach”, “when to teach” and “how to teach”. The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also recognized and adopted a good and well-researched method of teaching that guarantees better understanding and also stimulates and motivate students’ achievement (Abdukamid, 2010).

Academic achievement is the degree or level of success attained at the end of an academic endeavour (Omebe, 2005). The yardstick for measuring one’s level of academic achievement is by assessing the academic performance of the individual through test and observation. He further explained that academic achievement has three dimensions such as high, average and low academic achievement. Academic achievement helps in proper evaluation of students and identification of their strength and weakness. However, in the context of this study, academic achievement is the relative change in behaviour of students as a result of effective teaching and learning of CRS in secondary schools.

The issue of high or low academic achievement of secondary school students in CRS has been attributed to some factors such as the school environment, peer influence, the family dynamics, etc (Ekeh and Njoku, 2013). But, of all these factors, the researcher feels that role-play method of teaching play key role in relation to students’ academic achievement in CRS. Role-play method is a dramatic and innovative training technique which helps students to develop both cognitive and affective components of perception and helps in knowing how people behave and why people behave in different ways (Charturvedi, 2009). Oberle (2004) maintained that role-playing activities introduce students to “real world” situations. He added that feelings as well as avenue for expressing personal and sometimes unpopular attitudes and opinions. This indicates that role-playing is highly motivating as the majority of students enjoys these types of activities and become more inspired learners. Morris (2003) found that the role-playing helped the students engage in activities at multiple times and places which help them to retain information in their brain always (p.3). In role-playing, the teacher first of all gives

students roles to play in a classroom and he directs them on what to do. At the end of students' participation, he/she summarizes the activities in order for students to understand it clearly. In the context of this study, role play method could be referred to activities engaged by teachers and students in the classroom in order to enhance desirable change in behaviour of learner and maximize their interest and academic achievement in CRS in secondary schools.

The trend of school achievement among secondary school students' in recent times has not been encouraging. It is in recognition that statistics from the West African Examination Council WAEC Chief Examiners reports in (2005) reveals that, the number of candidates that entered for CRS, for instance has been encouraging over the years while their percentage pass at credit level in the senior school certificate examination (SSCE) has been following a downward trend. In the year 2002, 2003, 2004, for instance, only 48.7%, 49.2%, 39.9% and 47.3% passed CRS at credit level respectively. Currently, the numbers of candidates that enroll in CRS have reduced as a result of shift in emphasis to science subjects and entrepreneurship education. According to WAEC Chief Examiners' reports in 2012 and 2013, there is low performance of students in CRS in WASCE, 62.03% failed while 37.9% passed. The number that failed is greater than the number that passed. The continuous poor achievement of secondary school students in CRS over the decades could be attributed to poor methods of teaching. Thus employing good method of teaching like role-play could improve students' interest and achievement in CRS in senior secondary school.

Nevertheless, there has been an endless debate on factors that influences students academic achievement secondary. However, in the context of this study "gender" and interest is considered as variables that could influence students' interest and achievement in CRS in secondary schools in Ebonyi Central Education Zone. Gender is a socially constructed concept based on the assumed power and position that group human should possess (Afonga, 2002). Gender in the context of this study simply means the difference between males and females as well as their relative roles perform in CRS in learning process. Ezeadum (2011) found that

gender is a significant factor in students' academic achievement in Agricultural sciences. Other researcher such as Umoh (2001), found otherwise in Igbo and English language respectively. Melton and Serep (2007) found that women perform better than men in French in schools. Asogwa (2011) found that the effect of gender on students' academic achievement is statistically significant. Gender is a very important variable in this study because personal orientation and thinking style of male and female students could play a crucial role in performance in school. In this study, gender refers to different roles played by male and female students in learning and how it affects their interest and achievement in CRS in secondary schools.

Students' interest is another factor that determines students' academic achievement in schools. Interest can be defined as a psychological state of having an affective reaction to and focused attention for particular content and/or the relatively enduring predisposition to re-engage particular class of objects events, or ideas (Omebe, 2005). Dewey in long (2007) defines interest as the formation of a relationship between a person and an object. Interest could also be essentially a function of the perceived likelihood to succeed on a specific group of tasks and the value of a consequence of doing well (Ainley, 2002). The way each person learns depends on interest. For instance, some students prefer to learn complete subject matter by heart while others search for meaning. Students' differences in learning preferences have often been related to a number of individual factors such as motivation and perception of one's ability. Interest is very important in one's educational and life success. This is because ones action towards anything depends largely on one's interest on that thing. Interest drives one towards action especially when such action benefits one thereby forming a relationship between a person and an object. Adedeji (2007) found that interest of students' in mathematics affect their academic achievement in schools.

For the purpose of this study, interest could be defined a temporary response relative to the effectiveness of method used by CRS teachers in the classroom. This is because, it affects the way students react or listen to the teacher. This could be as a result of the fact that students

may come to the classroom with certain interest. It then becomes rewarding if a teacher (s) of CRS discover these interests and build on them especially the use of good methods of teaching that appeal to all senses in learning.

Role-play method in the classroom can generally foster the interaction between the learner and other learner and between the learner and the content of instruction. The essence of this much needed meaningful interaction in the classroom therefore creates gap between what is taught in the classroom and the experiences and activities the learners meet outside the classroom. It is critical that CRS teaching not only seek to bridge this gap in order to make learning realistic, but of course also to harness the power of this role play for instructional gain. It is for these reasons that a research on the effect of role play method on students' achievement and interest in CRS in secondary schools is not only imperative but also timely.

Statement of the Problems

The importance of CRS in the present social, political and religious crisis in Nigeria cannot be over emphasized. Nevertheless, the trend of poor academic achievement among students' over the years seems to be on the increase. It may be due to teachers' use of lecture method of teaching which has been the prevalent mode of lesson presentation in secondary schools in Nigeria This method is teacher-centered and does not inspire and motivate students' interest towards the learning of the subject in senior secondary schools. The students may end up therefore having low interest which could lead to poor achievement in CRS in schools. There appears, to be no available empirical study on the effect of role play method on students' academic achievement and interest in CRS in Senior Secondary Schools in Ebonyi Central Education Zone of Ebonyi state, Nigeria.

Therefore, the problem of this study posed as questions are "what are the effects of role play method on students' academic achievement and interest in Ebonyi Central Education Zone of Ebonyi state? Could gender and interest be militating factors on students' academic achievement in CRS in secondary schools in Ebonyi Central Education Zone Ebonyi state?

Purpose of the Study

The general purpose of this study is to determine the effect of role-play method on the student interest and academic achievement in Christian Religious Studies in senior secondary school. Specifically, the study was designed to;

1. determine the effect of role-play method on students interest in CRS
2. determine the effect of role-play method on students' academic achievement in CRS.
3. determine the influence of gender on students' achievement in CRS.
4. Find out the influence of gender on students interest in CRS.
5. determine the effects of role play method and gender on the students' achievement in CRS.
6. determine the interaction effect of role-play method and gender on students' interest in CRS.

Significance of the Study

The study would be beneficial to students, teachers, religious instructors, curriculum planners, educational administrators, researchers and textbook authors.

To students, the study would help to improve their understanding of CRS and thus adjust properly in the society through active participation in the classroom leaning which stimulate their interest and change the negative perceptions they already have in learning CRS and this invariably help them to develop the affective domain of knowledge in secondary schools. They would equally perform better in internal and external examinations without depending on examination malpractice which have been the problem in the educational sectors. This is because the student stands a chance of becoming masters on their own through involvement in different roles in the classroom. The findings of the study would help teachers to have an insight into the meaning, application and problems of using role play method of teaching and thus change their method when the need arises for proper students' achievement and interest in CRS in secondary schools. The relevance of effective method in the implementation of Christian

religious studies in secondary school would be made known to teachers as they are the chief implementer of planned curriculum of schools. This could be done by teachers observing the students performing their roles and equally identifies the individual's problem in using the method in the teaching and learning of CRS in secondary schools.

Religious instructors and bodies are not left out as they would understand the best way to educate children in the principles and practice of Christianity which invariably will promote peace and harmony as well as co-existence in the Nigerian society. Curriculum planners or designers would be made to understand curriculum problems that affect the application of effective teaching method like Role-play in the implementation of CRS curriculum in secondary schools especially in Ebonyi Central Educational Zone in Ebonyi State.

The findings of the study would expose the educational administrators to the importance of conducive environment in teaching and learning and thereby put these environmental conditions such as classroom building, learning materials, quality library etc, in order for proper implementation of Christian Religious Studies curriculum. They would equally be meant to understand the interactional effects of gender and role-play method and thus help teachers to initiate change where appropriate. The findings of the study as well as the concepts, theories and methods would be reference materials for researchers especially those that specialize in Christian Religious Studies. Finally, the textbook authors on education would benefit from the study by updating their knowledge on the techniques and besides disseminate the findings through textbooks they publish.

The larger society would equally benefit from this study. This is because, the effective teaching and learning of CRS will bring desirable change in behaviour of students and this invariably would help to reduce high level of religious intolerance, hatred, killing, conflict, terrorism, militancy, and other insurgences that is ravaging Nigerian society

Scope of the Study

The study covered co-educational senior secondary schools in Ebonyi Central Educational Zone of Ebonyi State. The zone is made up of four areas via: Ikwo, Ishielu, Ezza South and Ezza North respectively. The study is specifically covers the effect of role play method on achievement and interest of senior secondary schools students in Christian religious studies. It also covers four content areas such as God's protection, Gods' provision, Eli and Samuels' Children and example of King Asa. The choice of co-educational secondary schools in the study is because the study deals with gender therefore, using co-educational schools could help the researcher to compare the achievement and interest of both boys and girls using role play method of teaching.

Research Questions

The following research questions guided the study;

1. What is the mean achievement scores of students taught CRS using role-play method and those taught lecture method?
2. What is the mean interest scores of students taught CRS using role-play method and those taught lecture method?
3. What is the mean achievement scores of male and female students taught CRS using role-play method and those taught lecture method?
4. What is the mean interest scores of male and female students taught CRS using role-play method and those taught lecture method?
5. What is the interaction effect of role-play method and gender on students mean achievement scores in CRS?
6. What is the interaction effect of role-play method and gender on students mean interest scores in CRS?

Research Hypotheses

Six (6) null hypotheses were developed to guide the study and was tested at 0.05 level of significance

HO₁: There will no significant difference in the mean achievement scores of students taught CRS using role-play method and those taught using lecture method.

HO₂: There is no significant difference in the mean interest scores of students taught CRS using role-play method and lecture method.

HO₃: There is no significant difference in the mean achievement scores of male and female students in CRS.

HO₄: There is no significant difference in the mean interest scores of male and female students in CRS.

HO₅: The interaction effect of role-play method and gender on student mean achievement scores in CRS is not statistically significant.

HO₆: The interaction effect of role-play method and gender on student mean interest scores in CRS is not statistically significant.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter will be discussed under the following sub-headings;

Conceptual Framework

- Concept of Christian Religion Studies
- Concept of Role-Play Method
- Concept of Interest
- Concept of Achievement
- Gender and Achievement

Theoretical Framework

- Theory of Constructivism
- Theory of Multiple Intelligence

Review of Empirical Studies

- Teachers' instructional style/strategy and students' academic achievement in CRS in secondary schools
- Gender and its' effect on students' academic achievement in CRS in secondary schools.
- Interest of students on students' academic achievement in CRS in secondary schools.

Summary of Literature Review

Conceptual Framework

Concept of Christian Religious Studies

Christian Religious Studies is one of the subjects taught in secondary schools in Nigeria. The teaching of the Christian Religious Studies (CRS) could be dated back as 19th century with the pioneers of Nigerian Education (Banjo, 2003). In attempting to discuss the concept of Christian Religious Studies beneficially, it is imperative, to begin by clarifying various terms with rigour and exactitude to avoid any possible news conceptions in the mind of any reader. The word 'Christian' etymologically comes from this Greek words 'Christian' and Christos; meaning "follower of Christ" and anointed one", it is used three times in the New testament of the Bible (Act11:28, 1 Peter 4:16). The Bible tells us "it was in Antioch of Syria that the followers of Jesus were first called "Christian". The question that borders the mind of the reader, which the researchers consider in this definition process, is 'who is a Christian? The answer to this question can be formulated only in a cumulative fashion. Thus a Christian is a social human person in whom God is present in grace but who is at, same time, prone to act against the, divine preference. Isreal (2011) states that a Christian is one who professes and belief in Jesus Christ or fellows the religion based on the life and teachings of Jesus Christ. Anole added that a Christian is a person who adheres to Christianity and Abraham, monotheistic religion based on the life and teaching of Jesus of Nazareth, who Christian belief is the Messiah. Okoro (2010) opines that a Christian is a particular kind of human being, not in the sense that a Christian has a different biological or psychic structure, but in the sense that a Christian has moved to a different level of human consciousness. Anih (2010) equally state that a Christian is a follower of Jesus Christ, that a person who believes and practices the tenets of the Christian faith in the Holy Scripture (Bible). However, in the context of this study, a Christian is referred to as students who practice Christianity and learn it in school as one of a religion in the world. Religion in the other way has been heated with lots of debate about the meaning and its practices in human society. Its etymology can help to define the concept. Religion is derived the Latin noun 'religio', but with

some ambiguities arising from these different verbs that are allied with the noun –‘religion’ [to turn constantly” or to observe conscientiously”] ‘religari [to bind on self] (back) and ‘religere’ (“to choose again”) (Okoro, 2010). Each of these verbs according to Okoro points to three possible religious attitudes. Though it is not clear from which verb the noun is derived, each of the verbs is consistent with the view that religion “a relation to God.” McBrien in Okoro (2010) says that religion thus has to do with the whole human existence, and not merely with some special sector of it. He further stresses that religion is the whole complex of attitudes, convictions, emotions, gestures, rituals, beliefs and institutions by which we come to terms with and express our most fundamental relationship with reality (God and the created order, perceived as coming from gods creative hand). Religion therefore, presupposes and flows from faith. It is an individual social and institutional manifestation of some implicit faith in God. Religion not only has to do with the impact of the holy upon us, but with human responses to the holy as well. From these thought there is no doubt on the saying that a religion without the element of the Divine is like a house without foundation. Religion in line with etymology viewpoint is the medium through which man unites himself with god in worship, adoration and service. Anih (2010) maintained that religion refers to both personal practices related to communication stemming from shared conviction. It is often described as a communal system for the coherence of belief focusing on a system that is considered to reverence for a supernatural power or powers regarded as creator or governor of the universe. Religion therefore, has to do with the whole of human existence, and not merely with some special sector of it. In the context of this study, religion is conceived as the belief in the teaching of Jesus Christ such as love, provision, protection, leadership and the nature of Heavenly Kingdom among other things which help people to live peacefully and harmoniously in the society.

Christian religious studies is an aspect of learning that deals with the inculcating in the students certain elements of education intellectual theory and practices of Christ as contained in the Holy Bible. Eluu (2011:284) defines Christian Religious Studies as the education for the

development of spiritual, moral and mental, growth of pupils or students” in essence, Christian religious studies is expected to give children an understanding of the universe and the interpersonal relationship between human beings and the supreme beings. Ugwu (2001) opines that CRS is a type of religious studies that bases its teachings in the life and teaching of Jesus Christ, Ali and Akubue in John (2009) observe that Christian religious studies is a subject which aims at developing and fostering in the lives of the students Christian attitudes and values such as respect for life, obedient to constituted authority, responsible self, selfless services to God and humanity. They further said that CRS is an academic discipline that is designed to provide the learner with moral and spiritual transformation. In the context of this study, the researcher viewed CRS as a social science subject that teaches students good moral behaviour, fearing of God, knowledge and skills that will make them to contribute their quota in socio-economic, political and moral development in senior secondary schools in Nigeria.

The introduction of CRS in school curriculum is not a new thing. During the missionary administration of schools, CRS was given a priority in the school curriculum because of its moral values. Following the Government take-over of schools, Nigerian secondary school curriculum was reviewed and more emphasis was placed on the studies of science and technological subjects who invariably affected the growth of the discipline (Njoku, 2009) in Nigeria, many secondary schools equate Bible studies or “religious education” lessons with moral education. The nation curriculum of religious studies in secondary schools approved by the Nigerian educational research and development council (NERDC) through universal basic education programmes (UBE) (2013) and the federal ministry of education recognized the need for God and to be sound citizen who will be responsive and responsible to national calling. The curriculum covers the introduction of Christian Religious Studies; man and his relation to God, historical activities of prophets, teaching of Christ and apostles, significance of Birth of Jesus Christ, death and resurrection of Christ, Holy Spirit, Acts of Apostles, Jews and Gentiles.

Miracles of Jesus Christ, commandment of God, Repentance, faith, love, believe and among others (NERDC, 2013).

Aims/Objectives of Christian Religious Studies

In the past, several aims were proposed for Christian religious studies in Nigerian secondary schools. Such of these aims is briefly discussed below according Gotan (2005);

To Teach the Bible

CRS as an academic field of study aimed at teaching the student the Bible contents. Rani in Ugbo (2003) opines that the Bible is the master textbook and in fact, in most times, the title given to the subject was Bible.

To Teach Morals

The teaching of morals has been a long-standing aims recommended for teachers of Christian religious studies in secondary schools and other institutions of learning (Nwachukwu, 2010). Morality is very important concept especially in this era of moral decadence all over the world. Moral education as over the years impacted largely through literature in the forms of legend about the gods and heroes of Greece (Gotan, 2005). Gottan admitted that in the Judeo-Christian tradition the link between morality and religions has been so close that people still regard them as inseparable. Gotan (2005) maintains that to admit logical distinction between religion and morality does not, however, mean that they are antagonistic realms of human experience or that their objectives are mutually exclusive

To teach Catechesis or Christian Nature

The view that CRS aims at teaching catechesis or Christian nature underlies the frequent demand by the various churches that Christian religious studies in schools should be given to their adherents by teachers who are members of their own religious denomination. The view seeks to awaken, nourish and develop ones personal belief and to hand on the received tradition so as to build up the ecclesial community, (Mangan, 2006). Although, most religious educators today, however, insist that confessional teaching of religion is not appropriate in the school

content, its parochial nature offers scope for dealing with the practical problems of religious diversity in modern pluralistic societies.

Obilon in Eluu (2009) states that the aims of teaching Christian religious studies in Nigerian schools is to educate the Nigerian children both morally and intellectually, and instill in them the desire to be good citizens”. So through guidance and supervision of their conducts, the children are encouraged to develop a right attitude towards life, their environment, interpersonal relationship and community living. Eluu (2009) maintained that Christian religious studies aims at making the children have faith in God, speak to Him in prayers, and trust Him for all their needs as they work and pray. Through the teaching of Christian Religious Studies, students take decisions and develop their mind on how to withstand the emotional problems associated with every day-to-day life. Christian Religious Studies therefore, becomes a worthwhile school activity because of the values it has for the society. Eluu (2009) added that the teaching of Christian religious studies in school also leads pupils to raise fundamental questions relating life and existence. For examples, who is God? Does God exist? Where is God? Why am I here? What is going to be my end? What am I supposed to do? Etc. the transmission of acceptable moral standards in the society cannot be over emphasized. Through the teaching of CRS subject, children are encouraged to express their faith and to develop talents and thus prepare themselves for useful living in the society (FRN, 2004). Ali and Akubue in Njoku (2009) maintained that the curriculum aims of CRS is to develop and foster in the life of the students Christian attitudes and values such as respect for life, obedient to constituted authority, responsible self, selfless services to God and humanity. They further said that CRS is an academic discipline that aims at providing learner with moral and spiritual transformation.

The teaching and learning of CRS in secondary schools in Nigeria has the following objective of Christian religious studies. These are;

- To inculcate the knowledge of the Bible and fear of God in the Learner.
- Inculcate moral virtue in learners.

- Need to develop tolerance for other religions.
- Creating a disciplined society and responsible citizenry.
- Development of integrated, spiritual potentials and problem solving abilities (Okoro, 2010:40).

It is expected that for these objectives to be achieved, adequate teaching and learning strategy and method is required hence, it is the surest means of cultivating and shaping the students' behaviour. This idea on how to achieve the objective of CRS in schools has made the federal government of Nigeria in her national policy on education of 2004 specifically state moral or religion instructions should be taught in school through the study of the biographies of great people, studies and practices of Religion, discipline, games and other activities that involves term work (FME, 2004:20).

Concept of Role-Play Method

A method and techniques have tended to be used interchangeably. But they are not the same. At least, they do not mean the same in the process of teaching and learning. A lack of proper understanding of the two terms may lead to ineffective teaching of discipline. A method may be defined as an overall plan, for the orderly presentation of learning materials (Agwu, 2005). Usually, Agwu noted that a method is driven by an assumption about how children learn while techniques are embedded on the various styles and activities directed to meet up to the targeted objectives or goals of teaching and learning. For example, the assumption underlying role-play method is that understanding comes from experience, observation and activities within a social realm between the teacher and the students.

Role-play method though not new in the academic world has been a controversial issue between scholars, educationists and even discussants. It is interchangeably used as stimulation, drama and games. Nevertheless they mean different things. Role-play is a concept that covers every aspect of human endeavour and various institutions of man such as family, education, economic, political and among others. As noted by Hornby (2010), role can be seen as a

function or position that somebody has or is expected to have in an organization, in society or in a relationship or the degree to which somebody or something is involved in a situation or an activity and the effect that they have on it. In every institution, every member is assigned with a particular role which is expected by him to perform. It is the duty of every human being in organizational set-up. For instance, in the family institution the father, mother and children have different roles to play in order to meet up to expected goals or objectives. The essence of this is to define role for proper functioning of members in the family (Uchendu, 1997). In the field of learning (education), individuals are assigned with particular roles to play in order to achieve the purpose of teaching and learning. Agwu (2005) defines role-play as techniques in which people are present with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in forms of roles. Yasar (2008) define Role-play as the activities in which participants act out a potential situation they might encounter in real life. It is a type of drama that enables students to understand and to acquire the necessary skills to cope with reality. He further states that role-play helps in developing both cognitive and affective component of perception and helps in knowing how people behave and why people behave in different ways. The silent feature of role-play is learning by doing through imitation, observation and feedback, analysis and conceptualization. Role-play according to Gabrielle and Sam (2000) can be seen as the process of behaving in accordance with specific function. It is associated with dramatic activity in the mind of the players, and also related to play games and simulation. Role-play is a product of ‘play’, ‘games’ and simulation. All aspects of role-play are driven from play. Since the initiation of role play is directed by the teacher, play takes on an educational function.

According to Chaturvedi (2008) Role-play can be defined as a technique in which people are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles. It is a spontaneous human interaction involving realistic human behaviour within particular an environment. Some scholars

maintain that Role-play is a form of simulation which is used for effective learning (values, beliefs and attitudes). It is a popular method, used particularly with young adults of mixed ability levels. Role-play is a common teaching tool for social situation which allows students to combine what they know in a simulated situation so that they can gain a deeper understanding of concepts. Yasar (2008) opines that Role-play refers to activities in which participants assume roles and behave accordingly. It is a method of teaching whereby students are made to take on the role of the character from the text and act in simulated situation that extend the story. The students act and talk as the character they are representing. It is a strategy that aims at helping the student see different points of views and develop perspectives about complex cultural and social issues.

Ani (2010) stated that Role-play is a strategy that requires student to step out of the confines of traditional roles and take on the characteristics of someone else. It also encourages creativity and high levels of thought on the part of the student. For Israel (2011), Role-play is a process that provides students with an opportunity to explore their feeling, gain insight about their attitudes and increase problem solving skills. Role-play deals with problem through actions. It identifies problems, acts it out and it is discussed.

Offorma (1994; 2002) Role-play method is a shared activity with others and very helpful in achieving social desirable ends. This shows that role-playing is the act changing of one's behaviour to assume a role, either unconsciously to fill a social role or consciously to act out an adopted role. In this study, Role play method is defined as any activities engaged by teachers and students in classroom which entails individual performing a role(s) in teaching and learning of Christian Religion Studies in order to stimulate students' interest and achievement in secondary schools.

From the above it implies that role-playing demands an assumption of a character not in alliance with the original character. Role-playing is stimulation where persons take on assumed role in order to act out a scenario in a setting. The students can act out the assigned role in order

to explore the scenario, apply skills (may be communication negotiation, debate etc), experience the scenario from another point of view, evoke and understand emotion that may be alien to them. Role-playing helps to make sense of theory and gathers together the concepts into a practical experience. Role-playing is specifically used and rooted in principles of constructivist teaching which emphasized students' involvement and active participation in classroom promote learning. The students assume the role of the mentioned or selected characters in the Bible, and perform it. It becomes a possible means of pedagogy. It becomes a source of creative activity that involves imagination, spontaneous action, simple characterization and story-making.

Characteristic Features of Role-Play method

Role-play method has the following silent features as noted by Chaturvedi (2008):-

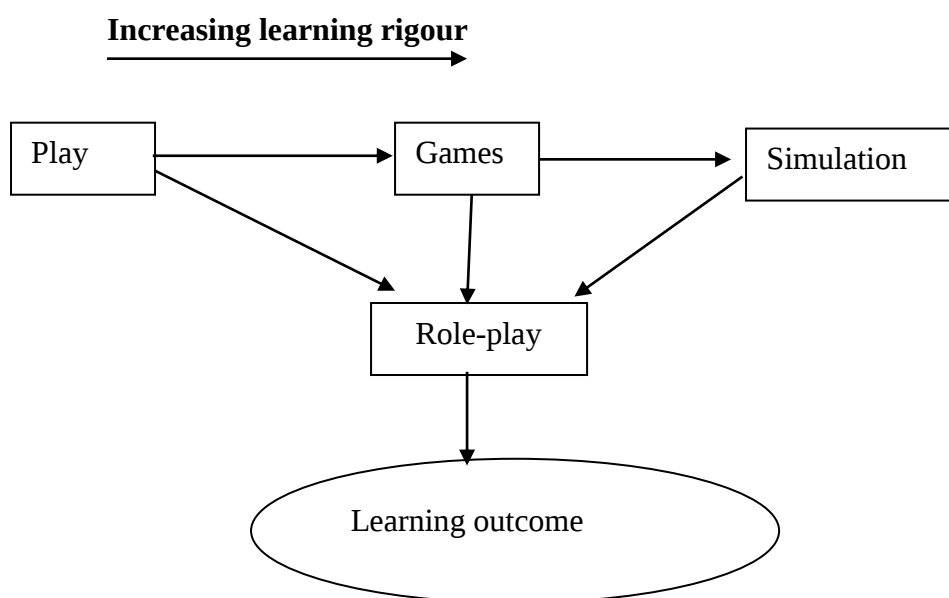
- It requires the participant to learn by doing. He learns practically and understands the demand or requirement of skill set to solve or to get the job done.
- It infuses into the learner the spirit of imitation. The learner attempts at imitating the person he assumes his role. He wears the person's "shoes" in order to understand, analyze and reflect the other person's perception and behaviour.
- Enhances learning through observation and feedback. Both the teacher and student observe and build up decision.
- It encourages learning through analysis and conceptualization. The teacher helps in analyzing the various skills that would be applied by the student. By so doing, he widens his own domain, concept and skills. The student also develops a broader understanding and clear outlook towards the task.
- It is a form of simulation that enables the learner to experience a situation from the past or to prepare for a future situation. It involves acting out an episode in which time and space have been compressed.

Aims and Benefits of Role-Play

The importance of role play in every sphere of human endeavour cannot be overemphasized. In the field of learning, it helps in developing a better understanding of the job both on the part of the teacher and the student; gives a clear method of handling a particular situation, helps in developing communication, management and leadership quality and helps in providing an insight to understanding behavioural pattern of others (Gabrielle & Sam, 2000).

Role-play method is advantageous in the following directions as noted by Chaturvedi (2008): It is an experiential learning activity in the classroom since it provides an essay approach to otherwise abstract concepts. It is a powerful way of developing social skills. It encourages participants to discover outcomes rather than being told answer. It extends knowledge into feeling and clarifies values and beliefs. It increases and encourages personal effort. It has a motivating factor. In children, the excitement of role-play, its interaction and stimulation to visual, auditory and kinesthetic styles of learning help to motivate students and achieve outcome. It helps the learner to move beyond any comfort zones and helps bring on attitudinal change through different viewpoints. It helps to develop all the domains of learning cognitive, psychomotor and affective domains. Role-play method helps the learner to retain what is learnt than other methods of learning. Furthermore, role-play increases the ability to recognize problems, evaluate and handle the problem. It encourages the learner to forecast, plan and take actions. It attempts at providing a fertile ground for co-operation and working well with other people. Role-play in CRS, therefore, can be defined as the use of drama, games and simulations in teaching and learning. This play activity is naturally used by children to develop their knowledge and intelligence (Piaget, 1951). Gabrielle and Sam see role-play method as the medium of interactive/experiential learning.

Figure 1: Role-play as the medium of interactive experiential learning.



(Source: Gabrielle & Sam, 2000).

In education, role-play can be seen as an interactive teaching method used to display children talent in the school and outside the school (Elizabeth, 2008). Piaget (1951) equally concluded that role-play is a behaviour used during the development of children to learn about their environment which produces enjoyment. The environment according to him includes physical objects, interactions and societal rules of conduct. This working definition shows that role-play if applied in the teaching and learning of Christian Religious Studies can help children to develop in their academic pursuit. Elizabeth maintained that the theory behind the use of Role-play in school-as with ‘active’, ‘experiential’ or ‘child-centered’ learning-is that children are encouraged to be physically and intellectually involved in their lessons to allow both expressing themselves in a scientific context and developing an understanding of difficult concepts.

Concept of Interest

The concept of interest covers every aspect of human Endeavour. Omebe (2004) defined interest as the state of curiosity or concern about or attention to somebody or something such as

quality, subject, or activity that evokes this mental state. Hornby (2010), defined interest as the as the quality that something has when it attracts somebody's attention or makes them want to know more about it, interest is a feeling or emotion that causes attention to focus on an object, event, or process. The term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise (Silvia, 2006).

Etymologically, interest is derived from Latin origin "interesse", German origin "interesse" meaning 'mental state', and French words: "nichier" meaning 'to nest', "surgir" meaning 'to rise' "pique" meaning "to excite 'curiosity' (Omebe, 2005). The mental state or curiosity called interest has received much attention in recent psychological literature. This is largely due to the German philosopher Herbert because of the important position he has won for it in the theory of education. Psychologists have disputed as to the exact meaning to be assigned to the term and the precise nature of the mental state. Interest has been variously defined as a kind of consciousness accompanying and stimulating attention itself (Catholic Encyclopedia, 2013). Thus may be said, I attend to what interest. Me; and, again, that to be interested and to attend are identical. The term interest is used also to indicate a permanent mental disposition. Thus someone may have an interest in certain subjects, though they are not an object of his present attention. However interest could be defined as a cause of attention, an aspect of attention, or as identical with attention, its special significance lies in its intimate connection with the mental activity of attention. Attention according to Catholic Encyclopedia (2013) can be defined as a cognitive or intellectual energy directed towards any objects. It is essentially selective; it concentrates consciousness on part of the field of mental vision, whilst it ignores other parts. Attention to them is also purposive in character. It focuses our mental gaze in order to attain a clearer and more distinct view. It results in a deeper and more lasting impression, and therefore plays a vital part both in each cognitive act and in the growth of knowledge as a whole. The English Associations School of psychology and most empiricists, in treating of the genesis of knowledge, seem to look on the intensity of frequency of the stimulus as the most influential

factor in the process of cognition. As a matter of fact, what the mind takes in depends almost entirely on this selective active of attention.

Ugwu (2005) maintained that interest in psychology of learning are those mental activity that awakens the sense of participation, sense of belongings and sense of activity. This interest to him differs in individual perception and ability and it is characterized by choice and quality of something or activity. Interest as a concept in this study simply means the mental state of students in relation to teaching and learning of Christian Religious Studies (CRS) in secondary school or the relative reaction of students and their behaviour in teaching and learning of the subject. This interest can be achieved through the application of effective method of teaching and learning in the classroom.

Concept of Achievement

People's perception of achievement differs as their culture differs. Individual differences, interest goals and motivations make the concept of achievement to have different conceptions. In industrial countries like USA achievement is measured from individual accomplishment. Shaffer (2005) in this opinion argue that achievement reflect the unwillingness to strive to succeed at objectives rather than promote social harmony or that maximize the social welfare of the group to which the achievement is determined by one's readiness to strive at challenging task and to meet high standard of accomplishment. Gesinde (2000) maintained that achievement is self-determination to succeed in whatever activities one engages in be academic work, professional work, and spiritual activities among others. Achievement is the generalized tendency to strive for success and to choose goal oriented success in any human endeavours. Elliot (1997) achievement is based on reading success and achieving all our aspiration in life by setting standard for excellence. Ugbo (2003) opines that it is improving ones past performance, an objective measure, one out performing others in competition, challenging goals one has set or trying something new that will improve one self. To achieve ones objectives or standard one must cultivate the interest in the task a held. Interest is the motivating factor or

stimulant for achievement. Renninger (2000) describes interest as being deep-seated and originating in the individual and influence task choice and task investment which in turn should influence achievement and interest. Ainley (2002) opines that interest is essentially a function of the perceived likelihood to succeed on a specific group of tasks and the value of the consequence doing well. It is interest that energizes the learner in a way that can positively influence the cognitive, affective and psychomotor of the learner. Long (2007) affirms that interest acts as the formation of a relationship between a person and an object.

To achieve the aim of C.R.S in secondary school is therefore to capture, captivate the interest of the students, changing the only teaching methods which focuses on the teacher comes in view-this role-play method. Achievement is all encompassing concept that is often used in the field of education and other field of human Endeavour such as economic, politics, and viewed in various perspectives. The scientific study of achievement encompasses data coming from experiment with word lists as well as from the acquisition of complex domains, like computer programming, mathematics, or the way in which people solve physics problems. At these experimental levels, achievement is referred to as acquisition, learning, or knowledge representation, sometimes depending on theoretical basis (Omebe, 2005). Omebe (ibid, 2005) equally opines that achievement is the word preferred in the educational programme or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool.

Cognitive psychology produced a shift from the study of behaviour to its observable psychological antecedent. The cognitive analysis of achievement means to get into the experimental study of memory storage and retrieval. From the cognitive point of view, achievement must be 'construct' that should refer to the difference stages of knowledge acquisition and the end product; that is the knowledge that characterizes the expert, is a highly structured set of mental models build after long sessions of practice. The consequences are that

the expert can bring into play sophisticated strategies and take into the amount of large bodies of knowledge without the usual working memory limitations.

Under the view of Homothetic amplitude, the emphasis is on the relationship between achievement and alternative constructs. Most of these achievements according to Salvador and Carmen (2001) are malleable (achievement and family atmosphere, socio-economic status, country, ethnicity) and others are more fixed (achievement aptitude). The analysis of the changeable influences in the case of achievement, serves the purpose of diagnosing educational or schooling programmes, and making decision, on the basis of the data. The purpose of examining the relationship between achievement and aptitude is uncertain. Educationally, achievement maybe defined as the mastery of major concepts and principle, and integration of knowledge components (Niemi in Salvador and Carmen, 2001). Achievement in most cases is the function of motivation towards greater action. Human effort and struggles often leads to achievement or frustration depending on the level of aspiration (Atkinson) in Ugwu, 2005). These shows that the level of one's aspiration can affect his/her interest on a particular subject especially in CRS invariably may affect the extent of achievement.

Achievement can be defines as “a thing that somebody has done successfully, especially using one's own effort and skills or the act of achieving something meaningful in nature (Hornby, 2010). Specifically, achievement in education is the competence of a person in relation to the domains of knowledge, what is externally observed is performance. The current view states that to reach specific level of performance; it may be necessary to run into play complex cognitive tools like strategies, heuristics or skills. No doubt that the end result and the type of means to reach it must be correlated, a fact often overlooked (Omebe, 2005).

In all these indications, it implies that achievement is a significant accomplishment, mastering its skills, control, or high standards of academic endeavour as well as reaching success and the attainment of all the aspirations of life. In this study, achievement is subsumed to mean the performance of students in teaching and learning or the skills, attitudes, abilities and

knowledge by individual in the classroom instruction particularly in the discipline of Christian Religious Studies in secondary schools. The achievement in this study will also be used to refer to the relative performances of students in internal and external examinations.

Gender and Achievement

Academic achievement of students especially at secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. The medium through which the attainment of individual and the nation's educational goals can be achieved is learning. Learning outcome have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to unravel factors that militate against good academic performance. Academic achievement of learners has attracted attention of scholars, parents, policy-makers and planners. Suneetha and Mayuri (2001) opine that the major goal of the school is to work towards attainment of academic excellence by students. According to them, the school may have other peripheral objectives; emphasis is always placed on the achievement of sound scholarship. Beside, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parent.

At the onset of an activity, students differ in learning as function of their prior experiences, personal qualities and social support. Personal qualities deal with gender differences. Gender issue has become the talk of today's forum. Although the literacy rate is more among boys than girls; it is quite interesting to observe that girls are securing better ranks than boys in almost all competitive examination (Nuthanap, 2007) in modern world, it is very fascinating to find the girls figure to be more often in top ten two ranks in tenth class annual examination. Robinson in Nuthanap (2007) opines that intelligence was the only factor that causes gender variation among high achievers. Later Malathi in Nuthanap declare that some attributed factor like parent aspiration, beliefs and their socio-economic status as the main factors that causes age and gender differences among high achievers. However, this trend seems

to be changing in the recent past and such discriminations are not so marked. Thus, the present study is an attempt to find out the gender differences if any, on the factors affecting academic achievement. Gender is one of the personal variables that have been related to differences found in motivational functioning and academic achievement. Gender involves the psychological and socio-cultural dimensions of being male or female (Abosede, 2007). A gender role is a set of expectations that prescribes how females or males should think, act, and feel. The concept of gender-role classification involves a personality-trait-like categorization of a person (Suneetha & Mayuri, 2001). However, it is vital to think of personality in terms of traits alone. The importance of considering gender in context is nowhere more apparent than when examining what is culturally prescribed behaviour for females and males in different countries around the world. In the social roles view, women have less power and status than men do and control fewer resources. The social cognitive theory of gender emphasizes that adolescents' gender development is influenced by their observation and initiation of others' gender behaviour, as well as by rewards and punishment of gender-appropriate and gender inappropriate behaviour. Parents and siblings influence adolescents' gender roles. Peers are especially adapted at rewarding gender appropriate behaviour. Yenagi (2006) points out that there is considerable overlap in the distribution of females and males scores on mathematics and visual spatial tasks. He adduces that females had higher reading achievement and better writing skills than male with the gap widening as students progressed schools. Females are more likely than male to be assigned to special/remedial education classes. Females are more likely to be engaged with academic materials, be attentive in class, put forth more academic effort and participate more in class than boys (Suneetha & Mayuri 2001). A probable reason for inequality in selection in some sex dominated subjects could be adduced to more sex cultural and social orientation from parents and the entire society. However, the researcher is of the opinion that this idea can be readjusted for a better socio-economic society where all individuals are given equal opportunity to perform all tasks irrespective of their sex especially in school system. In this study, effort

should be intensified to understand how differences in role as it is associated with individual sex determine their achievement or performances in Christian Religious Studies in schools.

Independent variables

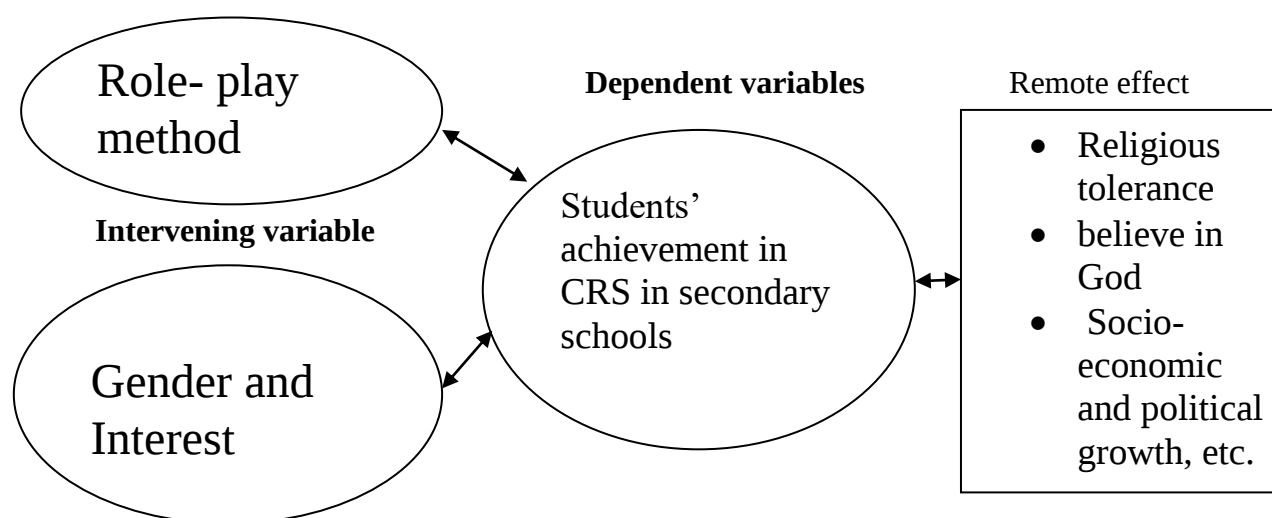


Figure 1: Schematized diagram showing the conceptual framework of the study (Source: the Researcher)

In the diagram above, Role play method represent the independent variable which when teachers utilize in teaching would promote students achievement in CRS in senior secondary schools. However, gender and interest in the diagram refers to as intervening variables which could mar the effective application of Role play methods in teaching and learning as well as students' achievement in CRS in senior secondary schools. Students' achievement in CRS in the diagram represents dependent variable which depends on students' gender, interest and Role play method. Nevertheless, in the diagram if students develop their interest in learning CRS and maximize their achievement in school tasks it could promote religious tolerance, believe in God, socio-economic and political growth among others.

Theoretical Framework

In this study, the theory of constructivism and multiple intelligences were used to explain how role playing could promote students' interest and achievement in CRS in schools.

Theory of Constructivism

The theory of constructivism was developed by John Dewey and was popularized by the ideas of educators like Rousseau, Montessori and Jerome Bruner in Early 19th century. The theory of constructivism holds that learning is contextual, done as a whole, that knowledge exists only in the learner, that learners transform input, that learners explores, organize and monitor their environment while teachers are supportive in learning process. The proponents are of the views that human beings do not learn by sucking up external sources, but rather learn by activity making or own meaning. The proponents are of the view that children learn through active participation in classroom activities, that imagination is the gateway to learning from past experiences that are carried into the presents.

Relating this theory to the present study, it shows that when students are allowed to participate in the classroom activities by performing different roles, they can explore information on their own develop their cognitive structures and this would promote their interest and achievement in CRS in senior secondary schools. It is important to note that the theory emphasizes for the importance of ‘learning by doing’ (role playing) therefore, if students are allowed to explore information on their own, it would bring their imagination or aesthetic world with the cognitive world of the students which invariably promote the interest and achievement of students in Christian Religious Studies in secondary schools.

Theory of Multiple Intelligences

This theory was developed by “Dr. Howard Gardner, Co-director of project zero at Harvard University Graduates School of Education in 1983. This theorist holds that our school systems which reflect our culture, teach, test, renitence, and rewards primarily depends on two kinds of intelligence- verbal and logical-mathematical without reference to others. Gardener holds the view that students reflect how they learn and what interest them. Gardner named at least five separate intelligences that humans may comprise. If educators teach their students knowing that there are other intelligences besides only verbal and logical, then students will

have better chances of learning. The [intelligences] include visual/spatial, body/kinetic, musical, interpersonal intelligences. Gardner has recognized each of these intelligences as equally important to learning. These intelligences provide the foundations for visual arts, music dance, and drama, and through these art forms, most students will not only find the means for communication and self-expression, but the tools to construct meaning and learn almost any subject effectively.

Relating this theory to the present study, it is evident that Role-playing is a highly effective means of reaching students with intelligences that are not reached through traditional teaching methods (lecture method). The intelligence is inherent in role play method in which students are allowed to learn by performing different roles and construct meaning to ideas through expression. Hopefully, Role play as a teaching method strategy will be the foundation for future development of multi-intelligence in students and this could promote students interest and achievement in secondary schools. Instruction for cognitive skill and objectives without affective dimensions may be efficient but not effective. Since Role play method requires all the intelligences to be effective, the theory will be appropriate for this study as it will help to improve the teaching and learning of Christian Religious Studies which invariably lead to students' achievement both socially, religiously, economically, politically and among others.

Review of Empirical Studies

Teacher's instructional styles/strategy and student's achievement in Christian Religious Studies

Njoku (2009) investigated the strategies for enhancing Christian religious studies in secondary schools in Ebonyi state. The study adopted summary design and questionnaire was used as instrument for data collection. Simple random supply techniques were used to draw fifty (50) teachers from all the secondary schools in Abakaliki urban. Arithmetic mean was also used to analyze the data collected with questionnaire. The results of the study revealed that teachers of CRS in secondary schools in Ebonyi state use traditional method of talk and chalk as well as lecturing, there is low interest of students in the subject due to teachers instructional delivery, use of appropriate techniques, methods and skills is an effective ways of improving Christian religious studies in secondary schools in Ebonyi state. Based on this finding, it is important to find out if the use of role-play method as a modern instructional strategy can help to improve student knowledge in CRS in schools. Hence the present study.

Afikinkpan (1995) investigated the effect of student's attitude towards Christian religious knowledge in North and Bossa Local Government Area of Plateau state. The study was aimed at determining the extent to which the attitude of students is related to their performance in the subjects. The study adopted descriptive summary. The population of the study was three hundred (300). Questionnaires were used as the instrument for data collection. Simple percentage statistics were used to analyze the data.

The results of data analyzed showed that students attitude towards the subject was generally positive. There was significant relationship between the students' attitude towards CRS and their performance in the subject. The positive attitude is attributed to good teaching method, availability of teaching and learning materials, encouragement while location of schools, school type accounted for different attitude of students' socio-economic status and religious denomination were inconsequential. These findings show that good teaching method

has a positive effect on students' achievements. Therefore, the present study shall find out if the utilization of role-play method can improve students' performances in secondary schools.

Malgwi (1995) investigated the teaching method used by teachers in teaching in College of Education in Borno state. All the 12 teachers in the college were involved. Four hypotheses were postulated and simple percentage was used to analyze the data collected for the study. Questionnaire, direct observation, documentary services and interview schedules were used for the collection of data. The results revealed that: the more qualified and experienced a teacher is the more effective he is in teaching of CRS in college of education; trained teachers are in a better position to understand the aims and objectives of CRS in college of education and schools; and there were differences in the teaching methods used by trained and untrained teachers but how it is applied determine student's academic achievement in school. These findings show that the extent to which teachers use role-play in the teaching of CRS can be determined by their qualification and his instructional qualities displayed in the classroom.

Gender and Student's Achievement in CRS in Secondary Schools

Abosede (2007) investigated gender and socio-economic status as the correlates of students' academic achievement in senior secondary schools in Ijebu-Ode in Ogun State. The population of the study was 108 students from three senior secondary schools in Nigeria. Their ages ranged between 14 and 21 with a mean age of 17.1 years. Two major hypotheses were formulated and tested at 0.05 level of significance. The study adopted Pearson-moment correlation co-efficient as a method of data analysis while standardized test was used as instrument. The results of the study showed that there is a negative significant relationship between gender and academic achievement ($r = -.260$; $p < .05$); there is no significant relationship between socio-economic achievement ($r = .083$; $p > .05$). The findings of the study indicate that gender is not a significant factor of students' achievement as well as socio-economic status but may be affected by other factors. The present study will compare and contrast the findings with

the present finding to understand whether gender is a factor for students' academic achievement in Christian religious studies in Ebonyi state secondary schools.

Asogwa and Echemazu (2011) investigated the effect of power presentation on secondary school students' achievement in Christian Religious Studies in Nsukka Local Government Area of Enugu State. The study sampled 60 students from two intact class randomly selected public senior secondary schools in Nsukka. Christian Religious Knowledge Achievement Test (CRKAT) was used as an instrument for data collection. The data was analyzed using mean and the analysis of Covariance (ANCOVA). The results showed that students taught with power point presentations perform better than those taught conventionally; the effect of gender on the student's achievement when taught with power presentations is statistically significant. Based on these findings, it is clearly indicated that gender is a factor that determines students' academic achievement in schools. It is imperative to find out how gender affects students performances in CRS when role-play method is used in teaching and learning.

Abayomi (2004) access the difference between Nigerian junior and senior pre-service teacher's science teaching efficacy beliefs in Nigeria. The mathematics performance of graduating pre-service teachers over a period of 3 years was examined for gender differences. The study adopted experimental design. Standardized test was used as instrument for data collection. Data were drawn from students' (170 men and 202 women) final year result from a college of Education in Nigeria. Findings revealed that gender gap in mathematics achievement among the sample data could be disappearing. This finding is contrary to the general stereotypical belief about men's and women's performances in school subject. Based on this, it is important to find out if students performances in CRS varies in gender or it is generally influenced by gender differences of boys and girls in secondary schools.

Suel and Sujata (2006) conducted a study on academic performance in relation to self-handicapping; text anxiety and interest of high school children (n-200) from government summer secondary school of Himachal Pradesh. The scales used were self-handicapping

questionnaires Sujata, (2003) text anxiety inventory (Sud & Sud, 1997). Interest inventory (Palasane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys were more interested in science subject than girls while girls perform more than boys in arts and social science subjects. This shows that gender could be an interfering factor of students' achievement and interest in CRS in secondary schools. Therefore, There is need to find out if gender could intervene in the students' achievement and interest in CRS in secondary schools in Onueke Education Zone, Ebonyi state. Hence the need for this study.

Chukwu (2009) investigated the effect of co-operative and product teaching strategies on senior secondary school students' achievement in essay writing in Afikpo Education zone of Ebonyi state. It also explored the effects of gender and mental ability levels of sample. Quasi-experimental design was used. An essay topic was used as the instrument for collecting data. Intact classes were used for the study. The sample students consisted of 300 senior secondary 11 students. The reliability co-efficient concordance (W), which yielded reliability co-efficient of 0.62. The research questions were answered using mean and standard deviation and hypothesis were tested using analysis of Covariance (ANCOVA) to determine the significance.

The result of the study shows that there was a significant effect of treatment on student's achievement in essay writing at 0.05 levels of significances; there was a significant interaction effect of instruction treatment and gender; and treatment and ability. This study's findings show that gender is a variable that determine students' performances. Therefore, the present study will unveil how gender of students as regards to male or female affect students performance in Christian religious studies in secondary schools.

Interest and Students' Achievement in CRS in School

Petel (1997) investigated the causes of under achievement in mathematics of eight grade students have high numerical ability. The study adopted descriptive techniques. A sample of 35 high achievers and 40 low achievers was selected from school in Sandhinagar, Siyarat, India,

based on their marks in mathematics. The chi-square analysis revealed that interest of students, teachers, instructional quality and availability of resources affect students performance in schools. The study equally revealed that the interest of students determine their level of achievement in schools. The study recommends that teachers in school should always be away of personality trait that can promote or hinder students' academic achievement in school. The present study will determine how the effective use of role play method can help to promote students interest in the teaching and learning of CRS in secondary schools in Ebonyi State and Nigeria in general.

Onah and Ugwu (2010) investigated the factor that predicts students' performances in secondary schools physics in Ebonyi North Educational Zone of Ebonyi state. The factors studied in relation to their relative effects on performances in school physics teacher qualification, gender, laboratory facilities and resources, school location and interest of students. The study was carried out in 20 secondary schools in Ebonyi North Educational zone of Ebonyi state. The study was descriptive survey. Questionnaire was used in collecting the necessary data for the study. The data was analyzed by using step-wise multiple regressions in performance in physics with the fine factors studied as predictors. Distribution was used to test the null hypotheses. The results revealed that school location and students' interest had no significant effects on performances in physics while performance of students at this level depends on sex (gender), teacher qualification and laboratory facilities.

These findings show that gender interaction is a major determinant in students' achievement as well as teacher's qualification instead of students' interest and school location. Therefore, the present study on the effect of role-play method on students' achievement in CRS in secondary school will explore the factors that influenced students mostly in CRS.

Summary of Literature Reviewed.

The literature review explored information on the effect of role play method and interest on students academic achievement in Christian Religious Studies in secondary schools in

Ebonyi Central Education Zone of Ebonyi State. CRS is simply the study of Christian nature, ways of and His teaching. It was observed that role play method have a strong effect on students' achievement and interest in school work in secondary schools. The study reviewed that student's achievement and interest could either be high or low. They are depended on effective teaching methods used by teachers. Role play is a method presented with real or artificial environment and they exposed with some kind of case or situations and they need to exhibit the thing in terms of roles. Interest could be defined as being deep rooted and originating in individual and influence task choice and task investment which in turn should influence achievement. Gender and interest as they influence students' achievement in CRS were also reviewed.

In nutshell, the studies reviewed indicate that teaching method can make or mar the achievement and interest of students in CRS in secondary schools. Teachers that do not use good method of teaching may have students come out of schools without any achievement and interest in CRS. In similar vein, students may lack interest in their studies as a result of lack of good method of teaching CRS.

There was also a review of literature on the theoretical and empirical studies. In the theoretical framework, the theory of Constructivism and Multiple Intelligence was clearly discussed as regards their relationship with the present study. The empirical studies gathered information on studies related to the present study. However, none of them studies on the effect of role play method on students academic achievement and interest in CRS in secondary schools in Ebonyi Central Education Zone of Ebonyi State. However, the present study is aimed at filling the gap.

CHAPTER THREE

RESEARCH METHOD

In this chapter, the researcher discusses the method and procedures that were employed in the study. It is organized into the following sub-headings: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Experimental Procedures, Control of Extraneous Variables and Method of Data Analysis.

Design of the Study

This study employed a quasi-experimental design. Quasi-experimental design was used because there was no randomization of subjects since intact classes were used. Abonyi et al (2006) noted that quasi-experimental design is a design in which the researcher assumes that the treatment and control groups are not of initial equivalence and as such, there is no random assignment of subjects to treatment and control groups. The specific design was non-equivalent control group or pretest post-test design. In this design, there will be one experimental group and intact classes were used. In effect, the experimental group was exposed to role-play method while non-experimental group was exposed to the lecture method.

The design can be represented thus;

$$O_1 \quad X \quad O_2$$
$$O_1 \quad X_1 \quad O_2$$

Where O_1 = Pre-test

X = Treatment of Experimental group

X_1 = Treatment of control group

O_2 = posttest

Area of the Study

This study was carried out in all the secondary schools in Ebonyi Central Education Zone. This zone is one of the three education zones (South, Central and North) in Ebonyi State popularly known as Onueke Zone. The zone is made up of four local government areas namely: Ezza South, Ikwo, Ezza North and Ishielu. The area is bounded in south by Afikpo and Ohaozara; in the north by Ohaukwu, Izzi and Abakaliki; in the west by Abia and Enugu and in the East by Cross-River respectively. The area is made up University and College of Education which the teachers should have engaged to update their knowledge of role-play method in teaching of CRS in secondary schools. Thus, the present study was carried out in this area in order to provide empirical indices to ascertain how teachers utilize these to improve students' knowledge of CRS in secondary schools, which is vital in promoting peace and conflict resolution as well as economic growth and development of the state.

Population of the Study

The population of the study comprised nine thousand one hundred and eighty five (9185) male and female students in all the 48 government co-educational secondary schools in Ebonyi Central Education Zone, (Ebonyi State SEB, 2013). Co-educational secondary schools were used because the study treated gender as a variable in the study. SSII students were used for the study because this is the class where the major concepts of Christian religious studies are taught. The researcher decided not to use SS1 students since at SS1 students are only exposed to the introductory aspect of Christian Religious Studies. Secondly, SSIII class is an examination class and is not convenient to be used for experiment.

Sample and Sampling Techniques

The sample of this study comprised one hundred and twenty (120) students from four co-educational schools (70 students for experimental group (31 males and 39 females) and 50 students for control group (17 males and 33 females)). Purposive sampling was used to select

two (2) public schools from the zone on the basis of qualified teachers, functional resources and good environment. Two Intact classes will be used for the experiment. Purposive sampling techniques will be used because the study is experimental and does not require many schools for treatment in order to achieve good effect.

Instrument for Data Collection

The instruments used for data collection was CRS Achievement Test (CRSAT) and CRS Interest Inventory (CRSII). The CRSAT was drawn based on the table of specification (see page 67). It covers four specific behaviours i.e. Knowledge, comprehension, Application and Analysis. This is because questions were not drawn from Synthesis and Evaluation. The achievement test items is made up of 45 multiple choice questions divided into four (4) content areas (Gods' provision, Gods' protection, Eli and Samuels' children, and Example of King Asa and King Jehoshaphat based on the table of specification. Fifteen (14) questions was be drawn from Gods' provision, thirteen (11) questions was be drawn from Gods' protection, ten (9) questions where drawn from Eli and Samuels' children, while (11) questions was be drawn from king Asa and Jehoshaphat. Part C contains 36 items on interest scale for CRS students. The researcher adopted Teacher Made Test because the items are scattered into different content area and cannot be selected from WAEC standard. Question 1-14 covered information on Gods' provision, Question 15-25 covered information on Gods' protection, and Question 26-34 covered information on King Eli and Samuel, while Question 35-45 covered information on examples of King Asa and Jehoshaphat. (See Appendix C in page 89-90).

The Interest Inventory is divided into two sections. Section A covered students' personal data while Section B covered information on of 36 items on students' interest in Christian Religious Studies in secondary schools in Ebonyi Central Education Zone (See Appendix D in page 91)

Validation of the Instrument

The Christian Religious Studies Achievement Test (CRSAT) and Christian Religious Studies Interest Inventory (CRSII) was face validated by one expert in measurement and evaluation from the Department of Science Education, University of Nigeria Nsukka, one expert in CRS and the other one from Curriculum Studies from the same Department of Arts Education, University of Nigeria Nsukka. These lecturers were directed to validate the instruments on the basis of relevance of the content of achievement test, organization of the lesson note and interest scale as well as its relevance to the study. These lecturers corrected the purpose of the study and research questions to suit the study. They equally corrected some items of lesson note, achievement test and interest scale which help to modify the instrument (See Appendix F in page). The content validity of the instrument was ascertained using table of specification. (See Appendix A in page 95).

Reliability of the Instrument

The internal consistency of the Christian religious Studies Achievement Test (CRSAT) was established using Kuder-Richardson formula 20. The researcher decided to use Kuder-Richardson formula 20 (KR_{20}) because the items were scored dichotomously (that is, right or wrong). The validated copy of the achievement test was administered to 30 students of CRS in SS11 classes in two secondary schools in Abakaliki Education Zone, Ebonyi State. The student's responses were analyzed which yielded a reliability coefficient of 0.99. In order to determine the reliability of the Interest Inventory, the researcher administered it to 30 students of CRS in SS11 in two secondary schools in Abakaliki Education Zone, Ebonyi State while Chronbach Alpha method using Statistical Package for Social Sciences (SPSS Version 17.0) was adopted which yielded the reliability index of 0.624. The schools used for pilot study were found to meet the criteria used in the selecting of the two schools were used for actual study. Thus, the schools that were used for pilot study are equivalent to the schools that will be used for the actual study. (See Appendix E in page 92-94).

Experimental Procedure

At the commencement of the experiment, the pre-CRSAT as well as the CRSII was administered to the students. The experiment lasted for four weeks with one lesson period for each week, the normal school periods were used. The classes were taught by the regular CRS teachers while the researchers provided the rules, instructions and materials for the role playing activities. The main treatment of the study was the teaching of the four topics to senior secondary 11 students, using the two teaching methods (the use of role play and lecture method). The experimental group was taught using role-play while the control group was taught using lecture method of instruction.

The experimental group was subjected to role-play activities for four weeks. The roles were the loaf of bread, fish and children of God, a beggar, God protection of His people, examples of good leadership (King Jehoshaphat) and Eli, Samuel and Elis' children. The teacher generally introduced each topic and engaged students in a brief discussion on the topics. The teacher then presents the roles to students by explaining the rules and the requirements of the roles. The students were then allowed to play the roles while the teacher supervised and only intervenes when needed.

The lecture method was used in the teaching of control group in the sample schools. In this method, the teacher wrote out some concept to be learnt and copied it on the chalk board for the students to copy. The teacher also defines concepts and clarifies difficult areas for the students. After the treatment, the post-CRSAT as well as the CRSII was administered to both the control and experimental groups. The scripts were collected, marked and scores recorded. The data was analyzed based on the scores

Control of Extraneous Variables

Extraneous variables will be controlled through the following ways:

The researcher will prepare and issue out instructional guides for teachers in each of the two experimental groups in order to ensure compliance to the specifications of the instructional packages in each of the groups.

Teacher Variables: In order to minimize errors, which might arise as a result of teacher difference, the researcher will organize a pre- experimental training for the teachers that were used for the study. This is to ensure a uniform standard of teaching. All the topics for the study will be treated during the training so that the teachers in each group adopted uniform approach. A manual containing the specification of the packages were made available to the teachers. The researcher supervised the teaching to ensure that the teachers perform according to specified procedure

Method of Data Analysis

Mean and standard deviation was used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at an alpha level of 0.05. ANCOVA was used because the subject to the study was Non- equivalence. In non-equivalent design, the problem of male students greater than female students or female students greater in each intact class was treated.

CHAPTER FOUR

RESULTS

The results of the study were presented in tabular form in line with the research questions and hypotheses that guided the study.

Research question 1: What is the mean achievement scores of students taught CRS using role-play method and those taught using lecture method?

Table1: Mean and Standard Deviation achievement scores of students taught CRS using role-play and those taught using lecture methods

Scores	Experimental (N=70)	Group	Control Group(N=50)		
	Mean	SD	Mean	SD	Mean diff.
Pretest	31.07	7.94	30.66	9.73	0.41
posttest	71.31	11.94	57.30	10.24	14.01
Total	51.19	9.94	43.98	9.99	

Table 1 above shows that pretest mean and standard deviation achievement scores of experimental group are 31.07 and 7.94, while that of control group is 30.66 and 9.73 with mean difference of 0.41. It could be observed that the two groups are in the same achievement baseline prior to instructional treatment. However, the posttest mean and standard scores of experimental group are 71.31 and 11.94, while that of control group are 57.30 and 10.24 with mean difference of 14.01. This shows that experimental group achieved higher than that of the control group after instructional treatment.

Hypothesis one: There is no significant difference in the mean achievement scores of students taught CRS using role-play method and those taught using lecture method

Table2: Analysis of Covariance of students' achievement scores by method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5991.859 ^a	2	2995.929	23.826	.000
Intercept	42248.192	1	42248.192	335.985	.000
Pretest	263.519	1	263.519	2.096	.150
Method	5782.916	1	5782.916	45.990	.000
Error	14712.066	117	125.744		
Total	535141.000	120			
Corrected Total	20703.925	119			

a. R Squared = .289 (Adjusted R Squared = .277)

Table 2 above reveals that significance for two tailed test under method (0.000) is less than the level of significance (0.05) that is $P < 0$. This means that the null hypothesis which states that there is no significant difference in the mean achievement scores of students taught CRS using role-play method and those taught lecture method is rejected in favour of the alternative hypothesis. This means that there is a significant difference in the mean achievement scores of students taught CRS using role-play method and those taught lecture method in favour of group taught CRS using role-play method.

Research question 2: What is the mean interest scores of students taught CRS using role-play method and those taught using lecture method?

Table 3: Mean and Standard Deviation interest scores of students taught CRS using role-play and those taught using lecture methods

Scores	Experimental		Control Group(N=50)		
	Group(N=70)				
	Mean	SD	Mean	SD	Mean diff
Pre-interest score	3.23	0.32	3.09	0.35	0.14
Post-interest score	3.31	0.29	2.81	0.29	0.50
Total	3.27	0.31	2.95	0.32	

Table 3 above indicates that pre-interest mean and standard deviation achievement scores of experimental group are 3.23 and 0.32, while that of control group is 3.09 and 0.35 with mean difference of 0.14. It could be observed that the two groups are almost in the same interest baseline prior to instructional treatment. However, the post-interest mean and standard scores of experimental group are 3.31 and 0.29, while that of control group are 2.81 and 0.29 with mean difference of 0.50. This shows that experimental group interest became higher than that of the control group after instructional treatment.

Hypothesis two: There is no significant difference in the mean interest scores of students taught CRS using role-play method and lecture method.

Table4: Analysis of Covariance of students interest scores by method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	7.643 ^a	2	3.821	45.776	.000
Intercept	8.366	1	8.366	100.217	.000
Pre-interest	.334	1	.334	4.003	.048
method	6.403	1	6.403	76.705	.000
Error	9.767	117	.083		
Total	1169.543	120			
Corrected Total	17.410	119			

a. R Squared = .439 (Adjusted R Squared = .429)

Table 4 above reveals that significance for two tailed test under method (0.000) is less than the level of significance (0.05) that is $P < 0$. This means that the null hypothesis which states that there is no significant difference in the mean interest scores of students taught CRS using role-play method and lecture method will be rejected in favour of the alternative hypothesis, this means that there is a significant difference in the mean interest scores of students taught CRS using role-play method and lecture method in favour group taught CRS using role-play method.

Research question 3: What is the mean achievement scores of male and female students taught CRS using lecture method and those taught using lecture method?

Table 5: Mean and Standard Deviation achievement scores of male and female students taught CRS using role-play and those taught using lecture methods

Method	gender	Pretest score			Posttest score	
		N	Mean	SD	mean	SD
experimental group	male	31	31.58	10.45	73.68	11.61
	female	39	30.67	5.26	69.44	12.01
	Total	70	31.07	7.94	71.31	11.94
control group	male	17	29.53	10.79	54.42	11.06
	female	33	31.24	9.26	58.79	9.63
	Total	50	30.66	9.73	57.30	10.24

Table 5 shows that pretest mean and standard deviation scores of male students in experimental group are 31.58 and 10.45 and that of female in the same group are 30.67 and 5.26. For male in the control group pretest mean and standard deviation scores are 29.53 and 10.79 and that of female are 31.24 and 9.26. It could be seen that male and females students in the entire group exist almost in the same achievement baseline before instructional treatment. Also, the posttest mean and standard deviation scores show that male students in experimental group had 73.68 and 11.61, whereas female students had 69.44 and 12.01; male students in the control group mean and standard deviation scores are 54.42 and 11.06, while that of female students are 58.79 and 9.63. It shows from the result above that after the instructional treatment, male students in experimental group achieved almost the same with that of female students, showing no gender biaseness, same thing applies to control group.

Hypothesis three: There is no significant difference in the mean achievement scores of male and female students in CRS.

Table 6: Analysis of Covariance (ANCOVA) of students mean achievement by method and gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6573.423 ^a	4	1643.356	13.374	.000
Intercept	42459.618	1	42459.618	345.554	.000
Pretest	319.495	1	319.495	2.600	.110
Method	6190.010	1	6190.010	50.377	.000
Gender	.555	1	.555	.005	.947
method * gender	562.067	1	562.067	4.574	.035
Error	14130.502	115	122.874		
Total	535141.000	120			
Corrected Total	20703.925	119			

a. R Squared = .317 (Adjusted R Squared = .294)

Table 6 above reveals that significance for two tailed test under gender (0.947) is greater than the level of significance (0.05) that is $P > 0$. This means that the null hypothesis which states that there is no significant difference in the mean achievement scores of male and female students in CRS is accepted. This means that gender is not significant on students' achievement in CRS and that role-play instructional strategy is gender friendly.

Research question 4: What is the mean interest scores of male and female students taught CRS using lecture method and those taught using lecture method?

Table 7: Mean and Standard Deviation interest scores of male and female students taught CRS using role-play and those taught using lecture methods

Method	gender	Pre-interest score			Post-interest score	
		N	Mean	SD	Mean	SD
experimental group	male	31	3.19	0.31	3.32	0.29
	female	39	3.26	0.32	3.29	0.31
	Total	70	3.23	0.32	3.31	0.29
control group	male	17	3.09	0.34	2.91	0.16
	female	33	3.09	0.36	2.75	0.32
	Total	50	3.09	0.35	2.81	0.29

Table 7 shows that pre-interest mean and standard deviation scores of male students in experimental group are 3.19 and 0.31 and that of female in the same group are 3.26 and 0.32. For male in the control group pre-interest mean and standard deviation scores are 3.09 and 0.34 and that of female are 3.09 and 0.35. It could be seen that male and females students in the entire group exist almost in the same interest baseline before instructional treatment. Also, the post-interest mean and standard deviation scores show that male students in experimental group had 3.32 and 0.29, whereas female students had 3.29 and 0.31; male students in the control group mean and standard deviation scores are 2.91 and 0.16, while that of female students are 2.75 and 0.32. It shows from the result above that after the instructional treatment, male students in experimental group had almost the same interest mean score with that of female students.

Hypothesis four: There is no significant difference in the mean interest scores of male and female students in CRS.

Table 8: Analysis of Covariance (ANCOVA) of students mean interest by method and gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.926 ^a	4	1.981	24.024	.000
Intercept	8.363	1	8.363	101.406	.000
Pre-interest	.340	1	.340	4.124	.045
Method	5.445	1	5.445	66.025	.000
Gender	.237	1	.237	2.874	.093
method * gender	.097	1	.097	1.172	.281
Error	9.485	115	.082		
Total	1169.543	120			
Corrected Total	17.410	119			

a. R Squared = .455 (Adjusted R Squared = .436)

Table 8 above reveals that significance for two tailed test under gender (0.093) is greater than the level of significance (0.05) that is $P > 0$. This means that the null hypothesis which states that there is no significant difference in the mean interest scores of male and female students in CRS is upheld. This means that gender is not significant on students' interest in CRS and that role-play instructional strategy is gender friendly.

Research question 5: What is the interaction effect of role-play method and gender on students mean achievement scores in CRS?

Table 5 shows that pretest mean and standard deviation scores of male students in experimental group are 31.58 and 10.45 and that of female in the same group are 30.67 and 5.26. For male in the control group pretest mean and standard deviation scores are 29.53 and 10.79 and that of female are 31.24 and 9.26. It could be seen that male and females students in the entire group

exist almost in the same achievement baseline before instructional treatment. Also, the posttest mean and standard deviation scores show that male students in experimental group had 73.68 and 11.61, whereas female students had 69.44 and 12.01; male students in the control group mean and standard deviation scores are 54.42 and 11.06, while that of female students are 58.79 and 9.63. The implications of the result are that mean differences exist between female students in experimental and control groups and same exist between male students in both groups. This indicates that there is interaction effect between gender and instructional treatment; showing that role-play and gender together brings about academic achievement. This finding shall be made clear when the supporting hypothesis is tested as below.

Hypothesis five: The interaction effect of role-play method and gender on student mean achievement scores in CRS is not statistically significant

From **Table 6** it could be observed that significance for two tailed test under method*gender (0.035) is less than the level of significance (0.05) that is $P < 0.05$. Hence, the researcher therefore failed to accept the null hypothesis which states that the interaction effect of role-play method and gender on student mean achievement scores in CRS is not statistically significant. This means that alternative hypothesis was upheld. Meaning that there is a significant interaction effect of role-play method and gender on student mean achievement scores in CRS.

Research question 6: What is the interaction effect of role-play method and gender on students mean interest scores in CRS?

From **Table 7 above**, interest mean differences exist between female students in experimental and control groups and same exist between male students in both groups. However, the differences are not significant. This indicates that there is no interaction effect between gender and instructional treatment; showing that role-play and gender together cannot bring about meaningful academic achievement. This finding shall be made clear when the supporting hypothesis is tested as below.

Hypothesis six: The interaction effect of role-play method and gender on student mean interest scores in CRS is not statistically significant.

From **Table 6** it could be observed that significance for two tailed test under method*gender (0.281) is greater than the level of significance (0.05) that is $P > 0.05$. Hence, the researcher therefore failed to reject the null hypothesis which state that the interaction effect of role-play method and gender on students' mean interest scores in CRS is not statistically significant. This means that method and gender together cannot bring about significant interest improvement when considered together during teaching and learning.

Summary of the Findings

The following findings were found from the results of the study

1. there is a significant difference in the mean achievement scores of students taught CRS using role-play method and those taught lecture method in favour of group taught CRS using role-play method;
2. there is a significant difference in the mean interest scores of students taught CRS using role-play method and lecture method in favour group taught CRS using role-play method;
3. gender is not significant on students achievement in CRS and that role-play instructional strategy is gender friendly;
4. gender is not significant on students' interest in CRS;
5. there is no significant interaction effect between gender and instructional treatment with respect to students achievement;
6. there is significant interaction effect between gender and instructional treatment with respect to students interest.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the Discussion of findings, Summary of the study, Conclusion of the study, Recommendations of the study, Educational implication of findings, Limitations of the study and Suggestion for further studies.

Discussion of Findings

The finding of the study revealed that there is a significant difference in the mean achievement scores of students taught CRS using role play method and those lecture method in favour of group taught CRS using role play method. This finding was further confirmed by the result of null hypothesis 1 which revealed that there is a significant mean difference in the mean achievement scores of students taught CRS using role-play method and those taught using lecture method in favour of group taught CRS using role-play method. This also indicates that the method for presenting CRS contents to be learnt has a lot to do with students' achievement in CRS in secondary schools. The higher the achievement of students taught with CRS may be as a result of many factors. One of such factors according to Otagburuagu (2002) is making learning an active process, where the learner is totally immersed in learning activities which interests and appeals to him. During the lessons, many students feel the relaxations and creations are elicited. Students therefore approach the new words to be learnt with a spirit of inquiry, competition and interest instead of simple memorization of the words. This finding is consistent with the findings of Umoh (2000) and Ajibade and Ndububa (2008) whose separate studies found that methods of teaching that appeals to activities improve students' achievement in various subject in secondary schools.

The finding of research question 2 revealed that there is a significant difference in the mean interest score of students' taught CRS using role-play method and lecture method in favour of group taught CRS using role play method. This finding was not confirmed by the result of the null hypothesis 2 which revealed that there is a significant difference in the mean

interest scores of students taught CRS using role-play method and lecture method. However, the finding is in agreement to the finding of Ugbo (2003) who found that students develop their interest in learning a particular subject due to the effectiveness of teaching method adopted by the teacher in teaching his/ her subject. He added that those who developed interest in school work achieve higher than those that do not developed interest in school work. This means that for students to develop interest in CRS, teachers should use role-play method in his/her teaching and learning process.

The finding of research question 3 revealed that gender is not significant on students' achievement in CRS and that role-play instructional strategy is gender friendly. This finding was confirmed by the result of hypothesis 3 which shows that gender is not significant on students achievement in CRS rather the method adopted by the teacher promote students achievement in secondary schools. This finding was also supported by the research finding of Ugbo (2003) who found that gender has no significant influence on secondary school students' interest in school work. This finding shows that male and female have the equal educational opportunity but the strategies or methods adopted by the teacher could affect students' interest in CRS in secondary schools. However, the finding was not in agreement with the findings of Asogwa and Echemazu (2011) who found that gender is significant factors that determine students' academic achievement in schools.

The finding of research question 4 The revealed that gender of students is not a significant factor on students' interest in CRS. This finding was also confirmed with the result of null hypothesis 4 which revealed that gender is not a significant on students' interest in CRS and that role-play instructional method is gender friendly. This means that teachers should improve the interest of students in CRS through role-play method of teaching while equal opportunities should be giving to both male and female students in CRS learning activities. This finding agreed with the finding of Petal (1997) who found that gender of students is not a significant factor on students' interest and achievement in school work. To him, interest of students on

school subject is promoted by effective teaching methods. Thus role play method could be utilized by teachers of CRS to promote students interest in secondary schools in Nigeria. This is because interest is internal and it appeals to emotions and feelings which motivate students' response to learning at any point in time.

The finding of research question 5 equally revealed that there is no interaction effect between gender and instructional treatment with respect to students' achievement. This finding was confirmed by the result of hypothesis 5 which stated that there is no interaction effects of role play method and gender on students mean achievement scores in CRS in secondary schools. However, this finding was not in consonance with the finding of Chukwu (2009) who found that there was a significant interaction effect of instruction treatment on gender. The differences in finding could be as a result of methods used by the researchers in data collection and analysis. Thus different method should be used by the teachers when teaching different contents to promote students achievement in CRS in secondary schools.

The finding of research question 6 finally revealed that there is significant interaction effect between gender and instructional treatment with respect to students' interest in CRS. This finding was not in agreement with the finding of Onah and Ugwu (2010) who found in their study that students' interest had no significant effect on students' academic performance in schools. This finding equally does not confirmed by the result of hypothesis 6 which revealed that the interaction effect of role-play method and gender on students' interest is not statistically significant. This means that method and gender together cannot promote students learning in CRS in secondary schools but also affected by other factors. Ugwu (2005) opines that apart from teaching method and students' gender, that there are other factors like good environment, sitting arrangement, ventilation, and teachers' personality among others which promote the interest of students in learning in schools. Therefore, teachers should consider these factors in order to promote students' interest and achievement in school work.

Summary of the Study

The study was carried out to investigate the effect of role-play method on students' achievement and interest in senior secondary schools in Ebonyi Central Education Zone of Ebonyi State, Nigeria. Gender and Interest was used as a variable in the study. Six research questions and six null hypotheses were used formulated to guide the study. Review of literature was based on the concept of Christian Religious Studies, concept of role-play method, role-play as a teaching method, concept of interest, concept of achievement and concept of gender. The review was in line with the purpose of the study. The study adopted the theory constructivism and multiple intelligence to explain how students tend to achieve in learning process. The design of the study was quasi experimental design. The sample of the study consists of 120 students from four co-educational schools (70 students for experimental group (31 males and 39 females) and 50 students for control group (17 males and 33 females)). A purposive sampling technique was used. The instruments for data collection were CRS Achievement Test (CRSAT) and CRS Interest Inventory (CRSII) which were properly validated for data collection. The data collected was analyzed using mean and standard deviation while the hypotheses stated was analyzed using Analysis of Covariance (ANCOVA). The findings of the study revealed that:

1. there is a significant difference in the mean achievement scores of students taught CRS using role-play method and those taught lecture method in favour of group taught CRS using role-play method;
2. there is a significant difference in the mean interest scores of students taught CRS using role-play method and lecture method in favour group taught CRS using role-play method;
3. gender is not significant on students achievement in CRS and that role-play instructional strategy is gender friendly;
4. gender is not significant on students' interest in CRS;

5. there is no significant interaction effect between gender and instructional treatment with respect to students achievement;
6. there is significant interaction effect between gender and instructional treatment with respect to students interest. Based on these findings, recommendations and suggestions for further studies were made.

Conclusion

Role-play method was found to be more effective than lecture method on students' achievement and interest in CRS in senior secondary schools. The mean achievement score of students taught with role-play method was found to be significantly higher than those taught with the lecture method of teaching CRS. Furthermore, the students taught with role-play method were found to be interested than students taught with the lecture method irrespective of gender differences.

Teaching method has a significant effect on students' achievement and interest in CRS. One can therefore conclude that understanding in Christian Religious Studies and students' interest can be enhanced by incorporated role-play method into the teaching and learning of CRS in senior secondary schools in Ebonyi Central Education Zone of Ebonyi State.

Implication of the Findings

The study has educational implications to teachers, curriculum planners, educational administrators and the government agencies:-

1. the teachers could, through this study strive to adopt proper teaching methods that appeals to students' senses which promote their achievement and interest in school work. They should equally understand that even though interest is innate, the students still need activities that promote their interest in school work and achievement.
2. The study emphasized on the important of good teaching method in teaching CRS, it is therefore implies that curriculum planners through this finding proposed in the

curriculum the method and activities that could promote students interest and achievement in CRS in secondary schools in Nigeria.

3. The study shows that gender of students does not account for students' interest and achievement in CRS in secondary schools. The implication is that equal opportunities should be given to males and females in terms of assigning roles to students to play by the teachers in the classroom.
4. The study equally shows that using role-play as an activity method of teaching is difficult and requires much experience. The implication therefore is that government agencies through educational administrators should employ qualified teachers who can use role-play method effectively in teaching and learning of CRS in senior secondary schools.

Recommendations

In line with the implication of the findings of the study, the following recommendations were made by the researcher:

- As the use of role-play method of CRS teaching has been found to be effective in promoting achievement and interest of students in CRS and since research evidence has shown that it is rarely used by the teachers in classes, students should be expose to the use of role-play in learning of CRS in schools.
- Government agencies and professional bodies whose responsibility is to design and revise curriculum for secondary schools should incorporate and emphasize the use of role-play method in teaching of CRS in secondary schools.
- Teachers of CRS should endeavour to note that gender does not account for students' interest rather the method used by teachers in teaching a particular subject. Therefore they should often change their method of teaching in order to promote students' interest in CRS and achievement in secondary schools in Nigeria.

Limitations of the Study

The purpose of the study for which it was set has been accomplished. However, the study was not without limitations. These include:

1. The scope of the study is limited to senior secondary schools in Enonyi Central Education Zone of Ebonyi State. The study did not cover all the schools in Ebonyi Central Education Zone of Ebonyi State.
2. The study was focused on government owned co-educational senior secondary schools in Ebonyi Central Education. The inclusion of private schools in Ebonyi Central Education Zone could influence the findings.
3. There could have been some errors of experiment. The extent it occurred may have also influenced the findings of the study.

Suggestions for further Studies

The following suggestions for further studies were made based on the findings and limitations of the study:

1. The researcher suggests that the study should be replicated in other Education Zones of Ebonyi State such as Abakaliki and Afikpo Education Zones.
2. The researcher also suggest that another study of this nature should be carried in private schools in Ebonyi Central Education Zone of Ebonyi State to compare findings for decision support system necessary for the development teaching and learning theories in CRS in education system in Nigeria.

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APPENDIX A

Table of Specification for Content Validation of terms of Achievement Test

	Instructional Objectives Covered				
Content	30% knowledge	20% Comprehension	25% Application	25% Analysis	Total
God's provision 30%	4	3	4	3	14
God's protection 25%	3	3	3	2	11
Eli & Samuel's children 20%	3	3	2	2	2
Examples of King Asa 25%	3	3	3	2	11
Total	13	12	12	9	45

APPENDIX B

LESSON PLAN ON CONVENTIONAL METHOD (LECTURE METHOD) FOR CONTROL GROUP

LESSON 1

Subject: Christian Religious Studies

Unit: Gods' care for his people

Topic: Gods' Provisions (Ex 16: 1-21, Ex 17: 1-7)

Duration: 45 minutes

Class: SSII

Sex: male and female

Age: 14 years and above.

Instructional Objectives:

By the end of the lesson, students should be able to:

1. List different ways in which God provided for the people of Israel;
2. Discuss conditions for God's provisions;
3. Explain why provisions were given and why they were stopped;
4. State how God still provides for his people today in Nigeria.

Instructional Technique:

Explanation, illustration, questioning, and use of examples.

Instructional Materials:

Basket of assorted fruits, revised standard version Bible, textbooks, chalkboard and chalk.

Entry Behavior:

Students have been learning about how God provided food, water, light for night and shade for sunny day's journey for the people of Esrael.

Set Induction:

The teacher will arouse the interest of students and get them ready for the lesson by asking them some questions thus:

- a. What type of food did God use to feed the Israelites?

- b. How did God provide water for the Israelites in the desert?

INSTRUCTIONAL PROCEDURE

Step 1: Introduction

The teacher introduces the topic of the lesson as God's provision and he writes it on the chalkboard.

Step II: ways God provided for Israelites

The teacher explains the meaning of provision and how God provided for the children of Israel. Provision therefore, is the act of supplying somebody with something that he need or want such as food, drinks, and cloth. The person God provided for food e.g. Elijah, Abraham, Moses and children of God (1 kings 19: 5-8)

Step III: Conditions for God's Provision

The teacher discusses some of the conditions for God's provision such as obedience, hardwork, patience, faith and hope ((1 king 22: 1-13)). The students jot it down, ask and answer questions.

Step IV: Why provisions were given and why they were stopped

The teacher explains why provisions were given and there were stopped, thus:

- ❖ Provisions were given because of their obedience and confidence in God.
- ❖ Provisions were stopped the Israelites ate of the produce of the land in the form of unleavened cake and poured grains.

The teacher explains these factors to students according to bible passages.

Step V: Summary/Discussion

The teacher discusses the Bible story of God's provision for Elijah, Moses, Abraham and Children of Israel with the students. He/she will read the Bible passages that explain this. The teacher will copy notes on the chalkboard while the students copy it on their notebooks. Students will ask and answer questions while the teacher corrects their wrong impressions and provides answer to their questions.

Step VI: Evaluation

The teacher evaluates the students with the following questions, thus:

1. Briefly list different ways in which God provided for Israel;

2. Explain why provision were given and why they were stopped;
3. State God's conditions for His provision; and
4. Give examples of how God still provided for people today.

However, the students will be further evaluated using (CRSAT) multiple choice questions after the treatment.

LESSON II

Subject: Christian Religious Studies

Unit: God's care for his people

Topic: Protection (EX 14: 10-31)

Duration: 45 minutes

Class: SSII

Sex: male and female

Age: 14 years and above.

Instructional Objectives:

At the end of the lesson, students should be able to.

1. Explain instances of God's protective power over the Israelites,
2. State how God's power of protection exists at all times.
3. Discuss incidences that illustrate God's protective powers for people today.

Instructional Materials:

Newspaper showing accidents from which people have been saved, picture of security men or guard, textbooks, revised standard version bible, lesson note and chalkboard.

Instructional Techniques

Illustrations, explanation, use of examples, simple repetition

Entry Behavior

Students have been taught how God protected Daniel, Meshach, and Abednego in Babylon, how God protected Israel against Philistines, Persia, Amalekites, and Egypt

Set Induction

The teacher will arouse the interest of students for the day's lesson by asking them questions from the previous lesson, thus:

- a. Explain how your parents provided for the family?
- b. How did you eat today?
- c. What did you do in order to eat today?

INSTRUCTIONAL PROCEDURES

Step I: Introduction

The teacher introduces the topic of the lesson as God's protection and writes it on the chalkboard.

Step II: God's protective power over Israelites

The teacher explains the meaning of protection and God's protective power over Israelites. Protection therefore is the state of being protected or the act of protecting somebody from enemies, attack, diseases etc. god protected Israelites against the spirit of death in Egypt, against the Amalekites, Philippines, Persia etc. He protected Israelites in the Red sea, Daniel in the lion's den and Shedrach, Meshach, and Abednego in Babylon and Give them victory over their enemies.

Step III: God's power of protection exists all the times.

The teacher discusses how God's power of protection exists all the time such as protection from accident, draught, attack and dangers of enemies. He equally protects people from diseases at all times. The students jot it down, ask and answers questions

Step: IV: Incidence that illustrates God's protective powers for people today.

The teacher explain how god protect people today through His power such as free from accident on the road, free delivery, protection from natural disaster like flood, draught etc.

The teacher explains these factors to students according to Bible passages.

Step IV: Summary/Discussion

The teacher discusses the Bible story of God's protection for His children, Israelites with the students. He/she will read the Bible passages that explain this. The teacher will copy notes on the chalkboard while the students copy it on their notebooks. Students will ask and answer questions while the teacher corrects their wrong impressions and provide answer to their questions.

Step VI: Evaluation

The teacher evaluates the students in line with the objectives with the following questions, thus:

1. Explain instances of God's miraculous protection of Israel.
2. State instance of recent happenings that demonstrate the God's protective power
3. Write an essay titled "the day God protected me from danger".

LESSON III

Subject: Christian Religious Studies
 Unit: Parental responsibility.
 Topic: Example of Eli and Samuel (1 Samuel 4: 10-22, 17: 15-17)
 Duration: 45 minutes
 Class: SSII
 Sex: male and female
 Age: 14 years and above.

Instructional Objectives:

At the end of the lesson, students should be able to;

1. Explain the extent to which Eli and Samuel were responsible for the shortcomings of their children.
2. Identify parents and Children's responsibilities to each other.
3. Discuss how parents may be held accountable for the misbehavior of their children
4. Explain God's reaction to the conduct of Eli and his children.

Instructional Techniques:

Use of examples, explanation, questioning, and note taking.

Instructional Materials

Pictures of a happy family circle, film clip, or TV programme on parental responsibilities, textbooks, curriculum, lesson note and chalkboard

Entry Behavior

Students have been taught the story of Eli and his children and how God dealt with Eli's children.

Set Induction:

The teacher will arouse the interest of students for the day's lesson by asking them questions from the previous lesson thus:

- a. Does God still protect his people today?
- b. How does God protect his people in this world today?

INSTRUCTIONAL PROCEDURES

Step I: Introduction

The teacher introduces the topic of the lesson as parental responsibilities and consequently asks them series of questions to test the entry behaviour of the students thus:

1. Who is a parent?
2. What do you think is the responsibilities of parents to their children?
3. Do you listen to your parents?

The teacher can now write the topic on the chalkboard.

Step II: Meaning of parental responsibilities.

The teacher explains the meaning of parental responsibility towards building children to the fear of God's commandment. Parental responsibilities are therefore those roles played by the father for the upbringing of their children in the standard of God's command.

Step 111: History of Eli, Samuel and Eli's children

The teacher discusses the history of Eli, Samuel and Eli's children. The students jot it down, ask and answers questions.

Step IV: Shortcoming of Eli and Samuel's children.

The teacher explains how God punished Eli's children. Some of the reasons why God punished them are:

1. Eli's lack of parental advice.
2. Disobedience of Eli's children.
3. Lack of respect to God's sanctuary.
4. Eating alone food that was meant for the children of God.

Step V: Summary/Discussion

The teacher discusses the Bible story of Eli, Samuel and their children with the students. He/she will read Bible passages that explain this. He will equally discuss how parents of this day should courageously and trustingly train their children in the fear of God. The teacher will copy notes on the

chalkboard while the students copy it on their on their notebooks. Students will ask and answer questions while the teacher corrects their wrong impressions and provides answer to the questions.

Step VI: Evaluation

The teacher evaluates the students with the following questions:

1. What are the behaviour of the children of Eli and Samuel?
2. What are the responsibilities of parents and children to each other?
3. How does God view failure of parental responsibilities?
4. Why was Eli and Samuel blamed for the misbehavior of their children.

However, the students will be further evaluated using (CRSAT) multiple choice questions after the treatment.

LESSON IV

Subject: Christian Religious Studies
 Unit: Parental responsibility.
 Topic: Example of King Asa (1 King 15: 9-15)
 Duration: 45 minutes
 Class: SSII
 Sex: male and female
 Age: 14 years and above.

Instructional Objectives:

At the end of the lesson, students should be able to;

1. Describe how King Asa and his son Jehoshaphat pleased God.
2. Explain why children should live Godly lives.
3. Discuss the importance of children following good footsteps of their fathers.

Set induction

The teacher will arouse the interest of students for the day's lesson by asking them questions from their previous studies, thus:

1. What are parental responsibilities?
2. What are the consequences of parent's failure to train their children?
3. What happened to children of Eli in the Bible?

Instructional Techniques:

Use of examples, Questioning, Note-taking, and brainstorming.

Entry behaviour

Students have been hearing the story of kings in the Bible and how God worked marvelously with them.

Instructional Materials

Pictures showing kings and family circle, textbooks, CRS Curriculum, lesson note and chalkboard.

Step I: Introduction

The teacher introduce the topic of the 'lesson as history of king Asa' and consequently ask these series of questions to test the entry behaviour of the students, thus:

1. Who is king Asa?
2. Which king handed over to king Asa?
3. What Led to the falloff King Asa?

The students answer, ask questions and jot down fact on their notebook. The teacher can now write down the topic on the chalkboard.

Step II: how king Asa and his son Jehoshaphat pleased God

The teacher explained how king Asa and his son Jehoshaphat pleased God during their period of leadership. Thus,

1. Asa and his son Jehoshaphat was the third and fourth king in the history of Judah that served God faithfully.
2. He influenced the Lord's people to serve God.
3. He walked in the former ways of his father David and did not seek the Baal.
4. He is a true worshipper and fear God almighty.
5. He taught the people of Judea the pathway of righteousness.

The students ask questions and jot answers down on their notebook.

Step III: Why children should live Godly life.

The teacher should explain the reason why children should live Godly lifestyle. Thus:

1. It reduces social vices in the society.
2. Maintain good relationship between people in the society.
3. It encourages morality, hardworking and respect in the society.
4. It leads to socio-economic development of the nation.

Step IV: Summary/Discussion

The teacher discusses the Bible story of king Asa and his son Jehoshaphat. He/she will read the Bible passages that explain this. The teacher will copy notes on the chalkboard while the students copy it on their notebooks. Students will ask and answer questions while teacher corrects their wrong impressions and provides answer to their questions.

Step V: Evaluation

The teacher evaluates the students with the following questions.

1. Briefly describe different ways king Asa and his Jehoshaphat pleased God in their leadership.
2. Why should students live Godly life?
3. What is the importance of children following their parents' footstep?

The students answer, ask questions and jot down vital facts

LESSON PLAN ON ROLE PLAY METHOD (ACTIVITY METHOD) EXPERIMENTAL GROUPS

LESSON 1

Subject: Christian Religious Studies
 Unit: God's care for his people
 Topic: God's provision (Ex 16: 1-21, Ex 17: 1-7)
 Duration: 45 minutes
 Class: SSII
 Sex: male and female
 Age: 14 years and above.

Instructional Objectives:

By the end of the lesson, students should be able to:

5. List different ways in which God provided for the people of Israel;
6. Discuss conditions for God's provisions;
7. Explain why provisions were given and why they were stopped;
8. State how God still provides for his people today in Nigeria.

Instructional Technique:

Assigning of roles to individual student, discussing in groups, illustration, questioning, and use of examples.

Instructional Materials:

Basket of assorted fruits, revised standard version Bible, textbooks, chalkboard and chalk.

Entry Behavior:

Students have been learning about how God provided food, water, light for night and shade for sunny day's journey.

Set Induction:

The teacher will arouse the interest of students and get them ready for the lesson by asking them some questions thus:

- c. What type of food and meat did God use in teaching the Israelites?
- d. How did God provide water for the Israelites in the desert?

INSTRUCTIONAL PROCEDURE

Step 1: Introduction

The teacher introduces the lesson as God's provision of food and he writes it on the chalk-board and equally gives role to students to play in to the class.

- Some students performing the role of the Israelites gathering the bread from heaven (Ex 16: 4-5).
- Two students performed the role of Moses and Aaron.
- A student act like God.

Step II: ways God provided for Israelites

After students have assigned roles, the teacher explains the meaning of provision and how God provided for the children of Israel. Provision therefore, is the act of supplying somebody with something that they need or want such as food, drinks, cloths and health and how God provided for Elijah, Abraham, Moses and children of God.

Step III: Conditions for God's Provision

The teacher allows students to think on the conditions that guarantee God's provision and after which he discusses some of the conditions for God's provision such as obedience, hardworking, patience, faith and hope. The students jot it down, ask and answer questions.

Step IV: Why provisions were given and why they stopped

The students explain why provisions were given and why they stopped and the teacher will guide them, thus:

- ❖ They eat old corn of the land and the manna ceased.
- ❖ Disobedience and lack of faith.
- ❖ They murmured against Moses and exhibited lack of trust.

The teacher explains these factors to students according to Bible passages.

Step V: Summary/Discussion

The teacher and students discuss the Bible story of God's provision for Elijah, Moses, Abraham and Children of Israel with the students. He/she will read the Bible passages that explain this. The teacher will copy notes on the chalkboard while the students copy it on their notebooks. Students will ask and answer questions while the teacher corrects their wrong impressions and provides answer to their questions.

Step VI: Evaluation

The teacher evaluates the students with the following questions, thus:

5. Briefly list different ways in which God provided for Israel;
6. Explain why provision were given and why they were stopped;
7. State God's conditions for His provision; and
8. Give examples of how God still provided for people today.

However, the students will be further evaluated using (CRSAT) multiple choice questions after the treatment.

LESSON II

Subject: Christian Religious Studies
 Unit: God's care for his people
 Topic: Protection (Ex 14: 10-31, David 6: 16-23)
 Duration: 45 minutes
 Class: SSII
 Sex: male and female
 Age: 14 years and above.

Instructional Objectives:

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

1. Explain instances of God's protective power over the Israelites using example on their own;
2. State how God's power of protection exists at all times using practical examples on their own;

3. Discuss incidences that illustrate God's protective powers for people today as regard to their life.

Instructional Materials:

Newspaper showing accidents from which people have been saved, picture of security men or guard, textbooks, revised standard version Bible, lesson note and effective use of chalkboard.

Instructional Techniques

Giving roles to students, dialogue, illustrations, explanation, use of examples, simple repetition

Entry Behavior

Students have been taught how God protected Daniel, Meshach, and Abednego in Babylon, how God protected Israel against Philistines, Persia, Amalekites, and Egypt.

Set Induction

The teacher will arouse the interest of students for the day's lesson by asking them questions from the previous lesson, thus:

- d. Which ways did God provides for children of Israel in the Bible?
- e. Did God still provide for people today?
- f. What are the conditions for God's provision to mankind today?

INSTRUCTIONAL PROCEDURES

Step I: Introduction

The teacher introduces the topic of the lesson on God's protection, writes it on the chalkboard and assigned roles to individual students.

Step II: God's protective power over Israelites

The teacher first of all allows students to explain the meaning of protection and God's protective power over Israelites. Protection therefore is the state of being protected or the act of protecting somebody from enemies, attack, diseases etc. God protected Israelites against the

spirit of death in Egypt, against the Amalekites, Philippians, Persia etc. He protected Israelites in the Red sea, Daniel in the lion's den and Shadrach, Meshach, and Abednego in Babylon and Give them victory over their enemies.

Step III: God's power of protection exists all the times.

The teacher allows students to dialogue on God's power and consequently discusses how God's power of protection exists all the time such as protection from accident, draught, attack and dangers of enemies. He equally protects people from diseases at all times. The students jot it down, ask and answers questions.

Step IV: Incidence that illustrates God's protective powers for people today.

The teacher explain how God protect people today through His power such as free from accident on the road, free delivery, protection from natural disaster like flood, draught etc.

The teacher explains these factors to students according to Bible passages.

Step IV: Summary/Discussion

The teacher discusses the bible story of God's protection for His children, Israelites with the students. He/she will read the bible passages that explain this. The teacher will copy notes on the chalkboard while the students copy it on their notebooks. Students will also make suggestions, ask and answer questions while the teacher corrects their wrong impressions and provide answer to their questions.

Step VI: Evaluation

The teacher evaluates the students in line with the objectives with the following questions, thus:

4. Explain instances of God's miraculous protection of Israel.
5. State instance of recent happenings that demonstrate the currency of God's protective power
6. Write an essay titled "the day God protected me from danger".

However, the students will be further evaluated using (CRSAT) multiple choice questions after treatment.

LESSON III

Subject: Christian Religious Studies
 Unit: Parental responsibility.
 Topic: Example of Eli and Samuel (1 Sam 2:12-25, 8: 1-9)
 Duration: 45 minutes
 Class: SSII
 Sex: male and female
 Age: 14 years and above.

Instructional Objectives:

At the end of the lesson, students should be able to;

1. Explain the extent to which Eli and Samuel were responsible for the shortcomings of their children.
2. Identify parents and Children's responsibilities to each other.
3. Discuss how parents may be held accountable for the misbehavior of their children
4. State how God's reaction to the conduct of Eli and his children.

Instructional Techniques:

Dialogue, discussion, assigning roles to individual, use of examples, explanation, questioning, and note taking etc.

Instructional Materials

Pictures of a happy family circle, film clip, or TV programme on parental responsibilities, textbooks, curriculum, lesson note and effective use of chalkboard.

Entry Behavior

Students have been hearing the story of Eli and his children and how God dealt with Eli's children.

Set Induction:

The teacher will arouse the interest of students for the day's lesson by asking them questions from the previous lesson thus:

- c. Does God still protect his people today?
- d. How does God protect his people in this world today?

INSTRUCTIONAL PROCEDURES

Step I: Introduction

The teacher introduces the topic of the lesson as parental responsibilities and consequently allows students to brainstorm on the topic. He asks them series of questions to test the entry behaviour of the students thus:

- 4. Who is a parent?
- 5. What do you think is the responsibilities of parents to their children?
- 6. Do you listen to your parents?

The teacher can now write the topic on the chalkboard.

Step II: Meaning of parental responsibilities.

The teacher allow the students to explain the meaning of parental responsibility towards building children to the fear of God's commandment, they mention roles of their parents. Parental responsibilities are therefore those roles played by the father for the upbringing of their children in the standard of God's command.

Step 111: History of Eli, Samuel and Eli's children

The students discuss the history of Eli, Samuel and Eli's children while the teacher guides them. The students also jot it down, ask and answers questions.

Step IV: Shortcoming of Eli and Samuel's children.

The teacher allows students to discuss how God punished children of Eli and Samuel according to the bible while he later explains how God punished Eli's children. Some of the reasons why God punished them are:

- 5. Eli's lack of parental advice.
- 6. Disobedience of Eli's children.
- 7. Lack of respect to God's sanctuary.

8. Eating alone food that was meant for the children of God

Step V: Summary/Discussion

The teacher discusses the bible story of Eli, Samuel and their children with the students. He/she will read Bible passages that explain this. He will equally discuss how parents of this day should courageously and trustingly train their children in the fear of God. The teacher will copy notes on the chalkboard while the students copy it on their notebooks. Students will ask and answer questions while the teacher corrects their wrong impressions and provides answer to the questions.

Step VI: Evaluation

The teacher evaluates the students with the following questions:

5. What are the behaviour of the children of Eli and Samuel?
6. What are the responsibilities of parents and children to each other?
7. How does God view failure of parental responsibilities?
8. Why was Eli and Samuel blamed for the misbehavior of their children.

However, the students will be further evaluated using (CRSAT) multiple choice questions after the treatment.

LESSON IV

Subject: Christian Religious Studies
 Unit: Parental responsibility.
 Topic: Example of King Asa (1 King 15: 9-15)
 Duration: 45 minutes
 Class: SSII
 Sex: male and female
 Age: 14 years and above.

Instructional Objectives:

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

4. Describe how king Asa and his son Jehoshaphat pleased God;
5. Explain why children should live Godly lives;

6. Discuss the importance of children following good footsteps of their father.

Set induction

The teacher will arouse the interest of students for the day's lesson by asking them questions from their previous studies, thus:

4. What are parental responsibilities?
5. What are the consequences of parent's failure to train their children?
6. What happened to children of Eli in the Bible?

Instructional Techniques:

Assigning of role to students, discussion, use of examples, Questioning, Note-taking, and brainstorming.

Entry behaviour

Students have been hearing the story of kings in the Bible and how God worked marvelously with them.

Instructional Materials

Pictures showing kings and family circle, textbooks, curriculum, lesson note and effective use of chalkboard.

Step I: Introduction

The teacher introduces the topic of the lesson as 'history of king Asa' and consequently ask these series of questions to test the entry behaviour of the students, thus:

4. Who is king Asa?
5. Which king handed over to king Asa?
6. What Led to the falloff King Asa?

The students make suggestion, answer, ask questions and jot down fact on their notebook. The teacher can now write down the topic on the chalkboard.

Step II: how king Asa and his son Jehoshaphat pleased God

The teacher allow students to dig own the history of Asa and Jehoshaphat and equally facilitate the lesson by explaining how king Asa and his son Jehoshaphat pleased god during their period of leadership. Thus,

6. Asa and his son Jehoshaphat was the third and fourth king in the history of Judah that served God faithfully.
7. He influenced the Lord's people to serve God.
8. He walked in the former ways of his father David and did not seek the Baal.
9. He is a true worshipper and fears God almighty.
10. He taught the people of Judea the pathway of righteousness.

The students ask questions and jot answers down on their notebook.

Step III: Why children should live Godly life.

The teacher should direct individual student to tell him some Godly lifestyles. Students should abide by while he later explains the reasons why children should live Godly lifestyle. Thus:

5. It reduces social vices in the society.
6. Maintain good relationship between people in the society.
7. It encourages morality, hardworking and respect in the society.
8. It leads to socio-economic development of the nation.

Step IV: Summary/Discussion

The teacher discusses the Bible story of king Asa and his son Jehoshaphat. He/she will read the Bible passages that explain this. The teacher will copy notes on the chalkboard while the students copy it on their notebooks. Students will ask and answer questions while teacher corrects their wrong impressions and provides answer to their questions.

Step V: Evaluation

The teacher evaluates the students with the following questions after their individual participation.

4. Briefly describe different ways king Asa and his Jehoshaphat pleased God in their leadership.
5. Why should students live Godly life?
6. What is the importance of children following their parents?

APPENDIX C

Achievement Test on CRS (Teacher Made)

INSTRUCTION: fill in the blank space provided with option A-D appropriately in the following questions below. Each question carries 1 mark

1. God's Name that signifies provision for his people is _____. A. Jehovah El-shadai. B. Jehovah Elohim. C. Jehovah Rapha. D. Jehovah Jirah.
2. One of the ways God provides for his people is _____. A. through His Angels. B. through stealing. C. through breaking His law. D. none of the above.
3. God also provides to his people through _____. A. prophecy. B. curse. C. quarrelling. D. none of the above.
4. Through _____ God provides for his people. A. Satan. B. prophets. C. teachers. D. none of the above
5. God's _____ is a means of provision. A. curse. B. anger. C. covenant. D. blame.
6. God provides through _____. Sacrifice. B. borrowing. C. begging. D. all of the above.
7. God provides through _____. A. commandment. B. disobedience. C. sinning. D. all of the above.
8. Manifestation of Gods' provision for his people can comes from _____. A. stinginess. B. sowing of seeds C. hatred. D. all of the above.
9. God provides to his people with _____. A. 2 loaves of bread & 2 fishes. B. Five loaves of bread & 2 fishes. C. palm wine. D. all of the above.
10. One of this is the avenue through which God provides for His people A. market. B. school. C. church. D. shrine.
11. God's provision comes from _____. A. His word. B. His sorrow. C. His punishment. D. His anger.
12. All of these are ways Gods' provision can come to His people except----- A. prayer B. fasting C. playing D. hardworking.
13. God provides to those that come to _____. A. Satan. B. Jesus. C. Governors. D. pastors
14. God's provision is different from that of man because A. He provides for only righteous people. B. He provides for both righteous and unrighteous people. C. He provides for only unrighteous people. D. None of the above.
15. God protected Israelites in Egypt during the plague through _____. A. pouring of blood of the lamb. B. golden snake. C. clean water. D. none of the above.
16. God protected Israelites across the red sea through. A. Moses staff. B. iron rod. C. torture snake. D. Moses' cap
17. God still protect for His people today through _____. A. Angels. B. man. C. security. D. all of the above.
18. God's protection is by His _____. A. punishment. B. counsel. C. arrow. D. none of the above.
19. God protected Israelites by _____. A. Jezebel. B. Goliath. C. Pharaoh. D. king.
20. _____ is one of the means through which God protected Israelites. A. fighting. B. disobedience. C. prophets. D. all of the above.
21. God's protection can come from one of the following A. fighting. B. disobedience. C. covenant. D. none of the above.
22. God protected Israelites by? A. pillar of cloud. B. tribulation. C. war. Arrow of the enemy.
23. God protects people today through His _____. A. punishment. B. wrath. C. word. D. jealousy E. all of the above
24. God protected Daniel through ----- A. divine power. Human power. C. Angel. D. all of the above.

25. God's protection to His pupil is ----- A. limited B. universal .C. unlimited. None of the above
26. On matters of parental responsibility, Samuel could not be commended because he _____. A. made his children judges instead of priests. B. wanted his children to succeed him. C. did nothing to stop his children's immoral behaviours. D. did not care what happened to Israel after his death.
27. Eli, the priest in Shiloh was condemned because he _____. A. allowed his children to deprive God of His share of sacrifices. B. allowed the ark of God to be taken to battle field. C. did not take God's message through Samuel seriously. D. officiated at the temple without the assistance of the prophet.
28. Children of Eli the priest were condemned because of _____. A. They are humble. B. they did not have regard on God. C. they are ignorant. D. they are canal in behaviour.
29. The father of Samuel is _____. A. Elkanah. B. Deborah. C. Esther. D. all of the above.
30. God called Samuel how many times? A. 4. B. 3. C. 2. D. 6
31. All of these are the importance of responsible parenthood except _____. A. reduction in social crime. B. good parent to child relationship. C. Deviant behaviour. D. reduction of violence act.
32. Children of Samuel was condemned by God because _____. A. they steal. B. they took bribes. C. they are canal. D. they are not good worshippers.
33. Samuel was displeased because of _____. A. Samuel was old. B. children of God said "give us a king to govern us. C. he does not advice his children. D. he is a partial king.
34. God punished the two sons of Eli, Hophini and Phinehas by _____. A. slaying them in war. B. killing them with thunderstorm. C. putting them in prison. D. Defeating them before philistines.
35. Which of the following did not form part of Asa's religious reforms in Judah? A. abolition of male cult prostitutes in the land. B. Removal of all the idols which is father made. C. cutting down of the image made by Maccah for Asherah. D. Destruction of the high places. E. Removal of Maccah from being queen mother.
36. King Jehoshaphat was the _____ king in the history of Judah? A. 2. B. 3. C. 4. D. 6. E. None of the above.
37. The king who converted Judea to God is? A. David. B. Jehoshaphat. C. Elijah. D. Deborah. E. none of the above.
38. One of these is a king that did not commit any sin in his leadership. A. David. B. Saul. C. Jehoshaphat. D. D. Joachim. E. all of the above
39. Asa Reigned over Judah for how many years? A. Forty-one years. B. Forty-five years. C. Forty-three years. D. Forty-six years
40. The mother of king Asa was _____. A. Abishalom. B. Maccah. C. Deborah. D. Hammah.
41. The mother of Jehoshaphat was _____. A. Azubah. B. Maccah. C. Deborah. D. Abishalom
42. The king of Judah that made peace with the king of Israel was _____. A. King Uriah. B. King Asa. C. King Jehoshaphat. D. King Deborah
43. Children should live Godly lives because of the following except _____. A. it brings peace. B. it reduces immorality. C. it makes children to be canal minded. D. it reduces social vices.
44. All of these are various ways Jehoshaphat lived a Godly live except _____. A. He is a good worshipper. B. he fears God. C. he is a peace maker. D. he likes war
45. The son of Jehoshaphat who reigned after his father is _____. A. Jerobum. B. Ahaziah. C. Jehoram. D. none of the above.

APPENDIX D

CRS INTEREST INVENTORY

Instruction: tick [✓] in the column which best describes the degree of your response to the Christian Religious Interest Scale.

Key: Strongly Agree (SA) = 4points
 Agree (A) = 3points
 Disagree (D) = 2points
 Strongly Disagree (SD) = 1point

S/N	Items	SA	A	D	SD
1	I feel a lot stress when I study Christian Religious Studies				
2	I spend my leisure time visiting interesting Christian centre.				
3	I enjoy reading CRS books in school				
4	I enjoy children's Bible stories				
5	I hate learning CRS without playing.				
6	I like CRS related careers				
7	I dislike the story of God provision for people of this world.				
8	Pastors or Rev. Fathers are usually poor in the society				
9	There is no gain studying CRS in schools				
10	I pay more attention when teachers discuss God's parables.				
11	I like to answer questions in CRS classes.				
12	I spend extra time in playing roles in the church				
13	CRS does not impose my interesting challenge on me				
14	I Like The Story Of Eli and Samuel.				
15	I like learning about humility.				
16	I dislike learning about obedient.				
17	I like the story of how God protected the children of Israelites.				
18	I pay attention in learning about bible passage of parental responsibility.				
19	I feel like studying Christian Religious Studies at my Leisure time				
20	CRS is generally boring				
21	I would not like to be theologian of philosopher				
22	I enjoy biology excursion				
23	A job as a Rev. Father or pastor would be most interesting				
24	I enjoy CRS films a lot.				
25	I prefer CRS to other religious studies.				
26	CRS lack social prestige				
27	I pay more attention in the story of king Jehoshaphat.				
28	I hate missing CRS class				
29	I enjoy all assignments in Christian Religious Studies				
30	I dislike learning about kings in the Bible.				
31	CRS addresses interesting ideas of life.				
32	CRS treat parental and children issues				
33	CRS addresses interesting ideas of life				
34	Pasturing job is quit risky				
35	CRS teacher are always humble				
36	I dislike CRS teacher.				

APPENDIX E

RELIABILITY FOR CRS ACHIEVEMENT TEST

Items	No. of pass	N. of failure	Proportion of passed	Proportion of failed	Pq
1	18	12	0.40	0.47	0.188
2	27	3	0.60	0.07	0.042
3	24	6	0.53	0.13	0.07
4	24	6	0.53	0.13	0.07
5	21	9	0.47	0.20	0.094
6	21	9	0.47	0.20	0.094
7	25	5	0.56	0.11	0.06
8	23	7	0.60	0.07	0.042
9	23	7	0.60	0.07	0.042
10	28	2	0.62	0.04	0.02
11	23	7	0.60	0.07	0.042
12	22	8	0.49	0.18	0.09
13	28	2	0.62	0.04	0.03
14	22	8	0.49	0.18	0.09
15	16	14	0.36	0.31	0.02
16	25	5	0.56	0.11	0.06
17	18	12	0.40	0.27	0.108
18	13	17	0.28	0.38	0.10
19	13	17	0.29	0.38	0.11
20	22	8	0.49	0.18	0.09
21	24	6	0.53	0.13	0.07
22	17	13	0.38	0.29	0.11
23	18	120	0.40	0.27	0.108
24	9	21	0.20	0.47	0.094
25	12	18	0.27	0.40	0.108

26	15	15	0.33	0.33	0.11
27	20	10	0.44	0.22	0.10
28	22	8	0.64	0.04	0.03
29	25	5	0.56	0.11	0.06
30	18	12	0.40	0.27	0.108
31	10	20	0.22	0.44	0.10
32	4	26	0.09	0.58	0.05
33	15	15	0.35	0.33	0.12
34	17	13	0.38	0.29	0.11
35	2	23	0.16	0.51	0.08
36	6	24	0.13	0.53	0.07
37	12	17	0.29	0.38	0.11
38	15	15	0.33	0.33	0.10
39	16	14	0.36	0.31	0.11
40	16	14	0.36	0.31	0.11
41	13	17	0.29	0.38	0.11
42	18	12	0.40	0.22	0.09
43	16	14	0.36	0.31	0.11
44	18	12	0.40	0.27	0.11
45	14	16	0.31	0.36	0.11

$$\sum pq = 11.74$$

The variance of the total test was determined. The total test had a variance of 522.34.

$$K-R20 = \frac{n}{n-1} \left(\frac{SD2t - \sum pq}{SD2t} \right)$$

$$N = 45 \quad Pq = 11.74$$

$$SD2t = 522.34$$

$$\frac{45}{45-1} \times \frac{522.34-11.74}{522.34}$$

$$1.023 \times 0.977 = 0.99$$

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.723	36