

**EVALUATION OF CHRISTIAN RELIGIOUS
KNOWLEDGE CURRICULUM FOR
JUNIOR SECONDARY SCHOOLS IN
PLATEAU STATE OF NIGERIA
1985-2002**

CLETUS TANIMU GOTAN

Dip. Rel. Studies (Ibadan), BD, LSS (Rome), PGDE (Jos).
PGED/UJ/9220/95

**A thesis in the Department of ARTS AND SOCIAL
SCIENCE EDUCATION, Faculty of Education.
Submitted to the School of Post Graduate Studies,
University of Jos, in partial fulfilment of the
requirements for the award of the degree of
DOCTOR OF PHILOSOPHY of the
UNIVERSITY OF JOS.**

APRIL, 2005

DECLARATION

I hereby declare that this work is the product of my own efforts; undertaken under the supervision of Prof. E. D. Ozoji and Dr. M. A. B Gaiya, and has not been presented elsewhere for the award of a degree or certificate. All sources have been duly distinguished and appropriately acknowledged.

**CLETUS TANIMU GOTAN
(PGED/UJ/9220/95)**

28 APRIL, 2005

CERTIFICATION PAGE

This is to certify that this thesis has been examined and approved for the award of the degree of **DOCTOR OF PHILOSOPHY** in **CHRISTIAN RELIGIOUS EDUCATION**.

.....
Prof. Rev Fr. A. Akubue
External Examiner
Date.....

.....
Dr J.E.C Obilom
Internal Examiner
Date.....

.....
Professor E.D. OZOJI
Supervisor
Date.....

.....
Dr M. A. B. GAIYA
Co - Supervisor
Date.....

.....
Dr G.O.Bozimo
Head of Department
Date.....

.....
Professor I. J. Ihenacho
Dean of Faculty
Date.....

.....
Professor G.A.Ubom
Dean School of Postgraduate Studies
Date.....

ACKNOWLEDGEMENT

I remain grateful to the Most Rev. Dr. G. G. Ganaka for his indelible contribution and paternal support which have added to the realization of this project. In much the same way I acknowledge the understanding, goodwill and assistance of the Most Rev. Dr. Ignatius Ayau Kaigama who allowed me to continue with the programme.

I am particularly indebted to Professor Desmond Ezenwafor Ozoji and Dr Musa Gaiya, my project supervisors, for their most valuable guidance, criticisms, and useful suggestions throughout the period of this research. I am also grateful to them for the immeasurable patience, kindness and understanding displayed by them in the course of the study. I acknowledge the help I received from the members of the different panels before whom I proposed and defended this work at different stages of development. I wish also to thank all the members of the Faculty of Education, my colleagues in the Department of Arts and Social Science Education and the post graduate students for their input during the preparatory stage of the research proposal. I remain grateful to them all for their observations, comments, and suggestions which in no small measure assisted me in articulating and sharpening further the focus and intent of this investigation.

Special mention must be made of Dr (Mrs) Christiana Amaechi Ugodulunwa who gave me specialist advice and assistance in the analysis of the research data. I would not fail to acknowledge the contribution of Dr Gladys Bozimo who read the work several times right from the earlier stages and made very useful suggestions on

where to move what and how to fine tune sentences and constructions.

The researcher would not fail to acknowledge the cooperation and assistance I received from the University of Jos for sponsoring my studies and for granting me training leave. I thank the research assistants, without whose assistance the task of moving to the schools sampled for the study, as well as producing the results of the work, would have been impossible. The staff of the Ministry of Education, the Teachers Resource Centre, Jos, the teachers and pupils of the schools sampled for the study for the time they all spared to complete the questionnaire. Miss Catherine Sati very cheerfully and diligently typed this research work at various stages. Master Chinedu Ugodulunwa and Mr Mustafa Abbas assisted in the condition and analysis of the research data. The researcher appreciates their contribution.

DEDICATION

This thesis is dedicated to the gallant colleagues who are championing the cause of the return of academic excellence in our Universities.

TABLE OF CONTENTS

<i>CONTENTS</i>	<i>PAGE</i>
TITLE PAGE	i
DECLARATION	ii
CERTIFICATION	iii
ACKNOWLEDGMENTS	iv
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xv
LIST OF FIGURES	xvii
CHAPTER ONE: INTRODUCTION	
1.1 BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF PROBLEM.	7
1.3 PURPOSE OF STUDY	9
1.4 RESEARCH QUESTIONS	10
1.5 HYPOTHESES	11
1.6 THEORETICAL FRAMEWORK	12
1.7 SIGNIFICANCE OF STUDY	14
1.8 DELIMITATION OF STUDY	16
1.9 OPERATIONAL DEFINITION OF TERMS	18
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 AIMS IN CHRISTIAN RELIGIOUS KNOWLEDGE IN NIGERIA	20
2.1.1 To Teach the Bible	20
2.1.2 To Teach Morals	22
2.1.3 To Teach Catechesis or Christian Nurture	23

2.1.4 To Teach Christian Religious Knowledge	24
2.2 THE CONCEPT OF PROGRAMME EVALUATION	25
2.3 TYPES OF PROGRAMME EVALUATION	28
2.3.1 Diagnostic Evaluation	28
2.3.2 Formative Evaluation	28
2.3.3 Summative Evaluation	29
2.4 THE NEED FOR CURRICULUM EVALUATION	31
2.5 CURRICULUM DESIGNS	34
2.5.1 Tyler's Programme Evaluation	35
2.5.2 Stufflebeam's Programme Evaluation	37
2.5.3 Stake's Responsive Programme Evaluation Model	40
2.5.4 Scriven's Goal Free Programme Evaluation Model	41
2.6 CONCEPTUAL STUDIES	43
2.7 EMPIRICAL STUDIES	68
2.7.1 Studies Related to Some Problems of CRK	68
2.7.2 Attitude Towards the Study of CRK	71
2.7.3 Teaching Methods	74
2.7.4 Studies on Factors Associated with Academic Achievement	76
2.7.4 Socio-economic Background and Academic Achievement	78
2.7.5 Environment and Academic Achievement	81
2.8 SUMMARY OF LITERATURE REVIEW	84
 CHAPTER THREE: METHODS AND PROCEDURE	
3.1 RESEARCH DESIGN	89
3.2 POPULATION OF STUDY	90
3.3 SAMPLE & SAMPLING TECHNIQUES	94
3.4 INSTRUMENTS FOR DATA COLLECTION	100

3.5	VALIDATION OF THE INSTRUMENTS	107
3.5.1	Reliability of Instruments	108
3.6	DATA COLLECTION PROCEDURE	109
3.7	METHOD OF DATA ANALYSIS	111
CHAPTER FOUR – PRESENTATION AND ANALYSIS OF RESULTS		
4.1	RESEARCH QUESTION ONE	113
4.2	RESEARCH QUESTION TWO	115
4.3	RESEARCH QUESTION THREE	117
4.4	RESEARCH QUESTION FOUR	119
4.5	RESEARCH QUESTION FIVE	123
4.7	RESEARCH QUESTION SEVEN	127
4.8	RESEARCH QUESTION EIGHT	129
4.9	HYPOTHESIS ONE	132
4.10	HYPOTHESIS TWO	133
4.11	HYPOTHESIS THREE	134
4.12	HYPOTHESIS FOUR	135
4.13	HYPOTHESIS FIVE	136
4.14	HYPOTHESIS SIX	137
CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION		
5.1	FINDINGS	139
5.2	DISCUSSION OF RESULTS	142
5.3	CONCLUSIONS	156
5.4	RECOMMENDATIONS	157
5.5	LIMITATION OF THE STUDY	161
5.6	SUGGESTIONS FOR FURTHER STUDY	162
5.7	CONTRIBUTION TO KNOWLEDGE	163

REFERENCES	164
APPENDICES	
Appendix A 1- Names of Sample Schools and Number of Students by Zonal Directorates and Location	180
A 2 - Description of Subjects by the Study Variables	181
A 3 - Christian Religious Education Questionnaire for Teachers (CRKQ - T)	183
A 4 - Christian Religious Knowledge Questionnaire for Students (CRKQ-S)	193
A 5 - Junior Secondary Students' Attitude Questionnaire (JSSAQ)	198
A 6 - Junior secondary Students' Hypothetical socio-moral Problem Test (SHOMPT)	200
A 7 - Percentage Table for Students' Attitudes Towards CRK	203
Appendix B 1 - Letter of Introduction	204
B 2 - Map of Nigeria indicating Study Area	205

LIST OF TABLES

TABLES	TITLE	PAGE
1.	Distribution of Junior Secondary Schools Distinguished by Directorates & Area Inspectorate Offices	91
2.	JSS III Students' Population Differentiated by Zone, A.I.O. and Gender	93
3.	Distribution of Sample of Schools Differentiated by Directorate and Location	96
4.	Distribution of Students by Directorate, Location and Gender	97
5.	Distribution of Staff According to Study Variables	99
6.	Mean Scores & Standard Deviations for Adequacy of CRK Content in Achieving the Objectives of its Curriculum	114
7.	Percentage Table for Problems of Teaching and Learning CRK	116
8.	Mean and Standard Deviation of Teachers' Responses on Relevance of Teaching Methods	118
9.	Mean and Standard Deviation of Teachers and Students' Responses on the Availability of Instructional Material	120
10.	Mean and Standard Deviation of Teachers' and Students' Responses on the Adequacy of Instructional Materials	122
11.	Frequency and Percentage of Students having Positive and Negative Attitude towards CRK	124
12.	Mean and Standard Deviation of Teachers' Responses on Relevance of Assessment Techniques.	126
13.	Frequency and Percentage Scores of Students to SHOMPT	128
14.	Frequency and Percentage Score of Students' JSCE Performance	130
15.	Result of Chi Square (X^2) Test of Difference in JSCE Performance due to Parental Occupation	132

16.	Simple Regression Analysis for Prediction of JSCE Performance from SHOMPT Scores.	133
17.	Result of Chi Square (X^2) Test of Difference in JSCE Performance due to School Location	135
18.	Result of Chi Square (X^2) Test of Difference on the Effect of School Type on Performance	136
19.	Result of chi-square (X^2)test of difference on the effect of Gender on performance	138
20.	Correlation between JS students' Attitude and SHOMT Scores	139

LIST OF FIGURES

FIGURES	TITLE	PAGE
1.	Wheeler's Model of Curriculum Process	33
2.	Tyler's Programme Evaluation Model	36
3.	Stufflebeam's Programme Evaluation Model	39

ABSTRACT

This study aimed at evaluating the Christian religious knowledge (CRK) curriculum for junior secondary schools in Plateau State of Nigeria. The CRK curriculum is used all over Nigeria for teaching Christian religious knowledge. Survey design was adopted in the study. Eight research questions and six null hypotheses that focused on the objectives of the study were formulated to guide the study. The respondents for the study were a sample of 336 junior secondary III students from 35 junior secondary schools drawn from the three educational zones of Plateau State using Proportionate Stratified Random Sampling Technique. The major instruments for data collection were a Christian Religious Knowledge Questionnaire (CRKQ) for teachers and students, a Junior Secondary Students' Attitude Questionnaire (JSSAQ), and a Students' Hypothetical Socio-moral Problem test (SHOMPT). The findings show that the content of the JS CRK curriculum and the methods used in teaching the subject were quite adequate for achieving the objectives of the programme. The teachers perceived all the identified methods of teaching, except the lecture method, all the assessment techniques as relevant, while they agreed that the dearth of instructional materials, lack of qualified CRK teachers etc militate against the achievement of the objectives of the CRK curriculum. The reaction of the students to the CRK attitude questionnaire and to the hypothetically posed socio moral test was generally positive. Furthermore, the findings show that while school location and the type of school the students attend can affect performance in CRK exams, the occupation of parents and the gender of students do not. Furthermore it was confirmed that the reaction of students to

hypothetically posed socio- moral questions can be predicted from their achievement in CRK exams and that there is relationship between attitude and the reaction of students to hypothetically posed socio- moral test. Prominent among the recommendations of the study were: that more qualified and experienced teachers who are professionally trained in the art of teaching CRK be recruited; that Government provides adequate instructional material in the form of teaching aids to facilitate teaching and learning in the schools; and that teachers in the field take advantage of in-service, sandwich and workshop programmes to improve.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The nineteenth century missionaries introduced western education in Nigeria in 1842 (Fafunwa, 1977; Ilori, 1994). The major curriculum content of this education was religion. In order to implement this content fully, adequate attention was given to understanding the meaning and place of God in the lives of the people. In establishing their schools, the missionaries put God first because they knew that man without religion is worse than a dangerous animal and that a child who has no fear of God shall equally have no respect for his elders (Obuna, 1993).

The major intention of the different missionary groups was to produce people who would be of service to “colonial trinity” - the Church, the Government and the firm. The body of knowledge in that programme basically centred on the catechism, reading of passages from the Bible and prayer books. The body of knowledge in the missionary system which continued up to and beyond the time of Nigerian independence in 1960, centred on the catechism, reading of passages from the Bible and prayer books (Bray, 1981).

Ezeobata (1985) noted that 'up to, and even after Nigeria's independence, religion still enjoyed a considerable pride of place in the curriculum' of Nigerian schools. After gaining political Independence in 1960, however, there was a general outcry against the colonial system of education. This weight of public opinion after independence led to a series of National Curriculum reforms to redirect the course of Nigerian education in the face of the new needs and aspirations of the people. The recognition and realisation of the perceived ills of colonial educational policies in national development have thus influenced the post independence educational programmes.

The curriculum conference of 1969 is a landmark in this regard. The conference spelt out in great details the national philosophy, goals, purposes and objectives of Nigerian education, and recommended a national curriculum reform (Adaralegbe, 1972). A new set of goals like self-realisation, better human relationships and national economic efficiency were identified (Taiwo, 1980), for both the primary and the secondary school levels according to the needs of the society. Taiwo (1980) also identified among these goals: effective citizenship, national consciousness, national unity, social and political progress and national reconstruction.

In recent times, however, fierce controversies have raged on the issue of teaching and learning of Christian Religious Knowledge as a school subject in Nigeria (Ezeobata, 1993). Some scholars have argued that religion has no practical educational value and should not be taught in schools as an academic subject (Njoku, 1987), while others like Cox (1966) and Amana (1987) held that if it must be taught, then it must be taught in the form of comparative religion. This resistance has left its mark on the harmonised syllabus of Religious Education in Nigeria which was meant to teach Bible Knowledge (BK) with no moral content. Some social analysts (Nduka, 1983; Obuna, 1993; & Ojukwu, 1994) opined that this is one of the reasons for the government take over of schools, the near collapse of Religious Education and its attendant inadequacy in the schools. They argued that this was not so in the past when the educational system in Nigeria had a high degree of religious content.

The government take over of missionary schools in the seventies, however, seems to have begun the genesis of the dwindling impact of religious values among youths. Obuna (1993) confirmed this view when he opined that:

Our children began to be trained into intellectual giants but spiritual dwarfs. As these intelligent children grew older they had to create their own gods to fill up the religious vacuum. This is what has led to their setting up of secret societies, occult worship and ritual sacrifices in our universities and other third level institutions all over the country today (p.25).

Obuna continued that in most state-owned schools, the children were rather “deformed instead of being formed and instead of imbibing the spirit of hard work they imbibed the spirit of strikes at the slightest provocation.” This deformative tendency in the schools started some social ills such as bribery, corruption, intolerance etc, which today threaten our individual and corporate existence.

However, in line with international trends, which were characterised by innovations and transformations in Religious Education, Nigeria undertook curriculum reforms to reassess her religious education programme at both the junior and secondary school levels. The Christian Religious Knowledge Curriculum, which was implemented in April 1985, is a result of these reforms.

It is in recognition of the above and the search for a system that will contribute to good nation building that gave the study of Christian Religious Knowledge (CRK), top priority in the primary and junior secondary schools today. By this system every pupil or student is expected to learn it for the 3-3 segments of the 6-3-3-4 system of

education, which is called “Christian Religious Knowledge” at both the Junior and Senior secondary school levels.

When the Christian Religious Knowledge Curriculum was implemented in 1985, it was assumed that it would instil in our young people the required and desired knowledge, values, behaviours, attitudes and skills that would ensure their effective adaptation in an ever changing multi-faith and multi-ethnic society such as Nigeria. It was expected to contain not only the content of the Bible but also moral lessons or instructions for the youth (Adewale, 1975). It was believed that teaching and learning the Bible would help the Nigerian youth to prepare for useful living within the society and that the CRK teacher could help the youths to improve their morals and attitudes to God, to their fellow men, to their work and to the nation generally (Gaiya, 1981). In keeping with this belief, the National Curriculum for Junior Secondary Schools (FME, 1985) specified the following objectives:

- a) To provide opportunity for the students to learn more about God and grow in their faith in God;
- b) To enable students to accept Christ as the founder and sustainers of the Christian Church;
- c) To help students apply the teaching and examples of Christ in their lives with the help of the Holy Spirit;

- d) To develop and foster in the lives of the students Christian attitudes and values such as respect for life, respect for all men, selfless service to God and humanity (Vol. 5, p.276).

It should not be a strange venture that teachers and pupils can, through evaluation, help us to judge the extent to which the goals of educational programmes are being achieved or not. According to Brodin (1976), programme evaluation is conducted to provide data useful in making decisions about a programme value (in terms of cost benefits or goal attainment), for programme improvement, or all these purposes.

Through programme evaluation some information that is needed on the weakness and strength of a programme can be obtained. Oti (1991) expressed the point better when she stated that:

Information on the weakness and strengths of a programme is needed because a curriculum may, through the pattern of instruction systematically, under-emphasise certain types of outcomes.... Apart from this, information is needed to know whether the programme requires a modification of specific learning aids and strategies, and feasibility of the successful use of features (p.1).

Moreover, evaluation can provide information on particular areas of instruction that students learn or fail to learn and on what level of concepts and skills they can handle or fail to handle. As these information help to determine how much and what learning aspects need special attention, this research intends to address the issue of learning outcomes from the point of view of the performance of pupils

in junior secondary school examinations and their attitudes to some hypothetically posed socio-moral questions. This necessitates the examination of certain variables like the gender of students, the effects of family background and school factors on pupils' achievements which are generally considered to affect the achievements of pupils.

Ever since the implementation of the CRK curriculum, reactions of parents, people in articles e.g Mkena (1981) and other print media seem to indicate that the programme is encountering some problems. They have criticised the fact that in many of the schools, Christian Religious Knowledge amounts to an exercise in sheer indoctrination where various denominations teach their different doctrines (Njoku, 1987). The bugging problem in the minds of many concerned Nigerians now is whether the junior secondary school CRK programme is achieving the expected goals or not. This calls for an appraisal of the programme which is the major task of this study.

1.2 STATEMENT OF PROBLEM

Ever since the implementation of the CRK programme there have been questions as to the efficacy of the programme in instilling discipline and moulding and developing Christian attitudes in the

youth. Research studies show that a good number of students, who offered the subject in public examinations, did poorly in them. Atikinpan (1985), for example, registered that in Government Secondary School Zagun, in Bassa Local Government Area of Plateau State, out of 110, 160 and 200 students who enrolled for CRK in 1991, 1992 and 1993, respectively, only 10, 25 and 20 students respectively passed the subject at credit level. Government secondary school Binchi had a similar problem. Out of 96, 117 and 112 students that enrolled for the subject in 1991, 1992, 1993, only 12, 10 and 11 students passed the subject at credit level.

In addition to such poor performance in CRK in schools there are indications of mounting social ills among students (Okafor, 1984; Ukigwe, 1987; Imodibe, 1987). The socio-political scene of Nigeria seems full of social ills, which give the impression that Christian Religious Knowledge is taught without the required impact. Questions have been raised about students' performance generally in school examinations and impressive researches have been carried out on the teaching of religion (Hillard, 1963; Goldman, 1964; Akubue, 1985; Amana, 1987). Unfortunately, none of these has addressed the problem encountered in the implementation of the programme, adequacy of its content and the effect of academic achievement in

Christian Religious Knowledge on attitudes as they relate to socio-moral behaviour of the students. From this picture, the problem of this study could be summarised as the evaluation of the implementation of the Christian Religious Knowledge curriculum in the junior secondary schools. In other words, the problem can be stated in the following question: Is the Christian Religious Knowledge Curriculum fulfilling its specially stated objectives at the Junior Secondary School level?

1.3 PURPOSE OF STUDY

The purpose of this work is to carry out a summative evaluation of the implemented CRK programme in the Junior Secondary Schools in Plateau State. Specifically it set out to:

1. Obtain the views of the CRK teachers on the quality of the content and objectives of CRK in order to determine the extent to which the programme is actually meeting its expectations.
2. Find out the problems affecting the implementation of the CRK programme.
3. Evaluate the way and the manner CRK is taught in the JSS in the study area with the intention of identifying flaws and strengths.

4. Determine the affective/behavioural outcomes of CRK from the students.
5. Determine if there is an association between cognitive acquisition of CRK and affective/behavioural life of the students.
6. Determine if the staffing of the CRK curriculum at the junior secondary school level is adequate.

1.4 RESEARCH QUESTIONS

For proper treatment of the delineated problems, the following research questions were raised to guide the study:

1. To what extent does the content of the junior secondary school (J.S.S) CRK curriculum achieve the objectives of the CRK curriculum?
2. What problems are encountered by teachers and students in the implementation of CRK programme in junior secondary schools?
3. To what extent are the methods used in teaching CRK in the junior secondary schools appropriate for achieving the objectives of the programme?
4. To what extent are the available (JSS) CRK instructional procedures adequate for the effective teaching and learning of CRK in the junior secondary schools in the study state?

5. What is the attitude of the students towards the study of CRK in junior secondary schools?
6. To what extent are the methods of assessment used in the junior secondary schools relevant for evaluating objectives of the CRK programme?
7. What will the reaction/response pattern of junior secondary students to hypothetically posed socio-moral problems be?
8. What is the performance profile of the junior secondary students in CRK Certificate examinations?

1.5 HYPOTHESES

The following null hypotheses, which were tested at 0.5 level of significance, were formulated to provide further guidance in this study:

- Ho₁ The performance of junior secondary students in CRK examination will not be dependent on their parental occupation.
- Ho₂ The junior secondary students' reaction to hypothetically posed socio-moral questions cannot be predicted from their achievement in junior secondary CRK examinations.
- Ho₃ Junior Secondary students' performance in CRK Certificate Examinations will not be dependent on school location.

Ho₄ Junior Secondary CRK students' performance in CRK Certificate examinations will not be dependent on the type of school they attend.

Ho₅ Junior Secondary CRK students' performance in CRK Certificate Examinations will not be dependent on their gender.

Ho₆ There is no significant relationship between attitude of JSS students to C.R.K and their reaction to hypothetically posed socio-moral problems.

1.6 THEORETICAL FRAMEWORK:

A number of evaluation models have been suggested for the evaluation of educational programmes and processes. The study adopted Stufflebeam's (1971) framework to guide the study. The CIPP evaluation model identifies four types of evaluations, which correspond to four types of decisions namely, context, input, process and product and hence CIPP. Context evaluation serves as planning decision to determine objectives; input evaluation serves as structuring decisions to determine project designs; process evaluation serves as implementing decisions to control project operations, and product evaluation serves as recycling decisions to judge and react to project attainments. While each of the evaluation types proposed by

Stufflebeam has its merits according to the purpose it serves, it is in line with the present study, which takes the form of product evaluation for rational interpretations of outcome using the record context, input and process information.

Much as Stufflebeam's framework has been earmarked to guide the work, a number of frameworks and models have helped to enrich the repertoire of methods available for programme evaluation. These include Scriven's "formative evaluation" (1967), Kourilsky's "adversary model" (1973), Stake's "responsive evaluation" (1972), Parlette's "illuminative evaluation" (1973), Zais' "summative evaluation" (1976) and the like. Each of these frameworks has its own emphasis and operational implications. Commenting on the choice of models for evaluation Nworgu (1991) emphasized that a single complex framework may not be selected and systematically used but rather, may be extensively modified by the evaluator choosing and implementing features of several frameworks. Bello and Okafor (1999, p. 33) opined that "some of these models often overlap and they are liable to faults, too goal-oriented, process-conceived, restrictive, panoramic, unsystematic and lack predictive validity." They argued to this end that the CIPP model of evaluation appears more appropriate in evaluating education programmes.

If an evaluation model is regarded as a set of steps or a system of thinking which if followed, or implemented, will result in the generation of information which can be used by decision makers in the improvement of education programme (Okoro, 1991), then the CIPP model is adequate for this study which sets out to determine the extent to which the objectives of the JSS CRK curriculum have been achieved and the implications of these for CRK innovation. Although the theory combines input, process and output models, this study did not delve into the process of the programme. The input model is used to provide information on requirements and strategies to be employed to address the research questions generated in section 1.4 and the hypotheses postulated in section 1.5. Since implementation of the programme has begun the output model was used to assess the effectiveness of the methods and procedures applied.

1.7 SIGNIFICANCE OF STUDY

During the planning stage of the six-year secondary education programme, all that needed to be done for its take-off and success were laid out to both state and Federal Governments by the implementation Committee.

In its diagnostic approach, this study will identify the source of problems in the implementation of the CRK curriculum in the study

area. This will keep the governments informed on who or what is responsible for the persistent problems impeding short term as well as long term success of the programme and also galvanise her into actions aimed at evolving final solution to the problems.

Since the study has to do with learning outcomes, the results are expected to be of benefit not only to the students but also to school administrators, teachers handling the CRK programme and the society at large.

For the students, it is hoped that the work will bring about the awareness and the social change at both national and local levels. It is also hoped that the results of the research will stimulate competence in the acquisition of knowledge by students to cope with life so that they can live good and useful life in the community.

For the school administration and teachers, it is possible that some of the findings may require the teachers being made to sit up through improvement of their teaching skills, through improvisation of materials and aids where they are lacking or insufficient.

The principals may also, through the findings, be sensitised to the need for providing relevant teaching equipment in the school and the over-riding importance of supervising instructions and making available post service and in-service training.

Because the research is concerned with situational analysis of the state of the art relating to the secondary schools' CRK programme within the Plateau State of Nigeria, it will generate in the policy makers and implementers an awareness of what is, in contradistinction to what ought to be. This is crucial in modifying approaches to problem situations, decision-making and curriculum innovation.

The results of the study, it is hoped, will act as preventive measure against possible failures of similar planning and implementation exercise in education in Nigeria in the future.

Finally, at a higher level, the study will certainly contribute to the knowledge of the local and national communities on the problems impeding the realisation of the educational objectives in developing countries of the world with Nigerian case in focus.

1.8 DELIMITATION OF STUDY

For the purpose of the present study, the research undertaken was limited to Plateau State of Nigeria. The study population was limited to the junior secondary schools, which are Federal, State and Mission controlled. The three - year Junior Secondary Education on which the study is based is the first section of the two tier secondary education of the 6-3-3-4 system. The first and fourth levels of the

system were not covered in the study. Post primary institutions such as Teacher Training colleges, and Commercial schools will not be covered.

Besides, only the impressions or opinions of JSS CRK students and their teachers were considered. The opinion of the public who are strictly speaking outside the formal educational system were beyond the scope of the research. The discussion of the concepts of religion and morality as professed by various philosophers of education and the philosophical disputations by the different schools of thought also lie beyond the scope of this study. It limits itself to the objectives of the junior secondary school CRK curriculum as contained in the National Curriculum for Junior Secondary Schools (1985). Specifically, the major thrust of the study includes the input of the CRK programme, in terms of syllabus taught, equipment and staffing and as output the results of the Junior Secondary Certificate Examination (JSCE) in the selected schools in Plateau state. The reaction of students to attitude questionnaire and to some hypothetically posed socio-moral questions will also be sought.

1.9 OPERATIONAL DEFINITION OF TERMS

To avoid ambiguity, the following terms as used in the study are defined as follows:

The National Curriculum for Religious Knowledge

This is the current Christian Religious Knowledge syllabus approved by the Nigeria Educational Research and Development Council (NERDC) and the Federal Ministry of Education for use in all junior and senior secondary schools in Nigeria.

Christian Religious Knowledge

This is a subject concerned with the upbringing, instructing, informing students on Christian beliefs and practices as found in the Holy Bible and Christian Traditions.

Programme Evaluation

The appraisal of the Junior Secondary School Christian Religious Knowledge programme as contained in the National Curriculum for the junior secondary schools.

Hypothetically Posed Socio-moral Questions/issues

These are aspects of societal realities posed to test the individual's ability to analyse problems and dilemmas and give

verdict regarding which actions are right and which are wrong based on existing Christian religious principles and standards.

Morality

This refers to that area of human behaviour, which is concerned with how human beings relate to one another, the consequences of their actions on the feelings and interests of others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature related to this study will be carried out and organised according to the following sub-units for clarity and convenience of discussion:

1. Aims in Religious Education in Nigeria.
2. The concept of programme evaluation.
3. Types of evaluation,
4. The need for curriculum evaluation.
5. Curriculum designs.
6. Conceptual studies.
7. Empirical studies.
8. Summary of issues raised.

2.1 AIMS IN RELIGIOUS KNOWLEDGE IN NIGERIA

In the past, several aims were proposed for Christian Religious Knowledge in Nigeria. Each of these aims is briefly discussed below:

2.1.1 To Teach the Bible

While the exact date as to when Christian Religious Knowledge started in Nigerian public schools as a school subject is unknown, the fact that its teaching began with the Christian

missionaries is no longer a debatable question. Babalola (1976), for example, noted that CRK started as an open-air evangelism but with time the missionary teachers differentiated between catechism and Bible knowledge as an academic subject. As academic subject, the master textbook and, in fact, in most times, the title given to the subject was Bible Knowledge (BK). While the use of other extra-biblical materials was recognised, “the Bible was the master text book and every subject, no matter how remote it was, had to be connected in some way to the Holy Book” (Ilori, 1994,p. 9). According to the syllabus the “aims and objectives” of the subject were:

i) To test the candidates’ knowledge and understanding of selected themes running through most of the books of the Old and New Testaments as a necessary preparation for higher studies.

(ii) To enable the candidates to accept Christianity as relevant in their daily lives and actions as Christians and therefore worthy ambassadors of God in the home, the nation and the world at large. (Bray, 1981).

The second of these aims enunciated for Christian Religious Knowledge is by far more suitable than the first one, which merely reiterates the old idea of equating Religious Education with “Bible

knowledge.” It broadens the aims of the subject even if the primary objective still remained familiarity with the stories and events narrated in the Bible. The Bible surely has acquired, over the centuries of Christianity, an enormous cultural and literary value and its influence is felt in our ways of thinking, in our literature and civilisation. For this reason and for its role as a major source of Christian beliefs and morals, knowledge of the Bible should be part of the intellectual heritage of an educated person. But for the Bible to be a source of an adequate Christian Religious Knowledge much more is required than mere knowledge of the events and stories recorded in it.

2.1.2 To Teach Morals

The teaching of morals has been a long-standing aim recommended for teachers of Christian Religious Knowledge. Most religions over the ages have traditionally linked morality with religious beliefs and practices (Idowu, 1962; Tempels, 1969; Egudu, 1972). In ancient Greece, for instance, moral education was imparted largely through religious literature in the form of legends about the gods and heroes of Greece. In the Judeo-Christian tradition the link between morality and religion has also been so close that many people still regard them as inseparable. In Nigeria, many secondary schools

equate Bible studies or “Religious Education” lessons with moral education.

Philosophers and educators (Bull, 1973; Nduka, 1983; Ilori, 1988 and Adewole, 1989) have, however, challenged this traditional linkage of religion and morality. To admit the 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.

2. 1.3 To Teach Catechesis or Christian Nurture

This view that CRK aims at teaching catechesis or Christian nurture underlies the frequent demand by the various Churches that Christian Religious Knowledge in schools should be given to their adherents by teachers who are members of their own religious denominations. The view seeks to awaken, nourish and develop one’s personal belief and to hand on the received tradition so as to build up the ecclesial community.

This model of Religious Education can hardly be faulted as an educational activity carried out within the context of the ministry of the Church. Its focus on passing on inherited tradition is a welcome reminder of the importance of knowing our past in order to understand our present. Most religious educators today, however,

insist that confessional teaching of religion is not appropriate in the school context. Its parochial nature offers little scope for dealing with the practical problems of religious diversity in modern pluralistic societies.

2. 1.4 To Teach Christian Religious Knowledge

The title 'Christian Religious Knowledge' indicates a search for a new model of Religious Education, which goes beyond the confines of ecclesial enculturation. Christian Religious Knowledge takes, as its point of departure, the intersection of religious tradition and contemporary culture. It is an interdisciplinary activity informed by both theology and modern educational theory. Theology and education are seen as being in a reciprocal relationship informing and transforming each other (Ilori, 2002).

Christian religious educators are committed to seeking an understanding of their faith. Consequently, their educational process involves the application of critical reason to the beliefs, symbols, values and texts of the Christian tradition. Christian religious educators seek to enable people to personally and critically appropriate their religious heritage by uncovering its assumptions and historical conditions. Some of the important aims and objectives of Christian Religious Knowledge include reflective knowledge and

understanding the tradition, the recreation of personal beliefs, values and actions and the transformation of our social and public world. (Ilori, 1994).

The Christian Religious Knowledge reminds teachers of religion that there is a place for critical reasoning in Christian Religious Knowledge. Religious traditions need the search light of critical enquiry in order to serve an educational purpose. Criticism provides an insurance against dogmatism, fanaticism and bigotry that are found among some religious adherents. The critical attitude exemplified in the Christian Religious Knowledge model makes possible a reinterpretation and re-appropriation of the Christian story and symbols. This process enriches the Christian tradition itself as it encounters modernity.

2.2 THE CONCEPT OF PROGRAMME EVALUATION

Evaluation of curriculum programmes is a crucial stage in curriculum planning and development. In the late 1950s and 1960s an increase in Government spending on education, coupled with increased investments in curriculum programmes by both public and private interests was noticed and the need for more accountability became very acute. The tasks of curriculum developers became very prominent as curricula were expected, more than ever before, to

account for their promises and scholarships. Education, therefore, became a big tool to produce results while evaluation became a respected management tool. In America, for example, the Government and other agencies, like the Ford Foundation and big-time individuals, became evaluation sponsors. When these developments were going on in the United States of America and in Europe, there was hardly anything of the sort in developing nations like Nigeria.

Programme evaluators realised these developments and took advantage in redefining their roles and new evaluation instruments. They achieved this feat when they were able to reveal the mysteries of this development. They were able to redefine curriculum process as the development of objectives, content, process or strategies and evaluation (Cooley and Lohness, 1976). Programme evaluation then became a dynamic field of study. It became a social process as well as social institution leading to curriculum change. In more advanced countries like the United States of America and Britain, curriculum evaluation was professionalised and evaluation courses introduced as disciplines in the universities. In Nigeria, the largest research project in curriculum evaluation was the 1969 Curriculum Conference, which redefined the educational programmes and goals of the

country. A lot of funds and resources have been expended since 1969 to date and, since then, school curriculum became institutionalised. Most of the curricula that have been introduced into schools since then have had little or no monitoring to determine their consequences. It is not curriculum programmes alone that suffer from lack of evaluation. Other national programmes like the Savannah Sugar Project, the River Basin Projects, the Agricultural Development Projects, the Nigeria Paper Mill Projects have operated in Nigeria without meaningful monitoring. These giant projects gulped billions of Naira but due to lack of proper monitoring and evaluation they have remained 'white elephant' projects (Lere, 1996).

In education, this seeming lack of evaluation has resulted in disillusionment about educational reforms. The moral educational programme, introduced in the early seventies but which has long been forgotten, is a case in point. This picture coupled with the deepening moral crises among school children, which falls within the orbit of religious instruction calls for an evaluation of the CRK curriculum to ascertain the extent to which the objectives of the programme have been achieved.

2.3 TYPES OF PROGRAMME EVALUATION

Several authors (Tyler, 1949; Taba, 1963; Wheeler 1967; and Scriven, 1967, Gronlund, 1977; Fraenkel,1978) have agreed that evaluation could either be Diagnostic, Formative or Summative. These types are described below:

2.3.1 Diagnostic Evaluation:

This form of evaluation takes place prior to the beginning of a unit of instruction. This type of pre-instructional programme evaluation can help the teacher or curriculum developers acquire relevant information regarding attitudes, skills, and knowledge students have already acquired that will encourage, limit or prevent teacher and student efforts to achieve desired objectives.

2.3.2 Formative Evaluation.

Formative evaluation is the process by which information is used to develop a unit of instruction to the point where it is ready to be used (Brolin, 1976). It is used during the lesson to evaluate how far the lesson is being followed and understood. It is also used at the end of the lesson or a phase of the programme to evaluate the permeability of the course or programme so that the teacher will be able to know which aspects need to be emphasised during revisions.

Ukachi (1989) observed that formative evaluation is employed to monitor the progress of the learner and to serve as a means of feedback. Through formative evaluation, it is possible to restructure the lesson, period, method of teaching, materials used for teaching and activities provided for the learner. Formative evaluation is, in this sense, used to improve instruction, learning or teaching. Examination, interview, and observation may be used to obtain information about the learner during the formative evaluation. Formative evaluation involves the collection of appropriate information and evidence during the construction and trying out of a new curriculum. It is, in fact, a systematic process of curriculum construction, teaching and learning for the purpose of improvement.

In the view of Onwuka (1981), formative evaluation builds up a strong case for a programme, and reassures the users of the programme that the chances of success are more than those of failure.

2.3.3 Summative Evaluation .

This type of evaluation is used at the end of a course of instruction to find out what the students have learnt in the course and to what extent the desired objectives have been realised. Summative evaluation is used to make a summary assessment of the overall

value or amount of the programme to see the attainment of the programme objectives by matching student performance and the set objectives. It is also used to determine the extent to which the learner has progressed in the stated instructional objectives.

Summative evaluation has one major sub-division called output or product evaluation. Output or product evaluation as the name implies deals with the assessment of the attainment of the programme at the end of the programme or course. It considers the programme in line with the objectives and the achievement. The major focus of output or product evaluation is on the achievement and quality of the objective; i.e. the quality of experience, knowledge or skill attained by the learner.

For Scriven (1967) summative evaluation is concerned with the appraisal of the emergent curriculum as it is offered in the school system. It usually has several formal features, which include: measurement of students' attitudes based on carefully constructed questionnaire, assessment of the mastery of each objective for quantitative indication of the accomplishments of the entire course and measurement of achievement as taken from end of course examination tests. Glass (1970) concurred with this view that "the

goal of evaluation must be to answer question of selection, adoption, support and worth of educational materials and activities” (p.50).

Summative evaluation according to Ogwu (1994) relates to evaluation of a whole programme after it has been fully developed. It is at this stage that the conditions under which a programme will be most profitably used are stipulated. In this direction, the students’ achievement, the quality of the teachers and the process and strategies used by the teachers are evaluated to give the verdict as to the usefulness of the programme. Increased attention to this type of evaluation can help to produce more functional curricula (Zais, 1976) and “it can serve as a check-list for judging the extent to which the nation’s educational objectives were attained by a programme of curriculum and instruction” (Lere, 1996, p. 49).

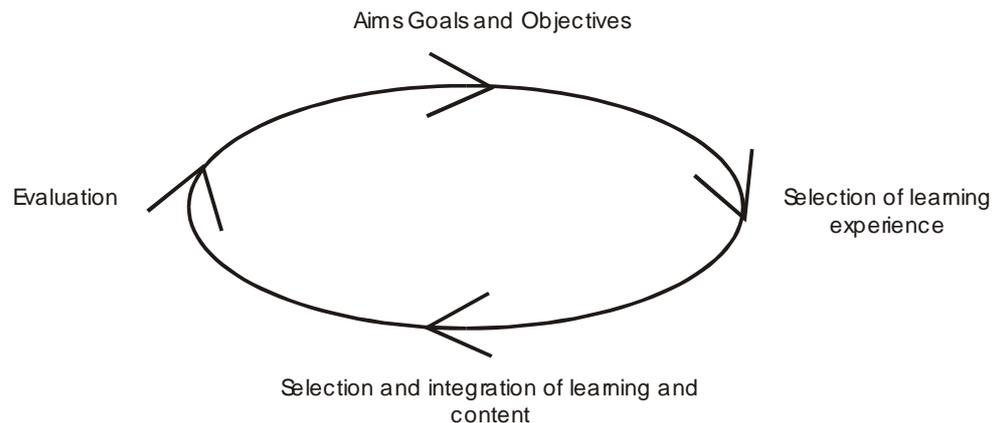
2.4 THE NEED FOR CURRICULUM EVALUATION

Curriculum process implies the essential necessity of the formulation of objectives, the development of content, the development of teaching/learning process and adequate evaluation to assess its consequences. Most often, the continuing elements of curriculum process which planners and mostly teachers are more comfortable with is the formulation of objectives, content and strategies.

Evaluation is mostly and exclusively carried out in the educational system for promotion, placement, or award of certificates. Over the years, Curriculum Evaluation was hardly considered as part of curriculum process. However, Tyler and other curriculum theorists in the 1930s saw the need for evaluation as part of curriculum process. In his book 'Basic Principles of Curriculum and Instruction', Tyler (1949) viewed evaluation as an integral part of the curriculum process. He opined that as an integral part of the curriculum, the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realised by the programme and instruction.

Wheeler (1977), another renowned curriculum actor, also saw the need for Curriculum Evaluation. He contended that objectives, learning experiences, content, strategies and evaluation should control the curriculum actions. He argued that without evaluation it is impossible to tell whether the attitudes, values, skills and knowledge have been instilled, inhibited or altered. He contended that the consequences of a programme could come only through adequate evaluation. He came up with the following cyclical model of curriculum process in which evaluation is one of its components:

Fig. 1 Wheeler's Model of Curriculum Process



Source: Wheeler (1977,p.31)

For Taba (1962), evaluation consisted in the gathering, analysing and making value judgement on, for example, the views of people about school activities. These activities may include, among other things, subjects taught, teachers, methods of teaching, teaching materials, and the learner. It is the appraising of objectives to find out how far they have been achieved. In the views of Harris (1963); and Scriven (1967) evaluation is a systematic attempt to gather evidence regarding changes in students' behaviour arising from planned educational experiences. It is the collection and use of information to make decision about educational programmes to ascertain whether materials, methods of teaching, activities and so on are meeting the needs of the learner.

Tawney (1977) and Bajah (1985) gave three grounds for evaluating curriculum programmes. To Tawney, a programme can be evaluated for the following reasons: to improve the quality of education, to defend and to reassure the funding body that the programme is worthy, and because it has become fashionable for people to evaluate. Bajah feels that evaluating is principally for measuring the effect of a given programme against the goals it set out to accomplish in an effort to contribute to subsequent decision-making about the programme, to strengthen the programme and to compare the gains of adopting a programme with that of other similar programmes.

All these points testify to the importance of evaluation for every programme. For the CRK curriculum, the exercise will not only help to defend and reassure the entire society that the programme is still worthwhile but also contribute to subsequent decisions to improve the programme.

2.5 CURRICULUM DESIGNS

This section reviews the major formal models of educational evaluation which have influenced empirical work in the field of evaluation in Nigeria.

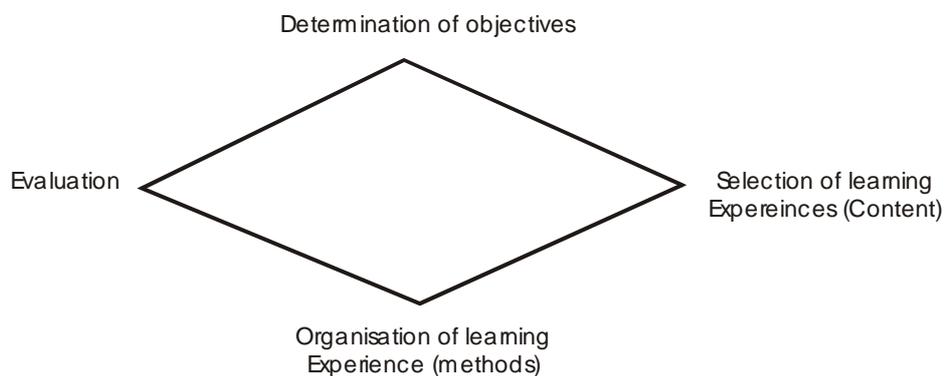
2.5.1 Tyler's Programme evaluation Model

Tyler's work on curriculum evaluation in the 1940's brought about a major change in educational research (Tyler, 1949). Tyler's view was that curriculum should be organised around explicit objectives and that the success of the curriculum should be judged on the basis of how well students achieve the objectives. His model shows that curriculum programme is a four-stage process. These processes involve the determination of objectives, selection of learning experiences that could lead to the attainment of the pre-determined aims and objectives (content), organisation of learning experiences in such a way that could allow for attainment of set objectives (method), and the measurement of the extent to which pre-determined objectives are being achieved (Evaluation). Tyler's model of curriculum has been summarised into four questions, which must be asked for any curriculum and plan of instruction. These are: what educational purposes should the school seek to attain; what educational experience can be provided that is likely to attain these purposes; how can these educational experiences be effectively organised; how can we determine whether these purposes are being attained?

In his widely cited and acclaimed handbook on curriculum planning (Tyler, 1949) he expressed his opinion that evaluation is an integral part of the curriculum process. It is essential for determining the extent the programme of curriculum and instruction is actually realising educational objectives. At this stage of the curriculum, Tyler is preoccupied with the question of how we can determine whether the purposes of a programme are being effectively attained. He is concerned with whether the stated goals, sub-goals, and objectives of a programme are valid or should be revised, extended or rejected.

The conceptual model of Tyler's curriculum planning is diagrammatically presented below:

Fig 2: Tyler's Programme Evaluation Model



Source: Tita (1991,p.45)

2.5.2 Stufflebeam's Programme Evaluation Model

Stufflebeam (1971) and his colleagues formulated the so-called CIPP evaluation model to show how evaluation could contribute to decision-making in programme development. CIPP is an acronym for four types of evaluation included in the model: context evaluation, input evaluation, process evaluation and product evaluation. Each type of evaluation is tied to a different set of decision that must be made in the planning and operation of a programme. Each of the evaluation types proposed by Stufflebeam has its merits according to the purpose it serves.

A Context Evaluation

This is the most basic kind of evaluation. It involves analysis of problems and needs in a specific educational setting. Its purpose is to provide a rationale for the determination of objectives. It identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs. Context evaluation believes that once needs have been identified, the next step in context evaluation is to delineate programme objectives that will alleviate the needs.

B Input Evaluation.

This kind of evaluation concerns judgements for determining how to utilise resources and strategies to achieve the objectives of a programme. It provides information to decide if outside assistance is

required to meet objectives or not, how the objectives should be stated operationally and what general strategy should be employed. Its function is to determine how best to meet newly stated objectives.

It is meant to support programme personnel to tackle questions that are important in the selection and structuring of project designs. It assists in the selection of overall strategies, and aids in structuring a particular strategy into a design. In projecting costs and benefits, it is future-oriented, but in obtaining data about the previous use of a strategy, it is past-oriented. It is diagnostic in determining resource problems to be solved in implementing a selected strategy and yet therapeutic in seeking a solution for a basic problem within the overall system.

C Process Evaluation.

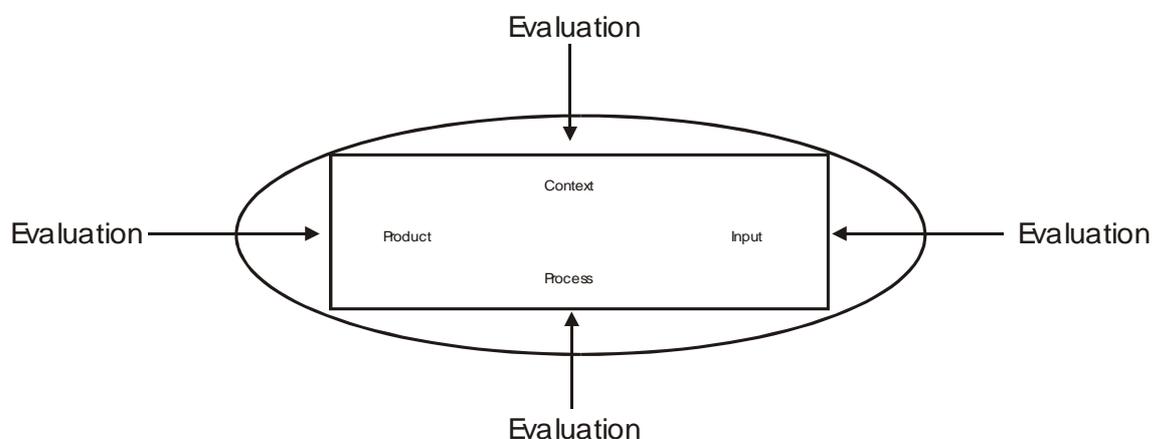
Once a designed course of action has been approved and the implementation of the design has begun, process evaluation is needed to provide periodic feedback to persons responsible for implementing plans and procedure. Process evaluation helps to detect defects in the procedural design and implementation, and provides information for improved programme decisions. It also helps to maintain a record of the procedure as it occurs. Process evaluation provides project decision makers with information needed for anticipating and overcoming

procedural difficulties, for making programme decisions, and for interpreting project outcomes.

D Product Evaluation.

The fourth element of the CIPP model is product evaluation. It measures and interprets attainments at the end of a project's cycle. Product evaluation develops operational definitions of objectives, measures criteria associated with the objectives of the activity, compares these measurements with predetermined absolute or relative standards, and makes rational interpretations of the outcomes using the record context, input and process information. The model has been earmarked as the frame for this study. The model is diagrammatically presented below:

Fig 3. Stufflebeam's Programme Evaluation Model



Source: Stufflebeam's Model Evaluation

2.5.3 Stake's Responsive Programme Evaluation Model

This model, as proposed by Stake (1973), did not concern itself primarily with the stated objectives of a programme but with acquiring information about the project. All issues are considered important. Features of this model include: orienting more directly to the programme activities than to programme intents, responding to audience for information and concern with variables that depict or indicate values.

Stake (1973) stressed that responsive evaluation takes a broad, holistic view of a programme. It reports descriptively than analytically and makes specific and special effort to communicate with the learner, personnel and the audience. Stake advised that the evaluator using this model, should operate more informally but systematically within the environment and interact with people drawing information and conclusions out of the observations, anecdotes, opinions, impressions and discussions. This model may come out with more relevant objectives or recommendations other than those pre-identified. It adopts a flexible, open-minded approach to the identification and assessment of general human concern. The evaluator is not tied to a problem but, through general searching, he can assess and address specific problems and values that affect educational programme or activity. This model of evaluation does not tie itself to specific goals but

many goals, which are of value to the learner and other beneficiaries. While the public for which the programme is meant to serve will not directly be considered, the programme, the teachers and the learners will be involved. The broad, holistic view proposed by this model will be adopted in this study. Unlike Stake's model, however, it will be primarily concerned with the stated objectives of the CRK curriculum.

2.5.4 Scriven's Goal-Free Programme Evaluation Model

The major concern of this model, propounded by Scriven (1967), is to determine the actual effects of the programme without regard to what the objectives are supposed to be. The model permits the evaluator to come out with more relevant objectives or recommendations other than those predetermined; to adopt a flexible, open-minded approach to the identification and assessment of general human concern. The evaluator is not tied to a problem but through general searching he is able to assess and address specific problems and values that affect the programme.

Scriven (1967) has divided any instructional programme into six major categories, namely: appropriateness, history, objectives, methodology, evaluation procedures and effectiveness. Appropriateness deals with what the programme has to offer to the educational setting including relevance or suitability of programme in a particular environment with specific reference to school and community

and the length of programme. History of the instructional programme has to do with the programme having been field-tested, its success and the length of time of its existence since implementation. The third is the objective dealing with clarity, completeness, and importance, ordering and witnessed outcome.

Methodology deals with techniques and use of materials and their appropriateness and objective presentation, attractiveness or otherwise of the methodology procedure: items used for assessing student performance; whether such procedures are clearly stated and administered regularly; whether they are adequate and practicable? Effectiveness judges the extent to which the programme has succeeded in producing the desired change or behaviour. The end and perfected behaviour is the application of the knowledge on the job by the product (learner). This model of evaluation is considered to be comprehensive. It looks at all aspects of the programme, interactions of those concerned, the appropriateness of the programme, the methodology of instruction and the end product as functioning together and interacting in different ways to produce a desired objective.

From the foregoing, it is clear that programme evaluation exercise is multi-dimensional: it can be an evaluation of learning outcome at the classroom level or an evaluation of the entire curriculum programme. The present study takes the shape of a summative

evaluation of the CRK programme at the Junior Secondary School level. The Summative rather than the formative evaluation is preferred in this study because the programme is already completed and the task of the research is to establish how well the objectives have been achieved.

2.6 CONCEPTUAL STUDIES

a) Summative Evaluation based on CRK Content

When the nineteenth century missionary bodies established schools in the 1840s, in some parts of what became Nigeria, their aim was to provide training for their converts and their children for two reasons. First, the missionaries needed the converts to become educated to help do certain kinds of tasks and secondly, they believed that their converts needed education to properly read and interpret the Bible, which would improve their spiritual development as well as their standard of living. To achieve this aim they taught the Bible, which they called Religious Instruction (RI) and later Bible Knowledge (BK), and believers or those that were converted got the certification to become teachers.

Although the scope of the aims of the subject has been broadened, the present CRK curriculum seems to have followed the trend where instructions came to be largely devoted to the learning of the contents of the Bible and committing them to memory. Accordingly,

examination in Bible Knowledge was generally prescribed as the measure of knowledge in Religious Education. Goldman (1964), in his study of the reactions of children to continual recitation of Bible stories, expressed despondency and alarm at the revelations of their wrong conceptions of God and religion. He has questioned such use of the Bible and argued that early introduction of Bible stories to younger children only fed them to think of God in such terms that he never became more than a patriarchal figure in the clouds. Goldman (1964) is of the opinion that the Bible was never written for children and that it was never designed to be used in schools as a textbook for the subject of Christian Religious Knowledge. This point made by Goldman cannot be overemphasized. While this is not to say that Biblical facts should be excluded from Christian Religious Knowledge for good teaching, the present study recognises that knowledge of the Bible stories alone is not adequate Christian Religious Knowledge. Besides, children in particular, find the language and concepts of the Bible quite difficult to understand while the interpretations of the stories often convey meanings which are different from that intended by the authors.

Matthew's (1966) reaction to the inadequacy of such use of the Bible is clear from his observation that for over a hundred years it was assumed that knowledge of the contents of the Bible would lead children inevitably to religious idealism. This assumption is, however,

no longer valid. Religious teaching must centre on the child rather than on the Bible. We must begin where he is and use his present experiences to lead to ultimate truth. The Association of Bible knowledge Teachers at their twelfth annual National Conference decried the decline in moral values of Christian Religious Knowledge in the Nigerian society. Mkena (1981) re-echoed this when she noted that in most schools Christian religious knowledge was taught in the form of Bible, the impact does not appear to be forthcoming despite the support being received from all corners.

In evaluating the course content of a programme, Onwuka (1981) has listed the following criteria as a paradigm: relevance of instructional objectives, up-to-datedness of content, relevance to the child's experience and environment, content balance, comprehensiveness and organisational structure. He further demanded that evaluation should verify whether the content has been selected sequentially and organised in such a way as to provide the tools of acquiring the methods and tools of learning, bearing in mind that no course content can provide for all the desired learning. Therefore, sequence, continuity and integration are the organising threads for determining the structure.

Obilom (1989) is of the opinion that if religion is to contribute to the stability, morality and unity of the Nigerian society, it must walk on

the two pronged legs of objective academic interest and subjective experiential passion. Its teaching must go beyond the teaching of literary and historical facts and impact the understanding of the theological insights of the religion taught. In the same vein, Sabe (1990) argued that the subject has continued to be taught simply as Bible Knowledge consisting of Bible stories where students are expected to memorise facts and reproduce same for the purposes of external examinations. Over ten years after the implementation of the new CRK curriculum many teachers are still in difficulty about how they should teach the subject. The lessons to be drawn from the stories are not given much attention and the whole purpose of teaching the subject is not quite understood by both teachers and students. Sabe (1990) thus expressed concern among many scholars about the failure of Christian Religious Knowledge to achieve the desired goals.

The review made above seems to endorse the impression that quite a lot of the social ills in the Nigerian society have persisted as a failure of Christian Religious Knowledge to meaningfully influence, positively, the lives of the learners. This failure has been linked with the majority of those who take Christian Religious Knowledge in the junior secondary schools mostly for academic or examination purposes. The content of the programme has for all this time been mostly directed towards the presentation of facts which are memorised for examination

purposes rather than for creating opportunities for self-assessment, spiritual and moral reflection as well as application of the religious ideals learned in the schools for later life.

This is also the point made by Ilori (1992) who opined that the teaching of CRS at the various levels of our formal school system should be no more mere academic attainment. The subject should also evoke a change in the student's relationship with the ultimate meaning of existence and his environment.

The present study, which embraces an evaluation of the objectives of the CRK programme (Curriculum content) notes the several research efforts, which have been made to evaluate the CRK curriculum in line with the philosophy of the course. The key variable evaluated in these past efforts broadly concentrated on: Attitudes of Parents and Students towards the New Christian Religious Knowledge and their effects on students moral development (Akubue, 1985); teaching of religion in Nigerian primary, secondary and tertiary Institutions (Mazler, 1985); teacher's effectiveness in teaching Christian Religious Knowledge (Ladan, 1985; Obilom, 1989); and an appraisal of the West African Examinations Council Bible Knowledge Syllabus (Mkena, 1981). Other studies in this category include: the Evaluation of Christian Religious Knowledge Curriculum of Colleges of Education (Obilom, 1985); worthwhileness of religious instruction and students'

moral values (Amana, 1987); students' academic performance in Christian Religious Knowledge (Njoku, 1987); issues and problems of teaching Christian Religious Knowledge in post-primary schools and their implications for the National Policy on Christian Religious Knowledge (Ezeilo 1986), and child development and biblical concepts in 6-3-3-4 Christian Religious Knowledge Curriculum (Erebe 1990).

To address the missing links observed in these works reviewed above, the present study will solicit the opinions of respondents through relevant instruments. This will be done to determine the balance in the content between pupils' learning activities and learning outcomes, the balance between the teaching of literary and historical facts and impacting the understanding of the theological insights of the religion taught. The extent to which each of the stated contents help in achieving the objectives and suggested areas of modification of such contents, where necessary, will also be sought.

b) Summative Evaluation based on CRK Objectives

Objectives are an important component of any curriculum. Objectives give a sense of direction to particular form of education of a society. In Nigeria, like most countries of the world, the objective model of curriculum as developed by Tyler (1963) has been adapted, probably, because of the awareness of relevant education at the turn of the century. The Phelps Stokes Commission initiated the awareness

for relevant education in 1922. The Commission queried the rationale of teaching the history and geography of Europe and America instead of that of Africa for African Ministers of Education and directed the attention of the ministers to a closer look at the African educational problems. In Nigeria, the National Curriculum Conference (1969) deliberations produced the basic philosophy of our education and sought to make education more relevant to the needs of the people.

The purposes of any curriculum are derived from the general aims and philosophy of education of the country (Uche 1980). In the Nigerian context, Dubey (1980) noted that the Federal Government has established a national policy of education, which sets out material objectives for all levels of education. These objectives, in turn serve as a foundation for curriculum development, for Christian religious studies and other subjects. The Christian Religious Knowledge curriculum in particular set out to achieve three main objectives namely: to provide opportunity for the students to learn about God and thereon grow in faith in God, to help the students apply the teachings and examples of Jesus Christ in their daily lives, and to develop and foster in the student's Christian attitudes and values such as respect for life and for all men; selfless service to God and humanity (NERDC, 1983).

Through the curriculum it is hoped that each student would be taught to conform his behaviour to the general standard and repress all

that interferes with the functions of the school, the home and the society. On the whole the new curriculum on religious and moral education aims at teaching a wholesome and family of virtues which Illori (1992) categorised under: Religious, Moral, Social, Civic, Academic, Spiritual and personal objectives. From the foregoing it is clear that the CRK curriculum is designed to teach not only the content of the Bible but also the moral lessons desirable therefrom to prepare the child for useful living and Higher Education (NPE, 1981). This seems to be the thinking of the planners of the National Policy on Education (1981) who stated that the mere memorising of creeds and facts from the holy books is not enough; rather the study and the practice of religion should go together. These statements on education and particularly Christian Religious Knowledge, are not and should not, therefore, be simply academic, factual, or simply confessional. They should also bring the learner to a realisation of a broader world view of religion, man and his relationship with his God. This is the point made by Cox (1966) when he said:

At the present time of uncertainty and rethinking, it must be a search in which teachers and students seek after truth and find it as their experiences and understanding allow. But it is a search based on their belief that the past experiences of human race can provide helpful sign posts that life has been given us with point and purpose by a personal power greater than man. It is, therefore, not a tale told by an idiot, full of sound and fury, signifying nothing (p.6).

Christian Religious Knowledge, therefore, aims at developing a wholesome personality so that even when the facts are forgotten, the personal development, which makes the learner a balanced and well-adjusted adult, will remain. In talking about CRK in our schools, therefore, one should not refer only to academic areas of enquiry but also to the development of the child's affective domain, especially, of his moral values and his concepts as to the meaning of life and existence. In other words, building the character is as essential as academic pursuits in CRK. The National curriculum (section 1), apart from drawing up a philosophy for Christian Religious Knowledge, made the point very clear when it referred to its "Inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian Society" (par. 5(2)).

In Britain, the North West County School Examination Board stated such an objective in the syllabus of their Religious Education. It aims not only or simply to present the Bible as a record of historical events, but also to bring children into an encounter with Jesus Christ. In England, the Durham Commission in 1970 gave the aim of its Christian Religious Knowledge as the exploration of the place and significance of religion in human life to make a distinctive contribution to each pupil's search for a faith by which to live.

Lekwot (1980, p.14) shares this views that the study and practise of religion should go together. He condenses Ilori's five-point virtues into three major objectives, which include:

- i the accumulation of information and the gathering of facts in Christian Education. This includes the historic facts of Christ's life, death and resurrection, the story of God's acts in the Old Testament, and finally the teaching of the apostles or the Acts of the Apostles, which convey doctrinal thoughts.
- ii The improvement of the learner's attitudes to have the capacity for knowledge as well as the ability to feel. Attitudes refer to emotions and desires, ideals and convictions and also the interpersonal relationship of the child. The ultimate aim of Christian Religious Knowledge in this sense is for the children to develop the values of Jesus Christ.
- iii The changing of the child's behaviour through the careful presentation of biblical doctrines.

Tyler (1963) noted that some stated objectives do not specify what the students are expected to do with the elements in some topics and concepts often found in the content. He, therefore, suggested that for objectives to be easily evaluated or actualised in the classroom they

should be stated in terms that identify the kind of behaviour to be developed and the area of life in which the behaviour is to operate. It is thus important that CRK objectives be identified and stated properly before suitable evaluation of performance can be considered.

Objectives have been classified into three categories. They are those in the cognitive, affective and psychomotor domains. Objectives in the cognitive domain emphasise recall or recognition of facts, and the development of intellectual ability and skills. Objectives of the affective domain are concerned with changes in interest, attitudes and values and the development of appreciation and adjustments. The psychomotor domain objectives have to do with physical skills, manipulation of materials and objects (Bloom, 1970). The essence, as Wittrock (1970) also observed, is to make explicit the changes in behaviour accruing through instruction, beginning with the writing of behavioural objectives for students' learning and followed by measuring changes in behaviour, towards these objectives.

Obemeata (1983) carried out a study, which looked into social studies objectives - in some selected schools. He classified three main groups of instructional objectives. Though the study is not in CRK, it is quite relevant and instructive to this research. His classification includes: knowledge, comprehension, skills, attitudes and values.

The research then tried to find out the extent to which teachers of social studies covered the objectives in teaching, the objectives which social studies teachers tended to neglect most and those they emphasised most; and whether social studies teaching achieved its objectives. One of his most interesting findings, which is useful to the present research revealed that social studies as it is currently being taught in most schools, does not seem to be achieving its main objectives, which were the acquisition of skills and desirable attitudes and values. No such evaluation in the humanities seems to have been done in CRK. This study will go ahead to fill in this gap. The literature reviewed in the section reveals that CRK aims at achieving a wholesome and family of virtues (Ilori, 1992). It aims at developing a wholesome personality (Cox, 1966, Lekwot, 1980) and inculcating the right values and attitudes in the children (NPE, 1981).

c) **Summative Evaluation based on Teaching Strategies.**

The problem of methodology under Christian Religious Knowledge is an inherent one. The problem started as far back as the time when the missionaries established schools in Nigeria. With the introduction of schools in the 1840s, religion was also introduced as a subject but the method of teaching was to give the child the fact about the Bible. If it is true that the content usually specifies the way that a subject would be taught then the method of CRK had to be teacher

centred since the content of religion was to read and interpret the facts that are found in the Bible.

In 1960, when Nigeria got her independence, there was need for a better philosophy of education which has been summarised by the New Policy of Education (1981). These changes in the aims of CRK are also good reasons for a change in the methodology of teaching the subject in schools. Bryne & Lamberth (1979) were aware of the special professional skills required in teaching religion when he suggested that before a teacher can hope for success, he must have learnt the “A, B, C,” of his calling. Just like the carpenter in training must learn and practice many elementary things, a teacher must master a lot of strategies as early as possible in his career. The Bible, though often found bound up in one volume is, for example, a collection of books, a library, written at different times and by writers whose aims were not just mere storytelling. The CRK teacher must take note of these motives, circumstances and cultural backgrounds and the different world view and modes of expression of the sacred writers in order to have the best possible output.

Davwer (1981) carried out a research study on the lecture and the discovery methods in geography instruction in the junior classes of four selected secondary schools in Jos metropolis. The aim was to find out which of the two methods was more effective in students’

performance. No specific area such as, performance in terms of recall, retention, application of knowledge etc. was listed. The sample consisted of two hundred and ten students - (thirty students each in a school of two arms). Neither the criteria for this population selection nor the method used in dividing groups into control and experimental groups are specified. We are also not told whether the groups are equivalent. However, topics were taught the two groups over an undisclosed period of time, and at the end of experimentation, an objective test was administered. Four types of statistical techniques, namely, the Chi-square, the student t-test, related and unrelated samples and the box-plot, were used to examine variations in students' performance and significance in differences.

Findings showed a significant difference in methods and performance. It was also discovered that sex of students did not affect their performance, while the chi-square statistics applied for measure of association between methods and performance, showed no significant association. The researcher then concluded from his findings, that the discovery method was most appropriate for use in geography while it facilitated evaluation. It is clear that the research leaves much to be desired, in terms of methodology and validity. However, it was an attempt at experimentation on methodology and performance, which

showed that there is a need for a more thorough evaluation work to be done in this area.

Another attempt, which has bearing on the present work, was a study on methodology and performance in history by Chundusu (1984). Here, two methods of instruction namely the deductive and the inductive, were used on eighty history students drawn from the classes of a secondary school in Jos. A pre-test was given to the groups to determine whether they were equivalent. Topics in History Syllabus were taught to the groups for six weeks during normal class periods. Objective type tests were then given to them at the end of experimentation with the two methods of instruction. The t-test for unrelated sample was used to analyse the data. Findings showed that the calculated t-value was greater than the table value at 0.05 level of significance. A df of 78, rejects the null hypothesis which stated that, "there is no significant difference in achievement, between students who learn history through the deductive method, and those who learn history through the inductive methods..." This work seems thorough. The sample size was not however, representative of the entire school population for the generalisation that was made from the findings to be valid enough.

Perhaps, of more relevance to the present work is Obilom's research (1996) on the effects of some instructional techniques

recommended to be used by teachers in secondary schools. The specific objective of the study was to compare the effectiveness of three of the techniques in student's concept attainment. The sample comprised 180 students divided into control and experimental groups over which pre-service CRK teachers, specifically trained in each method, were assigned. Five different instruments were used for collection of data, four hypotheses were postulated and statistical analysis were employed (t-test, one way- Anova, two way-Anova, Honesty significant difference testing). However, the same performance objectives were taught to the two groups over an undisclosed period of time. At the end of the experimentation, test in the form of achievement scores of students and teacher's teaching behaviours, were administered. The factorial design was used to analyse data collected. The study revealed that while the discussion technique stands out prominently as the best method of teaching religion in schools, all the three techniques could effectively be used to teach the new CRK curriculum and good results attained by the students. Based on the findings the researcher recommended that:

- i) There is need for CRK teacher education to re-orientate their methods and practices in training CRK teachers in the light of the new curriculum demands.

- ii) There is need for in-service, sandwich and workshop programmes to update teachers, who for one reason or the other are deficient.
- iii) There is need to produce books and other teaching materials that would assist the teachers.

The aim of the National Policy on Education is not simply to present the Christian Religious Studies as record of historical events. It is rather to lead students to integrate all they learn in the school in all subjects within a world view of God as creator and as the person who cares about his people. A study of this calibre should have brought in some of the modern approaches calling for the teaching of CRK to follow the process of education on other areas to be learner-centred. This means that the child's view point and background takes precedence over that of the teacher, that the learner dictates the scope and direction of his education rather than be educated in the light of the preconceived values and attitudes of adults. This accords with the modern educational practice of starting from what the pupils are familiar with, namely, their experience and then moving towards the knowledge of what is yet unfamiliar.

Another implication of the learner-centred approach is that teaching will no longer be regarded as merely the teacher imparting facts, which are accepted on his authority and which students learn

without understanding or being able to apply with flexibility. Rather, the teacher begins his or her lessons with the life experiences of the pupils and helps them understand their experience by referring to the Bible to show how its teachings and stories can illuminate the experience of the pupils and provide guidance for Christian life (Wilson, 1979; Ilori, 1990). Education must be a mother of investigation rather than indoctrination.

Ilori (1990) is of the view that instead of starting with the Bible and working to students' experience, teaching should start with experience, help the learner to understand it, and then refer to the Bible to show how its stories can illuminate it and give guidance in understanding it. This leads to a less systematic study of the Bible and demands more thought and imagination on the part of the lecturer, but it must be in line with the current educational practice.

In practice, the approach frequently becomes inter-disciplinary, with the scriptures becoming the illuminating and co-ordinating factor. The procedure now being recommended for learning and teaching each of the themes and sub-themes is first an examination of the present situation in relation to the theme and the learner. This is relatively a new approach to Religious Knowledge and Bible study.

d) **Summative Evaluation based on Instructional Materials**

Contemporary scholars and educators have developed competing instructional methodologies that could be employed in

learning. This is because an important characteristic of instruction is based on the stimulation provided by the instructional materials be they objects, events or even people. Such materials for instruction include textbooks, filmstrips, television, tapes, maps, models, audio-visual equipment, picture, chalkboard or any other object that can stimulate the sense perception. Important as these materials are, studies indicate that a vast number of teachers fail to make positive impact in students' learning because they have continued to hold tenaciously to the use of traditional and the old sit and listen method of instruction (Esiwe, 1975, Yawa, 1979; Abdulkareem, 1986). So important are these resource aids in a teaching - learning episode that teachers are advised to study deeply the techniques of education technology in order to make proper use of instructional materials.

Validated and organised sets of materials and resources for classroom instruction seem to have the force of making teaching very effective. The teacher who is gifted with some artistic and imaginative ability can impart to students an enormous learning experience through the imaginative production and use of visual aids in the classroom. Through the aid of pictures, diagrams and maps, children are able to illustrate a story that they have heard or an important event in their lives. Nchor (1998) underscored the importance of materials and resources for instruction when he noted that they have the potential to

supply a concrete basis for conceptual thinking and reduce meaningless responses of students, increase the propensity of the brain to retain what has been learned for a long period, make learning interesting and therefore an active process, offer experience that reflects real life situation and take care of differences that may exist among learners.

Savoury (1969), on the other hand, observed that some teachers use instructional aids as easy way out for a good rest, rather than opening new doors to the ever widening interest in teaching. It is meant to extend the scope and reveal fresh fields. In the same vein, Makinde (1969) attributed the reluctance by some teachers in using teaching aids, to the difficulty involved in their provision and usage. He, all the same, encouraged improvisation of aids from local materials:

Professional teaching aids -sophisticated machinery such as projector, tape recorder, videotape machines - will rarely be relevant to the individual teaching situation... the teacher is to face the challenge of improvising teaching aids to make his lessons directly relevant to the immediate environment and certainly more interesting for his students (p.32).

Michaelis (1980) came out with guidelines on how best to use teaching aids to help teachers resolve constraints involving their use. He suggested, for example, that:

- a) Instructional aids should be appropriate to instructional objectives and the maturity level as well as the background of students.
- b) Such aids should be varied so as to promote interests and stimulate thinking.
- c) Concepts of presentation of symbols and language of instructional aids are appropriate to the capabilities of the students who will use them
- d) Aids are up to date with type-size, spacing format, satisfactory and free of bias among others (p.10).

He went on to say that aids should ask the following questions - What experiences of students should they recall or retain? To which kind of objectives does aids relate - knowledge, thinking process - skills, attitudes or values? What materials are needed to enrich learning? What follow up activities are suggested; what related activities flow from it, such as chart-making, constructing models, map-making, research, role playing? And what generalisation might be made?

While accepting that instructional materials are not educational luxuries, Nwankwo (1980) noted the sad fact that many teachers do not even realise the need for instructional materials. Even the few that may be present in some schools are not used at all. Many teachers feel satisfied to walk into the class with chalk and Bible in hand.

The researches by Salia Bao (1982) and Tita (1983) showed that the reluctance of teachers to employ modern strategies in teaching and learning processes was responsible for poor quality of instruction in Sierra Leone and Plateau State of Nigeria. Surveys of secondary school instructional programmes have been conducted in some states of the country to assess the quantity and quality of materials and resources available in the schools. Eze (1986) reports, for example, on the state of secondary schools in Anambra, Gongola and Kwara States. In Anambra State, the survey indicates that only 37 out of the 461 secondary schools had been supplied with various equipment for introductory technology. The study also reveals that few schools out of those that had received the equipment lack the manpower and facilities with which to operate the highly complex machines.

In the former Gongola State, the experience was not significantly different from that of Anambra State. In Government Girls' Secondary School, Yola, the 6.3.3.4 system had not taken off at all due largely to complex reasons that proper planning could have earlier resolved. The principal of the school reported that while some facilities for domestic science, art, and technical subjects were available in the school, most of them were either inadequate or obsolete. In Yola, equipment was supplied but they were not instructed to use them. Also,

buildings for the storage of the equipment were inadequate (Nchor, 1998).

While the review above is not specifically on CRK, any planned educational programme must call for ways and means of its effective implementation in order to achieve the intended objectives. Teaching/learning CRK and creating awareness imply more commitment than mere verbal information. On this, Joof (1984) opined that educators have a lot to do especially in the area of qualitative instructions and inculcation of the pertinent societal values into the recipients (students).

Since the CRK programme is meant for the development of basic skills and attitudes, the use of teaching materials which will assist the educators and enhance understanding by those taught is a must. It is in view of this fact that the efficacy of the school system is so inextricably linked with the learning experiences that are selected and organised for the students, that this study sets out to find out the effectiveness of the CRK instructional materials used in the JSS in the study area.

e) **Summative Evaluation and Evaluation Process**

It is important in this review to state briefly that the concept of evaluation as evaluation has a complementary impact to this research. This is more so because the consequences of the CRK programme can be attained only through evaluation.

Dynamic curriculum actors over the years have recognised the importance of evaluation in the curriculum process. Tyler (1949, p.156) contended, that “the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realised by the programme of curriculum and instruction”. Harris (1963) defined evaluation as “the collection and use of information to make decisions about the educational programme” (p.12). Wittrock & Willey (1970) also postulated that “evaluation consists of the collection and use of information concerning changes in pupils’ behaviour to make decisions about educational programme” (p.260). This latter view presupposes that information concerning changes in pupils’ behaviour forms indices for decision making in respect to educational programmes. However, the source(s) of these information and methods of collection were not stated by these authors.

Bloom, Hastings & Madaous (1971) viewed evaluation as:

1. A method of inquiring and processing the evidence needed to improve the students’ learning and teaching,
2. Including a great variety of evidence beyond usual final paper and pencil examination,
3. An aid in clarifying the significant goals and objectives of education and as a process for determining the extent to which students are developing in these desired ways;

4. A system of quality control in which it may be determined at each step in the teaching/learning process whether the process is effective or not, and if not what changes must be made to ensure its effectiveness.
5. A tool, in education practice, for ascertaining whether alternative procedures are equally effective or not in achieving a set of educational ends (pp.7-8).

These authors defined evaluation as “the systematic collection of evidence to determine whether, in fact, certain changes are taking place in the learners as well as to determine the amount or degree of change in the individual students” (Bloom et al, 1971, p.8). This view is taken against the background that changes, which take place in learners within an environment, may be positive or negative and may be little or much.

Hamilton (1976) defined evaluation as “the process or processes used to weigh the relative merit of those educational alternatives which, at any given time, are deemed to fall within the domain of curriculum practice” (p.4). This definition which looks broad may accommodate some of the shortcomings of Harris (1963) and Wittrock et al. (1970). Cooley and Lohness (1976) postulated that “evaluation is a process by which relevant data are collected and transformed into information for decision making” (p.3). This view runs

congruent with Harris (1963) because they both suggest that evaluation is a process and an end product. Against this conceptual background, Tita (1983) reasoned that Curriculum evaluation should be considered as the collection of information either through written examination, observations, interview, questionnaire and discussion to examine the outcome of a curriculum. It may be added to this stated view that evaluation should not be examined alone, it should also be able to assess critically, make conclusions and decisions. In other words evaluation should be able to assess, make conclusions and inspire decisions on whatever task it is assigned with.

2.7 EMPIRICAL STUDIES

This section reviews studies on some factors associated with academic achievement and discusses the implications of the results for CRK.

2.7.1 Studies Related to Some Problems of CRK

Anaukwu (1988) carried out a research on the growing moral problems prevalent in the military barracks and army schools located in Plateau and Anambra States of Nigeria. The focus of the study was the secondary schools in the three armored Division of the Nigerian Army. The questionnaire and interview schedules were the major tools used for gathering data while simple percentages were used to analyse the data. While 180 adults were respondents, we are not told the

population rationale for picking the group. The steps taken for the development of the instruments for data collection were also nowhere described. After analysing the data collected, Anaukwu confirmed among other things Obilom's (1985) observation that immorality dictated the *modus operandi* in everyday activities in the homes, schools, markets, the army and the police, the bar and the bench.

In the light of these findings the researcher, among other things, recommended the integration of all positive elements of moral education in all schools in the barracks, and the establishment of a strong foundation based on the rich values and cultures of our people. This study is an answer to Anaukwu's request for the need to find out ways to integrate the multi-religio-cultural values of our people for the family institutions and the home to fully inculcate authentic moral values.

Ganang (1990) evaluated the Christian Religious Studies programme of College of Education, Jalingo. The research was carried out to examine the content of the NCE programme as being carried out in the college and thus determine whether the objectives of the programme were being achieved. The respondents of the study were lecturers and parts II and III students of the CRS department. Four hypotheses were raised and tested. Analysis of Variance and t-test statistics were used to test the significance of difference in the

responses. His findings revealed that the performance of CRS graduates were satisfactory since the mean of each year from 1984-1988 were within the merit grade (C). Other findings of the research showed that the syllabus was skeletal and not quite comprehensive, the relevant text materials were grossly inadequate, and although the staff were professionally qualified they were underutilised. Although Ganang's study is limited to a College of Education, it is very relevant to the present study which evaluates the CRK programme in the junior secondary schools.

Rani (2002) evaluated the NCE programme for the training of Christian religious teachers to investigate if the programme objective was being achieved. Two Colleges of Education from each of the six geopolitical environments of Nigeria were used as sample for the research. The CRS lecturers in the Colleges, the students and NCE CRS graduates, who were teaching in towns where the sampled Colleges are located, were used as respondents. Six hypotheses were formulated and tested using the t-test and analysis of variance (ANOVA) statistics. The findings of the research revealed that the set of objectives for the training of CRS teachers were laudable and were being achieved through the effective implementation of the programme. Some of the course contents needed to be revised, and the staff

strength needed to be commensurate with the increasing number of students being enrolled.

To help improve the standard of teaching and learning, and hence the quality of teachers that would allow for the effective implementation of the programme and the attainment of its objectives, the researcher, among other things, recommended that some courses be modified and others revised; text books be produced to meet the ratio of one text book to ten students as stipulated in the minimum standard; necessary materials be made available for the use of the staff and students and attention be given to the recruitment of the needed staff for the department.

2.7.2 Attitude Towards Christian Religious Knowledge

Bako (1991) carried out a study on the attitude of students toward the study of Christian Religious Knowledge in some selected post primary schools in Jema'a Local government area of Kaduna State. The result of the investigation showed that the reaction of students towards the study of the subject was generally negative. The dislike for the subject was as a result of the fact that its study no longer fetched the students any material gains. At that time students centred their thoughts on the value that the study of a subject would bring in return for their efforts.

Furthermore, Bako (1991) observed that Christian Religious Knowledge has continued to be neglected by some states up to a point where such states made public pronouncements discrediting the study of the subject by denying its importance. Even when students recognised the importance of the subject they were of the opinion that since the subject was not very much recognised in General Certificate of Education Examination, it was therefore, not important to study it. Others accused the churches for being responsible for their dislike of the subject saying that churches have commercialised religion. Many other people pointed accusing fingers at the government for not recognising and accepting the subject for employment. The implication of Bako's observation is that positive attitude is very important for optimal performance and the extent to which the subject affects a student's performance determines his attitude towards the subject. The present study sets out to find out how certain factors such as socio-economic status (parental occupation), religious denomination are determinants of students' attitude towards the study of religion and how such attitude towards the subject correlates to performance in the subject.

Atikinkpan (1995) carried out an investigation on the effects of students' attitude towards Christian Religious Knowledge in Jos North and Bassa Local government areas of Plateau State. One of the

purposes of the study was to determine the extent to which the attitude of students is related to their performance in the subject. Three hundred students were sampled for the study, while the questionnaire constituted the instrument for data collection. Simple percentage statistics were used to analyse the data.

The result showed that students' attitude towards the subject was generally positive. There was significant relationship between the students' attitude toward Christian Religious Knowledge and their performance in the subject. The positive attitude is attributed to good teachers, availability of teaching and learning materials, encouragement received from home. While school location, school type accounted for different attitudes of students, the socio-economic status and religious denomination were inconsequential. Based on these findings the following recommendations were made to cultivate positive attitude and enhance better performance in the subject:

- a) To generate interest in both students and teachers, there is need to provide teaching and learning materials for Christian Religious Knowledge in all secondary schools,
- b) To enable parents to see the relevance of the subject and encourage their children, workshops and seminars should be organised in all secondary schools for students, parents and the general public.

- c) Textbooks, library facilities should be provided in both rural and urban schools to enhance the performance of students in the subject.

2.7.3 Teaching Methods

The effects of learning materials, text-books, library facilities on achievement of goals have received enormous attention from researchers (Barr & Dreeben, 1983; Fuller, 1986; Aiyepoku, 1989). Ilori (1990) carried out a research on the new approaches to the teaching of Christian Religious Knowledge in post primary institutions. He found out that the success of innovations is determined, to a considerable extent, by teacher's attitudes and beliefs in a form of organisation or in the capacity of a student to succeed; his expectations tend to be self-fulfilling. The need for openness and breadth of vision that the non-dogmatic approach to Christian Religious Knowledge demands requires an adjustment in attitude on the part of many teachers. Any Christian religious teacher who wishes his message to lead to acceptance and understanding on the part of students needs to make use of ways of presentation such as will predispose them towards full, easy and complete acceptance.

Malgwi (1995) carried out a research on the CRS teaching methods in Borno. The aim was to determine the calibre of teachers who teach CRS in Colleges of Education in Borno State, the type of

methods used by the teachers of CRS in Colleges of Education in Borno State, the availability or sufficiency of facilities for the teaching of CRS in Borno State, and to find out whether the teachers in Colleges of Education in Borno State understand the aims and objectives of teaching CRS.

All the 12 teachers in the colleges were involved. Four hypotheses were postulated and simple percentage was used to analyse the data collected. The questionnaire, direct observation, documentary sources and interview schedules were used for the collection of data. Findings reveal that:

- i The more qualified and experienced a teacher is, the more effective he is in the teaching of CRS in Colleges of Education.
- ii Trained teachers are in a better position to understand the aims and objectives of CRS in Colleges of Education.
- iii There were differences in the teaching methods used by trained and untrained teachers.

Based on these findings Malgwi recommended, among other things, that qualified teachers should be employed to handle CRS, workshops/seminars on CRS methodology be organised to expose the inexperienced/unqualified CRS teachers to the various methods of teaching CRS and that the aims and objectives of CRS should be

explained to would be teachers of CRS. Although Malgwi carried out his research in Colleges of Education, the present researcher opines that the success in any educational programme hinges on the availability of conscientious and efficient classroom teachers. The teachers are the final implementers of a programme who help students to achieve the objectives and hoped for outcomes of any educational system.

2.7.4 Studies on Some Factors Associated With Academic Achievement

Studies on gender differences have shown that both genders differ consistently in tests of total abilities. Maccoby and Jacklin (1974) noted that boys are better in some kinds of tasks and girls in others. According to Heilman, Blair and Ruphey (1986) research data compiled over the past several decades have shown that girls, as a group, usually experience less difficulty in learning how to read than do boys as a group. Some explanations why girls are generally more successful than boys in early reading achievement include differences in the rate of maturation of boys and girls; school curriculum and teachers behaviour patterns; content of reading materials; and cultural factors which make boys perceive reading as a female activity. Studies on gender differences in academic achievement in Nigeria include Onibukun (1979); Gaiya (1980); Obioma and Ohuche (1980), Mivanyi (1983), and Gagara (1988), Ugodulunwa (1995). Onibokun (1979) examined the

effect of gender on pupils' performance in McCarthy Scale of Children's Abilities (MSCA) and found that no gender difference exists in the performance of pupils in the MSCA. Obioma and Ohuche (1980) carried out a cross-sectional study on a stratified random sample of 360 class five secondary school students and examined the effect of gender on students' performance in mathematics. A 40-item teacher-made mathematics test was administered on the sample and the analysis of variance result showed that there are significant gender related differences in the mathematics performance of the subjects to the boys' advantage.

Of particular interest to this research are the studies of CRK scholars such as Larson and Knapp (1964), Wright (1967), Wright and Cox (1967a). These studies show that there are sex differences between boys and girls in their responses to Christian religious education. The present researcher agrees with Gaiya (1981) who carried out a similar investigation among boys and girls in selected secondary schools in Plateau State. Using open and close ended questionnaires administered to sixty boys and sixty girls in forms four and five of three selected secondary schools in Gindiri and Mangu he concluded that there were sex differences between boys and girls in response to Christian religious education but that such differences were not significant. This goes contrary to Gagara (1988) who conducted a

study on the effect of gender on academic performance of secondary school students in Lantang LGA of plateau state. He found no significant relationship between gender and academic performance.

The above results in Nigeria remain inconclusive on the issue of gender differences on academic performance of children since published results are rather few and the samples may not be representative enough. Gender difference in academic performance is viewed mainly as function of the ability being measured and the nature of the measuring device. The present researcher therefore believes that the present study will be a major contribution to the study of the relationship between gender and academic performance in CRK.

2.7.5 Socio-economic Background and Academic Achievement

The concept of socio-economic status is widely used in education, sociology, and psychology. Reid (1977) maintained that in terms of research, occupation has remained, universally, the most popular criterion for determining socio-economic status because it is easily collected and simple to treat. Moreover, occupation has been consistently shown to be highly related to most other factors associated with social class, particularly, income and education. Stressing the importance of occupation as a criterion of establishing socio-economic status, Reid (1977) also noted that in all societies, different occupations attract different rewards and that income is an important indicator of

possessions, life style, and place of living. Morjoribanks (1979) has however, shown that social status measures have little or no influence on the academic performance of students of equal ability.

Hopkins and Stanley (1981) stressed that socio-economic status is related to many educational characteristics of pupils such as achievement, motivation, dropping out of school and academic achievement. According to Okoroh (1984, p.21) “an understanding of the social class stratification in Nigeria can reveal how the social class to which one belongs can influence his children’s achievements at school”. He grouped Nigeria into three main social classes – the upper class, the middle class and the lower class.

On the other hand, children of middle and upper classes tend to do better in their educational achievements (Dubey, Edem and Thankur, 1979; Okoroh, 1984) because they are not only motivated by their parents, they are also provided with relatively adequate environment stimulation which help them to progress educationally. The relative educational advantages upper and middle class children have over the lower class children are succinctly expressed by Dubey et al, (1979) when they observed that upper class children have better chances of being admitted into good quality post primary institutions and that good performance can be expected from children in the upper

classes who have had more advantaged homes, social environment and primary schooling.

They also noted that parents who patronise and maintain private, primary and nursery schools are in the upper class while mainly the lower class and some middle class parents patronise the ill-equipped primary schools. One can then expect poor achievement from children of the lower class parents. In another study, Valencia, Henderson and Rankin (1985) discussed the relative contributions of several family status variables in predicting cognitive performance among 140 Mexican pre-school children from low-income backgrounds. The family status variables include child and parental language, parental school attainment, location and socio-economic status and family size. The study showed that a wide range of family background, home environmental and demographic variables correlate with performance on mental tests and with school achievement, but some may be expected to be better and more useful predictors than others.

Results of studies reviewed above indicate that school achievement is related to socio-economic status. The findings have important implication for test constructors in Nigeria in that tests constructed without considering different variables in upper, middle, and lower class backgrounds, are likely to favour one class more than the other(s). Another implication is that class difference in test performance

should be an important factor to be used wisely in helping disadvantaged children in their adjustment to the school work. Since researchers are not unanimous in accepting the relationship that exists between socio-economic status and academic performance, it is necessary to establish the extent to which children's performance in the Junior Secondary School CRK examinations would be affected by their socio-economic status.

2.7.6 Environment and Academic Achievement.

Much of the impetus for educational research on family psychological environment was provided by Bloom (1964), who proposed that the environment may be regarded as providing a network of forces and factors which surround, engulf, and play on the individual - that the development of any particular human characteristic is related to a subject, or sub-environment of the total set of environmental forces.

With a religious undertone, Goldman (1964) concluded that if a child has come from a home where the Christian religion is practiced actively by church attendance, in the encouragement of private prayers and where the subject of religion is being discussed from time to time, the motivation will probably be higher than if he came from a home where religion is treated with indifference. Ndu (1979, p.167) has described environment as "the total circumstances surrounding a person". He pointed out that home background brings about individual

difference in behaviour and school achievement. He also believed that in stable and happy homes, parents encourage their children, make books available to the children, show interest in their school work and provide quiet corners where the children can study. Educated parents are also known to encourage their children to aspire to be as well educated as they are. In the same vein, Okoroh (1984) pointed out different kinds of stimulations and their effect on children's achievement when he said that:

Stimulation from parents includes adequate provision of audio-visual materials in the house, such as radio, television, newspapers, books. The reading habits of parents also stimulate children. Stimulation is also done by taking children to places of academic interest such as the zoological garden, institutions of higher learning, when children have broad experiences they learn very easily in school. But children who lack adequate stimulation may be backward in class.... The backward child may not be able to engage in elaborate abstract thinking, since he has very few experiences to reflect on (p.24).

In addition, he noted that backwardness is a temporary feature, which can be changed through environmental enrichment. The implication of this for teachers is to stimulate the backward children by making use of audio - visual and concrete learning materials. In Okoroh's (1984) view the school is an important formal institution set by the society for culture transmission as well as encouraging desirable changes in the way of life of the people. For him the school accommodates many pupils from different experiential backgrounds.

Children from stimulating homes and non-stimulating homes tend to bring to school different experiences.

Ndu (1979) also highlighted the influence of urban and rural locations of school on educational achievement. He observed that emphasis on education and the amount of support given to schools vary from one locality to another. In addition, he pointed out that the important effect of geographical location is the differences between the educational conditions in urban and rural areas. Stressing the differences between urban and rural parents in the provision they make for their children and the difference between facilities available in schools in the two areas Ndu (1979) has this to say:

Parents in the rural areas are on the average poorer than those in the urban areas and therefore they are less able to provide their children with school requirements including school fees, textbooks, school dress, and other requirements. On the average, parents in rural areas are less educated than those in the urban areas and so are less able to help their children with their school problems. The children in the rural areas are not as acquainted with cars, trains, mechanized toys, electrical gadgets, books, newspaper, which enrich education as children in towns (p.171).

Ogunlade (1973) carried out a research on 120 primary four children in two schools in the former Western Region of Nigeria. His findings show, among other things, that environment has considerable influence on children's school achievements. Children from literate

homes had higher academic achievements than those from illiterate ones.

Ornsterin and Levine (1981) found that, although family organisation varies from one society to the other, the family is the major socialising agent in each one. As such, it is the first medium for transmitting culture to the child. Because the family is the whole world to the very young child, its members teach children what matters in life often without realising the impact they are making.

This has highlighted the significant effect of family and school environment on the school achievement of children and implies that different environmental variables must be borne in mind in any assessment of the academic achievement of children. In this study the effect of gender, school type, school location and socio-economic status on children will be examined since none of the studies reviewed in this section considered these aspects.

2.8 SUMMARY OF LITERATURE REVIEW

Literature has been reviewed in areas related to present study to gain an in-depth insight into the concept of CRK and evaluation. Some issues that emerged at the literature review reveal the singular contribution of religion in human development through the centuries. Public and private morality have been functions of religion, which has

also enabled language to acquire concepts that would have otherwise been impossible in the ordinary context.

In Nigeria, Fafunwa (1974), Iwe (1976), and Arinze (1984), agree that religion in the country has been an agency for development, improvement, progress and the custodian and promoter of human values. Given all the imaginable advantages religion has played in various aspects of life throughout history, the Federal Government of Nigeria, in searching for a system to contribute to good nation building, made CRK a core subject at the junior primary level of education.

Okilo (1983), Akinpelu (1983), Nduka (1983), Anaukwu (1988) and Oji (in Okoh, 1990) have recorded the mounting social ills and the deteriorating moral tone which are bugging many concerned Nigerians today. These concerned Nigerians are asking whether the junior secondary CRK programme is achieving the expected goals, for which it is included in the curriculum.

Research works undertaken by Bible Knowledge scholars (Goldman, 1965; Matthews 1966; Mkena, 1981; Onwuka, 1981; Obilom, 1989; Sabe, 1990), on the contents of religious education, have questioned the adequacy of the content of the CRK for creating opportunities for self-assessment, spiritual and moral reflection as well as application of the religious ideals learned in the schools for later life.

Cox (1966), Lekwot (1980), Uche (1980), Obemeata (1983) revealed that some subjects, as they are being taught in schools today, do not achieve their main objectives, which is the acquisition of skills and desirable attitudes and values. This underlines the necessity to reexamine the stated objectives of the CRK programme to identify which categories of learning would need to be strengthened and promoted through the use of appropriate teaching strategies. Bryne (1979), Davwer (1981), Chundusu (1984), Obilom (1986), Ilori (1990), Cox (1992) have at different times observed and expressed that though certain approaches employed by teachers were appropriate in the development of cognitive skills, the development of attitudes and values were not emphasised. Savoury (1969), Makinde (1969), Esiwe (1975), Yawa (1979), Abdulkareem (1979), Michaelis (1980), Nwankwo (1980), Salia Bao (1982), Tita (1983), Eze (1988), Unimna (1998) have researched on the importance of teaching aids to instructions. The present study is necessitated by the fact that little or no such works have been carried out since the implementation of the CRK programme. Literature reviewed on factors like gender, socio-economic status, and environment reveal that the variables affect academic performance of children in other subjects. Since published results of such work have not been done in CRK one wonders the extent to which students' performance would be affected by these variables.

From the foregoing it is clear that some studies which have reported some problems and prospects in the CRK programme have been conducted. However, there has been little or no study conducted to identify the short falls in the implemented CRK programme to find out whether learning outcome has been affected. Nearly all these efforts have limited objectives, covered limited geographical areas that restrict their results to their immediate regions of study. As much applauded as these efforts are, as contained in the review made above, there are still fundamental issues left untouched by these earlier research workers.

Among these are the issues of how the content of the junior Secondary School CRK helps in achieving the objectives of the curriculum, to what extent are the available instructional materials adequate for the effective teaching and learning of CRK? To what extent are the methods of assessment used in the Junior Secondary Schools relevant for achieving the objectives of the programme? It is in an attempt to provide answers to such questions as these that this study is undertaken. In this sense, the earlier studies differ significantly from the present attempt in many dimensions. The purpose, the area of coverage, the instruments of the study stand out from the others while its comprehensive approach to the objectives of the CRK programme makes it unique among its predecessors. While earlier studies seem to address only some aspects of the present study, the attention to a more

comprehensive view of curriculum, which emphasises the importance of evaluation, makes the present research distinctive.

CHAPTER THREE

METHODS AND PROCEDURE

This chapter describes the procedure employed for answering the research questions and testing the hypotheses of the study. The issues treated fall under the following sub-sections:

1. Research design
2. Population of study
3. Sample and sampling techniques
4. Instruments for data collection
5. Validation of Instruments
6. Procedure of data collection and
7. Method of data analysis.

3.1 RESEARCH DESIGN

The survey research design was adopted for this study. The variables for the study include the input of the CRK curriculum, in terms of syllabus taught, equipment and staffing and as output the results of the Junior Secondary Certificate Examination (JSCE) in the selected schools in Plateau State, a junior secondary school attitude test (JSSAQ) and a students' hypothetically posed socio-moral problem test

(SHOMPT) served as output. The researcher opted for this design because the study per se is survey by nature.

If survey research is the gathering of information about a larger number of people by interviewing a few of them, then one can claim that the present study falls within the ambient of survey design. This is because in attempting to determine the issues of how the content of the Junior Secondary School CRK achieves the objectives of the curriculum, to what extent the available instructional materials are adequate for the effective teaching and learning of CRK, to what extent the methods of assessment used in the junior secondary schools are relevant for evaluating the objectives of the programme, the researcher depended, among other considerations, on the sampled opinion of a section of the population.

3.2 POPULATION

All junior secondary schools under Federal, State and non-governmental control within the three Zonal Directorates in Plateau State made up the population of schools for the study. The Federal and non-governmental controlled schools were quite few in number and yet their inclusion seemed necessary as it was thought that their proprietorship and management might generate some interesting comparisons. Out of these schools, only those within the Central and Southern Zonal Directorates and schools not included in the pilot study

in the Northern Zonal Directorate formed the accessible population. The schools in some parts of the northern Zonal Directorate were excluded because they were used for instrument validation during the pilot study. The distribution of accessible population of junior secondary schools by Zonal Directorates and Area Inspectorate Offices is presented in Table 1.

Table 1: Distribution of Junior Secondary Schools Distinguished by Zonal Directorates, and Area Inspectorate Offices (A.I.O)

Zonal Directorates	No of A.I.O	No of JSS in each AIO	Total no of JSS
Northern Zonal Directorate	Barakin Ladi,	26	141
	Bassa,	19	
	Jos North	59	
	Jos South	37	
Central Zonal Directorate	Bokkos	20	107
	Pankshin	25	
	Mangu	38	
	Kanke	13	
	Kanam	11	
Southern Zonal Directorate	Langtang	27	80
	Shendam	27	
	Wase	12	
	Qua'an Pan	14	
Total		328	328

Source: (Figures as at the end of 2002 obtained from the Plateau State Ministry of Education, Jos).

The population of respondents for the study consisted of three categories of respondents from the research area. The first group were all the junior secondary school students in junior secondary schools in Plateau State. The accessible population of students in the study consisted of only junior secondary school students in the third year (JSS III) in the Plateau Central and Southern Zonal Directorates of Education. In the Northern Zonal Directorate only such students in the schools not included in the Pilot Study were considered. The idea behind limiting the students' respondents to junior secondary III classes was that this group of students, being in their third year in the junior secondary school level, were expected to possess a good knowledge and understanding of Christian Religious Knowledge. They were, in this sense, better placed than any other class at the junior secondary level to make evaluation or assessments that could contribute to the study. The distribution of junior secondary students in the three Directorates differentiated by gender is presented on Table 2.

Table 2: Population of JSS III Students Differentiated by Zonal Directorate, Area Inspectorate Office and Gender.

Zonal Directorate	A.I.O	Population		Total
		Male	Female	
Northern Zonal Directorate	Barakin Ladi	1,409	936	2,345
	Bassa	1,177	597	1,769
	Jos North	3,818	3,167	6,185
	Jos South	1,963	1,394	3,357
Central Zonal Directorate	Bokkos	1,206	1,203	2,409
	Pankshin	1,371	945	2,316
	Mangu	2,111	1,771	3,882
	Kanke	608	409	1,017
	Kanam	759	276	1,017
Southern Zonal Directorate	Langtang	1,093	1,074	2,167
	Shendam	1,597	956	2,553
	Wase	711	237	948
	Qua'an Pan	867	354	1,221
Total		17,884	13,319	31,203

Source: (Figures as at the end of 2002 school year obtained from the Plateau State Ministry of Education, Jos).

The second target group comprised all the CRK teachers from each of the schools in the area of study. As teachers of the subject area, they were more familiar than the principals with relevant equipment provided in their subject area. They did not only know the strengths and weaknesses of the programme, but were also better placed as internal evaluators of the curriculum to propose aspects of the programme which needed to be redesigned for faster achievement of the objectives of the CRK syllabus. Like the students, the accessible population of principals and teachers in the study consisted of only those in the junior secondary schools in the Central and Southern Educational Directorates of Plateau State. Only teachers from schools not included in the pilot study in the Northern zonal directorate formed part of the accessible population.

3.3 SAMPLE & SAMPLING TECHNIQUES

A proportionate stratified random sampling technique was used in selecting the sample of schools from the accessible population of schools. The number of schools selected from each zonal directorate was proportionate to the population of junior secondary schools in the Zonal Directorate. A total of 30 junior secondary schools representing 11% of the accessible population of schools participated in the final study.

In selecting the schools some fundamental issues were considered. For example, the Federal Government Colleges/Army Command Schools were chosen because of the Federal character representation within their student population. They had students from the thirty-six States of the Federation and the Federal Capital Territory. The students were from various ethnic groups, with diverse cultures, religious inclinations and social backgrounds. Some voluntary agency schools will also be selected as many of their students have the religious backgrounds of their proprietors. Since religion was the target of the study, it was quite in order to know their contribution to the proposed items of the study. Some State controlled schools were also involved in the study in order to have a good representation of the state indigenes in the study. This allowed the participation of the less privileged students, since most parents may not afford to send their children to high competing schools such as Federal Colleges and Voluntary agency schools which have better boarding and other related facilities. Such less privileged parents would prefer to send their children to day schools, which were usually cheaper. Having a sample from such schools was therefore necessary.

Purposive sampling technique was adopted in the selection of equal number of schools in urban and rural areas of each Zonal Directorate of study. Rural areas were places with village environment

which rarely have facilities like good roads, industries or factories and modern social amenities. Urban areas, on the other hand, refer to areas with town or city life with various sorts of economic and modern social amenities. The distribution of sample of schools by Zonal Directorate, and location, is presented in Table 3.

Table 3: Distribution of Sample of Schools by Zonal Directorate and Location

<i>Zonal Directorates</i>	<i>Location</i>		<i>Total</i>
	Urban	Rural	
Northern Directorate	6	6	12
Central Directorate	5	5	10
Southern Directorate	4	4	8
Total	15	15	30

A proportionate stratified random sampling technique was used to select the sample of respondents from the accessible population of students. The students were stratified according to gender, school location and Zonal Directorate. A total number of 1,842 students, representing 5% of the students were involved in the study. The distribution of students by Zonal Directorate, location and gender is presented in Table 4 :

Table 4: **Distribution of Students by Zonal Directorates, Location and Gender**

<i>Directorates</i>	<i>Location</i>		<i>Gender</i>		<i>Total</i>
	<i>Urban (UR)</i>	<i>Rural (RU)</i>	<i>Male</i>	<i>Female</i>	
Northern Directorate	UR		30	45	75
		RU	42	27	69
Central Directorate	UR		26	26	52
		RU	28	28	56
Southern Directorate	UR		10	10	20
		RU	32	32	64
<i>Total</i>			168	168	336

As shown in Table 4, 144, 108 and 84 students were selected from the Northern, Central and Southern Directorates, respectively. The distribution of the students by location (urban and rural) is also shown on this Table.

The number of junior secondary schools selected from each zonal directorate was proportionate to the population of junior secondary schools in that directorate. Similarly, the number of students selected from each directorate was proportionate to the population of junior secondary school pupils in that directorate (see Appendix A for the description of students by all study variables). The “hat and draw”

random sampling technique was used in selecting the required number of students from each of the schools. The “hat and draw” technique involved drawing the sample from a receptacle or a hat where the serial numbers of the units are recorded on pieces of papers which are folded after the recording. The folded pieces of paper, placed in the hat, were mixed thoroughly before being picked and recorded as one of the units included in the sample. The mixing and the drawing of folded pieces of paper from the receptacle was continued, in the lottery method, until the required sample size was drawn (Awotunde, Ugodulunwa ,and Ozoji, 1997). All the principals, all the CRK teachers from the selected Junior Secondary Schools from the Directorates were also among the sample of respondents.

Table 5: **Distribution of Staff According to Study Variables Location**

Location	Variables	Frequencies	Percentage
<u>Location</u>	Urban	21	60.00
	Rural	14	40.00
Total		35	100.00
<u>Gender</u>	Male	18	51.40
	Female	17	48.60
Total		35	100.00
<u>Highest Qualification</u>	M. A. Rel.	4	12.10
	B.A. Rel/Edu	4	12.10
	B.A. Rel	5	15.20
	NCE Rel	15	45.50
	OND Rel	5	15.10
Total		33	100.00
<u>Denomination</u>	Catholic	14	40.00
	Protestant	16	45.60
	Pentecostal	5	14.40
Total		35	100.00

3.4 INSTRUMENTS FOR DATA COLLECTION

The three instruments used for this study were:

1. Christian Religious Knowledge Questionnaire (CRKQ) for teachers and students.
2. Junior Secondary Students' Attitude Questionnaire (JSSAQ).
3. Students' Hypothetical Socio-moral Problem test (SHOMPT) for students.

The CRKQ questionnaire was in two sets according to the category of respondents, namely, the teachers of CRK (CRKQ-T) and the students (CRKQ - S). The instrument for teachers (CRKQ-T) consisted of four sections A-D (see Appendix D). Section A (p.154) had six items, which required respondents to tick the response with which they agreed. These items were based on background information which was considered relevant to the study. In section B, the objectives of the CRK Curriculum were outlined. Thirty- five content items, generated through the procedure described below, were stated and respondents requested to indicate the extent to which each of these items helped in achieving the objectives of CRK curriculum.

Each statement in the section was given a five-point scale with numerical values corresponding with the degree of acceptance by respondents. If, for example, a respondent totally agreed that a

particular content was helpful in achieving the objectives, he simply ticked the point marked VA (Very adequate). If he completely disagreed with the statement, he ticked the point marked VI (Very Inadequate). In between these two extreme points, provisions were made for other degrees of agreement and disagreement. The assigned scale and their numerical values are as follows:

VA	(Very Adequate)	-	4
A	(Adequate)	-	3
IA	(Inadequate)	-	2
VI	(Very Inadequate)	-	1
NO	(No opinion)	-	0

The very adequate rating was taken as a favourable view while the negative was considered as unfavourable. The opinion of respondents on perceived problems in teaching/ learning CRK and any suggestions for modifications to the Curriculum were also sought in this section.

SECTION C:

This section of the questionnaire set out to find out the methods of teaching used in CRK and the extent to which they were considered relevant or otherwise in achieving the objectives of the curriculum. As in section B each method was assigned a five-point scale with

numerical values corresponding with the degree of acceptance by respondents.

SECTION D:

This section sought to collect data on the availability and adequacy of instructional materials used in teaching CRK in the junior secondary schools in the area of study. The respondents were provided with two tables with a list of the common instructional materials used in teaching CRK and a five-point scale. The respondents were then requested to indicate the availability and extent to which they considered the instructional materials adequate.

SECTION E:

This section of the questionnaire set out to find out the methods of assessment used and the extent to which they were considered relevant or otherwise in achieving the objectives of the Curriculum. Respondents were provided with a five-point scale: Very Relevant (VR), Relevant (R), Irrelevant (I), Very Irrelevant (VI) and Undecided (U), to express the extent of their acceptance. The CRKQ - S instrument (see Appendix E) aimed at tapping the opinion of students on aspects of the aims and purpose of the study. It consisted of three sections as described below:

SECTION A:

Relevant background information was sought in this section about the school type, age, sex, religious denomination and parental occupation of students. Respondents were requested to react to the six items in the section by ticking the right response within the brackets provided.

SECTION B:

A table specifying perception of problems encountered in learning CRK were provided for students. Respondents were expected to tick the appropriate value expressing their opinion using the scale:

SA	(Strongly Agree)	4
A	(Agree)	3
D	(Disagree)	2
SD	(Strongly Disagree)	1
UD	(Undecided)	0

SECTION C:

This section sought to collect data on the availability and adequacy of instructional materials used in teaching CRK in ten Junior Secondary Schools in the area of study. The respondents were provided with two tables with a list of the common instructional materials used in teaching CRK and a five-point scale. The

respondents were then requested to indicate the availability and extent to which they considered the instructional materials adequate.

To develop the CRKQ questionnaire, an extensive review of some relevant literature was embarked upon. This included the study of various texts, journals, magazines and studies both from within and outside Nigeria. The purpose of the exercise was to identify material in the areas of content, objectives, instructional material and evaluation techniques used in CRK and related subjects. The adapted items and their sources were presented in the final report. The objectives of the CRK Curriculum, incorporated in the study, were drawn from the Christian Religious Knowledge Curriculum for Junior and secondary schools (1985). Some of the content items, built into the questionnaire, were assembled from textbooks used in teaching the subject in the study area (Quarcoopome, Daudu, Obinna, and Ilori, 1991).

The next step involved discussions with principals, the CRK teachers and students of some junior secondary schools in and around Jos. This exercise was considered necessary to identify from this core of local population what content items and objectives they considered important to be included in the instrument. The third step brought together the items generated from the selected group and those adapted from the literature to see how relevant they were to the Nigerian situation. Those items from the literature, which were not

confirmed by the local population stated were considered irrelevant for the study. The last step was the generation of the first draft of the instrument.

The student's Attitude Questionnaire (see Appendix E) consisted of a total of 22 statements drawn mostly from the review of related literature and the result of brainstorming with the principals, CRK teachers and students in and around Jos. The statements were modified in structure and language to suit the level of intended respondents. They were direct statements aimed at identifying the dispositions of students (how they felt, what they thought as well as their dispositions towards the study of CRK. The scale was constructed along the lines of Likert summated ratings. Likert scale is preferred to other methods because it is known to be the most relevant for theories of attitudes in attitude patterning (Sawyer, 1986; Ozoji, 1989). It is also known to provide more precise information about a respondent's degree of agreement or disagreement with an attitude object.

The scale was a five-point scale SA, A, U, D, SD, with values corresponding with the degree of acceptance by the respondents. Strongly agree had a value of four while strongly disagree was scored zero. There were favourable and negative statements in the scale. Because the items were 22, the maximum expected score was 88 while 0 was the minimum. It was interpreted that the higher

one's score was, the more favourable one's attitude was towards CRK. The converse of the above applied as well.

The first step in constructing the Students' Attitude Questionnaire (JSSAQ) was an extensive review of literature on the attitudes of students. The purpose of the exercise was to obtain relevant ideas that relate to the attitude of students towards the study of CRK. The next step involved brainstorming with colleagues and teachers of CRK in some of the secondary schools in and around Jos in search of relevant statements expressing various attitudes to be included in the proposed scale. The third step in the development of the instrument involved a comparison of the items generated from the group stated above to determine the point of agreement or otherwise with the material assembled from the review of literature. From the above, the first draft of the instrument was constructed.

One of the objectives of the CRK curriculum was the development of Christian attitudes and moral values in the youths (see objective iv). To operationalise some of these attitudes and moral values, nineteen (19) hypothetically posed socio-moral questions (see Appendix A 6) aimed at identifying the reactions of students were presented. These were attitudinal opinions to which the respondents could agree or disagree with. The aim was to identify the reactions of students.

The first step adopted for the development of the SHOMPT was a careful and critical examination of literature in the area of morality. The purpose of the review was to acquire a clear understanding of what morality is and how it is to be measured. Thus, the works of Piaget (1932), Kohlberg (1964) and other researchers who based their hypotheses on their theories (Turiel 1969; Rest, Turiel, and Kohlberg, 1969) were examined to guide the researcher in the selection of items included in the instrument. Next, were the interviews with experts and teachers of CRK, test experts and some students to scout for more information. This was done with the intention of getting ideas that would facilitate the construction of pertinent items drawn from the syllabus of the JSS Christian Religious Knowledge Curriculum content included in the instrument. The last step in the SHOMPT development was the actual generation of items based on the information received. Through the above-mentioned procedure relevant items were generated which formed the first draft of the SHOMPT.

3.5 VALIDATION OF THE INSTRUMENTS

In order to establish the content validity and worthiness of instruments used in the present study, the drafts of the instruments were subjected to content expert scrutiny. Since the questionnaire contents were mostly derived from the syllabus items of the CRK contents, it was thought that experts from the content area and the

project supervisor were capable of making the judgement. The experts were provided with the units' contents, instructional objectives and recommended methods of instruction and requested to give their expert opinion on the language, relevance, and suitability of the present research items for the proposed study. They were specifically requested to indicate the appropriateness, comprehensiveness and clarity of the language of the test items in meeting the demands of a summative evaluation of the CRK programme. This effort to ensure the content validity of the instruments is in line with Kerlinger's (1973) observation that the usual process for certifying the content validity of an instrument is to subject it to the scrutiny of relevant judges.

3.5.1 Reliability of Instruments

Reliability question is concerned with establishing the strength of the consistency promise of a measuring instrument in performing the job for which it is intended (Nwoye, 1985). The instruments were, therefore, pilot-tested in the northern senatorial zone of Plateau state. The decision to use the northern senatorial zone was informed by the fact that many people from different parts of the state could be found there. The zone can, therefore be regarded as a miniature of the entire state.

To do this, 172 Junior Secondary III students drawn from 6 junior secondary schools (2 urban and 4 rural) from four Local

Government areas within the Zonal Directorate were selected and the questionnaire administered on them. The internal consistency coefficient for both the JSSAQ and SHOMPT instruments was established using the Cronbach-Alpha method. This in turn was to establish the homogeneity of items of the instruments.

The reliability coefficient values of 0.94, 0.81, 0.95, 0.71 were obtained for the content area, teaching methods, instructional materials and the section on the assessment techniques respectively. On the other hand the value of 0.73 was obtained for problems encountered in teaching/learning CRK, 0.83 for availability and adequacy of instructional materials used in teaching CRK, and 0.87 for appropriateness of methods used in teaching the subject. The coefficient Alpha of 0.90 was obtained for the JSSAQ while 0.92 was obtained for the SHOMPT. The coefficient reliability for all the instruments was high. It was, therefore, concluded that the instruments are reliable.

3.6 DATA COLLECTION PROCEDURE

The data for the study were collected through the administration of the instruments, with the aid of three-trained research assistants who were trained by the researcher. Official permission was obtained from the principals of the sample schools before the administration of the instruments. The research assistants underwent

some “training” by way of instructions on the purpose of the study, how the sample was to be selected and how the instruments were to be administered. Opportunity for practice was then given during the pilot study for the researcher to observe the assistants. Adherence to these procedures by the research assistants was found to be satisfactory. These trained research assistants were, therefore, helped to administer by direct delivery technique and collect back the administered instruments from respondents of sampled schools.

The researcher administered the questionnaires in class situations with the help of the research assistants. The students were seated in such a way as to minimise peer group influence and copying from each other. Relevant instructions were given before the students began to fill the questionnaire. The researcher and the research assistants collected the responses from the students at the end of each section. These were scored according to the prescribed procedure for scoring.

Besides, the researcher effected contacts with the officers in charge of examination and record units of the schools for the JSCE results of the schools involved in the study for the period under study.

3.7 METHOD OF DATA ANALYSIS.

The various data analysis tools used in the study are discussed here. The analysis was carried out based on the research questions and hypotheses stated.

Research Questions

The data for answering research questions 1, 3, 4 and 6 were analysed using mean score and standard deviation, while those for answering research questions 2, 5, 7 and 8 were analysed using frequency counts and percentage scores.

Hypotheses.

Hypotheses 1, 3, 4 and 5 were tested by using Chi-Square (X^2) test. Since prediction is involved in hypothesis 2, simple regression analysis statistic was used to test this hypothesis in order to predict students' hypothetically posed socio-moral behaviour from performance in the Junior Secondary Certificate Examination in CRK. Pearson product-moment correlation statistic was used to test hypothesis 6, which involves determination of relationship between J.S.S students' attitude towards the study of CRK and their performance in the Junior Secondary Certificate Examination in CRK.

Computer Facilities.

The computer programme used for the analysis of data was the Statistical Package for Social Sciences (SPSS). Data were coded by the researcher while the actual running of the programme for the data analyses was carried out at the Computer Centre, University of Jos.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The chapter presents the data obtained in the study and their analyses on the basis of the research questions and hypotheses, which were formulated to guide the study. It also discusses and interprets the results of the study.

4.1. RESEARCH QUESTION ONE

To what extent does the content of the Junior Secondary School (JSS) CRK curriculum adequately help in achieving the objectives of the CRK curriculum?

Data collected with regard to Research Question One were analysed descriptively using mean and standard deviation (SD) statistics and the findings reported in Table 6.

Table 6: Mean Scores & Standard Deviations for Adequacy of CRK Content in Achieving the Objectives of its Curriculum.

S/N	CRK Content	NO.	X	SD	Decision
1.	Understanding religion as relationship with God	35	3.86	0.36	Adequate
2.	The Bible as the revelation of Himself	35	3.77	0.43	Adequate
3.	The dignity of man in God's Creation	35	3.54	0.61	Adequate
4.	Sin: a break in relationship and order	34	3.59	0.74	Adequate
5.	Ways of reconciling broken relationships	34	3.35	0.98	Adequate
6.	God's promise and His faithfulness	35	3.63	0.69	Adequate
7.	Man's obedience as response to God's call.	34	3.41	0.93	Adequate
8.	Faithfulness, loyalty and accountability in service	35	3.34	1.06	Adequate
9.	God's law in the Old Testament	35	3.34	0.80	Adequate
10.	The law of Christ in the New Testament	35	3.51	0.70	Adequate
11.	Acceptance of special responsibilities in the Christian Communities	34	3.44	0.79	Adequate
12.	Continuous service in God's community	35	3.49	1.01	Adequate
13.	Jesus Christ as fulfilment of God's promises in the Old Testament.	35	3.71	0.57	Adequate
14.	Significance of the birth of Jesus Christ.	35	3.63	0.65	Adequate
15.	Relevance of the childhood of Jesus in our lives.	35	3.49	0.66	Adequate
16.	Significance of the baptism of Jesus	35	3.60	0.55	Adequate
17.	Significance of the choice of the disciples	34	3.38	0.69	Adequate
18.	The attitude of Jesus towards others.	34	3.67	0.54	Adequate
19.	The power of Jesus Christ over death	34	3.76	0.49	Adequate
20.	God's love for his children reflected in some parables Jesus used	35	3.57	0.56	Adequate
21.	The attitude of Jesus Christ towards civil and religious laws.	35	3.51	0.61	Adequate
22.	Jesus' evaluation of laws in terms of their values to human life	35	3.46	0.66	Adequate
23.	Jesus' explanation of the relationship between the ten Commandments and his law of love	35	3.57	0.61	Adequate
24.	The teaching of the basis of true happiness through the Beatitudes	35	3.49	0.82	Adequate
25.	The teaching on persecution as types of judgement that destroy	35	3.11	1.08	Adequate
26.	fellowship	35	3.34	0.97	Adequate
27.	Characteristics of a man of God	35	3.40	0.81	Adequate
28.	Commitment to the Christian way: an example for society.	35	3.40	0.77	Adequate
29.	The message of Jesus and the Great commission	34	3.53	0.56	Adequate
30.	The significance of the coming of the Holy Spirit	35	3.54	0.70	Adequate
31.	The effects of the Holy Spirit	35	3.51	0.70	Adequate
32.	The characteristics of the first Christian community	35	3.34	0.94	Adequate
33.	Difficulties of discipleship	35	3.14	1.13	Adequate
34.	The present day difficulty in the growth of the Christian church The role of the Christian church in the society.	35	3.46	0.82	Adequate

Table 6 reveals that the mean responses of the teachers to each item of the content area ranged from 3.11 to 3.86, while the variation in their responses ranged from 0.36 to 1.13 standard deviations. The results in the table show that the CRK teachers perceive all the content areas of the CRK curriculum as adequate in achieving the objectives of teaching CRK in Junior Secondary Schools. The variability in the CRK teachers' responses, as indicated by the values of the standard deviations obtained, also shows that the teachers' opinion about the adequacy of CRK curriculum in achieving the objectives of the curriculum is homogenous.

4.2 RESEARCH QUESTION TWO

What problems are encountered by teachers and students in the implementation of CRK programme in junior secondary schools?

To answer research question two, CRK teachers and students were asked to indicate the problems militating against the effective teaching and learning of the contents of the CRK curriculum. The data collected were analysed by finding frequencies and percentages of teachers' and students' responses as well as rank ordering the problems. Factors accepted as problems are those identified by at least 50% of the students and teachers. The results of the analysis are presented in Table 7.

Table 7: **Percentage of Problems of Teaching and Learning CRK**

<i>Identified Problem areas</i>	<i>No</i>	<i>%</i>
<u>Problems by students</u>		
1. Inadequate textbooks for topics contained in the syllabus.	235	73.44
2. Insufficient teaching materials.	220	68.32
3. Attitude of teachers/principals towards the teaching of CRK.	201	64.01
4. Inadequate number of qualified teachers in the subject area.	191	60.06
5. Ignorance of many Christian concepts.	188	59.49
6. Inadequate number of periods for teaching the subject.	176	55.52
7. Students negative attitude towards CRK.	171	53.44
8. Materials presented not stimulating and challenging enough.	170	52.96
9. Superficial coverage of material.	149	47.15
10. Difficulty of students to understand the concepts taught.	147	46.67
<u>Problems identified by Teachers</u>		
1. Dearth of teaching materials.	35	100.0
2. Inadequate number of qualified CRK teachers.	22	62.86
3. Limited availability of school libraries and textbooks.	16	45.71
4. Poor reading ability by students.	14	40.00
5. Lack of interest by students.	13	37.14
6. Lack of conducive learning environment.	11	31.4
7. Inadequate number of teaching periods.	6	17.14

Note: = Percentage response

Table 7 reveals that CRK students generally perceived eight factors as problems militating against the teaching and learning of CRK. The problems include, inadequate textbooks for topics contained in the syllabus, insufficient teaching materials, attitude of teachers/principals towards the teaching of CRK, inadequate number of qualified teachers in the subject area, ignorance of many Christian concepts, inadequate number of periods for teaching the subject, and students' negative attitude towards CRK. The table also shows that CRK teachers generally perceived two factors as militating against the teaching and learning of CRK. The problems are dearth of instructional materials and inadequate number of qualified CRK teachers, closely followed by the non availability of school libraries and text books.

4.3 RESEARCH QUESTION THREE

To what extent are the methods used in teaching CRK in the junior secondary schools appropriate for achieving the objectives of the programme?

The data for answering the research question were computed by using mean scores and standard deviation. The mean score of 2.50 was used as the criterion for acceptance of teaching method as relevant. The results of the analysis are presented in Table 8.

Table 8: Mean and Standard Deviation of Teachers Responses on Appropriateness of Teaching Methods

Teaching Method	No of Respondents	X	SD
1. Lecturing	34	1.91	0.90
2. Story telling	34	3.56	0.56
3. Parables and allegories	34	3.03	0.87
4. Role Play	34	3.35	1.04
5. Class discussions	33	3.58	0.56
6. Narratives	35	3.37	0.69
7. Debates	34	3.09	0.87
8. Question and answers	35	3.51	0.78
9. Dramatisation	35	3.66	0.64
10. Assignments	34	3.68	0.53

Note: $X < 2.5$

Table 8 shows that CRK teachers perceived all the identified methods except lecture method ($X = 1.91$) as appropriate for achieving the objectives of the programme. The standard deviations that ranged from 0.53 to 1.04 show that the teachers' responses are homogenous and indicate that the methods used in teaching CRK are adequate for effective teaching and learning. The teaching methods that were perceived as relevant include assignments, dramatisation, class discussion, story telling, questions and answers, role-play, parables and allegories, and debates. It is also shown that the most adequate method is the assignment method followed by dramatisation and class discussion while the least adequate is the lecturing method.

4.4 RESEARCH QUESTION FOUR

To what extent are the available (JSS) CRK instructional materials adequate for the effective teaching and learning of CRK in the junior secondary schools in the study state?

The data for answering research question four were analysed using mean and standard deviation. The mean score of 2.50, which is the midpoint of adequate and inadequate, was used as the criterion for determining the adequacy or otherwise of each instructional material. The result of the analysis are presented in Table 9 where *AV= Available, NA = Not available ; DK = Don't know.*

Table 9: Mean and Standard Deviation of Teachers and Students Responses on the Availability of Instructional Material

	<i>Instructional Materials</i>	<i>N</i>	<i>Teacher's Response</i>			<i>Students Response</i>			
			<i>AV</i>	<i>NA</i>	<i>DK</i>	<i>AV</i>	<i>NA</i>	<i>DK</i>	<i>N</i>
1	Video Recorder	10	2 (20.02)	7 (70.07)	1 (10.0)	56 (17.18)	230 (70.53)	40 (12.67)	326 (100)
2	Television sets	10	-	9 (90.09)	1 (10.0)	78 (23.93)	218 (66.87)	30 (9.20)	326 (100)
3	Projectors	10	1 (10.0)	8 (80.08)	1 (10.0)	43 (13.19)	225 (69.02)	58 (17.79)	326 (100)
4	Cassette Players and Tapes	10	-	9 (90.09)	1 (10.0)	66 (20.37)	216 (66.67)	42 (12.96)	324 (100)
5	Film strips	10	-	9 (90.09)	1 (10.0)	36 (11.36)	227 (71.61)	54 (17.03)	317 (100)
6	Flip charts	10	-	9 (90.09)	1 (10.0)	27 (8.60)	216 (68.79)	71 (22.61)	314 (100)
7	Pictures and Posters	10	5 (50.0)	4 (40.04)	1 (10.0)	134 (11.36)	151 (46.32)	41 (12.58)	326 (100)
8	Atlas and Maps	10	5 (50.0)	4 (40.04)	1 (10.0)	157 (49.06)	116 (36.25)	47 (14.64)	320 (100)
9	Newspaper clips	10	2 (20.0)	8 (80.08)	-	65 (20.06)	205 (63.27)	54 (16.67)	324 (100)
10	Globe	10	2 (20.02)	2 (70.07)	1 (10.00)	98 (30.53)	151 (47.04)	72 (22.43)	321 (100)

This research question is in two parts. Although only ten of the 33 teachers responded to the availability aspect, it is possible that the others presume that the adequacy already presupposes the availability of the instructional materials. Except for pictures and posters, atlas and maps, which were marked as available by 5 teachers each, two teachers each, marked videotapes, newspaper clips and the globe as available. The implication of this and its interpretation is taken up in the Table 10 which is the second part of the questionnaire.

Table 10: Mean and Standard Deviation of Teachers' and Students' Responses on the Adequacy of Instructional Materials

SN	Instructional material	Teachers (n=35)			Students (n=34)		
		N	X	SD	N	X	SD
1	Video Recorders	33	2.21	1.83	327	1.92	1.41
2	Television sets	33	2.33	1.78	327	1.90	1.40
3	Projectors	33	1.88	1.69	325	1.82	1.47
4	Cassette players and tapes	33	2.36	1.62	322	1.96	1.37
5	Film strips	33	2.03	1.81	317	1.64	1.32
6	Flip charts	33	3.18	1.69	307	1.44	1.30
7	Pictures and posters	33	3.18	1.24	321	2.16	1.49
8	Atlas and maps	34	2.82	1.42	320	2.56	1.45
9	Newspaper clips	35	2.21	1.56	321	1.90	1.38
10	The globe	35	2.19	1.62	320	1.86	1.48

Note: $X > 2.5$

The data in Table 10 show that the mean responses of teachers ranged from 1.88 to 3.18, while those of CRK students ranged from 1.44 to 2.56. The standard deviations for teachers ranged from 1.24 to 1.83, while those of students ranged from 1.30 to 1.49.

4.5 RESEARCH QUESTION FIVE

What is the attitude direction of students toward the study of CRK in junior secondary schools?

The data for answering research question five were collected by scoring the responses of the students to the CRK attitude questionnaire. The maximum score obtainable was 88 while the minimum was 0 for no opinion. The midpoint of agree and disagree, on the five-point scale (i.e. Strongly agree, Agree, Strongly disagree, Disagree and No Opinion) which is 55 was used as the cut off criterion for categorising students as having positive or negative attitude towards the study of CRK. The frequency and percentage of students who have positive and negative attitude towards CRK are presented in Table 11:

Table 11: Frequency and Percentage of Students having positive and Negative Attitude towards CRK

Variables	Positive 55-88		Negative 24-54		Total	
	No.	%	No.	%	No.	%
1. Senatorial Zones						
Northern	116	82.27	25	17.73	141	100
Central	72	66.67	36	3.33	108	100
Southern	38	45.24	46	54.76	84	100
2. Location:						
Urban	111	70.70	46	29.30	157	100
Rural	124	70.45	52	29.55	176	100
3. Type of School:						
Federal	17	85.00	3	15.00	20	100
State	139	68.47	64	31.53	203	100
Private	79	71.82	31	28.18	110	100
4. Gender:						
Male	107	66.05	55	33.95	62	100
Female	128	74.85	43	25.15	171	100
5. Religious Denomination:						
Catholic						
Protestant	84	77.78	24	22.22	108	100
Pentecostal	122	67.03	60	32.97	182	100
Others	22	75.86	7	24.14	29	100
	5	62.50	3	37.05	8	100
6. Parents' Occupation:						
Civil servants	55	69.62	24	30.38	79	100
Traders	71	76.34	22	23.66	93	100
Farmers	48	63.16	28	36.94	76	100
Professionals	38	77.55	11	22.45	49	100
Others	18	64.29	10	35.71	28	100

Table 11 reveals that students generally have positive attitude toward the study of CRK. In fact, 235 out of the 333 respondents, representing almost 71% scored above 60 points in the CRK attitude questionnaire. The reaction of the students shows that their attitude towards the subject is generally positive.

4.6 RESEARCH QUESTION SIX

To what extent are the methods of assessment used in the junior secondary schools relevant for achieving the objectives of the CRK programme?

Data for answering research question six were analysed by computing mean and standard deviations of teachers' responses on relevance of assessment techniques. The cut-off criterion of 1.5, which is the midpoint of relevant and irrelevant on the four-point scale (i.e. very relevant 3, relevant = 2, irrelevant = 1; and don't know = 0) was used for determining the assessment by the teachers. The results of the analysis are presented in Table 12.

Table 12: Mean and Standard Deviation of Teachers' Responses on Relevance of Assessment Techniques.

Methods	Number	X	Standard Deviation
1. Test			
Essay/Objective	13	2.85	0.38
2. Assignment	13	2.77	0.44
3. Questionnaire	13	1.77	0.73
4. Observation	13	1.92	0.76
5. Rating scale	13	1.62	0.96
6. Checklist	13	1.69	0.95
7. Inventory	13	1.62	0.51
8. Project	13	1.77	0.60
9. Anecdotal Records	13	1.46	0.78
10. Interview record	13	1.46	0.88

Note: $X < 1.5$

Table 12 shows that there is a strong uniformity of opinion among the respondents in favour of the relevance of eight out of the ten methods of assessment used in CRK in achieving the objectives of the programme. The table also indicates that CRK teachers used more of Essay/objective and Assignment type methods in assessing their students while the observation, questionnaire, checklist and inventory type tests were also scored above the 1.5 cut-off criterion. The teachers rarely used the anecdotal and interview methods, which were scored below the cut off which is 1.5.

4.7 RESEARCH QUESTION SEVEN

What will the reaction pattern of students be to hypothetically posed socio-moral problems?

The data for answering this Research Question on the reaction pattern of students to hypothetically posed socio-moral problems were analysed by categorising the scores of the socio moral tests into three groups: Low, Moderate and High. Thereafter, the frequency and percentages of the CRK students who fall into each of the categories were determined according to the study variables. The reaction pattern of students is presented in Table 13.

Table 13: **Frequency and Percentage Scores of Students to SHOMPT**

SN	Variables	LEVEL OF SCORES							
		Low 19 - 37		Moderate 38 - 56		High 57 - 76		Total	
		N	%	N	%	N	%	N	%
1	Senatorial Zone:	8	5.67	52	36.88	81	57.45	141	100
	Northern	23	21.30	39	36.11	46	42.59	108	100
	Central	18	21.69	34	40.96	31	37.35	83	100
	Southern								
2	Location:	28	17.83	53	33.76	76	48.41	157	100
	Urban	21	12.00	71	40.57	83	47.43	175	100
	Rural								
3	Type of Sch:	4	20.00	3	15.00	13	65.00	20	100
	Federal	33	16.26	88	43.35	82	40.39	203	100
	State	12	11.01	39	35.78	58	53.21	109	100
	Private								
4	Gender:	25	15.53	63	39.13	73	45.34	161	100
	Male	24	14.04	66	38.59	81	47.37	171	100
	Female								
5	Religious Den:	8	7.41	43	39.81	57	52.78	108	100
	Catholic	36	20.00	66	36.67	78	43.33	180	100
	Protestant	4	13.33	12	40.00	14	46.67	30	100
	Pentecostal	0	0.00	4	50.00	4	50.00	8	100
	Others								
6	Parents' Occup:	6	7.50	34	42.50	40	50.00	80	100
	Civil servants	13	13.98	36	38.71	44	47.31	93	100
	Traders	20	26.67	24	32.00	31	41.35	75	100
	Farmers	5	10.42	18	37.50	25	52.08	48	100
	Professionals	4	14.29	10	35.71	14	50.00	28	100
	Others								
	Overall	49	14.76	127	38.25	156	46.99	332	100

The assessment of the socio- moral problem test was based on the scores each student obtained. The maximum possible score was 95, while the minimum score was 19. From the Table, almost all the students (98.30%) were positive in scoring the hypothetically posed socio-moral problems while a negligible number (1.70%) were negative. The reaction pattern of the students was high indicating that the students have high moral standards.

4.8 **RESEARCH QUESTION EIGHT**

What is the performance profile of the junior secondary students in CRK Certificate Examinations?

The data for answering research question Eight were analysed by using frequency counts and percentages of JSCE performance of students. The result of the analysis is presented in Table 14 according to the performance level and study variables:

Table 14: Frequency and Percentage Score of Students' JSCE Performance

S/N	VARIABLES	LEVEL OF PERFORMANCE									
		FAIL		PASS		CREDIT		EXCELLENT		TOTAL	
		N	%	N	%	N	%	N	%	N	%
1	Senatorial Zone:										
	Northern	41	31.78	39	30.23	32	24.81	17	13.18	129	100
	Central	27	25.00	51	47.22	18	16.67	12	11.11	108	100
	Southern	31	36.90	40	47.62	12	14.29	1	1.19	84	100
2	Location:										
	Urban	31	21.38	53	36.55	40	27.59	21	14.48	145	100
	Rural	68	38.64	77	43.75	22	12.50	9	5.51	176	100
3	Type of School:										
	Federal	1	5.00	6	30.00	11	(55.00)	2	10.00	2	(100)
	State	73	38.02	87	45.31	28	(14.58)	4	2.08	192	(100)
	Private	25	22.93	37	33.94	23	21.10	24	(22.02)	109	(100)
4	Gender:										
	Male	51	32.48	65	41.40	29	18.47	12	7.64	157	100
	Female	48	29.27	65	39.63	33	20.12	18	10.98	164	100
5	Religious Denomination:										
	Catholic	25	24.27	44	42.72	20	19.42	14	13.59	103	100
	Protestant	59	33.33	40	11.71	32	18.08	15	8.47	177	100
	Pentecostal	10	34.48	12	41.38	6	20.69	1	3.45	29	100
	Others	2	25.00	3	37.7	3	37.50	0	0.00	8	100
6	Parental Occupation:										
	Civil servants	14	18.18	31	40.26	24	31.17	8	10.39	77	100
	Traders	29	33.33	33	37.93	16	18.39	9	10.34	87	100
	Farmers	32	42.62	32	42.67	7	9.33	4	5.33	75	100
	Professionals	13	28.26	20	43.48	8	17.39	5	10.87	46	100
	Others	8	28.57	10	35.71	6	21.43	4	14.29	28	100
	Overall	99	30.8	130	40.5	62	19.3	30	9.3	321	100

The results in Table 14 reveal a generally good performance profile in the students' CRK certificate examinations. While comparatively fewer students scored at the credit and excellent levels, the number of students that scored at the pass level was more than those who failed. The performance of students in the urban areas is better and logically higher than those of their counterparts in the rural areas. This is logically to be expected since urban schools are located within stimulating environments with all the available facilities which are absent in the rural schools.

While the difference in performance according to gender and denomination are not significantly different, there is a remarkable difference according to the type of school. While the Federal government schools are very few, in fact, only four of them, they seem to do better than the private and state schools. The private schools in turn do better than the state schools even if they are numerically more than the private schools. The better performance of both the federal and private schools may be as a result of the fact that they have better facilities and staffing than the state schools. Many teachers don't like teaching in village schools not only because of isolation but also because of lack of social amenities.

4.9 HYPOTHESIS ONE

The performance of junior secondary students in CRK examination will not be dependant on their parental occupation.

This hypothesis was tested using Chi-Square (X^2) test. The result of the analysis is presented in Table 15.

Table 15: Result of Chi Square (X^2) Test of Difference in JSCE Performance due to Parental Occupation.

JSCE PERFORMANCE FREQUENCIES							
Occupation	Fail	Pass	Credit	Excellent	df	X ²	cal
Civil servants	14	31	24	8			
Traders	29	34	16	9			
Farmers	32	31	7	4	12		19.98
Professionals	13	20	8	5			
Others	8	10	6	4			

X^2 critical = 21.03

Table 15 shows that X^2 calculated is less than X^2 critical. The null hypothesis that the performance of junior secondary CRK students will not be dependent on their parental occupation is therefore, retained.

4.10 HYPOTHESIS TWO

The junior secondary students' reaction to hypothetically posed socio-moral questions cannot be predicted from their achievement in junior secondary CRK examinations.

Since the prediction of socio-moral behaviour of students from their achievement in junior secondary CRK examinations is involved in this hypothesis, simple regression analysis was used to test the hypothesis. The result of the analysis is presented in Table 16.

Table 16: **Simple Regression Analysis for Prediction of JSCE performance from SHOMPT scores.**

Variables	R	r ²	Standard error of estimate	Beta	t	significance level
SHOMPT Scores (Y)	0.223	0.05	14.7085	0.223	16.566	.070
JSCE Scores (x)						

r critical = 0.195; P. < .05

Table 16 indicates that JSCE performance of students is a significant predictor of SHOMPT. Since the calculated value of r (0.223) is greater than the critical r (0.195), there is a significant positive relationship between the two. This implies that the null hypothesis that

junior secondary students' reaction to hypothetically posed socio moral questions cannot be predicted from their achievement in junior secondary CRK examinations is rejected. This also means that there is a positive relationship between the students' academic performance and reaction to hypothetically posed socio moral test.

4.11 HYPOTHESIS THREE

Junior secondary students' performance in junior secondary CRK certificate examinations will not be dependent on school location.

To test the effect of school location on students' performance in the junior secondary certificate examination, X^2 test statistic was used to test the performance of 321 students in their JSCE examinations from the selected schools according to location. The results on the analysis of school location on performance are presented in Table 17.

Table 17: **Result of Chi Square (X^2) Test of Difference in JSCE Performance due to School Location**

JSCE PERFORMANCE FREQUENCIES							
School location	Fail	Pas	Credit	Excellent	df.	X^2_{cal}	$X^2_{critical}$
Urban	31	53	40	21	3	25.53	21.03
Rural	68	77	22	9			

$X^2_{critical} = 21.03$

Table 17 shows that the calculated Chi-square statistic is greater than the value of Chi-square critical. The null hypothesis is rejected in favour of the alternative hypothesis which says that secondary school students' performance in CRK certificate examinations will be dependent on school location.

4.12 HYPOTHESIS FOUR

The junior secondary students' performance in CRK Certificate Examinations will not be dependent on their type of school.

Hypothesis four was tested using Chi-Square (X^2) test. The result of the analysis is presented in Table 18:

Table 18: Result of Chi Square (X^2) Test of Difference on the Effect of School Type on Performance

JSCE PERFORMANCE FREQUENCIES								
School Type	Fail	Pass	Credit	Excellent	df.	X^2 cal	X^2 Crit	
Federal	20	1	6	11	2			
State	192	73	87	28	4	6	57.714	21.03
Private	109	25	37	23	24			

Table 18 shows that the X^2 calculated is greater than the critical value of X^2 (21.03). The decision, therefore, is to reject the null hypothesis and accept the alternative, which says that the performance of the junior secondary students in CRK Certificate Examination will be

dependent on school type. The Table also shows that, although majority of the students came out with a pass in the Junior Secondary Certificate Examination results, irrespective of the type of school, the federal government schools produced the highest number of credits (95%), followed by the Private schools (77%), while the state schools (70%) produced the least quality results. In the Table, majority of the students in the Federal Government schools (55%) passed at credit level while majority of students at the state schools (38%) failed. The casualty rate, therefore, is highest in the state schools followed by the Private schools but least in the federal government schools.

4.13 HYPOTHESIS 5

Junior Secondary Students' performance in CRK Certificate Examinations will not be dependent on their gender.

The data for answering research question five was computed by using Chi Square (X^2) test. The results of the analysis of the effect of gender on the performance of JSS students in Junior secondary CRK Certificate Examinations are presented in Table 19.

Table 19: Result of Chi Square (X^2) test of difference on the Effect of Gender on Performance

JSCE PERFORMANCE FREQUENCIES							
Gender	Fail	Pass	Credit	Excellent	df.	X^2 cal	X^2 crit
Male	51	65	29	12			
					3	1.397	21.03
Female	48	65	33	18			

Table 19 shows that the calculated Chi-Square (1.397) is less than the Chi-Square critical (21.03). The null hypothesis that performance of students in the JSCE CRK examination will not be dependent on gender of the students was retained.

4.14 HYPOTHESIS SIX

There is no significant relationship between attitude of JSS Students to CRK and their reaction to hypothetically posed socio moral problems.

The data on the relationship between attitude of students' to CRK and their reaction to hypothetically posed socio-moral problems were analysed by Pearson Product Moment Correlation method. The result of the analysis is presented in Table 20.

Table 20: Correlation between JS students' Attitude and SHOMT Scores

Variables	N	df	r cal	r critical
Attitude Scores	331	299	0.451	0.195
SHOMPT Scores				

Table 20 shows that the r calculated (0.451) is greater than the r critical value (0.195). The researcher, therefore, rejects the H_0 that there is no significant relationship between the students' attitude towards the study of CRK and their reaction to hypothetically posed socio-moral problems in favour of the alternative. The positive relationship observed reveals that students' attitude score and their socio moral behaviour test score are related.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

This chapter presents a summary of the major findings of the study. It also examines the implications of the research findings to the CRK programme of studies in the junior secondary schools. A brief review of issues of significant importance is also made here.

5.1 SUMMARY OF FINDINGS

The study was a summative evaluation of the CRK curriculum to determine how effective the implementation of the developed programme has been at the junior secondary school level. Such an exercise became more relevant in the face of fierce controversies that have raged on the issue of teaching and learning of CRK as a school subject in Nigeria and the general complain that religion has no practical educational value and should not be taught in schools as an academic subject and if it must be taught, then it must be taught in the form of comparative religion.

The study critically examined the input of the CRK curriculum, in terms of syllabus taught, equipment and staffing, and as output the results of the Junior Secondary Certificate Examination (JSCE), a junior secondary students' attitude test and a students' hypothetically posed

socio-moral problem test (SHOMPT) in selected schools in Plateau State.

The eight research questions and six hypotheses that guided this study were the themes around which the study was organised. The following answers were provided to the research questions:

1. The content areas of the junior secondary CRK curriculum were adequate for achieving the objectives of the programme.
2. Certain factors such as insufficient teaching materials, inadequate number of qualified teachers in the subject area, among others militated against the effective teaching and learning of CRK at the junior secondary level.
3. The identified methods used in teaching CRK in the junior secondary classes, except the lecture method, were perceived as appropriate for achieving the objectives of the programme
4. There was a dearth of instructional materials for teaching CRK in the junior secondary schools in the study area.
5. The attitude of CRK students towards the study of the subject was generally positive.
6. Eight out of the ten methods of assessment used in CRK were considered relevant for achieving the objectives of the CRK programme although some are used more than the others.

7. The reaction patterns of junior secondary CRK students to hypothetically posed socio-moral problem test were very high.
8. The performance profile of junior secondary students in CRK certificate examination was generally good.

The results of the hypotheses tested indicate that:

1. The performance of JS CRK students was not dependent on their parental occupation.
2. The JSCE performance of the students was a significant predictor of the junior secondary CRK student's reaction to hypothetically posed socio-moral questions.
3. Students' performance in CRK certificate examinations depended on school location.
4. The performance of the junior secondary students in CRK certificate examination was depended on the type of school students attended.
5. The performance of students in JSCE was not dependent on the gender of students.
6. There was significant relationship between the CRK students' attitude towards the study of CRK and their reaction to hypothetically posed socio-moral problems.

5.2 DISCUSSION OF RESULTS

The adequacy of the curriculum content in achieving the objectives of the programme and the homogeneity of the opinion of the respondents must be seen in the light of the point raised by Matthew (1966), Mkena (1981), and Sabe (1990) that knowledge of the contents of the Bible alone cannot equip children adequately for life. Sabe's (1990) point that CRK has continued to be taught simply as Bible Knowledge consisting of bible stories where students memorize facts and reproduce same for the purpose of external examinations, has some implications for this study. As long as the lessons to be drawn from the biblical stories are not given the deserved attention, and the whole purpose of teaching the subject is not understood by both teachers and students, content of the curriculum alone cannot achieve the desired goals.

Religious knowledge for life cannot be a kind of a common denominator religion, a vague general religion of nobody, taught by anybody but a religion that can arm the students to face the crises of life adequately. This means that the dry reading of the story of Abraham and Moses in the Bible without comment, cannot equip our young citizens for their life journey. The point is in consonance with Adewale's (1975) observation that: "the purpose of education is not to stuff the

minds of the students with facts only but to refine their morals, educate their spirits and prepare them for a life full of sincerity and purity” (p.54).

Moreover, to make religion a core subject at the junior secondary level and optional at the senior secondary school level is to forget that religious knowledge is not acquired on a once and for all basis. The truth of the matter is that what is known about religion when at the junior secondary level can never be enough for the later years. Life poses new questions, hitherto unfamiliar problems and fresh challenges. If one does not grow in one’s knowledge of one’s religion, it will be impossible to make faith relevant to a new surrounding. And this can cause religious doubt or shipwreck of ones faith. This probably accounts for the half baked Christians who are intellectual giants, university graduates and undergraduates, in the secular fields but spiritual dwarfs and babies in matters of religious knowledge.

As the government is not willing to make CRK compulsory at the Senior Secondary level, it is necessary to fill this gap between the JSS CRK knowledge and the challenges of life thereafter. In that case the present researcher recommends that the place of the home as the chief training ground of children’s emotions and character be stressed. The lukewarm attitude of some parents over their children’s education is known to have contributed to the problems of truancy, child delinquency, rioting and crimes. In a home where parents react positively to Bible

knowledge lessons, the children are prone to follow suit. Like the wise man Solomon said: "Train up a child in the way he should go; and when he is old, he will not depart from it" (Prov. 22.6).

The identification by over 60% of the students and over 62% of the teachers of the inadequacy of the number of qualified teachers and over 68% of the students and 100% of the teachers of the dearth of teaching materials as problems militating against the effective teaching and learning of CRK in the junior secondary schools cannot be taken lightly. It is true that variables like the learner, the environment and the content do affect learning outcomes (Obioha, 1982, Bomide, 1984) but the importance of teachers in the success of any educational programme cannot be underestimated. The teachers decide what to teach, when, how, with what and the extent to which it would be taught.

Staffing therefore, constitutes the corner stone of any educational pursuit as it is also the most important single factor in school programmes. Ukeje (1986) described the teacher as the main focus of change, the anchor in the teaching/learning process and the major determinant of quality in the educational system. The implication is that they can actualise or mar a planned curriculum at its implementation stage (Akudolu, 1994, and Ivowi, 1994). Such dispositions are usually informed by a number of teacher-related factors like their educational qualification, numerical strength and competence. Malgwi (1995) has

also stressed the importance of qualified and experienced teachers for effective teaching and learning of CRK. As the final implementers of any programme and as the people who help students to achieve the objectives and hoped for outcomes of the CRK programme, the current system where the subject is taught by anyone and everybody should be discouraged.

The issue of the dearth of instructional materials and text books, on the other hand, are also very worrisome. Our findings revealed that these are not available and where they are available, they are very inadequate. Religious education should be supplied with the necessary books and teaching aids if the programme is to be encouraged. This is the point made by Taiwo (1977, p.97) when he noted that:

At school age, text books are very influential in helping to mould the students' opinion and in determining their attitude to people and things around them. The type of text books used, the stories and incidents narrated by the authors are likely to have some impact on the reader.

Results on the appropriateness of some identified methods used for teaching CRK for achieving the objectives of the programme should not ignore the point made by Evening (1974) that some methods end up with mere factual knowledge of the names of the heroes in the Bible without giving the students the chance to practice or relating such learning to their life situation.

Recent curriculum reform projects in Nigeria have emphasized the need for problem solving methods in the classroom. Although the method may be time consuming and difficult to prepare, it provides the students with problems for which they have to find answers and ensures that most of the effort to solve such problems come from the students through critical thinking.

The fact that an acquisition in learning is facilitated by methods calls for discipline on the part of the CRK teachers in seeking suitable methods. Like his other colleagues dealing with other subjects, the CRK teacher should, therefore, make use of the “common pool” of methods available. CRK teachers, in particular should not, therefore, feel that because they are teaching the Bible, they do not have to know and follow proven educational principles. Their attitudes should not be “just teach the Bible and let the chips fall where they may”. In fact, there are some widely recognised multi-sensory stimulation methods of teaching such as teaching through parables and stories that Jesus used, which professional CRK teachers need to be aware of and use in their teaching. The more methods a teacher knows and uses, the better the teacher will be.

The dearth of instructional materials for teaching CRK in the junior secondary schools, confirmed the studies of Yawa (1979), Abdulkareem (1986), and Eze (1988) on the general dearth of teaching

materials even for other subjects. This finding is in line with the observation of Ukeje (1978) that most schools are ill-equipped in terms of equipment. This was attributed to insufficient funds, lack of financial and material support from government etc. This situation influences what the teacher does with curriculum plan in the name of its implementation in the class (Ivowi, 1994, Uzodinma and Eze, 1996). This finding also confirms the observation of Egbe (1985) that such a situation arises due to the failure of the government in implementing the stated tasks contained in the national policy of education holds true for CRK. It is recommended by the committee that developed the CRK curriculum that:

- a) Equipment should be improvised by the teachers and
- b) Some essential equipment shall be mass produced locally and at low costs (FME, 1984).

If these recommendations had been implemented by the government and teachers, the findings of this study would have been different. This has a serious implication for CRK which deals with abstract concepts which need to be conveyed to the students in more concrete terms.

The positive reaction of students towards the study of CRK goes contrary to the findings of Akinpelu (1983) who described the attitudes of students towards CRK as generally unfavourable and Rikku (1999) who

noted a deteriorating attitude of adolescents in our secondary schools in their feelings towards the church and the teaching of religion in the school after the age 13.

The positive attitude may not be unconnected with the Christian environment of Plateau state and the influence by different Christian groups. As a non-Muslim dominated area of the former Northern region of Nigeria, the state is a kind of a melting pot where many Christian denominations are found. With the high dosage of Christian propaganda and extra curricular activities all over the place, the students are bound to be affected positively. Positive attitude, as observed by Bako (1991) is very important for optimal performance and the extent to which the subject affects a student determines his attitude towards the subject. The result implies that factors other than attitude of students to the study of CRK contribute to the problem at hand.

The finding that most of the methods of assessment used in the junior secondary schools were relevant for the achievement of the objectives of the programme and that some are used more than the others accords with the finding of Mailumo (1999) that a teacher's choice of assessment technique/instrument is strongly guided by the area of the learner's behaviour to be evaluated. This implies that certain techniques are more suitable for evaluating the cognitive, affective, and

psychomotor attributes of the learner's behaviour than others even though overlaps may exist.

As a systematic and objective process of determining the extent of student's performance in all the expected changes in his behaviour from day to day the proper understanding, development and use of the measuring instrument must be applied. Through such proper use and application of the instruments, learning errors made by students may be detected and corrected in time and proper records of such measures kept for future use.

To understand a student much better and for his areas of strengths and weaknesses to be better understood, for the appropriate decisions for the appropriate discussions to be made concerning his progress, several measures of his performances will give a better aggregate of his ability than one measure or a few would give. Furthermore, since the human traits which are measured, such as intelligence, aptitude, attitude etc. are unstable and change with human development, time and circumstances, it is important to measure these repeatedly before a pattern of ones personality can be established.

The high reaction pattern of students to hypothetically posed socio-moral problems posed by research question seven did not accord with the high moral decadence that people seem to complain about. Akinpelu (1983), for example, recognised a serious decline in the moral

standards among school children. Nduka (1983) also lamented that Nigeria was in a state of moral crisis - a deepening crisis which pervaded every aspect of the national life which has touched such areas as school life which was bereft of discipline. This finding shows that the problem of morality cannot solely be placed at the door steps of the school. Many other factors combine to bring about the situation. These may range from the society in general, to the family, the peer group, and even from the lack of dedication on the part of the teachers or the lack of application on the part of the students.

The finding that the performance of junior secondary students in CRK examination would be dependent on their parental occupation goes contrary to the observation by Boocock (1972) that the most important predictor of school achievement associated with the family is the socio-economic status of parents. Stanley and Hopkins (1981) were also of the view that socio-economic status is related to many educational characteristics of pupils such as achievement, motivation, dropping out of school, and academic achievement. DuBey, et al. (1979); Okoro (1984) opined that children from upper and middle class tend to be better in their educational achievements than their lower class counterparts because they are motivated by their parents and are provided with relatively adequate environmental stimulation which help them to progress educationally. This finding may not, however, be

unconnected with the fact that today, many civil servants who supposedly belong to the middle and upper class, using occupation and educational attainment as indices, can no longer afford to provide stimulating learning environment and qualitative education for their children, as a result of the economic situation in Nigeria, the present researcher feels that this observation does not extend to religious matters where class difference should not arise.

The findings that the socio-moral behaviour of students can be predicted from their achievement in junior secondary CRK examinations go contrary to the general opinion that following the government take over of missionary and voluntary agency schools in the 1970s, the role of the school as an agent of moral upbringing has been severely undermined. This position is well presented by Obuna (1993) who opined that with the take over of schools children seemed to have been “deformed instead of being formed and instead of imbibing the spirit of hard work they imbibed the spirit of strikes at the slightest provocation” (p.25). This deformative tendency in the schools, according to him, has sown some social ills like bribery, corruption, intolerance etc, which today threaten the authentic existence of the Nigerian society.

The implication of this statement is that even if the students, who were virtually left without being checked and were brought up on shaky foundations, did well academically, they could not produce a

corresponding moral rectitude in their lives. This also means that the fact that a student does well in the junior secondary CRK examination does not mean that one can predict his morality therefrom. That the students showed this positive relation between performance in JSCE and SHOMPT may be ascribed to the collaboration of the other social agents of formation.

The significant effect of school location on students' performance in junior secondary certificate examination is consistent with available literature which supports the idea that environment influences educational endeavours generally (Ukeje, 1979; Bomide, 1986; Idoko, 2001). In fact, Ukeje (1979) expressed that students from favoured schools (due to their location) perform better than their counterparts because of the advantages such schools have over the others.

Urban children across the Zonal Directorates passed at credit level more than their counterparts in the rural areas. This may be attributed to inherent advantage of the urban over the rural environment. Ndu (1979) opined that the important effect of geographical locations is the differences between the educational conditions in urban and rural areas. In his view, children in rural areas are less acquainted, than their urban counterparts, with facilities that enhance their background experiences. These experiences serve as good foundation for formal learning in schools.

Most of the children in urban areas are also more privileged to attend good schools because of the availability of such schools mostly in the urban centres. However, current increase in provision of basic facilities in rural areas such as portable water, electricity, good road network, cottage hospitals and industries have made it possible for workers to reside and work in rural areas. The high cost of accommodation and overcrowding in urban centres have also forced some workers to reside in rural areas and commute to work in nearby townships. This trend of events has encouraged many proprietors to establish private schools in some rural areas.

Findings on junior secondary students' performance in CRK Certificate Examinations showed obvious variations in performance across the state schools. This is in line with the the finding of Havelock and Huberman (1977) who observed that the extent of achievement in any project depends to a very large degree on what goes into it e.g. ideas, objectives, equipment, personnel and funds. What goes into the educational system as input according to Nwankwo (1980) include, among others, curriculum, students, equipment and staff. It is these that vary across the schools leading to corresponding variations in performance. The Nigerian JSS operate with a common curriculum and therefore, what is provided to be taught in CRK programme is common to all schools, what is not common to all schools are the calibre of

students admitted and the quality of equipment available and the number of teachers provided.

Francis (1980) noted in a research in this area that the different environments will be reflected in different pupils' behaviour towards the subject. Considering the influence of the Roman Catholic Schools, he found out that they had more favourable attitude to religion than children at other types of schools. Forrester (1986) also maintained that certain findings showed that students in mission schools are more motivated towards the subject than those of the government schools.

The finding on the effect of gender on the performance of JSS students in Junior secondary CRK Certificate Examinations was quite interesting as it digressed from the findings of theorists like Maccoby (1966), Patrick and Stewart (1976) that there are differences between the sexes. These differences are shown in achievement, motivation, worldview, preferences, expectations, attitudes, temperaments and character. Johnson (1972) for example, discovered that in the United States of America and Canada girls were superior in reading, whereas in England and Nigeria, boys were better. The belief holds true also for Rosaldo (1973) who in his discussion on women, culture and society stated that there is a differential between males and females. This he attributed to man's nature - competitive actor, dominating and an achievement being. He attributes this differential achievement between

males and females to the home and cultural beliefs and the importance attached to gender - related roles of the male and female child.

Of more interest to this study is the research carried out by Gaiya (1985) to find out if there were significant differences in the responses of boys and girls to CRK in some selected secondary schools in Plateau State. He opined that there were sex differences between boys and girls in response to Christian religious education but that such differences were not significant.

The finding that there was a positive relationship between the attitude of JSS Students to CRK and their reaction to hypothetically posed socio moral problems is of great importance to this study. Hyde (1965), in a research on church attendance, had noted that favourable attitudes to religion were always associated with "Church-going" children whose attitude score remained remarkably constant over the whole range investigated. Hyde concluded that "Church-going" is associated with more positive religious attitudes and he explained this association by arguing that without this experience of religious involvement religious attitudes become less positive as children pass through adolescence. He concluded that the development of religious thinking is dependent on positive attitudes and behaviour. It was also found that there is a significant relationship between SS 3 students' attitude towards CRK and their performance in the subject. Their attitude was found to be generally

positive and this goes with their performance in the subject. Macdonald (1965) supports this finding as he maintains that one's success in anything is determined by one's attitude.

Literature reviewed revealed that CRK aims at achieving a wholesome and family of virtues (Ilori, 1992). It aims at developing a wholesome personality (Cox, 1966, Lekwot, 1980) and inculcating the right values and attitudes in the children (NPE, 1981). As to be expected, differing attitudes of students towards the study of CRK have been reported by various researchers. Bako (1991), for example, in a study on the attitude of students toward the study of CRK in some selected post primary schools in Jema'a Local government Area of Kaduna State discovered a negative attitude towards the subject. Atikinkpan (1995) in another investigation on the effects of students' attitude towards CRK in Jos North and Bassa Local government areas of Plateau State discovered a generally positive attitude.

5.3 CONCLUSION

Innovations are expected to create positive results. The CRK curriculum, as the other curricula, must produce the desired change if it is not faulty. This was the outstanding issue that advised this study - to find out how effective the CRK programme has been in achieving its objectives. It was concluded that:

1. A new orientation is required in the teaching and learning of CRK to check lapses and update content matters for consideration of current changes in the society.
2. The dearth of instructional materials, lack of qualified CRK teachers etc militate against the achievement of the objectives of the CRK curriculum.
3. While school location and the type of school the students attend can affect performance in CRK examinations, while the occupation of parents and the gender of students do not.
4. The reaction of students to hypothetically posed socio-moral questions can be predicted from their achievement in CRK examinations and
5. There is relationship between attitude and the reaction of students to hypothetically posed socio- moral test.

5.4 RECOMMENDATIONS

Based on the results of the study, the following recommendations are made:

1. To find any meaningful solution to the finding that the CRK curriculum are adequate for achieving the objectives of the programme, despite the problems on the ground, would require going back to the

drawing board in order to identify and remove the errors and to seek out and implement the policies and practices that have worked effectively in other circumstances and seek to make them work in the present circumstance.

As it is, many of the Nigerian children are products of the hasty government takeover of schools with no solid moral principles and little or no religious instructions in the school curriculum. They are exposed to many difficulties, hardships and indiscipline in the school environment where they spend the major part of their life. Since in the practical working out of the details of religious education, one is in the area where competence and authority belong to religious bodies, education authorities and ministries should give a hand of invitation to religious and private agencies to offer their expertise in this regard.

The education authorities and Government should empower religious and private agencies to contribute in grounding the pupils in the principles of social justice, training in civic virtues and the basis of national, and international understanding. Moreover, if the needs of the 21st century children are to be met, a new orientation is required in the teaching and learning of CRK. The new orientation is necessary to check lapses and update content matters for consideration of current changes in the society. This will help include tools that would readily provide answers to social problems of an ever changing society as Nigeria.

The current practice, for example, where religion is a core-course at the junior secondary level and an optional course at senior level cannot help the students to tackle adult problems. Religious knowledge has to be a life - long affair that should continue into adolescence and adulthood. The truth of the matter is that what is known about religion when at the junior secondary level can never be enough for the later years. Life poses new questions, hitherto unfamiliar problems and fresh challenges. If one does not grow in ones knowledge of one's religion, it will be impossible to make faith relevant to a new surrounding.

2. From the general opinion of the respondents sampled, there is inadequate provision of text books, teaching and learning materials for the teaching\learning of CRK at the junior secondary school level. The situation is bound to affect teaching and learning adversely. It is, therefore, recommended that the school authorities and education ministries should provide the facilities that help in the successful teaching and learning of CRK. These include adequate textbooks, instructional materials in the form of teaching aids such as audio-visual aids, tape recorders, and projectors of different types. These will enable both the teachers and the students to be up to date with facts and new trends in the study of CRK. There is need for experts in the area to be encouraged to write books conceptualised in the Nigerian setting.

3. The lack of trained and qualified teachers of CRK also featured prominently among the problems identified as militating against the effective teaching and learning of CRK at the junior secondary level. The quality of teachers affects teaching and learning in the classroom. It also affects the output expected. The ministries of Education and proprietors of voluntary agency schools should recruit more qualified and experienced CRK teachers who are professionally trained in the art of teaching CRK for optimal performance. Those already employed need to be given opportunity for self-improvement by being sent on in-service training. Those with NCE are advised to go for degree programmes, while degree holders in religion but not trained to teach should be encouraged to go for Post graduate diploma in education (PGDE) course where they would be trained as teachers of CRK.

The present practice where any teacher qualified in other disciplines is assigned CRK to his baggage, should be discouraged to ensure that only qualified and experienced teachers, who are professionally trained in the art of teaching CRK, are employed to teach the subject. The trend is consistent with the findings of Simon and Alexander (1980) that teacher academic qualification and professional training have a significant impact on school achievement.

4. One of the major findings concerns the cognitive acquisition of CRK and affective/behavioural life of the students. The positive

relationship shown between the two means that the students' attitude scores and their socio -moral behaviour test score are related. The implication is that when a student's attitude to CRK is positive, his/her performance would be high and this would reflect in their examinations. This is the point made by Goldman (1964, p.209) when he observed that:

Occasionally, a dull child will score much more highly than a bright child of the same age, and even surpass older children of greater ability. It is obvious in such a case that ability may be stimulated or depressed by the motivation of the child concerned. If he comes from a home where religion is practised actively...And where the subject is discussed from time to time, the motivation will probably be higher than if he came from a home where religion is treated with indifference.

Teachers should try and make their CRK lessons very fascinating and enjoyable so as to make students develop positive attitudes towards the subject and hence enhance performance in the subject.

5.5 LIMITATIONS OF STUDY

In this section, attention is drawn to some of the shortcomings in the present study which have to be guarded against during future investigations of similar problems and in generalisation of the findings of the study.

In dealing with data on output, the researcher needed to make use of raw scores of students and not the letter grades representing their level of performance. This was impossible because letter grades were returned by WAEC and not raw scores. To get at the appropriate mean

scores of students' performance, the median scores were resorted to. This may well have affected the final results in some manner. To guard against this, future researchers may resort to the use of MOCK results of the students to be able to get at the means of the raw scores.

A researcher made observation Schedule (ROSCH) to confirm or reject the opinions expressed in the questionnaires by comparing the opinions expressed with observed evidence would have been quite in order. The teaching behaviours of the teachers and the students' involvement in the classroom, for example, would have been observed to confirm opinions by the respondents.

5.6 SUGGESTIONS FOR FURTHER STUDY

The following areas are suggested for further research which may amplify knowledge related to this field of investigation:

1. The result of this study carries a lot of danger signals for the area involved in this study. It is therefore, necessary that funded researches should be carried out in more states to find out whether the results will confirm those obtained in the present study.
2. Because of the problems of the dearth of resource materials, it is necessary that research activities on the production of suitable resource materials for CRK be carried out.
3. It is further suggested that a research be conducted to compare

the implementation of CRK with other related curriculum programmes, e.g. social studies.

5.7 CONTRIBUTION TO KNOWLEDGE

This is the first Evaluation study in CRK at this level, at least in this University. It now ranks among curriculum evaluation studies in other disciplines.

Opinion statements abound about the state of the art in CRK in Plateau State. This study provides a data based/guided statement on the matter.

The contribution of the Students' Hypothetically posed socio-moral instrument for measuring attitudes and values in CRK Studies is new. It can now stimulate extensive research investigations in this and other disciplines.

REFERENCES

- Abdulkareem, A.Y. (1986). A study of teachers' and students' perception of social studies and teaching methods in social studies in selected grade II teachers' colleges in the northern states of Nigeria. *An unpublished M.Ed Thesis: Ahmadu Bello University, Zaria.*
- Adaralegbe, A. (1972). *A philosophy for Nigerian education.* Ibadan: Heinemann Educational Books.
- Adewole, A. (1989). *Ethics and the educational community.* Jos: Fab Educ. Books.
- Adewale, A. (1975). Essence of moral training in education stressed, in *Daily Times*, 2nd March, 1975.
- Adokpe, J.O. (1986). Students' disciplinary problems in post primary institutions in Oturkpo local government area. *An unpublished B.A (Ed) project, University of Jos.*
- Aiyepeku, T.F. (1989). *6-3-3-4 system of education in Nigeria.* Ibadan: NPS Educational Pub. Ltd.
- Akubue, A. (1985). Teaching moral education in secondary schools in Anambra State. *A conference paper presented at C.O.N. Conference, at University of Nigeria, Nsukka.*
- Akinpelu, J.A. (1983). Values in Nigerian society. In Nduka, *New perspectives in moral education.* Ibadan: Evans Publ. Nig. Ltd.
- Akudolu, L. R. (1994). Conception of curriculum implementation in Offorma, G. C. (Ed). *Curriculum implementation and Institution.* Onitsha: World Educational Publishers Ltd. pp.1-29.
- Amana, A.O. (1987). Worthwhileness of religious instruction and students' moral values. *An unpublished undergraduate project, University of Jos.*
- Anaukwu, B.I. (1988). Moral education in the barracks. *An unpublished PGDE thesis, University of Jos.*

- Aniagwu, J. (2000). Morality and ethics yesterday and today, *Shalom* 15 (1), 12-18.
- Aries, P. (1962). *Centuries of childhood*. New York: Knopf Press.
- Arinze, F. (1984). *Answering God's call*. London: Geoffrey Chapman.
- Atikinkpan, P.A. (1985). The effects of students' attitude toward C.R.K. on their performance in the subject. *An unpublished B.Ed project, University of Jos*.
- Awotunde, P. O. Ugodulunwa, C.A., & Ozoji., E.D. (1997). *Practical steps to research in education*. Jos: Dekka Publications.
- Babalola, E.O. (1976). *Christianity in West Africa. The historical analysis*. Ibadan: Onibonoje Press Ltd.
- Bajah, S.T. and Onocha, C.C. (1985). A pilot study on teaching of integrated science to large classes. *Being a practicing integrated science teachers workshop paper*. Kano 30th April-14 May, 1985.
- Bako, L. A. (1991) Attitude of students towards the study of Christian religious knowledge in some selected post primary schools in Jema'a local government area of Kaduna State, Nigeria. *An unpublished B. Ed project: University of Jos*
- Balogun, T. A. (1978). A Commentary on the integrated science enterprise. *Journal of Science Teachers Association of Nigeria*, 16 (2), 69-80.
- Barr, R., & Dreeben, R. (1983). *How schools work*. Chicago: University of Chicago Press.
- Bello, O. O. & Okafor, P. N. (1999). Evaluating science education: Implications for the learners. In A.A. Busari (Ed.) *Proceedings of STAN 40th annual conference on evaluating science, technology and mathematics education, Ibadan*. Heinemann educational books.
- Best, G., & Kahn, H. (1989). *Research in education* (6th Edition). London: Prentice Hall International Inc.
- Blackman, A. J., & Champion, J. D. (1976). *Methods and issues in social research*. Canada: John Willey & Sons.

- Blair and Rupey (1986). *Taxonomy of Educational objectives cognitive domain book I and affection domain book V*. New York: MacGraw-Hill Co.
- Bloom, B.S. (1964). *Taxonomy of educational objectives cognitive domain. Book II and affective domain Book II*. New York: McGraw-Hill Co.
- Bloom, B.S. (1970). *A taxonomy of educational objectives: The classification of educational goals*. New York: David Mackay.
- Bloom, B. S.; Hastings, J.J.; & Madaous, C.F. (1971). *A handbook on formative and summative evaluation of student learning*. New York: MacGraw Hill.
- Bomide, S.G. (1986). Cognitive development of children in relation to the demands of the Nigerian integrated science. *Unpublished Ph.D Thesis, University of Jos*.
- Bray, D. (1981). *The Philosophies of F. R. Tennat and John Dewey*. New York: Harper and Bros.
- Brolin, E. D. (1976). *Vocational preparation of retarded citizens*. Ohio: Bell and Howell Company.
- Bryne, D., & Lamberth, J. (1979). Cognitive and reinforcement theories as complementary approaches to the study of attraction. In Mustein (Ed.), *Theories of attraction and love*. New York: Spinger
- Bull, N. J. (1969). *Moral judgement from childhood to adolescence*. London: Routeledge and Kegan Paul.
- Bull, N. J. (1973). *Moral education*. London: Routledge and Kegan Paul.
- Chundusu, L. (1984). Direct and non-direct methods in history teaching. *An unpublished M. Ed thesis, University of Jos*.
- Cooley, W. W., & Lohness, P. R. (1976). *Evaluational research in education*. New York: Irvington Publishing Inc.
- Cox, E. (1963). Trends in Religious Education. *Education Review*. 15 (1),175-180.

- Cox, E. (1966). *Changing aims in religious education*. London: Routledge and Kegan Paul.
- Davwer, G. (1981). The lecture and discovery methods in geography instruction in the junior secondary classes of some selected schools in Jos. *An unpublished M.Ed thesis, University of Jos*.
- Durham, E. (1970). *Moral education*. London: The Free Press.
- Dubey, D. L.; Edem, D. A.; & Thakur, A. S.(1979). *An introduction to the sociology of Nigerian education*. London: Macmillan.
- Dubey, D.L., & Barth, J. L. (1980). *Social studies in Nigeria: The enquiry approach*. Lagos: Thomas Nelson and Sons Ltd.
- Egudu, R.N. (1972). Can there be morality without religion? *Faith and Practice*, 1 (2), 25.
- Ereve, J. N. (1990). Child development and biblical concepts in 6-3-3-4 religion education curriculum. *An unpublished M.Ed thesis, University of Jos*
- Esiwe, H.O.D. (1975). The teaching of social studies in Zaria town in North Central State. *An unpublished PGDE project, Ahmadu Bello University, Zaria*.
- Eze, A.A. (1986, January, 29). New systems and new crises. *The Guardian*, p.5.
- Ezeilo, T.K. (1986). Issues and problems of indiscipline among senior secondary school students in Jos metropolis. *An unpublished undergraduate project, University of Jos*.
- Ezeobata, P.A.(1985). An Evaluation of the religious knowledge programme of teachers training colleges in Anambra State. *An unpublished M.Ed thesis: University of Nigeria, Nsukka*.
- Ezobata, P.A. (1993). Development and validation of university students' attitude to religion inventory. *An unpublished Ph.D dissertation, University of Nigeria, Nsukka*.
- Fafunwa, Babs A. (1974). *History of education in Nigeria*. London: George Allen & Urwin.

- Fafunwa, Babs A. (1982). *History of education in Nigeria*. London: George Allen and Urwin.
- Federal Government of Nigeria. (1981). *National policy on education*. Lagos: Federal Ministry of Information, Printing division.
- Federal Ministry of Education, Science and technology, Lagos. (1985). *National curriculum for junior secondary schools 5: social science/religion*. Ibadan: Heinemann, Educational Books (Nigeria) Ltd.
- Ferguson, T. (1952). *The young delinquent in his social setting*. Oxford: Oxford University Press.
- Fraenkel, J.C. (1978). *Helping students think and value strategies for teaching of social studies*. New Jersey: Prentice-Hall.
- Francis, L. J. (1980). Readiness for research in religion. *Learning for living*, 16, pp.109-114.
- Fuller, B. (1986). What school factors raise achievement in the third World? *Review of Educational Research*. Fall, 57 (3), 255-292.
- Gaiya, M.. A. (1981). Sex differences in response to Christian religious education in selected secondary schools in Plateau State. *An unpublished PGDE thesis, University of Jos*.
- Gaiya, M. A. (1985). An investigation onto the effects of upbringing on the performance of students in Bible knowledge in selected secondary schools in Mangu LGA of Plateau State. *An unpublished M.Ed. thesis, University of Jos*.
- Gagara, N. L. (1988). An examination of sex differences in academic performance among secondary school students in Langtang LGA of Plateau State. *An unpublished B. Ed project, University of Jos*
- Glass, G. V. (1970). Evaluation of instruction and changing educational models. In M.E. Wittrock (Ed.), *The evaluation of instruction: Issues and problems*. New York: Holt, Rinehart and Winston.
- Goldman, R. (1964). *Religious thinking from childhood to adolescence*. London: Routledge and Kegan Paul.

- Goldman, R. (1965). *Readiness for religion*. London: Routledge and Kegan Paul.
- Gronlund, N. (1977). *Measurement and evaluation in teaching*. New York: Macmillan.
- Hamilton, D. (1976). Evaluation as illumination: A new approach to the study of innovatory progress. *Occasional paper of the centre for research in the educational sciences*. University of Edinburgh.
- Harris, C. W. (1963). *Some issues in evaluation: The speech teacher*. Wisconsin: The Wisconsin University Press.
- Havelock, R., Huberman, M. (1977). *Solving educational problems*. Paris: UNESCO.
- Heilman, A. W., Blair, T. R., & Rupley, W. H. (1986). *Principles and practices of teaching reading* (6th ed.). Columbus: Charles E. Merrill.
- Hillard, F.H. (1963) *The teacher and religion*. London: James Clarke & Co. Ltd.
- Hopkins, K. D., & Schoonover, T.I.(1981). *Educational psychological measurement and evaluation* (6th ed.). New Jersey: Prentice Hall, Inc.
- Huse, E. F., & Bowdich, J. L. (1977). *Behaviour in organisations: A system's approach to managing*. Reading Mass: Addison-Wesley Pub. Coy.
- Hyde, K. S. (1963). Religious concept and religious attitude. *Education review* 1 (1), 132-140.
- Idoko, C. E. (2001). Evaluation of the implementation of the primary education science core curriculum. *Unpublished Ph.D thesis submitted to the Sub-department of science Education, Faculty of Education, University of Nigeria Nsukka*.
- Ilori, J.A. (1988). The history, objectives and content of moral philosophy, *An unpublished lecture: Ahmadu Bello University, Zaria*.

- Ilori, J. A. (1992). *Principles and methods of teaching christian religious education in post primary institutions*. Kaduna: Ayodapo Press.
- Ilori, J. A. (1994). *Philosophy of Christian Education. An unpublished lecture, University of Jos.*
- Ilori, J. A. (1997). *Innovative approaches to the teaching and learning of Christian religious education in secondary schools. A paper presented at the Faculty of Education: University of Jos. Nigeria.*
- Ilori, J. A. (2002). *Philosophy of Christian Education: An African Perspective*. Bukuru: ACTS.
- Imodibe, K. (1987, February, 21). *Problem with the new education scheme. The Guardian, p. 11.*
- Ivowi, U.M.O. (1994). *Curriculum reform and improvement in Oforma, G.C. (Ed). Curriculum implementation and instruction*. Onitsha: Uniworld educational Publishers, Ltd.
- Iwe, N.S. (1976). *Christianity and culture*. Onitsha: University Pub. Co.
- Jeffrey, M.V.C. (1967). *Religion and morality*. Oxford: The Religious Education Press Ltd.
- Jegede, O. J. (1982). *Evaluation of the present Nigerian integrated science project* In P.A. Okebukola & N.E. Inyang (Eds.), *National workshop on the new Nigerian integrated science project and the 3-3 secondary school system*. Owerri: Alvan Ikoku College of Education.
- Johnson, D.M and Straton, R. P. (1972). *Evaluation of five methods of teaching concepts. Journal of educational psychology, 57, pp.48-53.*
- Joof, G.W. (1984). *Constraints to social studies innovation vis-a-viz the new national policy on education. Nigerian Journal of Curriculum Studies, 2 (1), 59-64.*
- Kerlinger, F. N. (1973). *Foundations of behavioural research*. New York: Holt, Rhine Hart and Winston.
- Kingsley, A.C., Domeroy, W.B., & Martin C. (1948). *Sexual behaviour in the human male*. Philadelphia: Sanders.

- Kohlberg, L. (1964). The development of moral character. In M. Holfman & H. Holfman (Eds.). *Review of child development research*. New York: Russell Sage Foundation.
- Kourilsky, O. (1973). *The evaluation in curriculum development: Twelve case studies*. London: MacMillan.
- Ladan, C. (1985). Teacher effectiveness in the teaching of Christian religious knowledge in Keffi, LGA. Plateau State. *Unpublished M.Ed Thesis, University of Jos*.
- Larson, L., and Knapp R.H. (1964). Sex differences in symbolic conception of the deity. *Journal of Projective technique*. 26, 303-336.
- Lere, M. M. (1996). An evaluation of the implementation of special education programmes in Plateau State. *Unpublished Ph.D dissertation: University of Jos*.
- Lekwot, B.B. (1980). An investigation into grade II Christian religious methods. *Unpublished B.Ed project: Ahmadu Bello University, Zaria*.
- Maccoby, E. E., & Jacklin, C. N. (1974). *The psychology of sex differences*. California: Stanford University Press.
- Mailumo, R. A. (1990). An evaluation of the implementation of continuous assessment in junior secondary schools in Makurdi metropolis. *Unpublished PGDE Thesis: University of Jos*.
- Makinde, M. A. (1969). *Integrated social studies: A handbook of social studies teachers*. Ibadan: Ibadan University Press.
- Malgwi, K.D. (1995). An investigation of CRS teaching methods: A case study of colleges of education in Borno State. *Unpublished M.Ed Thesis University of Jos*.
- Maqsud, N. (1977). Moral reasoning of Nigerian and Pakistani Muslim Adolescents. *Journal of moral education*, 7 (2), 40-49.
- Marjoribanks, K. (1979). *Families and their learning environments*. London: Routledge and Kegan Paul Ltd.

- Matthews, H.F. (1966). *Revolution in religious education*. Oxford: The religious Education Press.
- Mazler, D. (1985). Teaching religion in Nigerian primary, secondary and tertiary institutions. *Paper presented at the national curriculum conference held at the University of Jos.*
- Meland, B. E. (1953). *The future of empirical theology*. Chicago: University of Chicago Press.
- Mkena, J. C. (1981). WAEC: Bible knowledge syllabus: A critical appraisal in terms of religious education. *Unpublished M.Ed Thesis, University of Jos.*
- Michaelis, J.U. (1980). *Social studies for children in a democracy*. New Jersey: Prentice Hall.
- Mivanyi, Y. J. (1983). The effects of nursery education on the child's cognitive development. *Unpublished M.Ed Thesis, University of Jos.*
- National Conference on Moral Education.(1982).Portharcourt: P.N.Commitede.
- National Education Research Council. (1983). *Draft christian religious education curriculum for junior and secondary schools*. Lagos: Author.
- Nchor, A. N. (19980. Instructional materials and resources in Nigerian secondary schools: Problems and prospects. In G.A Unimna, Akamkpa *journal of education*, 2 (1), 35 - 44.
- Ndagi, J., and Wednesday, O. (1980). *Essentials of research methodology for Nigerian educators*. Ibadan: University Press.
- Ndu, F. O. C. (1979). *The learner as an individual*. In B.O. Ukeje (Ed.), *Foundations of education*. Benin City: Ethiope Publishing Corporation.
- Nduka, O & Iheoma, E.O. (Eds.). (1983). *New perspectives in moral education*. Ibadan: Evans Bros. Nig. Ltd.
- Nduka, O. and Iheoma, E.O. (1983). *New perspectives in moral education*. Ibadan: Evans Bros. Nig. Ltd.

- Njoku, J. B. (1987). *Man's religions*. New York: Macmillian Coy.
- Njoku, J. N. (1987). An evaluation of students' performance in bible knowledge in school examinations: A case study of some selected secondary schools in Jos LGA. *Unpublished B.Ed Thesis, University of Jos.*
- Nwankwo, H.S. (1980). Problems of teaching Christian religious knowledge. *A paper presented at the CRK summer school programme of the Institute of Education, Ahmadu.Bello University, Zaria.*
- Nwankwo, J.I. (1980). *Educational management: A handbook for West African administrators and supervisors*. Ibadan: Ibadan University Press.
- Nweze, A. (1985). Delinquency: Product of society. *Unpublished manuscript available at the University of Jos.*
- Nworgu, B.G. (1991). *Educational research: Basic issues and methodology*. Ibadan, Wisdom Publishers.
- Nwoye, A. (1985). Mate selection preference and perceptions of Nigerian University students. *Unpublished Ph.D dissertation, University of Nigeria, Nsukka.*
- Nzerem, J. K. (1982). Religious and other perspectives on moral education. In O. Nduka & E.O. Iheoma (Eds.). *New perspectives in moral education*. Ibadan: Evans Bros. Nig. Ltd.
- Obanya, P.A. I. (1983). *Obanya's stratification of Nigerian educational/setting for the purpose of national survey research in education*. Ibadan: International Evaluation of Achievement Center, University of Ibadan Institute of Education.
- Obemeata, J. O. (1983). Evaluation of the effectiveness of social studies teaching in Nigerian schools. *Journal of research in curriculum*. 1 (2), 93.
- Obilom, J. E. C. (1985). Evaluation of religious education curriculum of colleges of education affiliated to University of Jos. *Unpublished M.Ed Thesis: University of Jos.*

- Obilom, J.E.C. (1988). *An evaluation of the attitudes of some parents towards religious education in schools. Curriculum Organisation of Nigeria* (Monograph series, 1).
- Obilom, J.E.C. (1989). *Issues and trends on the 6.3.3.4 religious education in Nigeria*. Jos: Government Printers.
- Obilom, J.E.C. (1996). A comparative study of effects of instructional techniques on senior secondary students' concept attainment in religious education. *Unpublished Ph.D dissertation, University of Jos*.
- Obioha, E.N.E. (1982). Cognitive readiness for science among Nigerian primary school children. *Ph.D Thesis. University of Ibadan*.
- Obioma, G. O., & Ohuche, R. H. (1980). Sex and environment as factors in secondary school mathematics achievement. *Abacus Journal of the Mathematical Association of Nigeria*, 15 (3), 33-39.
- Obuna, E. (1993). Moral dimension of the third republic. *Shalom*, 10 (2), 25.
- Ogbonna, B. O. (1996). Moral judgement among delinquent and non-delinquent secondary school juveniles. *Unpublished Ph.D dissertation, University of Jos*.
- Ogunlade, J.O. (1973). Quoted in O. Okoroh (1984). *Factors that influence the child's educational achievement. Business and Educational Research*, 1 (1), 16- 19.
- Ogunniyi, M.B. (1978). Determinants of successful implementation of the integrated science programme in Nigeria. *Journal of Science Teachers' Association of Nigeria*, 16 (2), 50-58.
- Ohuche, R. O., & Akeju, S. A. (1980). *Testing and evaluation in education*. Lagos: African Educational Resources.
- Ojukwu, T. (1994, June, 4). Schools and missions, in *Daily Star*. p. 4.
- Okafor, F.C. (1984). *Philosophy of education and third world perspective*. Laurensville -Virginia: Brunswick Pub. Coy.

- Okilo, M. (1983). Forward: National conference on moral education. In Nduka, O and Iheoma, E.O. *New perspectives on moral education*. Ibadan: Evans Bros. Nig.Ltd.
- Okoro, O. M. (1991). *Programme evaluation in education*. Oruwulu-Obosi: Pacific publishers.
- Onibokun, O. M. (1979). Sex differences in quantitative and other attitude scales. *Abacus Journal of the Mathematical Association of Nigeria*, 14 (3), 52–58
- Onwuka, U. (1981). *Curriculum development for Africa*. Onitsha: African Educational Publishers Ltd.
- Ornsterin, A.C. and Levine, D.V. (1981). *An introduction to the foundations of education*. Boston: Houghton Mifflin Corp.
- Osuala, E. C. (1982). *Introduction to research methodology*. New York: Exposition Press.
- Oti, G. O. (1991). An evaluation of the integrated social studies programme for junior secondary schools in Plateau State. *Unpublished Ph.D dissertation, University of Jos*.
- Ozaji, E. D. (1989). Effects of cognitive and affective intervention measures on attitudes of student teachers towards the blind. *Unpublished Ph.D Thesis, University of Jos*.
- Parlette, M. Hamilton, D. (1972). Evaluation as illumination: A new approach to the study of innovatory progress. *Occasional paper of the center for research in education sciences*. University of Edinburgh.
- Parson, T., & Shills, E. N. (Eds.). (1951). *Towards a general theory of action*. Cambridge Mass: Harvard University Press.
- Phoenix, P. H. (1959). Religious concerns in contemporary education. *Teachers College Report*. Columbia University Press.
- Piaget, J. (1932). *The moral judgement of the child*. London: Routledge and Kegan Paul.
- Prince, K. (1971). John Locke. In the *Encyclopaedia of Education*. 6(2), 9-25.

- Quarcoopome, T. N. O., Obinna, A. J. V., Daudu, M., & Ilori, J. A. (1991). *Christian religious education and moral education for junior secondary schools*. Ibadan: Caxton Press Ltd.
- Rani, W. A. (2002). Evaluation of Nigeria certificate of education programme for the training of Christian religious teachers. *Unpublished Ph.D dissertation: Ahmadu Bello University, Zaria*.
- Reid, L. (1977). *Social class difference in Britain: A source book*. London: Open Books.
- Rest, J., Turiel, E., & Kolberg, L. (1969). Relations between levels of moral judgement and preference and comprehension of moral judgement of others. *Journal of Personality* 37 (2), 225 - 252.
- Rikku, S.A. (1999). *The attitude of students to the study of CRK in junior secondary schools in Lere LGA of Kaduna state*. Unpublished B.Ed thesis University of Jos.
- Rogers, E.M. (1975). *Diffusion of innovation*. New York: Free Press.
- Rosaldo, M. (1973). Women culture and society: A theoretical overview in Rosaldo, M and Lamphere, L (eds.) *Women, culture and sports*. Stanford: University Press.
- Rousseau, J .J. (1956). *Emile*. New York: Baron's Educational Series, Inc.
- Sabe, E. N. (1990). Teacher's evaluation of 6-3-3-4 religious education curriculum. *An unpublished M.Ed Thesis, University of Jos*.
- Salia Bao, K. (1982). *Social studies teachers' handbook and syllabus*. Primary I. London: Macmillan.
- Savoury, H. J. (1969). *Visual aids in history teaching*. Cambridge: University Press.
- Sawyer, E. S. (1986) Cultural conflicts in the secondary school students: The Sokoto experience. *Nigerian Journal of Curriculum Studies, Jos special series*, 2 (3), 22- 28.
- Schilling, H. K. (1973). *The new consciousness in science and religion*. London: SCM Press.

- Scriven, M. (1967). The methodology of evaluation. In Tyler, R. N., & Gagne, R (Eds.) *Perspectives of curriculum evaluation*. Chicago: Rand McNally.
- Shagari, S. (1982, January, 25). Ethical revolution. In *New Nigerian*.
- Shoben, E. J. (1963). Moral behaviour and moral learning. *Religious Education*, 58 (2), 137-145
- Stake, R.E. (1973). *Responsive evaluation*. Illinois: Centre for Instructional Research and Curriculum Evaluation, Illinois University.
- Stufflebeam, D. L, Foley, W. J, Gerhard, W.J. Guba, E.G, Hammond, R.L, Merriaman, H.O. and Provus, M.M. (1971). *Educational evaluation and decision-making*. Illinois: Peacock Publishers.
- Sturn, D. (1978). On the meanings of public good: An explanation. *Journal of Religion*, 58 (1), 13-29.
- Taba, H. (1963). *Curriculum development: Theory and practice*. New York: Harcourt Brace Publishers.
- Taiwo, C.O. (1980). *The Nigerian education system, past, present and future*. Lagos: Thomas Nelson and Sons Ltd.
- Tillich, P. (1963). *Systematic theology*. Chicago: University of Chicago Press.
- Tinder, G. (1964). *The crisis of political imagination*. New York: Charles Scribner & Sons.
- Tita, J. (1983). A summative evaluation of social studies programme in Plateau State teachers' colleges. Unpublished M. Ed Thesis, University of Jos.
- Tomlinson, G. (1948). *In the case of catholic schools*. London: Catholic Education Council for England and Wales.
- Trenaman, J. (1952). *Out of step*. London: Methuen.
- Tuckman, B. W. (1972). *Measuring educational outcome*. New York: Harcourt Brace Jovanovich.

- Turiel, E. (1969). Development processes in the child's moral thinking. In Mussen, P. H (Ed.), *Trends and issues in development psychology*. New York: Holt Rinehart and Winston.
- Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Uche, U.V. (1980). The nature, objective and teaching of social studies. In *NERC social studies teaching: Issues and problems*. Benin City: Ethiope Pub. Co.
- Udoh, E. (1986). *The problem and implication of the 6-3-3-4 policy on Nigerian education*. Zaria: Institute of education.
- Ugodulunwa C. A. (1995). Development and validation of a primary school readiness test: A Nigerian study. *Unpublished M. Phil/Ph. D Research Proposal submitted to the Faculty of Education, University of Jos*.
- Ukachi, L. (1989). *Essentials of teaching*. Jos: Ehindero.
- Ukeje, B.O. (1995). Teacher education for national development. A keynote address presented at the national conference on teachers education, organised by the NCCE for college of education, at Kaduna, 25-29 September.
- Ukigwe, J. (1987, Sept 8). New education system at cross roads. *Day star*, p.6.
- Unimna, A.G. (1998). *Akankpa journal of education*, 67 (2), 55-59.
- Valencia, R. R., Henderson, R. W., & Rankin, R. J. (1985). Family status, family constellation and home environment variables as predictors of cognitive performance of Mexican American children. *Journal of Educational Psychology*, 77 (3), 323-331.
- Wheeler, D. (1977). *Curriculum process*. London: Hodder and Stoughton.
- Whitehead, A. (1926). *Science and the modern world*. New York: Macmillan Company.

- Wilson, R., Parker, T., Stevenson, H. W., & Wilkinson, A. (1979). Perceptual discrimination as a predictor of achievement in reading and arithmetic. *Journal of Educational Psychology*, 71, (2), 220-225.
- Winter, G. (1964). *The suburban capacity of the churches*. New York: Macmillan.
- Wittrock, M. C., and Willey, D. E. (1970). *The evaluation of instruction: Issues and problems*. New York: Holt, Rinehart and Winston.
- Wright, D.S. (1962). A study of religious belief in sixth form boys. *Research and studies*. 24, 19-27.
- Wright, D.S., and Cox, E. (1967). A study of the relationship between moral and judgement and religious belief in a sample of English adolescents. *Journal of Social Psychology* 72 (3), 135-144.
- Yawa, A. (1979). Problems of methodologies in teaching social studies in selected post primary institutions in Niger State. *An unpublished B.Ed project, Ahmadu Bello University, Zaria*.
- Zais, R. S. (1976). *Curriculum: Principles and foundation*. New York: Harper & Row.

APPENDIX A 1

POPULATION OF JSS III STUDENTS DISTINGUISHED BY ZONE, AIO AND GENDER

Zonal Directorates	Name of LGA	SN	No of schools	Location	No of students		Total	PROPRIETOR
					Male	Fem		
Northern Zone	B. Ladi	1	GSS, Bakin Kogi	RU	5	5	10	S
		2	Govt. College, Foron	RU	6	6	12	S
		3	GSS, Barakin Ladi	RU	5	5	10	S
	Jos North	4	Federal Govt College, Jos	UR	5	5	10	FG
		5	Government College, Jos	UR	6	6	12	S
		6	Govt. Sec .School, Jos	UR	7	7	14	S
		7	St John's College, Jos	UR	7	7	14	M
		8	Command Second Sch. Jos.	UR	5	5	10	FG
	Jos South	9	St Louis College, Jos		-	15	15	M
		10	G.SS, Bukuru	UR	5	5	10	S
		11	C. M. I , Zawan	RU	15	-	15	M
			Comm. Second sch, Zawan	RU	6	6	12	P
Central Zone	Pankshin	12						
		13	GSS, Pankshin	UR	5	5	10	S
		14	Trinity M. College, P/shin	UR	5	5	10	P
	Mangu	15	Govt. Coll. P/shin	UR	5	5	10	S
		16	MaCau Memori, Ballang	RU	5	5	10	M
		17	Hauwa Mem. S.S Mangu	UR	6	6	12	P
		18	GSS Mangun Halle	RU	6	6	12	S
		19	Nakam Memorial, Panyam	RU	6	6	12	M
		20	Govt. College, Bokkos	UR	5	5	10	S
		21	GSS Daffo	RU	5	5	10	S
Bokkos	22	GSS, Richa	RU	6	6	12	S	
Southern Zone	Langtang	23	Govern. College, Langtang	UR	5	5	10	S
		24	GSS,Gazum	RU	5	5	10	S
		25	GSS Shendam	UR	5	5	10	S
	Shendam	26	GSS Piapung	RU	6	6	12	S
		27	GJSS, Goepal	RU	6	6	12	S
		28	GSS Yelwa	RU	5	5	10	S
		29	GSS, Garkawa	RU	5	5	10	S
		30	GSS, Dokan Tofa	RU	5	5	10	S
Total		30			168	168	336	

APPENDIX A 2

DESCRIPTION OF SUBJECTS BY THE STUDY VARIABLES

Zonal Directorates of Education		
Zones	Frequency	Percentage
Northern	142	42.5
Central	108	32.3
Southern	84	25.2

Location of School		
Location	Frequency	Percentage
Urban	157	47
Rural	177	53
Total	334	100

Type of School		
Type	Frequency	Percentage
Federal	20	6
State	204	61.1
Private	110	32.9
Total	334	100.00

DESCRIPTION OF SUBJECTS BY THE STUDY VARIABLES

Gender		
Gender	Frequency	Percentage
Male	163	48.8
Female	171	51.2
Total	334	100

Religious Denomination		
Zones	Frequency	Percentage
Catholic	108	32.9
Protestant	182	55.5
Pentecostal	30	9.1
Others	8	2.5
Total	328	100

Occupation of Parents		
Occupation	Frequency	Percentage
Civil Servants	80	24.5
Trader	92	28.2
Farmer	77	23.5
Technician	1	0.3
Professional	4	15
Others	28	8.5
Total	327	100

APPENDIX A 3

CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR TEACHERS (CRKQ - T)

Dear Respondent,

The present research is designed to find out the extent to which the objectives of the CRK curriculum have been achieved. The study is being carried out in partial fulfilment of the requirements for the award of a Ph.D. degree in Religious Education of the University of Jos. I wish to assure you that the purpose of the study is not to make judgements about your performance or behaviour but simply to improve knowledge about the effectiveness of the subject and improve future activities. Your responses are purely for research purposes and will be treated with the highest degree of confidentiality. You are kindly requested, therefore, to supply the information sought as honestly as possible.

The questionnaire has been designed in such a way as to take very little of your time. It is divided into sections A, B, C, D and E. All you need do is to read through each of the sections carefully and respond to the items by ticking the right response within the bracket provided () as it concerns your school.

Thank you.

CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR TEACHERS (CRKQ - T)

SECTION A: BACKGROUND INFORMATION

Please tick () as applicable to you.

1. State of Residence:
2. Location of School

Urban	()
Rural	()
3. Type of School:

Federal	()
State	()
Mission	()
Private	()
4. Sex:

Male	()
Female	()
5. Highest Teaching Qualification

Ph.D. Religion	()
M.A. Religion	()
B.A. Education Religion	()
B.A. Religion	()
N.C.E. Religion	()
OND Religion	()

Specify others
6. Religious Denomination

Catholic	()
Protestant	()
Pentecostal	()

Specify others

CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR TEACHERS (CRKQ - T)

SECTION B:

OBJECTIVES AND CONTENTS OF JUNIOR SECONDARY SCHOOL CHRISTIAN RELIGIOUS EDUCATION CURRICULUM

Presented here are the objectives of the Christian Religious Knowledge as outlined in the National Curriculum for Junior secondary schools (1985). Carefully examine these objectives and indicate the extent to which each of the following contents of the curriculum helps in achieving the stated objectives using the following five point scale: Very Adequate (VA), Adequate (A), Inadequate (IA), Very Inadequate (VI) and No Opinion (NO).

- i. to provide opportunity for the students to learn about God and grow in their faith in God.
- ii. to enable students to accept Christ as the founder and sustainer of the Christian Church;
- iii. to help students apply the teachings and examples of Christ in their lives with the help of the Holy Spirit;
- iv. to develop and foster in the lives of the students Christian attitudes and values such as respect for life, respect for all men, selfless service to God and humanity.

CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR TEACHERS (CRKQ - T)

CONTENT OF CRK CURRICULUM

Kindly indicate the extent to which the following content areas
extracted from the CRK Curriculum help to achieve the stated objectives.

CRK Contents	Response Option				
	VA	A	I	VI	NO
1. Understanding religion as relationship with God					
2. The Bible as the revelation of Himself					
3. The dignity of man in God's Creation					
4. Sin: a break in relationship and order					
5. Ways of reconciling broken relationships					
6. God's promise and His faithfulness					
7. Man's obedience as response to God's call					
8. Faithfulness, loyalty and accountability in service					
9. God's law in the Old Testament					
10. The law of Christ in the New Testament					
11. Acceptance of special responsibilities in the Christian Communities					
12. Continuous service in God's community					
13. Jesus Christ as fulfilment of God's promises in the Old Testament.					
14. Significance of the birth of Jesus Christ					
15. Relevance of the childhood of Jesus in our lives.					
16. Significance of the baptism of Jesus					
18. Significance of the choice of the disciples					
19. The attitude of Jesus towards others.					
20. The power of Jesus Christ over death					

VA A I VI NO

21. God's love for his children reflected in some parables Jesus used
22. The attitude of Jesus Christ towards civil and religious laws.
23. Jesus' evaluation of laws in terms of their values to human life
24. Jesus' explanation of the relationship between the ten Commandments and his law of love
25. The teaching of the basis of true happiness through the Beatitudes
25. The teaching on persecution as types of judgement that destroy fellowship
27. Characteristics of a man of God
28. Commitment to the Christian way: an example for society
29. The message of Jesus and the Great Commission
30. The significance of the coming of the Holy Spirit
31. The effects of the Holy Spirit
32. The characteristics of the first Christian community
33. Difficulties of discipleship
34. The present day difficulty in the growth of the Christian church
35. The role of the Christian church in the society

CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR TEACHERS (CRKQ - T)

SECTION C: RELEVANCE OF TEACHING METHODS

Kindly indicate the extent to which each of the following teaching methods is relevant for achieving the stated objectives of the Junior Secondary CRK Curriculum using the following five - point scale: Very Relevant (VR), Relevant (R), Irrelevant (I), Very Irrelevant (VI), Undecided (U):

Teaching Methods	VR	R	I	VI	U
1. Lecturing					
2. Story telling method					
3. Parables and allegories					
4. Role Play					
5. Class Discussions					
6. Narrative					
7. Debates					
8. Questions and answers					
9. Dramatisation					
10. Assignments					

2. List the problems you face in teaching C.R.K in Junior Secondary classes.

- i)
- ii)
- iii)

3. List the problems students face in learning CRK in class.

- i)
- ii)
- iii)

CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR TEACHERS (CRKQ - T)

SECTION D: INSTRUCTIONAL MATERIALS

The following is a list of instructional materials for teaching Christian Religious Knowledge. Please indicate the ones that you consider adequate for teaching the subject in your school by ticking () against the ones applicable:

Instructional Materials	VA	A	IN	VI	UD
-------------------------	----	---	----	----	----

1. Video recorder
2. Television Sets
3. Projectors
4. Cassette Player and tapes
5. Film strips
6. Flip charts
7. Pictures and poster
8. Atlas and maps
9. Newspaper clippings
10. The globe

CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR TEACHERS (CRKQ - T)

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The following is a list of some instructional materials used for teaching Christian Religious Knowledge in junior secondary schools. Please indicate by ticking () against the column that agrees with your opinion in the following three-point scale.

	Availability of Instructional Materials	Responses		
		Available	Not Available	Don't Know
1	Video recorder			
2	Television Sets			
3	Projectors			
4	Cassette Player and tapes			
5	Film strips			
6	Flip charts			
7	Pictures and posters			
8	Atlas and maps			
9	Newspaper clippings			
10	The globe			

**CHRISTIAN RELIGIOUS EDUCATION QUESTIONNAIRE FOR
TEACHERS (CRKQ - T)**

SECTION E: RELEVANCE OF ASSESSMENT TECHNIQUES

Indicate the extent to which these methods below are relevant for achieving the objectives of the curriculum using the following four point scale:

Method of Assessment	Very Relevant	Relevant	Irrelevant	Don't know
1. Test Essay/Objective				
2. Assignment				
3. Project				
4. Observation				
5. Anecdotal records				
6. Interview records				
7. Questionnaire				
8. Rating Scale				
9. Checklist				
10. Inventory				

Specify others.....

APPENDIX A 4

CHRISTIAN RELIGIOUS KNOWLEDGE QUESTIONNAIRE FOR STUDENTS (CRKQ-S)

Dear Respondent,

The present research is designed to find out the extent to which the objectives of the Christian Religious Knowledge curriculum have been achieved. The study is being carried out in partial fulfilment of the requirements for the award of a Ph.D. degree in Religious Education of the University of Jos. I wish to assure you that the purpose of the study is not to make judgements about your performance or behaviour but simply to improve knowledge about the effectiveness of the subject and improve future activities. Your responses are purely for research purposes and will be treated with the highest degree of confidentiality. You are kindly requested, therefore, to supply the information sought as honestly as possible.

The questionnaire has been designed in such a way as to take very little of your time. It is divided into sections A, B and C. All you need do is to read through each of the sections carefully and respond to the items by ticking the right response within the bracket provided () as it concerns your school.

Thank you.

CHRISTIAN RELIGIOUS KNOWLEDGE QUESTIONNAIRE FOR STUDENTS (CRKQ-S)

SECTION B: IDENTIFICATION OF PROBLEM AREAS

Indicate with a tick (☐) the extent to which you consider the following factors as problems militating against the effective learning of the above stated contents of the syllabus using the scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), Undecided (UD):

	IDENTIFIED PROBLEMS	S A	A	D	SD	UD
1.	Inadequate textbooks for topics contained in the syllabus.					
2.	Insufficient teaching materials.					
3.	Students' negative attitude toward C.R.K.					
4.	Inadequate number of qualified teachers in the subject area.					
5.	Inadequate number of periods for teaching C.R.K.					
6.	The attitude of teachers/principals towards the teaching of C.R.K.					
7.	Difficulty of students to understand the concepts taught.					
8.	Ignorance of many Christian concepts.					
9.	Superficial coverage of material					
10.	Materials presented not stimulating and challenging enough.					

Specify others

.....

.....

.....

CHRISTIAN RELIGIOUS KNOWLEDGE QUESTIONNAIRE FOR STUDENTS (CRKQ-S)

SECTION C: INSTRUCTIONAL MATERIALS

The following is a list of some instructional materials used for teaching Christian Religious Knowledge in junior secondary schools. Please indicate the extent that each of them is adequate in achieving the stated objectives of the curriculum by ticking (☐) against the column that agrees with your opinion in the following five-point scale: Very Adequate (VA), Adequate (A), Inadequate (IA), Very Inadequate (IA), and No Opinion (NO).

Instructional materials	VA	A	IA	VI	NO
1. Video recorder					
2. Television sets					
3. Projectors					
4. Cassette player and tapes					
5. Film strips					
6. Flip charts					
7. Pictures and posters					
8. Atlas and maps					
9. Newspaper clippings					
10 The globe					

**CHRISTIAN RELIOUS KNOWLEDGE QUESTIONNAIRE
FOR STUDENTS (CRKQ-S)
AVAILABILITY OF INSTRUCTIONAL MATERIALS**

The following is a list of some instructional materials used for teaching Christian Religious Knowledge in junior secondary schools. Please indicate by ticking () against the column of availability that agrees with your opinion in the following three -point scale:

Availability of Instructional Materials	Response		
	Available	Not Available	Don't Know
1 Video recorder			
2 Television sets			
3 Projectors			
4 Cassette player and tapes			
5 Film strips			
6 Flip charts			
7 Pictures and posters			
8 Atlas and maps			
10 The globe			

APPENDIX A 5

JUNIOR SECONDARY STUDENTS ATTITUDE QUESTIONNAIRE (JSSAQ)

SECTION D:

This instrument is derived from the CRK syllabus of the JSS CRK Curriculum content. It has been carefully arranged in such a way as to take very little of your time. All that you need do is read through each of the items and respond by ticking () in the space provided against the statement or statements which you agree with.

Items	Response				
	SA	A	UD	D	S
1. Christian Religious Education makes me a better Nigerian.					
2. My feeling is that Christian Religious Education makes me an honest person.					
3. I dislike the discipline, which Christian Religious Education represents.					
4. Christian Religious Education can improve my conduct.					
5. I think that Christian Religious Knowledge is very useless.					
6. I feel that without Christian Religious Education man is a dangerous animal.					
7. I study Christian Religious Education to satisfy the longing of my heart to know God.					
8. Christian Religious Education moulds students into good citizens.					
9. Christian Religious Education Creates conflicts in my heart about right and wrong.					

Items	Response				
	SA	A	UD	D	S
10. Christian Religious Education checks indiscipline among students in my school.					
11. The study of Christian Religious Education makes students aware of community values.					
12. Christian Religious Education makes me uncomfortable.					
13. Learning Christian Religious Education will not get in my way to anything.					
14. Christian Religious Education promotes unity in diversity.					
15. Learning of Christian Religious Education prepares me to live a good life.					
16. The study of Christian Religious Education makes it difficult for people to cheat in my school.					
17. Given the chance, I will stop the teaching of CRK in schools.					
18 CRK has introduced divisions among students, as far as I am concerned.					
19. CRK imparts sound Christian Moral values that are vital for moral development of the child in his relationship with God his fellow human beings.					
20. We study CRK to go to heaven					
21. Studying CRK has not helped to reduce the rate of corruption, which has eaten deep into our society.					
22. I believe that CRK trains the student to think for himself.					

APPENDIX A 6

JUNIOR SECONDARY STUDENTS' HYPOTHETICAL SOCIO - MORAL PROBLEM TEST (SHOMPT)

SECTION E:

The socio moral problem tests are drawn from the CRK curriculum content. You are to indicate your degree of agreement or disagreement with each of the items by ticking (☐) in the column that agrees with your opinion, using the following scale:

SA=Strongly Agree, A=Agree, D=Disagree SD=Strongly Disagree, and
U =Undecided.

STATEMENT	SA	A	U	D	SD
1. In a certain school "A" students who steal or engage in any other form of dishonesty are expelled or seriously punished. In another school "B" such offences are mildly treated. I would like to be a student in school B than in school A.					
2. Since sex is a natural urge and a private affair, students should be allowed freedom to take their own decisions about it without school or parental control no matter how they do it					
3. A student sneaked out of the school and went into a gambling house and won a lot of money and became a rich student. I wish I were that student					
4. Ten students committed certain offence. Five cleverly escaped punishment by telling lies, the others confessed and were severely punished. I admire the wisdom of the students who told lies and freed themselves.					
5. In school "A" children cheat in WAEC examinations and always make high grades. In school "B" such offences are seriously punished, so students do not cheat and some of them usually make low grades. I prefer to be a student of school A than of school B.					
6. A student who solves his problems at any cost, whether with tricks or by force, is better than the one who cannot solve his problems because he does not want to use trick or force.					

7. A parent promises a beautiful price to a child if he scored up to 80% in Christian Religious Knowledge. The child scored 79% but changed the score in the report card to eighty percent and got the price. There is nothing wrong with the child's behaviour since it was only one mark difference.

8. Since smoking Indian hemp does not affect the student's health or school performance adversely, nobody should interfere as long as the student uses his own money.

9. If a person commits any offence and he is not caught, he has no problem. Such a person is not necessarily an offender since he has no question to answer.

10. A Samaritan Christian called Simon saw that the apostles could impart the Holy Spirit by laying hands on the people. Therefore he offered money to Peter and John to give him the power of calling down the Holy Spirit on whom ever he laid hands. If I were Peter I would have received the money.

11. When Peter arrived at Joppa the Military General Cornelius fell at his feet and worshiped him. But Peter said stand up I am a man. If I were Peter I would have felt very happy that a general worshiped me.

12. At Lydda, Peter met a woman called Tabitha (Dorcas). She was very kind, generous and devoted. She spent all her time helping the poor and the needy. If I were Tabitha, I would have used my money for something else because helping the needy makes them lazy and dependent.

13. A student fell ill shortly after registering for the final J.S.S III examinations. Two weeks before the beginning of the examinations, he got well again. If I were he I would consult a medicine man instead of praying to God to pass the examinations.

14. Two students talk about the problems in Nigeria today. One of them says that if he were to be the President of Nigeria today, he would begin by enriching himself first and afterwards settle to the work of reconstructing the society. I would do exactly the same since everybody else does so.

15. Someone was very annoyed with Mother Theresa of Calcutta for helping the poor. He felt that mother's kindness encourages people to be lazy. I am of the same opinion.

16. Two people came to your office to seek a job. The one from your village is not as qualified as the other applicant. I would give the work to the one from my village because charity begins at home.

17. In a football match between your school and another the leg of one of your students was broken. In anger the other members of your team wanted to revenge. I believe that the reaction of our students was good.

18. A poor man had to steal food from his neighbour's farm to feed his family for one day. He was caught and sentenced to 5 years imprisonment for stealing. This is right because we want to rid the society of thieves.

19. Someone went to an office to look for a job. A friend assured him that he could replace another person's name from the approved list. I would do the same to help a friend.

APPENDIX A 7

Percentage Table for Students' Attitudes Towards CRK

	SA	A	U	D	SD
1. Christian Religious Knowledge makes me a better Nigerian.					
2. My feeling is that Christian Religious Knowledge makes me an honest person.					
3. I dislike the discipline, which Christian Religious Knowledge represents.					
4. Christian Religious Knowledge can improve my conduct.					
5. I think that Christian Religious Knowledge is very useless.					
6. I feel that without Christian Religious Knowledge man is a dangerous animal.					
7. I study Christian Religious Knowledge to satisfy the longing of my heart to know God					
8. Christian Religious Knowledge moulds students into good citizens.					
9. Christian Religious Knowledge Creates conflicts in my heart about right and wrong.					
10. Christian Religious Knowledge checks indiscipline among students in my school.					
11. The study of Christian Religious Knowledge makes students aware of community values.					
12. Christian Religion Education makes me uncomfortable.					
13. Learning Christian Religious Knowledge will not get in my way to anything.					
14. Christian Religious Knowledge promotes unity in diversity.					
15. Learning of Christian Religious Knowledge prepares me to live a good life.					
16. The study of Christian Religious Knowledge makes it difficult for people to cheat in my school.					
19. CRK imparts sound Christian Moral values that are vital for moral development of the child in his relationship with God his fellow human beings.					
20. We study CRK to go to heaven					
21. Studying CRK has not helped to reduce the rate of corruption, which has eaten deep into our society.					
22. I believe that CRK trains the student to think for himself.					

APPENDIX B 1

LETTER OF INTRODUCTION
UNIVERSITY OF JOS, FACULTY OF EDUCATION
P.M.B. 2084, JOS, NIGERIA

DEPARTMENT OF ARTS AND SOCIAL SCIENCES
EDUCATION

Ref:.....

The Principal.....

LETTER OF INTRODUCTION

Rev. Fr. Cletus T. Gotan is a Ph.D. student currently engaged in a Research on: "An Evaluation of the Christian Religious Knowledge Curriculum for Junior secondary schools in Plateau State of Nigeria, 1985-2002".

It is designed to find out the extent to which the objectives of the Christian Religious Knowledge curriculum have been achieved. We should be grateful if you would kindly give him access to the information/materials necessary for accomplishing this objective.

Thanks for your Co-operation.

Dr G. BOZIMO
Head of Department

Prof. E. D. OZOJI
Project Supervisor

APPENDIX B 2

MAP SHOWING

PLATEAU STATE ZONAL DIRECTORATE OF EDUCATION

