

TECHNIQUES AND RESOURCES EMPLOYED BY CHRISTIAN RELIGIOUS TEACHERS IN TEACHING SECONDARY SCHOOL STUDENTS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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Abstract

Christian Religious Studies (CRS) is a subject in the school curriculum that is meant to nurture the students to be good citizens as individuals who are morally and academically sound. However, the poor performance of students in CRS and the decrease in enrolment of students in the subject brought to light the urgent need to investigate the techniques and resources teachers employ in teaching Christian Religious Studies (CRS). The population for the study were CRS teachers in senior secondary schools in Ilorin Metropolis. The target population of the study comprised all the CRS teachers teaching SS 3 classes. Purposive random sampling technique was adopted to select all the 100 CRS teachers teaching at the SS 3 classes. The instrument for gathering data for this study was questionnaire while descriptive and inferential statistics were used to analyse the data gathered through a researcher- designed questionnaire. The mean and rank order were the statistical methods used to analyse the data gathered through a researcher-designed questionnaire. The findings of the study established that non- human resources was the most used technique. On the resources,

it was found out that computer and internet were the most used. The result revealed that there was no significant difference in the techniques and resources employed by CRS teachers based on gender. Based on the findings, it is recommended that teachers be encouraged to use proper and adequate techniques and resources in teaching. They should also endeavour to update their knowledge of pedagogy through constant attendance at seminars, workshops, and in-service training in order to be abreast on the techniques and resources used in teaching CRS.

Keywords: Christian Religious Studies, Techniques, Resources

Introduction

Christian Religious Studies (CRS) is a subject of study in schools taught to acquaint students with the basic knowledge of Christian doctrines. It is a subject taught from the primary to the tertiary school level of education. Its aim is to inculcate in the children moral and spiritual values that will give rise to character formation and patriotism (Edube & Odiegwu, 2014; Okoro, 2013). Despite the importance accorded Christian Religious Studies (CRS), students seem not to be interested in learning the subject but just to pass (Kalu 2012). This is reflected in the low enrolment and poor performance of students in this subject at the school certificate level (Ojo, 2016; Abdur-Rafiu (2020). Most students in schools seem to attend CRS classes just because it is one of the compulsory subjects in the school curriculum at the basic school level. This subject is seen by some people as something that should be taught in churches, and teachers have nothing new to enrich themselves with (Kalu 2012). The teaching and learning of CRS have for a long time been taken lightly. It is believed by the students that it doesn't require much time to be spent studying it and that it is merely reading the Bible. This is seen as a reason why the performance of students in CRS at both the NECO and WASSE has not been encouraging.

Teachers occupy a very important position in the implementation and curriculum content, aims, goals, and objectives of education. They are the primary determinants of what learners learn. This means they are indispensable in the selection of techniques and resources that would be appropriately employed in the teaching and learning processes. Quality teaching involves the selection of suitable techniques and resources to interpret the concept taught, effective use of time, knowledge of the subject

matter, and the ability to present the subject matter to learners in a way they can comprehend and receive prompt feedback from evaluation. The essence of teaching in any society is to help individuals achieve their educational goals. The concept of teaching involves sharing experience between the teacher and the learner. Bolarinwa (2017) defined teaching as the impact of knowledge from one person to another and the guiding of someone to behave in a particular manner.

Teaching method is viewed as a professional technique teachers' use in their instructional exercises to enable learners to acquire relevant knowledge and skills (Edube & Odiegwu 2014). Most researchers, like Mkpa (2009) and Onwuka (2010), opined that no one teaching method or technique should be adhered to for effectiveness since each has its merits and demerits in the teaching enterprise. It is advisable that teachers of CRS adopt the appropriate method in order to enhance the interest of students in the subject. Many researchers have identified teaching methods that are effective for teaching and learning CRS, such as discussion, demonstration, discovery (Edube & Odiegwu, 2014; Kalu, 2012), simulation, and drama (Mkpa, 2009; Odo, 2011; Wagner, 2010).

Teachers need to be well equipped with the methods of teaching, as the teacher is responsible for translating policy into action in the classroom. However, an effective and efficient CRS teacher must have knowledge of what to teach and how to teach it. They must have knowledge of the content and master the teaching methods and strategies to facilitate effective interaction between the learners and the content. They should also give room for students' own process of exploration and discovery, which is otherwise known as the problem-solving method in teaching. Ayodele (2007) opined that the objectives of the lesson will prompt the teacher to select the appropriate techniques and resources.

In getting students motivated, the teacher employs different means and tactics, which are otherwise known as techniques. Techniques are processes or steps by which a goal is accomplished. It could be referred to as what teachers themselves employ to solve problems they encounter while teaching. Techniques are also called strategies of delivery; this is a subset of teaching methods of introducing, explaining, and giving practice in evaluating or recapitulating by the teacher. They are a teacher's attribute—the style with which a teacher delivers his or her lesson.

Resources are assets teachers draw from to achieve the goal of instruction. Lawal (2006) defined them as any object, person, or place that facilitates the planning, implementation, and evaluation of teaching and learning, together with the feedback that goes into the instructional system. They are used by teachers to assist students in meeting expectations. Since the overall goal of teaching and learning is the development of a total being (cognitively, affectively, and psychologically),

A good instructional resource should aid learning in these aspects. It should be noted that no other resource can take the place of the teacher in instruction. He alone is the only resource that can perform the triple function of initiating, facilitating, and sustaining knowledge. Hence, the teacher should therefore possess the right attitude, knowledge, and skill in the use of other resources. That is, a particular teacher can employ a particular technique in teaching a class and may decide to use another technique in another class. Instructional resources can be used or employed at all stages of instruction in order to achieve desired goals. Instructional resources help both the teacher and the learner to teach and learn with ease. They are things such as charts, models, overhead projectors, films, TV, computers, etc.

It has been established that the roles of techniques and resources are vital to the teaching and learning processes as they enhance instruction and also help to concretize abstract ideas. As a result of the invaluable importance of techniques and resources to the teaching and learning process, there is a need to analyze how secondary school teachers use them in teaching CRS.

Poor performance of students in CRS and the decrease in enrolment of students in the subject brought to light the urgent need to investigate the techniques and resources teachers employ in teaching Christian Religious Studies (CRS). Inadequate teaching resources or lack of it makes the teaching and learning of CRS difficult for students. The way CRS is looked done upon by people demoralises students and turns away candidates from offering the subject which in turn affects the enrolment pattern of the subject.

Stakeholders in education and relevant established examination bodies have been showing great concern over the poor performance of students in CRS at the secondary school level (Abdur-Rafiu, Ajidagba and Rafiu 2020). Similarly, students' poor academic achievements in the

subject have also warranted discussion among scholars especially on possible precipitating factors (Lawal, 2001). Evidences that are obvious in schools are factors like unqualified teaching staff, lack of teaching facilities, poor teachers' motivation and inadequate supervision /inspection.

Several studies have been conducted in areas related to this study. For instance, Azlina and Adnan (2019), Bhasah, and Harison (2013) investigated on the most commonly used method in the teaching of religious education, Abiola (2012) assessed the resources used for in senior secondary schools in Kwara State. Wainaina (2011) worked on teaching methodologies that could stimulate students' interest in teaching CRS. Bamiro (2015) investigated the use of appropriate resources and strategies in teaching among secondary school students. However, these researchers did not delve into the effect of these methods and strategies on the performance and enrolment of students in Christian Religious Studies and this is the gap which this study is out to fill. Therefore, this study is focused specifically on the techniques and resources for teaching Christian Religious Studies (CRS) as it affects students' performance and enrolment at Ilorin Metropolis.

1. To examine the techniques teachers employ in teaching Christian Religious Studies in secondary school
2. To examine the resources employed in teaching Christian Religious Studies in secondary school
3. To find out the differences in techniques used by teachers based on gender.
4. To find out the differences in resources used by teachers based on gender.

Research Questions

1. What are the techniques used by teachers in teaching CRS among secondary school students?
2. What are the resources used by teachers in teaching CRS among secondary school students?
3. Is there any difference in the techniques employed by teachers in the teaching of CRS among secondary school students based on gender?

4. Is there any difference in the resources employed by teachers in the teaching of CRS among secondary school students based on gender?

Hypotheses

1. There is no significant difference in the techniques male and female teachers employ in teaching CRS.
2. There is no significant difference in the resources male and female teachers employ in teaching CRS in Ilorin.

Methodology

This is a descriptive survey, the design was considered appropriate for this study because it allowed the researchers to gather respondents' opinion on the techniques and resources employed by Christian religious teachers. All secondary school teachers in Ilorin metropolis, Kwara State, constituted the population of this study. The target population for the study were all CRS teachers in Public Secondary Schools in Ilorin, Kwara State, while purposive sampling technique was used to sample all the 100 CRS teachers teaching SS 3 students. The instrument that was used in the study was a researcher-designed questionnaire titled "Techniques and Resources Employed for Teaching CRS among Secondary School Students in an Ilorin Metropolis."

It was made up of two sections (A and B). Section A consists of items that focus on the demographic information of respondents, such as gender, name of school, and educational qualification. Section B is made up of two clusters containing techniques and resources employed by CRS teachers. Cluster 1 contains items on techniques employed by teachers, and Cluster 2 contains items on resources used by teachers in the teaching of CRS. A four-point rating scale was developed to test students agreement on teaching techniques and resources for teaching, namely: Always (A), Often (O), Seldom (S), and Never (N), which were scored at 4, 3, 2, 1, and respectively, such as A (4 points), O (3 points), S (2 points), and N (1 point). Mean score up to 2.50 above were accepted as techniques or resources used, while mean scores below 2.50 were regarded as not been used.

The instrument was face-validated by three experts, two from the test and measurement unit of the department of social sciences and one from the arts education department at the University of Ilorin. Test re-test method was

employed and subjected to Pearson Product Moment Correlation Coefficient (PPMC) and yielded 0.75 using Cronbach alpha method. The data collected was analyzed descriptively using mean and rank order to answer the research question, and a t-test was used to test the hypotheses at the 0.05 level of significance.

Results

To answer this research question, participants responses on the techniques employed by teachers in the teaching and CRS were analysed using the mean and summary of the result is presented in table 1. Mean score up to 2.50 above were accepted as techniques or resources used, while mean scores below 2.50 were regarded as not been used.

Research Question One: What are the techniques used by teachers in teaching CRS among secondary school students?

Table 1: Techniques used by Teachers in Teaching CRS

S/N		Mean	Rank
1	Give class assignment / class work that guide the students to a better understanding of concept taught	3.08	4
2	Engage in short demonstration to make learning easy	3.28	2
3	Make use of life approach to drive home some points	2.41	12
4	I do not ignore students questioning or confusion when teaching	2.52	11
5	Make students to rewrite topics treated from their memory	3.59	1
6	Lessons are partly based on students previous knowledge	2.56	10
7	I adopt concept clarification and informal approaches	3.00	6
8	Attitude and interest of the students are considered	3.19	3
9	Make students to brainstorm on thought provoking questions to solve problems and bring out moral lessons	3.05	5
10	I use a combination of techniques to facilitate effective instruction	2.86	8
11	Make students to give a summary of topics studied	2.59	9
12	Involve the students in role play strategy	2.89	7

Table 1 depicts the respondents views on techniques used in the teaching of CRS by teachers in secondary schools in Ilorin metropolis. Based on the

ranking order, the first three techniques are: students were asked to rewrite topics treated from memory (3.59), the use of demonstrations to make learning easy (3.28), and the attitude and interest of the students are considered (3.19). However, the least three techniques used were: lessons are partly based on students previous knowledge (2.56), teachers do not ignore students questioning when teaching (2.520), and using the life approach to drive home some points. From the analysis, it showed that the techniques mostly used by teachers include demonstration, asking students to recall from memory what they have learnt and considering their interest and attitude in the course of teaching.

Research Question Two: What are the resources used by teachers in teaching CRS among secondary school students?

Table 2: Resources used by Teachers in Teaching CRS

S/N		Mean	Rank
1	I use technologies such as computers and the internet to motivate students in class for students to retain longer	3.96	1
2	I use audio visual resources to enhance understanding of the topic taught	3.75	3
3	I use improvised resources in order to be closest to real life experience	3.11	7
4	I play video of some biblical events for the students to watch	2.82	11
5	I invite resource persons to talk to the students about religious events.	2.81	12
6	I use pictures as an effective way of motivating students to learn	3.74	4
7	Use instructional resources to make learning outcomes to be vividly understood	3.86	2
8	I use a combination resources in teaching based on the complexity of the topic	3.05	8
9	Use media resources for successful curriculum implementation	2.96	9
10	I use over head projector to make concepts more real to students and more applicable to their lives.	3.33	6
11	I embark on excursion to places of religious interest for my students	2.83	10
12	I invite resource persons to talk to the students about religious events and festivals	3.68	5

Table 2 shows that items 1, 7, and 2, which state that technologies such as computers and the internet are used to motivate students to retain longer what is taught, use instructional resources to make learning outcomes vividly understood, and I use audio-visual resources to enhance understanding of the topic taught, have mean scores of 3.96, 3.86, and 3.75 ranked 1st, 2nd, and 3rd, respectively, while item 5, which states that I invite resource persons to talk to the students about religious events, has a mean score of 2.81 ranked 12th. It therefore means that resources used mostly by teachers include the computer and audio visual aids to make learning vivid and understood.

Hypotheses Testing

Hypothesis One: There is no significant difference in the techniques male and female teachers employ in teaching CRS.

Table 3: Independent Sample t-test Analysis of Gender Difference in the Techniques Employed by Teachers in the Teaching of CRS

Gender	N	X	Sd	df	t	Sig. (2-tailed)	Remark
Male	34	3.27	.282				
Female	66	3.20	316	98	.995	.321	Accepted

From Table 3, it can be deduced that gender does not significantly influence the techniques employed by teachers in teaching Christian religious studies. This is reflected in the findings of the hypothesis tested (df (98), $t = 995$, $p > 0.05 = 0.321$). Thus, the hypothesis, which states that “there is no significant difference in the techniques male and female senior secondary school students and teachers employ in teaching CRS,” is accepted.

Hypothesis Two: There is no significant difference in the resources male and female teachers employ in teaching CRS.

Table 4: Independent Sample t-test Analysis of Gender Difference in the Resources Employed by Teachers in the Teaching of CRS

Gender	N	X	Sd	df	t	Sig. (2-tailed)	Remark
Male	34	3.304	.231				
Female	66	3.264	.292	98	.705	.482	Accepted

From Table 4, it is revealed that gender does not significantly influence the resources employed by teachers in teaching CRS. This is reflected in the findings of the hypothesis tested ($df (98)$, $t = .705$, $p > 0.05 = 0.482$). Thus, the hypothesis, which states that “there is no significant difference in the resources male and female senior secondary school teachers employ in teaching CRS,” is accepted.

Discussion of Findings

The findings of the study revealed that techniques commonly used by CRS teachers were the writing of topics from memory, the use of demonstration, and consideration of attitude and test. The result of this study also corroborates that of Newcomb (2010), submitted that discussion methods, demonstration methods, and field trips are techniques used by teachers to teach CRS. Lack of usage of relevant and effective teaching techniques could lead to abysmal students’ performance in CRS. This assertion is in consonance with Qutub (1977), who found that most teachers seldom or never make use of good teaching techniques to enhance their teaching. He attributed this to a lack of confidence and pedagogical skills. This finding also aligns with Salako (2000), Ajidagba (2002), Yoloye (2008) and Balogun (2013), who all noted that the poor performance of students in CRS might be due to the wrong techniques adopted by teachers during the teaching and learning process.

From the findings of the study, it was indicated that non-human resources were the most used by teachers, and excursions to places of religious interest were the least used resources. This means that the majority of the sampled teachers used non-human resources to teach the students. The result is in line with that of Henson (2011), who opined that non-human resources are mostly used by teachers in order to sharpen and broaden learners sense of imagination. This study also found that pictures, TV programs, video players, dictionaries, audio-visual flip charts, etc. were

always employed in teaching CRS. The findings are supported by the resource listing of Lawal and Olajide (2004), who agreed that textbooks, stories, songs, plays, pictures, and a host of others are some of the most common instructional resources that have proved highly useful in teaching and learning.

It was also found out that there was no significant difference in the techniques and resources used by male and female CRS teachers in teaching. This means that teachers' use of techniques and resources in teaching CRS among students is independent of gender. The result is in consonance with Lawal (2006) and Adebileje (2015) in their studies that gender has no influence on teachers' performance. The result of the study also supported that of Amadi (2010), who found that gender was not a determinant factor for effective and efficient teaching in the classroom. This finding is contrary to the findings of Hut (2012), who revealed that female teachers performed better than male teachers in the use of instructional resources in teaching and learning. The study findings on gender agreed with Monyao (2017), who reported that CRS is perceived as a female-oriented subject by most of the body when selecting the learning areas.

Conclusion

From the findings of this study, it is concluded that the teachers are not using up-to-date techniques that would facilitate better understanding on the part of the students. Moreover, enough resources are not been used in the learning process which would have improved the academic performance of the students.

Recommendations

1. CRS teachers should employ techniques and resources to ease and sustain the interest of the learners.
2. Teachers should be encouraged to attend workshops, seminars, and conferences to expose them to the different techniques and resources in order to improve the performance of the students.
3. Appropriate techniques and resources should be made available, to teachers so that it can be deplored for the teaching of CRS

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